

<b>Goodheart-Willcox Publisher</b> <b>Correlation of <i>Essential Health</i> ©2015</b> <b>to the Texas Essential Knowledge and Skills (TEKS)</b> <b>for §115.32 Health I, Grades 9–10</b>		
COMPETENCY		CORRELATING PAGES
<b>(1) Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:</b>		
a	relate the nation's health goals and objectives to individual, family, and community health;	27, 89, 93, 117, 150–151, 164, 167–168, 174, 274–276, 308, 478, 688
b	examine the relationship among body composition, diet, and fitness;	107–109, 114–116, 118, 120–125, 128 (#29 & 30), 154 (#27), 160–183
c	explain the relationship between nutrition, quality of life, and disease;	47–48, 37–99, 109–110, 112–125
d	describe the causes, symptoms, and treatment of eating disorders;	132–139, 140–146, 147–151
e	examine issues related to death and grieving;	655, 683, 690–693
f	discuss health-related social issues such as organ donation and homelessness;	41, 88, 134–138, 150–151, 220, 236, 328, 341, 401, 419, 477
g	analyze strategies to prevent suicides;	513–515, 524 (#22, 24, 25)
h	examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and	472–499, 9, 219, 445–447, 464–465, 503–505, 506 (Health in the Media), 516–521
i	describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.	6–12, 31, 38–44, 92, 112, 164, 199, 245, 267, 296, 333, 368, 479, 545
<b>(2) Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</b>		
a	analyze the relationship between health promotion and disease prevention;	14–20, 22–24, 31, 42–44, 51–54, 55–59
b	analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;	27, 29–30, 151, 273, 276, 308, 364, 366–368, 387, 401–402
c	identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and	27, 275, 239 (Before You Read), 309–309, 387, 467 (Real World Health), 515 (Real World Health), 524 (#24), 554 (#27), 586 (#30), 658 (#28)
d	develop and analyze strategies related to the prevention of communicable and non-communicable diseases.	360–370, 370 (Real World Health), 371–375, 378 (Hands-On Activity), 378 (#31 & 32)
<b>(3) Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:</b>		
a	explain fetal development from conception through pregnancy and birth;	605–609, 609 (Real World Health), 630–636
b	explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;	610–616, 616 (Real World Health), 637–642, 643–646

c	analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead; and	612, 614–616
d	explain the significance of genetics and its role in fetal development.	50–54, 592 (Before You Read), 593–596, 596 (Real World Health), 626 (#23); 626 (Hands-On Activity)
<b>(4) Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:</b>		
a	analyze the health messages delivered through media and technology; and	15–17, 84 (Research in Action), 88, 128 (#32), 132 (Warm-Up Activity), 134–137, 150–151, 154 (#30), 167, 220, 236, 271, 276–277, 304–305, 321, 326 (Warm-Up Activity), 445, 477, 506, 548, 565
b	explain how technology has impacted the health status of individuals, families, communities, and the world.	43, 48, 88, 220, 303, 340, 370, 391, 433, 445, 471, 619
<b>(5) Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:</b>		
a	develop evaluation criteria for health information;	14–18, 20 (Real World Health)
b	demonstrate ways to utilize criteria to evaluate health information for appropriateness;	14–18, 20 (Real World Health)
c	discuss the legal implications regarding sexual activity as it relates to minor persons; and	576–579, 580
d	demonstrate decision-making skills based on health information.	22, 24 (Real World Health), 252 (#36), 296 (#23), 346 (#29), 406 (#28), 438 (#19), 498 (#29), 626 (#22), 658 (#30)
<b>(6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:</b>		
a	examine the effects of health behaviors on body systems;	161–165, 168 (Real World Health), 207–208
b	relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and	31, 426, 515
c	appraise the significance of body changes occurring during adolescence.	662 (Warm-Up Activity), 673 (Warm-Up Activity), 676–677, 677 (Research in Action)
<b>(7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</b>		
a	analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;	260–265, 287–292, 294–299, 327–335
b	explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD),	293 (Warm-Up Activity), 294–295, 298–299, 332, 336 (Real World Health)

	unplanned pregnancies, and motor vehicle accidents;	
c	develop strategies for preventing use of tobacco, alcohol, and other addictive substances;	276–279, 307–308, 341–342
d	analyze the importance of alternatives to drug and substance use;	306 (Before You Read)
e	analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	341, 342 (Skills for Health and Wellness), 564, 567
f	analyze strategies for preventing and responding to deliberate and accidental injuries;	46–47, 185, 201, 202 (Real World Health), 324, 336 (Real World Health), 715
g	analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;	23, 278–279, 307–308, 385–386, 385 (Personal Profile)
h	analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;	23, 385–386, 385 (Personal Profile), 396 (Real World Health), 406 (#30)
i	analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;	385–387
j	analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;	567–569, 571–572, 579 (Skills for Health and Wellness), 580–581, 583 (Real World Health), 586 (#29, #30, Hands-On)
k	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; and	385, 396 (Real World Health), 406 (#30)
l	discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.	23, 385, 387, 623 (#7)
<b>(8) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:</b>		
a	evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and	9, 23–24, 451, 476–477, 514, 531, 534–536, 539, 540–542, 544 (#8), 546, 549–550, 554 (Hands-On Activity), 571
b	explain the benefits of positive relationships among community health professionals in promoting a healthy community.	167–168, 215 (Real World Health), 387, 467 (Real World Health), 554 (#27), 569, 586 (Hands-On Activity)
<b>(9) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:</b>		

a	describe the roles of parents, grandparents, and other family members in promoting a healthy family; and	34 (Hands-On Activity), 62 (#31), 123, 133, 139 (#5), 146, 265 (#8), 270, 271 (#7), 303 (Research in Action), 304, 531
b	analyze the dynamics of family roles and responsibilities relating to health behavior.	62 (#31), 145, 146, 271 (#7), 303 (Research in Action), 304
<b>(10) Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:</b>		
a	assess the impact of population and economy on community and world health;	58–59, 118, 401 (Local and Global Health), 683, 688 (Local and Global Health)
b	analyze the impact of the availability of health services in the community and the world; and	41 (Local and Global Health), 59, 118, 354 (Local and Global Health), 401 (Local and Global Health)
c	describe a variety of community and world environmental protection programs.	62 (Hands-On Activity), 463
<b>(11) Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:</b>		
a	research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and	26, 31, 33, 167, 252 (#34), 342, 375, 387, 471 (Real World Health), 524 (#24), 554 (#27), 586 (Hands-On Activity), 641, 653, 658, 689, 693, 696 (#22), 721 (#1)
b	compare and analyze the cost, availability, and accessibility of health services for people of all ages.	26, 252 (#35), 467 (Real World Health), 471 (Real World Health), 658 (#27 and 28)
<b>(12) Influencing factors. The student understands situations in which people of all ages require professional health services. The student is expected to:</b>		
a	identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and	26–27, 30, 295, 325, 362, 365–367, 417, 583 (Real World Health), 631, 725–743
b	explain how to access health services for people of all ages.	12, 41, 58–59, 252 (#34), 378 (#29), 524 (#24), 554 (#27)
<b>(13) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:</b>		
a	demonstrate communication skills in building and maintaining healthy relationships;	532–534, 537 (Real World Health), 554 (#28 and 29)
b	distinguish between a dating relationship and a marriage;	530–531, 536, 545–551, 553
c	analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;	545–551, 554 (#30)
d	evaluate the effectiveness of conflict resolution techniques in various situations;	534–536, 537 (Real World Health), 558–561, 586 (#29 and 32)
e	demonstrate refusal strategies;	23, 24 (Real World Health), 278–279, 307–308, 311 (#5), 314 (#22), 385–386, 387 (Real World Health)
f	explore methods for addressing critical-health issues; and	13–20, 21–24, 25–31, 34 (Hands-On Activity), 466–467, 470 (#24), 490–495, 516–521, 554 (#28), 579
g	evaluate the dynamics of social groups.	9, 23–24, 455, 477 (Health in the Media), 528–587

<b>(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:</b>		
a	demonstrate strategies for communicating needs, wants, and emotions;	9, 23–24, 34 (#28), 62 (#31), 309, 387 (Real World Health), 532–536, 537 (Real World Health), 554 (#28), 559–561
b	examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and	332, 550, 572–574, 576–581, 581–583
c	communicate the importance of practicing abstinence.	23, 48, 381, 382, 385–386, 387, 396 (Real World Health), 406 (#30)
<b>(15) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:</b>		
a	apply communication skills that demonstrate consideration and respect for self, family, and others;	446–447, 448–449, 465, 467, 491, 493, 516–521
b	demonstrate empathy towards others; and	448–449, 466, 502 (Warm-Up Activity)
c	analyze ways to show disapproval of inconsiderate and disrespectful behavior.	535, 536, 537 (Real World Health), 542, 543 (Case Study), 549–550, 559–560, 565–566, 568, 579 (Skills for Health and Wellness), 583
<b>(16) Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:</b>		
a	identify decision-making skills that promote individual, family, and community health;	21 (Before You Read), 22, 24 (Real World Health), 289, 293 (Warm-Up Activity), 458, 626 (#22)
b	summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;	22, 34 (#28), 191, 307 (Skills for Health and Wellness), 309–310, 386 (Skills for Health and Wellness), 493, 495 (Skills for Health and Wellness), 531, 535
c	classify forms of communication such as passive, aggressive, or assertive; and	24, 560–561, 561 (#3)
d	associate risk-taking with consequences such as drinking and driving.	45–49, 259 (Figure 9.1), 260, 264, 288, 289, 296–299, 301, 307, 336, 336 (Real World Health)
<b>(17) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:</b>		
a	research information about a personal health concern;	3, 20 (Real World Health), 54 (Real World Health), 65, 79 (Real World Health), 102 (#30), 118 (Real World Health)
b	demonstrate knowledge about personal and family health concerns; and	34 (Hands-On Activity), 128 (#33), 149 (Skills for Health and Wellness), 150, 184 (Before You Read), 647–650, 655 (Real World Health)
c	develop strategies to evaluate information relating to a variety of critical health issues.	13–20, 20 (Real World Health), 22–24, 89 (#6), 92, 118 (#5), 150 (Health in the Media #2), 163 (Research in Action #1), 194 (Hands-On Activity), 650 (#3)