



Goodheart-Willcox Publisher
Correlation of *Comprehensive Health Skills for Middle School 2019*
to the Texas Essential Knowledge and Skills (TEKS) for
Health Education for Middle School, Grade 6
TEKS Coverage: 100%

TEKS STANDARDS	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 healthy and unhealthy dietary practices	Instruction: 171-182 Assessment: 182 (#2-4)
(B) explain the importance of a personal dietary and exercise plan	Instruction: 171-175 Assessment: 182 (Hands-On)
(C) compare immediate and long-range effects of personal health care choices such as personal and dental hygiene	Instruction: 40, 48, 55 Assessment: 49 (Hands-On), 60 (Hands-On)
(D) identify causes and effects associated with poor body image such as eating disorders and growth patterns	Instruction: 195-202 Assessment: 202 (#1-5)
(E) examine the concept of cost versus effectiveness of health care products	Instruction: 42 (Building Your Skills) Assessment: 63 (#22)
(F) describe the mental, physical, and social benefits of regular exercise and fitness	Instruction: 210-212 Assessment: 237 (#21)
(G) describe the importance of establishing and implementing a periodic health-maintenance clinical assessment	Instruction: 10 Assessment: 13 (#3)
(H) demonstrate strategies for managing stress	Instruction: 118-124 Assessment: 124 (#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) analyze the relationships among the body systems	Instruction: 568 (Figure 17.2) Assessment: 573 (#5)
(B) describe changes in male and female anatomy and physiology during puberty	Instruction: 545-550 Assessment: 552 (#1-5)
(C) analyze the role of hormones as they relate to growth and development and personal health	Instruction: 531-533, 545-548 Assessment: 552 (#2)
(D) describe menstrual health and identify the relationship to reproduction	Instruction: 532-533 Assessment: 535 (#2)



(3) Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:	
(A) describe various modes of disease transmission	Instruction: 337-338 Assessment: 340 (#3)
(B) compare healthy cell growth to cell growth in the disease process	Instruction: 362-364 Assessment: 369 (#3)
(C) list noncommunicable and hereditary diseases and respective prevention and treatment techniques	Instruction: 358-369, 376-380 Assessment: 369 (#1-5), 380 (#5)
(4) Health information. The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:	
(A) list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications	Instruction: 26-29, 42 (Building Your Skills) Assessment: 63 (#22)
(B) use critical thinking to research and evaluate health information	Instruction: 26-29 Assessment: 63 (#22)
(5) Health information. The student comprehends general health information related to prescription and over-the-counter drugs. The student is expected to:	
(A) define prescription and over-the-counter drugs	Instruction: 300-301 Assessment: 305 (Hands-On)
(B) describe the purposes of prescription and over-the-counter drugs, including the intended benefits	Instruction: 300-301 Assessment: 305 (Hands-On)
(C) explain why some drugs require a prescription	Instruction: 301 Assessment: 305 (#1)
(D) identify the components of prescription and over-the-counter drug labels	Instruction: 303 (Figure 10.6) Assessment: 305 (Hands-On)
(E) compare and contrast examples of prescription and over-the-counter drug labels	Instruction: 303 (Figure 10.6) Assessment: 305 (Hands-On)
(F) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs	Instruction: 304, 320 Assessment: 305 (#4)
(G) explain the dangers associated with taking expired prescription and over-the-counter drugs	Instruction: 301-303 Assessment: 305 (Hands-On)
(6) 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 functions and organs for a life span. The student is expected to:	
(A) explain the difference between the misuse and abuse of prescription drugs	Instruction: 304-305 Assessment: 305 (Hands-On)



(B) describe the misuse and abuse of prescription and over-the-counter drugs and the dangers associated with each	Instruction: 304-305 Assessment: 305 (Hands-On)
(C) describe how the abuse of drugs affects the body systems and brain	Instruction: 307-313 Assessment: 317 (#5)
(7) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	
(A) demonstrate an understanding of basic first-aid procedures	Instruction: 408-418 Assessment: 418 (#1-5)
(B) describe chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs, and other substances	Instruction: 255-256 Assessment: 257 (#5)
(C) explain the relationship among tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/sexually transmitted disease (STD) transmission	Instruction: 280-282 Assessment: 283 (#4)
(D) identify ways such as alternative activities to prevent the use of tobacco, alcohol, drugs, and other substances	Instruction: 262-265, 289-290, 319-322 Assessment: 266 (Hands-On), 292 (#3), 326 (Hands-On)
(E) identify ways to prevent substance misuse, including the misuse of prescription and over-the-counter drugs, and substance use disorders	Instruction: 262-265, 289-290, 319-322 Assessment: 266 (Hands-On), 292 (#3), 326 (Hands-On)
(F) demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt	Instruction: 387-396, 403-406 Assessment: 396 (#1-5), 406 (#3-5)
(G) identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations	Instruction: 319-322, 518, 519, 522 Assessment: 326 (Hands-On), 522 (Hands-On)
(H) explain the consequences of sexual activity and the benefits of abstinence	Instruction: 346-347, 622-625 Assessment: 383 (#19), 625 (Hands-On)
(I) identify signs and symptoms of prescription drug misuse such as using medicine prescribed for someone else or for reasons other than its intended use	Instruction: 304-305 Assessment: 305 (Hands-On)
(8) Influencing factors. The student understands how factors in the environment influence individual and community health. The student is expected to:	
(A) identify how environmental influences may affect an individual's substance misuse and substance use disorder	Instruction: 304-305 Assessment: 305 (Hands-On)
(B) identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures	Instruction: 8, 99 Assessment: 35 (#15), 421 (#17)



(C) make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines	Instruction: 23 (Figure 1.9), 177 (Building Your Skills) Assessment: 177 (#1-3)
(9) Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:	
(A) differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families	Instruction: 455-467 Assessment: 467 (#1)
(B) examine social influences on drug-taking behaviors	Instruction: 314 Assessment: 317 (Hands-On)
(C) explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior	Instruction: 455-467 Assessment: 467 (#1)
(D) practice conflict resolution/mediation skills	Instruction: 464-467 Assessment: 467 (#4)
(E) describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors	Instruction: 24-25, 622-625 Assessment: 32 (Hands-On), 635 (#22)
(F) describe methods for communicating important issues with parents and peers	Instruction: 472-473, 479, 613, 631-632 Assessment: 475 (Hands-On), 484 (#5), 615 (Hands-On), 635 (#22)
(10) Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:	
(A) identify ways in which media and technology influence social norms such as using prescription and over-the-counter drugs	Instruction: 253, 261 (Building Your Skills), 288 Assessment: 269 (#19), 328 (#9)
(B) identify and analyze various media and technologies that influence individual and community health such as computer software and the internet	Instruction: 42 (Building Your Skills), 253, 320, 322 Assessment: 292 (#5)
(C) explain the relationship between health needs and technology development such as the development of an HIV vaccine	Instruction: 375-376 Assessment: 380 (#4)
(11) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	
(A) develop strategies for supporting and respecting all family members	Instruction: 470, 472-474 Assessment: 475 (Hands-On)



(B) identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect	Instruction: 292, 513-514 Assessment: 145 (#5)
(12) Personal/interpersonal skills. The student describes healthy and respectful ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	
(A) demonstrate ways to communicate empathy to others and have consideration for others	Instruction: 112 Assessment: 114 (Hands-On)
(B) assess healthy ways of responding to disrespectful behaviors such as mediation	Instruction: 26, 466-467 Assessment: 467 (Hands-On)
(C) practice methods for self-control	Instruction: 107-110 Assessment: 114 (Hands-On)
(D) describe healthy ways to express affection and love	Instruction: 110 Assessment: 114 (#4)
(E) describe ways to manage anxiety and grief	Instruction: 132-133, 559-560 Assessment: 138 (Hands-On)
(F) describe ways to control anger and emotions when responding to others	Instruction: 107-110, 111 Assessment: 114 (#4, Hands-On)
(G) demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status	Instruction: 477-478, 505-506 Assessment: 484 (Hands-On)
(H) define stress and its effects on individual health and relationships	Instruction: 117-118 Assessment: 124 (#1, Hands-On)
(I) identify stressors and their impact on the health of the individual and family	Instruction: 117 Assessment: 124 (#1, Hands-On)
(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) seek the input of parents and other trusted adults in problem solving and goal setting	Instruction: 143 (Building Your Skills), 260, 292, 325, 501, 504 Assessment: 145 (Hands-On), 349 (Hands-On), 490 (Hands-On), 493 (#19)
(B) demonstrate the use of refusal skills in unsafe situations	Instruction: 24-25, 265, 289, 322-323, 347 (Figure 11.16), 624-625, 631 Assessment: 93 (#22), 266 (Hands-On), 295 (#21, 22), 326 (Hands-On), 632 (#4, 5)
(C) explain the impact of peer pressure on decision making	Instruction: 252-253, 287, 483-484 Assessment: 493 (#17)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477-6243

Web www.g-w.com
Orders 800.323.0440
Phone 708.687.5000
Fax 708.687.5068

(D) compare the risks and benefits of various health behaviors such as choosing not to smoke	Instruction: 17, 20-21 Assessment: 21 (#4)
(E) identify the possible health implications of long-term personal and vocational goals	Instruction: 24, 55 (Building Your Skills) Assessment: 32 (#5), 35 (#20)
(F) identify decision-making practices such as refusing invitations, knowing the risks of substance abuse, and reporting the abuse to a parent school administrator, teacher, or other trusted adult that reduce unsafe health behaviors	Instruction: 23-24 Assessment: 32 (#1)
(14) Bullying prevention. The student engages in behaviors that reduce the risk of bullying throughout the life span. The student is expected to:	
(A) analyze the impact that bullying has on both victims and bullies	Instruction: 498-500, 502-503 Assessment: 506 (Hands-On)
(B) identify strategies for prevention and intervention of all forms of bullying such as emotional, physical, social, and sexual	Instruction: 505-506 Assessment: 525 (#16)
(C) describe healthy ways to be assertive without being aggressive	Instruction: 460-461 Assessment: 266 (Hands-On)
(D) assess healthy and appropriate ways of responding to bullying	Instruction: 501, 504 Assessment: 506 (#5)