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Goodheart-Willcox Publisher Correlation of <i>Essential Health Skills for Middle School 2019</i> to the Texas Essential Knowledge and Skills for Health Education for Middle School, Grades 7-8 TEKS Coverage: 100%	
TEKS	CORRELATING PAGES
(1) Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	
(A) analyze the interrelationships of physical, mental, and social health	Instruction: 8, 10 (Figure 1.2) Assessment: 13 (Hands-On)
(B) identify and describe types of eating disorders such as bulimia, anorexia, or overeating	Instruction: 198-202 Assessment: 202 (#4)
(C) identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability	Instruction: 132-133, 135 Assessment: 155 (#17, 18)
(D) describe the life cycle of human beings including birth, dying, and death	Instruction: 537-543, 545-552, 553-560 Assessment: 543 (#1-5), 552 (#1-5), 560 (#1-5)
(E) identify and describe the three categories of prescription drugs and types of illegal drugs	Instruction: 301, 307-313 Assessment: 317 (#1-5)
(F) examine the relationship between prescription drugs and illegal drugs	Instruction: 301, 307-313 Assessment: 305 (#5), 317 (#1-5)
(2) Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	
(A) explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health	Instruction: 545-550 Assessment: 552 (Hands-On)
(B) describe the influence of the endocrine system on growth and development	Instruction: 595-598 Assessment: 598 (#3-5)
(C) compare and contrast changes in males and females	Instruction: 545-550 Assessment: 552 (Hands-On)
(D) describe physiological and emotional changes that occur during pregnancy	Instruction: 532-535 Assessment: 535 (#5)



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(E) examine physical and emotional development during adolescence	Instruction: 545-550 Assessment: 552 (#1, 5)
(F) identify the common side effects associated with each drug category on the body systems and brain	Instruction: 142, 301-302, 307-313 Assessment: 317 (#2, 4, 5)
(3) Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	
(A) explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups	Instruction: 10-12, 375-376 Assessment: 13 (#2-3), 380 (#4)
(B) analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors	Instruction: 16-21 Assessment: 21 (#3-5)
(C) distinguish risk factors associated with communicable and noncommunicable diseases	Instruction: 16-21 Assessment: 21 (#3-5)
(D) summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases (STDs)	Instruction: 342-349, 351-356 Assessment: 349 (#1-5), 356 (#1-5)
(4) Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:	
(A) use critical thinking to analyze and use health information such as interpreting media messages	Instruction: 26-29 Assessment: 32 (#4)
(B) develop evaluation criteria for health information	Instruction: 26-29 Assessment: 32 (#4)
(C) demonstrate ways to use health information to help self and others	Instruction: 26-29 Assessment: 93 (#20)
(D) discuss the legal implications regarding sexual activity as it relates to minor persons	Instruction: 510-512 Assessment: 525 (#21)
(E) identify and explain the importance of each component of an over-the-counter drug warning label	Instruction: 303 (Figure 10.6) Assessment: 305 (Hands-On)
(F) identify common uses of each prescription drug category	Instruction: 301 (Figure 10.3) Assessment: 305 (#4)



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(G) compare and contrast examples of various packaging and forms of medicines, including prescription drugs	Instruction: 300-301, 303-304 Assessment: 305 (#4)
(H) discuss the legal consequences related to the use of drugs, including the misuse of prescription drugs	Instruction: 315 Assessment: 317 (#5, Hands-On)
(5) Health information. The student comprehends ways of applying health information related to prescription and over-the-counter drugs to reduce health risks to the body systems and functions for a life span. The student is expected to:	
(A) analyze the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders	Instruction: 304-305, 315 Assessment: 305 (Hands-On), 317 (#5, Hands-On)
(B) describe how substance misuse, including prescription drug misuse, and substance use disorders affect the body systems and brain	Instruction: 304-305, 307-313 Assessment: 305 (Hands-On), 317 (#1-2, 5)
(C) relate medicine and other drugs to communicable and noncommunicable disease, prenatal health, health problems in later life, and other adverse consequences	Instruction: 300-301, 340, 353 (Figure 11.21) Assessment: 329 (#22), 340 (#5)
(6) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	
(A) analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries	Instruction: 387-396, 403-406, 408-418 Assessment: 396 (#1-5), 406 (#3-5), 418 (#1-5)
(B) describe the dangers associated with a variety of weapons	Instruction: 388, 398, 517-518 Assessment: 396 (#1)
(C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse	Instruction: 508-509 Assessment: 515 (Hands-On)
(D) identify information relating to abstinence	Instruction: 347, 487-488 Assessment: 383 (#19), 490 (#5)
(E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	Instruction: 347, 487-488 Assessment: 383 (#19), 490 (#5)
(F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing	Instruction: 347, 487-488 Assessment: 383 (#19), 490 (#5)



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pregnancy, STDs, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity	
(G) demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR) and the choking rescue	Instruction: 408-418 Assessment: 418 (#1-5)
(H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs, and other substances	Instruction: 245-248, 275-277, 304-305, 307-313 Assessment: 249 (#2-4), 283 (#3-5), 305 (Hands-On), 317 (#2)
(I) identify and discuss efforts to prevent substance abuse, including prescription drug use, in the community	Instruction: 262-265, 289-290, 319-322 Assessment: 266 (Hands-On), 292 (#3)
(J) apply strategies for avoiding violence, gangs, weapons, and drugs	Instruction: 388, 398, 517-519, 522 Assessment: 396 (#1), 522 (#5)
(K) explain the importance of complying with rules prohibiting possession of drugs and weapons	Instruction: 319-322 Assessment: 326 (Hands-On)
(L) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs and the resulting consequences of each	Instruction: 304-305 Assessment: 305 (#5, Hands-On)
(M) describe how substance misuse, including prescription drug misuse, can lead to addiction	Instruction: 254-256, 282-283, 317 Assessment: 257 (#5), 317 (#5)
(7) Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:	
(A) relate physical and social environmental factors to individual and community health such as climate and gangs	Instruction: 428, 518-519 Assessment: 449 (#19), 522 (#5)
(B) describe the application of strategies for controlling the environment such as emission control, water quality, and waste management	Instruction: 436-446 Assessment: 446 (#1-5)
(C) discuss the influence of physical and social environmental factors on substance misuse	Instruction: 251-253, 285-288, 314 Assessment: 292 (#1)
(8) Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:	



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(A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models	Instruction: 455-467, 469-475, 477-484, 486-490 Assessment: 467 (#1-5), 475 (#1-5), 484 (#1-5), 490 (#1-5)
(B) develop strategies for monitoring positive and negative relationships that influence health	Instruction: 455-467 Assessment: 467 (#1-5)
(9) Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:	
(A) discuss the influence of media and technology on social norms such as using prescription drugs and the social commitment not to use illegal drugs	Instruction: 42 (Building Your Skills), 253, 288 Assessment: 202 (#5)
(B) explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard	Instruction: 42 (Building Your Skills), 195-196, 288 Assessment: 202 (#5)
(C) explain how programmers develop media to influence buying decisions	Instruction: 42 (Building Your Skills), 253 Assessment: 202 (#5)
(10) Influencing factors. The student understands how social factors impact personal, family, community, and world health. The student is expected to:	
(A) describe personal health behaviors and knowledge unique to different generations and populations	Instruction: 20-21 Assessment: 13 (Hands-On)
(B) describe characteristics that contribute to family health	Instruction: 31 Assessment: 21 (#5), 35 (#18)
(11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:	
(A) differentiate between positive and negative peer pressure	Instruction: 253 (Figure 8.11), 483-484 Assessment: 493 (#17)
(B) describe the application of effective coping skills	Instruction: 261, 560 Assessment: 35 (#19)
(C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact	Instruction: 460, 460 (Figure 14.7) Assessment: 467 (#3)
(D) summarize and relate conflict resolution/mediation skills to personal situations	Instruction: 26, 464-467 Assessment: 467 (Hands-On)
(E) appraise the importance of social groups	Instruction: 8 Assessment: 13 (Hands-On)



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(12) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	
(A) describe techniques for responding to criticism	Instruction: 102-104 Assessment: 104 (#4)
(B) demonstrate strategies for coping with problems and stress	Instruction: 118-124 Assessment: 124 (#5)
(C) describe strategies to show respect for individual differences including age differences	Instruction: 477, 506 Assessment: 63 (#23)
(D) describe methods of communicating emotions	Instruction: 110 Assessment: 114 (Hands-On)
(E) describe the effect of stress on personal and family health	Instruction: 117-118 Assessment: 124 (#3)
(F) describe the relationships between emotions and stress	Instruction: 117 Assessment: 124 (Hands-On)
(G) discuss how substance misuse, including prescription drug misuse, and substance use disorders impact families and communities	Instruction: 277-279, 315-317 Assessment: 283 (Hands-On), 317 (#5)
(13) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:	
(A) interpret critical issues related to solving health problems	Instruction: 30 Assessment: 295 (#19)
(B) relate practices and steps necessary for making health decisions	Instruction: 23-24 Assessment: 32 (#1)
(C) appraise the risks and benefits of decision-making about personal health	Instruction: 288 (Building Your Skills) Assessment: 35 (#22)
(D) predict the consequences of refusal skills in various situations	Instruction: 24-25 Assessment: 32 (Hands-On)
(E) examine the effects of peer pressure on decision making	Instruction: 252-253, 287 Assessment: 326 (Hands-On)
(F) develop strategies for setting long-term personal and vocational goals	Instruction: 24 Assessment: 32 (#2)
(G) demonstrate time-management skills	Instruction: 120, 121 (Figure 4.18) Assessment: 124 (#5)



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(14) Bullying prevention. The student analyzes bullying information and applies strategies for enhancing and maintaining healthy personal relationships throughout the life span. The student is expected to:	
(A) analyze strategies for preventing bullying, harassment, dating violence, and sexual assault	Instruction: 505-506, 514-515 Assessment: 506 (#5)
(B) describe the seriousness of various forms of bullying such as harassment, acquaintance rape, and sexual abuse	Instruction: 500 Assessment: 506 (#3)
(C) demonstrate empathy toward others	Instruction: 112 Assessment: 127 (#15)
(D) analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior	Instruction: 501, 504 Assessment: 506 (#5)
(E) recognize the responsibility to report bullying behavior	Instruction: 501 Assessment: 506 (#5)