



Dive into Digital!

Guided Tour for Texas Educators



Student and Instructor Resources for High School Health



100% TEKS



www.g-w.com/texas

Guided Tour for Texas Educators

www.g-wonlinetextbooks.com

Meets 100%
of the TEKS for
High School
Health I & II

Follow these simple steps to get started.

Start Here

www.g-wonlinetextbooks.com

G-W Online

Login

Username:

Password:

Login

Enter Login Information

Please enter your Username and Password.

Press the Login button or hit Enter.

Username: _____ Password: _____

Student Resources



100% TEKS

G-W Online

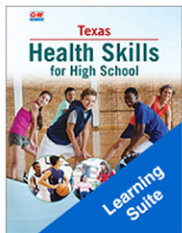
My Bookshelf

Log Out

My Bookshelf

My Bookshelf brings you back to this page with all of your student materials.

Subscriptions



Texas Health Skills for High School, Online Learning Suite

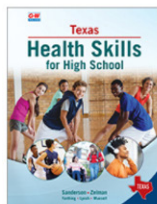
Duration: Perpetual Access

G-W Online

Log Out

My Bookshelf

Texas Health Skills for High School, Online Learning Suite



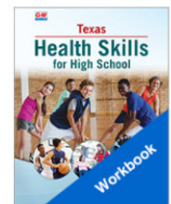
Texas Health Skills for High School, Textbook



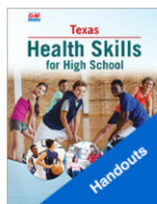
Habilidades de salud de Texas en la escuela secundaria



Texas Health Skills for High School, Companion Website



Texas Health Skills for High School, Workbook



Texas Health Skills for High School, Handouts

Your Subscriptions

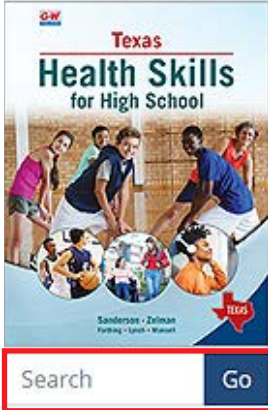
In this example, students have access to:

- Online Textbook, English
- Online Textbook, Spanish
- Companion Website
- Online Workbook
- Handouts

Student Resources

Online Textbook

Also available
in Spanish!



Texas Health Skills for High School, Textbook

Authors: Catherine Sanderson, Mark Zelman, Melanie Lynch, Melissa Munsell, and Diane Farthing

Texas Health Skills for High School provides the skills and information students need to make responsible decisions and promote a lifetime of health and wellness. Students will have the opportunity to practice their health skills in a variety of contexts, related to the subjects that most apply to their lives. Content and skills align to the National Health Education Standards and Texas Essential Knowledge and Skills for Health I and Health II. By studying this text, students will be empowered to advocate for every area of their health, now and in the future.

Keyword Searching

Enter a word or phrase to search the entire text.

Table of Contents

Texas Health Skills for High School
Copyright © 2023 by The Goodheart-Willcox Company, Inc.
[About the Authors](#)
[Pedagogy Developers](#)

Contributors and Reviewers

[Contributors](#)
[Advisory Board](#)
[Professional Reviewers](#)
[Instructor Reviewers](#)

Brief Contents

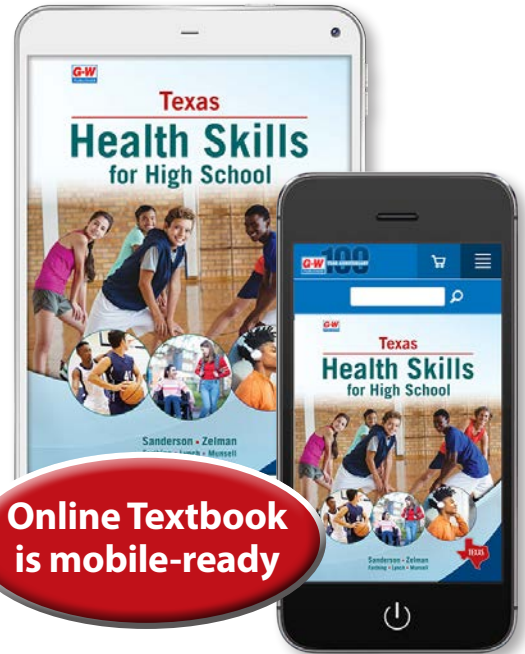
[Contents](#)
[Feature Contents](#)
[Case Studies](#)
[Research in Action](#)
[Local and Global Health](#)
[Health in the Media](#)
[Skills for Health and Wellness](#)
[Health Across the Life Span](#)
[Quizzes](#)
[Spotlight on Health and Wellness Careers](#)

To the Student

[Unit 1 Promoting a Lifetime of Health and Wellness](#)
[Unit 1 Big Ideas](#)
[Unit 1 Health Management Plan Skills for Your Future](#)

Chapter 1 Health and Wellness Fundamentals

[Lesson 1.1 What Are Health and Wellness?](#)
[Lesson 1.2 Individual Factors Affecting Health and Wellness](#)
[Lesson 1.3 Environmental Factors Affecting Health and Wellness](#)
[Chapter 1 Review and Assessment](#)
[Chapter 1 Skills Assessment](#)



Online Textbook
is mobile-ready

Table of Contents

Click to select a Unit
or Chapter.

Student Resources

Chapter 1 Health and Wellness Fundamentals

- Lesson 1.1 What Are Health and Wellness?
- Lesson 1.2 Individual Factors Affecting Health and Wellness
- Lesson 1.3 Environmental Factors Affecting Health and Wellness

Look for the skills icon throughout this chapter for opportunities to practice your health skills.

Check Your Health and Wellness Skills

In this chapter, you will learn skills for understanding health and wellness and analyzing influences in your life. To understand the skills you currently use, take the following inventory of your behaviors. Indicate how well you think you use each skill. Use a scale of 1-5, 1 meaning you use the skill and 5 meaning you feel completely comfortable using it.

Skill	How Well Do You Use Each Skill?
I spend as much time taking care of my mental health as I do my physical health.	Write your score.
I make time for relationships, even when I'm busy.	Write your score.
I see setbacks in my health as opportunities for growth.	Write your score.
I ask questions about my family history of disease.	Write your score.
I think about the long-term effects of my behaviors now.	Write your score.
I avoid risky behaviors like drug use and sexual activity.	Write your score.
I wear a helmet when bicycling.	Write your score.
I avoid places I know are contaminated with pollutants like lead or asbestos.	Write your score.
I promote respect and a sense of belonging in my community.	Write your score.
I think carefully about how the media I'm consuming affects my health.	Write your score.
I try to do well in school.	Write your score.
Total	Write your total.

Add up your responses to each statement. The higher your score, the more comfortable you feel practicing health skills related to maintaining health and analyzing influences. Which skill do you think is most important for you? Which skill is the most challenging for you? Which skill would you most like to improve? In this chapter, you will learn how to perform these skills better and more often.

Home Button

The home button brings you back to the bookshelf page with all of your review materials.

Companion Website

One click takes you to the interactive Companion Website with additional resources that reinforce new topics.

Navigation Tools

Click here to zoom in and out, search a keyword or page number, view the Table of Contents, access resources and downloads, and set preferences.

Intuitive Navigation

Move through the text with your arrows, "pg up," or "pg dn."

Student Resources

Companion Website

Help

Texas Health Skills for High School

Interactive Glossary
Click the link to access key vocabulary terms.

Audio Glossary

Unit 1 Video - Promoting a Lifetime of Health and Wellness

1 - Health and Wellness Fundamentals

Check Your Health and Wellness Skills

1.1 - What Are Health and Wellness?

- English E-Flash Cards
- English/Spanish E-Flash Cards
- Spanish E-Flash Cards
- Matching Activity
- Vocabulary Game
- Spelling Challenge
- Health Spectrum Animation Video

Review

Lesson 1.1 Review

1.2 - Individual Factors Affecting Health and Wellness

- English E-Flash Cards
- English/Spanish E-Flash Cards
- Spanish E-Flash Cards
- Matching Activity
- Vocabulary Game
- Spelling Challenge
- Cell Structure Interactive Activity

Review

Lesson 1.2 Review

1.3 - Environmental Factors

- English E-Flash Cards
- English/Spanish E-Flash Cards
- Spanish E-Flash Cards
- Matching Activity
- Vocabulary Game

Easy Navigation
Content is clearly organized into Chapters and Lessons.

Build Skills with Interactive Learning
Access videos, animations, assessments, vocabulary tools, and activities.

Great for mobile use—students can learn, study, and assess on the go!

Student Resources

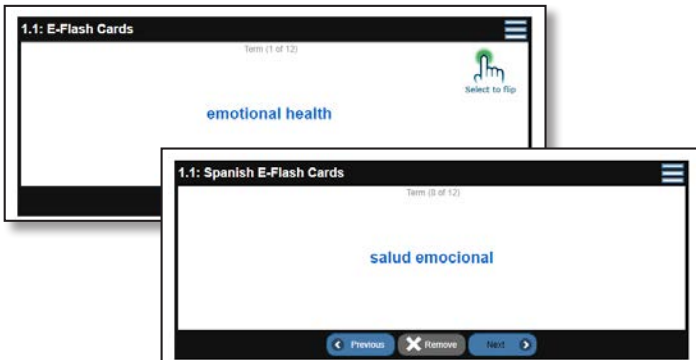
Videos

Bring content to life and illustrate skills in the real world.



E-Flash Cards

Reinforce new vocabulary and study on the go.



Student Activities

Students can work independently and check their comprehension.

4.1: Matching Activity

Match the term with the correct definition.

- | | |
|--|--|
| <input type="checkbox"/> cognitive distortions | A. Short-term mental and emotional state in which negative thoughts and feelings impair relationships, daily tasks, and enjoyment of life. |
| <input type="checkbox"/> genetic predisposition | B. Model of human needs, in which basic needs are met before higher-level needs. |
| <input type="checkbox"/> Maslow's hierarchy of human needs | C. Unhealthy patterns of thinking that are often not grounded in reality. |
| <input type="checkbox"/> mental distress | D. Patterns of thinking and feeling that decrease mental and emotional health; can be everyday worries or serious mental illnesses. |
| <input type="checkbox"/> mental health conditions | E. Increased likelihood of developing a health condition due to genes inherited from biological parents. |
| <input type="checkbox"/> self-actualization | F. Feeling of reaching one's full potential through creativity, independence, spontaneity, and a grasp of the real world. |

Check Answers

Perfect for
mobile learning!

Vocabulary Games

Help students master vocabulary with these interactive games that work well for whole class instruction or small groups competing for points.

4.1: Vocabulary Game

Select a point value. Choose the term that matches the definition.

Score: 100

100 100 100 100

Definition: Increased likelihood of developing a health condition due to genes inherited from biological parents.

- self-actualization
- mental distress
- genetic predisposition
- cognitive distortions

Check Answer

Check Your Understanding

Test comprehension with short quiz questions. Students can save their responses and e-mail them to the teacher.

1.2: Review Questions

Know and Understand

1. Give one example of a risk factor and one example of a protective factor.

2. What steps can you take to improve health if a risk factor is nonmodifiable?

3. What does it mean to have a family history of a disease?

Think Critically

4. With a partner, discuss why behaviors you adopt today will affect your health into adulthood. Why do these behaviors persist? What does this mean for the decisions you make today?

Please select the print button below to print your answers.

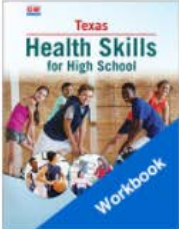
Print Save Clear

Student Resources

Workbook

Editable, accessible resources! Easy to import into Google Classroom or an LMS

Texas Health Skills for High School, Workbook Assignments



These activities provide students with an opportunity for self-assessment as content is presented or assigned. Files are provided in DOCX format. This type of file will require compatible programs.

Locate the desired activity below.

4 - Promoting Mental and Emotional Health ▼

Lesson 4.1

[DOCX](#) Activity A: Maslow's Hierarchy of Needs

[DOCX](#) Activity B: Cognitive Distortions

Lesson 4.2

[DOCX](#) Activity C: Gender Stereotypes

Lesson 4.3

[DOCX](#) Activity D: Self-Esteem

[DOCX](#) Activity E: Building Your Self-Esteem

Lesson 4.4

[DOCX](#) Activity F: Emotional Intelligence

[DOCX](#) Activity G: What's Your EI?

Chapter 4 Review

[DOCX](#) Activity H: Practice Test

5 - Shifting to Positive Thinking ▼

Lesson 5.1

[DOCX](#) Activity A: Give a Little, Get a Lot

[DOCX](#) Activity B: Influencing Happiness

[DOCX](#) Activity C: Adopting Healthy Behaviors

Lesson 5.2

[DOCX](#) Activity D: Improving Your Mind-Set

[DOCX](#) Activity E: Making Better Self-Talk

[DOCX](#) Activity F: Advocating for Respect

Lesson 5.3

[DOCX](#) Activity G: Set a Goal Toward Empathy

[DOCX](#) Activity H: Helping Others Build Resilience

Chapter 5 Review

[DOCX](#) Activity I: Practice Test

Activity E: Building Your Self-Esteem—Page 1

Name:
Date:
Period:

Lesson 4.3 Activity E: Building Your Self-Esteem

Instructions: No matter your level of self-esteem, everyone can always take steps to feel more confident about themselves. Answer the following questions and write a SMART goal to improve your self-esteem.

1. Assess your current level of self-esteem. Do you feel confident in yourself? What areas of your self-esteem can you improve?

Answer:

2. How do you want to go about improving your self-esteem? Use at least two different strategies.

Answer:

3. How can you

Answer:

4. What obstacle you can overcome?

Answer:

5. How can you actions?

Answer:

6. Write your SMART goal.

Answer:

Copyright Goodheart-Willcox Co., Inc.
May not be posted to a publicly accessible website.

Activity F: Emotional Intelligence—Page 1

Name:
Date:
Period:

Lesson 4.4 Activity F: Emotional Intelligence

Instructions: Emotional intelligence is a person's skill at perceiving, understanding, and managing emotions and feelings. Rewrite each scenario into a version that depicts each participant making a healthy decision using emotional intelligence.

1. Since Reagan began dating Tanya, he rarely spends time with his friend Sasha. They used to eat lunch together in the high school cafeteria; now Reagan usually leaves school to go out for lunch with Tanya. What's more, Reagan rarely replies to her texts. One afternoon, Sasha confronts Reagan after gym class. "What is up with you and Tanya?" she snaps. "Am I not good enough to hang out with you anymore?"

A. Rewrite the scenario showing emotional intelligence.
Answer:

2. Stephen often does imitations of teachers and classmates, which his friends think are hilarious and spot-on. One morning before class, Stephen is imitating his classmate Jon. When Jon enters the classroom, he notices the students crowded around Stephen. Jon realizes what is happening as one of the other students quickly motions to Stephen to stop. Stephen turns to see Jon walking in and dismissively says, "Hey, I was only joking." Jon, sulking, ignores him.

A. Rewrite the scenario showing emotional intelligence.
Answer:

3. Aisha, a new student at Kennedy High School, has begun to date Alec. Aisha is unaware that Alec recently broke up with Rhiannon, his girlfriend of more than a year. One afternoon during lunch, Rhiannon approaches Aisha and tells her that Alec is bad news and he eventually will "dump" Aisha. Aisha tells Rhiannon to mind her own business. Later, Aisha learns that Rhiannon is still hurt and angry because she felt Alec abruptly broke up with her.

A. Rewrite the scenario showing emotional intelligence.
Answer:

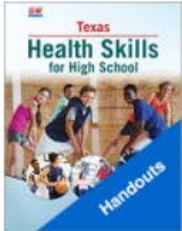
Copyright Goodheart-Willcox Co., Inc.
May not be posted to a publicly accessible website.

Student Resources

Handouts

Editable, accessible resources! Easy to import into Google Classroom or an LMS

Texas Health Skills for High School, Handouts



These activities provide students with an opportunity for self-assessment as content is presented or assigned. Files are provided in DOCX format. This type of file will require compatible programs.

Locate the desired activity below.

4 - Promoting Mental and Emotional Health ▼

[DOCX](#) Health Management Plan: Taking Care of Your Mental and Emotional Health

[DOCX](#) Reading and Notetaking Activity

[DOCX](#) Setting the Scene

Lesson 4.1

[DOCX](#) Reading Guide

[DOCX](#) Warm-Up Activity

[DOCX](#) Skills for Health and Wellness: Mental and Emotional Health

[DOCX](#) Lesson 4.1 Review

Lesson 4.2

[DOCX](#) Reading Guide

[DOCX](#) Case Study: Who You Are

[DOCX](#) Lesson 4.2 Review

Lesson 4.3

[DOCX](#) Reading Guide

[DOCX](#) Warm-Up Activity

[DOCX](#) Quiz: How Healthy Is Your Self-Esteem?

[DOCX](#) Lesson 4.3 Review

Lesson 4.4

[DOCX](#) Reading Guide

[DOCX](#) Warm-Up Activity

[DOCX](#) Lesson 4.4 Review

Chapter 4 Review

[DOCX](#) Review and Recall

[DOCX](#) Math Practice

5 - Shifting to Positive Thinking ▼

[DOCX](#) Reading and Notetaking Activity

[DOCX](#) Setting the Scene

Lesson 5.1

[DOCX](#) Reading Guide

[DOCX](#) Warm-Up Activity

Name:

Date:

Period:

Lesson 4.1 Warm-Up Activity

Instructions: Read the following statements and decide what percentage, out of 100 percent, you accomplish the actions or feel the statements reflect your life. Then answer the questions that follow.

- I have my emotions under control.
A. Percent (out of 100);
- I have people I can trust who trust me back.
A. Percent (out of 100);
- I am not afraid of challenges.
A. Percent (out of 100);
- I have many activities I enjoy.
A. Percent (out of 100);
- I treat others with respect and kindness.
A. Percent (out of 100);
- Which areas do you feel you accomplish 100 percent?
Answer:

- Which areas need improvement?
Answer:

Copyright Goodheart-Willcox Co., Inc.

Name:

Date:

Period:

Case Study: Who You Are

Instructions: Read the following case study and then complete the activity that follows.

There are many components to people's identity, including what they look like, as well as how they act, think, relate to other people, and view the world. The following character profiles describe basic parts of these identities.



Figure 1 Mikayla, Seth, and Kai

Left to right: MB/Shutterstock.com; DGLImages/Shutterstock.com; Asier Romero/Shutterstock.com

Name: Mikayla

Age: 16

Core Values: Friendship, Fun, Humor, Compassion

Personality: Cheerful, talkative

Physical Identity: Curly, brown hair; brown eyes, 5'9", multiracial (African-American and Caucasian)

Social Identity: Humorous friend, dependable daughter, blogger, popular among peers
Cultural and Ethnic Identity: African and German descent, fluent in English and German

Name: Seth

Age: 17

Core Values: Knowledge, Determination, Optimism

Personality: Loyal, shy, analytical

Physical Identity: Short, brown hair; hazel eyes; 5'7"; Caucasian

Copyright Goodheart-Willcox Co., Inc.

May not be posted to a publicly accessible website.

Instructor Resources

G-W Online

Log Out

My Bookshelf

My Bookshelf

My Bookshelf brings you back to this page with all of your teacher materials.

Your Subscriptions

In this example, teachers have access to:

- TEKS Correlations
- Online Textbook, English
- Online Textbook, Spanish
- Companion Website
- Online Workbook
- Handouts
- Teacher's Edition
- Instructor Resources

Subscriptions



Texas Health Skills for High School, Curriculum Center

Duration: Perpetual Access

G-W Online

My Bookshelf

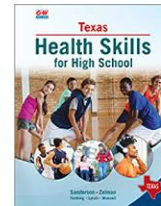
Texas Health Skills for High School, Curriculum Center



Texas Health Skills for High School
TEKS Correlations - Health I



Texas Health Skills for High School
TEKS Correlations - Health II



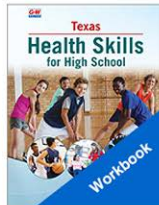
Texas Health Skills for High School,
Textbook



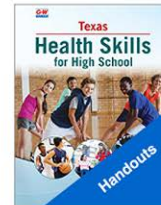
Habilidades de salud de Texas en
la escuela secundaria



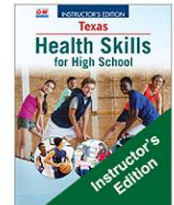
Texas Health Skills for High School,
Companion Website



Texas Health Skills for High School,
Workbook



Texas Health Skills for High School,
Handouts



Texas Health Skills for High School,
Instructor's Edition



Texas Health Skills for High School,
Instructor Resources

Online Instructor Resources

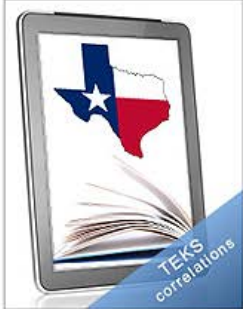
Click here to access the Online Instructor Resources.

Instructor Resources

TEKS Correlations



100% TEKS



Texas Health Skills for High School TEKS Correlations (Health I)

Below you will find links that correlate the Texas Essential Knowledge and Skills (TEKS) to Texas Health Skills for High School.

Table of Contents

Correlation of Texas Health Skills for High School ©2023 to the Texas Essential Knowledge and Skills, Health I



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Goodheart-Willcox Publisher

Correlation of *Texas Health Skills for High School* ©2023 to the Texas Essential Knowledge and Skills, Health I

Standard and Student Expectation

1: Physical health and hygiene—personal health and hygiene

Standard 1A: analyze health information based on health-related standards;

Breakout	Narrative	Activity
(i) analyze health information based on health-related standards	Texas Health Skills for High School 2023 OLS: 42 (Locating Health Information section) , 44–45 (Evaluating Health Information section)	Texas Health Skills for High School 2023 OLS: 43 (Practice Your Skills) , 49 (Lesson 2.2 Review #7) , 49 (Real World Health Skills)

Standard 1B: develop and analyze strategies to prevent communicable and non-communicable diseases; and

Breakout	Narrative	Activity
(i) develop strategies to prevent communicable diseases	Texas Health Skills for High School 2023 OLS: 661–665 (Preventing Communicable Diseases section)	Texas Health Skills for High School 2023 OLS: 665 (Practice Your Skills) , 670 (Chapter 18 Skills Assessment, Critical Thinking Skills #8)
(ii) develop strategies to prevent non-communicable diseases	Texas Health Skills for High School 2023 OLS: 712–713 (Preventing Cardiovascular Diseases section) , 719–720 (Preventing and Treating Cancer section)	Texas Health Skills for High School 2023 OLS: 714 (Lesson 20.2 Review #7) , 730 (Chapter 20 Skills Assessment, Critical Thinking Skills #2)
(iii) analyze strategies to prevent communicable diseases	Texas Health Skills for High School 2023 OLS: 661–665 (Preventing Communicable Diseases section)	Texas Health Skills for High School 2023 OLS: 663 (Practice Your Skills) , 665 (Practice Your Skills)
(iv) analyze strategies to prevent non-communicable diseases	Texas Health Skills for High School 2023 OLS: 712–713 (Preventing Cardiovascular Diseases section) , 719–720 (Preventing and Treating Cancer section)	Texas Health Skills for High School 2023 OLS: 713 (Practice Your Skills) , 730 (Chapter 20 Skills Assessment, Critical Thinking Skills #6)

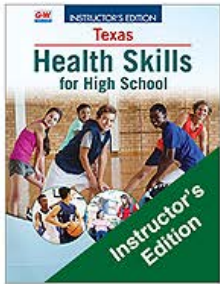
Quick-Click TEKS Access

Click the page number to view the information that correlates to the TEKS.

Standard 1C: discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.

Instructor Resources

Teacher's Edition



Texas Health Skills for High School, Instructor's Edition

The Instructor's Edition contains a variety of instructional support in the margins of each page to supplement your instruction.

Table of Contents

Instructor's Edition Texas Health Skills for High School
 Instructor's Edition Copyright © 2023 by The Goodheart-Willcox Company, Inc.
 Stay Up-to-Date
 Practice Health Skills
 Extend Learning
 Assess Understanding
 TOOLS FOR STUDENT AND INSTRUCTOR SUCCESS
 Student Tools
 Instructor Tools

Instructor's Edition Contents
 Understanding Skills-Based Health Education (SBHE)
 Content- Versus Skills-Based Instruction
 The SBHE Curriculum
 Teaching SBHE Using Texas Health Skills for High School

Assessing Student Knowledge and Skills
 Formative Assessment
 Summative Assessment
 Using Rubrics
 Standards-Based Grading

Supporting Reading, Language Acquisition, and Differentiated Instruction
 Reading and Language Acquisition
 Supporting Reading and Language Acquisition Using Texas Health Skills
 General Strategies for Reading and ELA Support
 Differentiation for Learning Styles, Multiple Intelligences, and Learning Preferences

Helping Students Develop Critical Thinking Skills
 Teaching Sensitive Content
 Creating a Safe Space
 Examples of Ground Rules
 Teaching Difficult Topics
 Practicing Cultural Responsiveness and Humility

Pacing Instruction
 Texas Health Skills for High School
 Copyright © 2023 by The Goodheart-Willcox Company, Inc.
 About the Authors
 Pedagogy Developers

Contributor Information
 Contributor Information
 Advisory Board
 Professional Development
 Instructor Resources

Brief Contents
 Contents
 Feature Contents
 Case Studies
 Research in Action
 Local and Global Health
 Health in the Media
 Skills for Health and Wellness
 Health Across the Life Span
 Quizzes
 Spotlight on Health and Wellness Careers

Extensive resources to plan and teach your health course

Click to view instructional strategies for skills-based instruction, ELA learners, critical thinking, and other important topics.

Building Your Self-Esteem

Essential Question?

What steps can you take to develop a healthy self-esteem?

Lesson 4.3

Learning Outcomes

After studying this lesson, you will be able to

- describe the difference between self-image and self-esteem;
- explain the importance of self-esteem;
- assess the characteristics of people with healthy and low self-esteem;
- identify factors that influence self-esteem; and
- employ strategies for improving your self-esteem.

Warm-Up Activity

Understanding Self-Esteem

Comprehend Concepts In this lesson, you will learn about self-esteem, or your feelings about yourself. Before reading, think of a fictional character you would say has low self-esteem and a character you would say has healthy self-esteem. Describe these characters in detail and then analyze their self-esteem by answering the following questions:



- How do these characters feel about themselves? What examples demonstrate these feelings?
- What are these characters' flaws? Do the characters know their flaws? How do they feel about their flaws?
- How do the characters' family members and friends affect their self-esteem? How would these characters be different if they had different self-esteem?

Many teens feel good about some aspects of themselves and their lives, but feel dissatisfied about other aspects. These sometimes complex feelings are a normal part of adolescence, when many people are trying to figure out what they think of themselves. During this time, your self-image and self-esteem are developing. Self-image and self-esteem have a significant impact on your mental and emotional health. How do you think others see you? Answering this question can give you a better sense of your self-image. Your **self-image** is your mental picture of yourself, including your appearance, skills and abilities, and weaknesses. You are not born with a self-image. Rather, it forms gradually over time, starting in childhood, and is influenced by your experiences and interactions with others. As you experience different events and interact with people, your self-image may change.

Key Terms

affirmations
 perfectionism
 self-care
 self-esteem
 self-image

Texas Essential Knowledge and Skills

Health I: 3A, 19D
 Health II: 3A

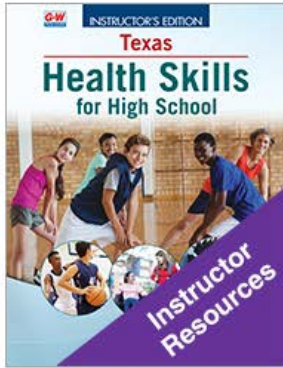
National Health Education Standard

7.12.2

self-image mental picture of one's abilities, appearance, and personality based on experiences and interactions with others

TEKS and National Health Education Standards

Easily locate the correlations in the color-coded boxes.



Texas Health Skills for High School, Instructor Resources

The **Instructor Resources** contains an assortment of instructor materials. Resource materials include the Instructor's Materials and Instructional Support. Chapter resource content includes Textbook and Workbook Answer Keys, Lesson Plans, Skill Development Activities, Performance Assessments and Rubrics, and Presentations for PowerPoint®. Assessment Software & Question Pools includes the ExamView® Assessment Suite v11 Software, and Question Pools for Other Learning Management Systems. Instructor curriculum is provided in modifiable and shareable formats (PDF, DOCX, PPSX, PPTX, QTI). These types of files will require compatible programs and or extensions (i.e., Google Docs, Google Slides, Microsoft Word, Microsoft PowerPoint, Adobe PDF reader). Right-click a link to view additional options: open the file in a new tab or save file to a new location. By using this product, you agree to the following Terms of Use.

Table of Contents

Navigating Your Resources
Teacher's Guide

Resource Materials

Instructor's Materials
Course Planning, Content-Based
Course Planning, Skills-Based
Correlations
Templates
Rubrics
Standards-Based Grading Assessment

Assessment Software & Question Pools
ExamView® Assessment Suite v11 Software
TurningPoint Desktop with ExamView

Resource Materials

Expand this section to find product updates, product introductions, best practices, course planning, correlations, and other information helpful to teachers.

Resource Materials

Instructor's Materials

- [Understanding Skills-Based Health Education \(SBHE\)](#)
- [Assessing Student Knowledge and Skills](#)
- [Supporting Reading, Language Acquisition, and Differentiation](#)
- [Helping Students Develop Critical Thinking Skills](#)
- [Teaching Sensitive Content](#)
- [Best Practices for Using Mobile Devices in the Classroom](#)

Course Planning, Content-Based

- [9-Week Course Planning Guide](#)
- [12-Week Course Planning Guide](#)
- [18-Week Course Planning Guide](#)
- [36-Week Course Planning Guide](#)

Course Planning, Skills-Based

- [Skill Scope and Sequence](#)
- [Instructions for Pacing by Skill](#)
- [9-Week Course Planning Guides](#)
- [12-Week Course Planning Guide](#)
- [18-Week Course Planning Guide](#)
- [36-Week Course Planning Guide](#)

Correlations

- [Correlation to the National Health Education Standards](#)

Templates

- [Guide to Conducting Research Projects](#)
- [Analyzing Influences Template](#)
- [Validity and Reliability Checklist](#)
- [Decision-Making Template](#)

Chapter Resources

Expand this section to find Answer Keys, Lesson Plans, Handouts, Review Activities, Presentations, and more.

Assessment Software & Question Pools
ExamView® Assessment Suite v11 Software and Question Bank Files
TurningPoint Desktop with ExamView Support (MAC OS 10.15 (Catalina))
Blackboard Learn 9.x (For use in Blackboard, Brightspace by D2L, and Schoology)
IMS QTI 1.1+ (For use in Canvas)
Moodle XML Format (For use in Moodle)
WebCT CE 6/Vista 4 (For use in itslearning)

1 - Health and Wellness Fundamentals

Lesson 1.1
Lesson 1.2
Lesson 1.3
1 - Review and Assessment Activities
1 - Presentations

Lesson Plans

Ready-to-use lesson plans are available at your fingertips. Edit as you see fit!

1 - Health and Wellness Fundamentals

- Skill Scope and Sequence
- Workbook Answer Key
- Instructor's Resource Answer Key
- Vocabulary Worksheet

Lesson 1.1

- Lesson Plan
- Differentiated Reading Guide
- Handout: What Is Health?
- Teacher-Directed Activity: My Areas of Health
- Teacher-Directed Activity: My Areas of Health Rubric
- Handout: Positive Strategies
- Teacher-Directed Activity: Areas of Health Check
- Teacher-Directed Activity: Calculating Life Expectancy
- Handout: Calculating Life Expectancy
- Parent/Other Trusted Adult Engagement Assignment: Life Expectancy

Lesson 1.2

- Lesson Plan
- Differentiated Reading Guide
- Parent/Other Trusted Adult Engagement Assignment: Life Expectancy

Lesson 1.3

- Lesson Plan
- Differentiated Reading Guide
- Skill Development: Analyzing Influences: Factors Affecting Health and Wellness

1 - Review and Assessment Activities

- Lesson Plan
- Teacher-Directed Activity: Vocabulary Review
- Skill Development: Interpersonal Communication: Communicating About Health
- Teacher Instructions: Performance Assessment: Advocating for Health: Protective Factors
- Performance Assessment: Advocating for Health: Protective Factors
- Performance Assessment: Advocating for Health: Protective Factors Rubric

1 - Presentations

- Instructor's Presentation
- Instructor's Presentation for PowerPoint

Answer Keys

Textbook and workbook answers are available for each chapter.

Differentiated Reading Guides

Use the guides to help students uncover key terms, main ideas, and unanswered questions from the lesson.

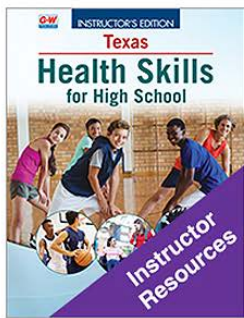
Activities and Assessments

After students practice new skills, teachers can assess skill mastery and health knowledge.

Presentations for PowerPoint®

Available for each chapter and fully editable, these presentations engage a variety of learning styles.

Factors Affecting Mental and Emotional Health				
Genetics <ul style="list-style-type: none">• Genetic predisposition• Ability to use the good in all situations• Mental illness• Influence level of resilience	Life Experiences and Relationships <ul style="list-style-type: none">• Relationships and the way you view them• Social support• Events or ongoing stressors• Positive life experiences	Environment <ul style="list-style-type: none">• Access to resources, level of violence, strength of community• How well your needs are met• Member's knowledge of human needs• Search ability to work toward self-actualization	Social Media and Technology <ul style="list-style-type: none">• Helps maintain knowledge• Provides support, advice and helpful resources• Can also increase stressors, feelings, and anxiety	Purpose of Living <ul style="list-style-type: none">• Cognitive distortions• Negative and self-defeating thoughts• Can cause anxiety



Texas Health Skills for High School, Instructor Resources

The **Instructor Resources** contains an assortment of instructor materials. Resource materials include the Instructor's Materials and Instructional Support. Chapter resource content includes Textbook and Workbook Answer Keys, Lesson Plans, Skill Development Activities, Performance Assessments and Rubrics, and Presentations for PowerPoint®. Assessment Software & Question Pools includes the ExamView® Assessment Suite v11 Software, and Question Pools for Other Learning Management Systems. Instructor curriculum is provided in modifiable and shareable formats (PDF, DOCX, PPSX, PPTX, QTI). These types of files will require compatible programs and or extensions (i.e., Google Docs, Google Slides, Microsoft Word, Microsoft PowerPoint, Adobe PDF reader). Right-click a link to view additional options: open the file in a new tab or save file to a new location. By using this product, you agree to the following [Terms of Use](#).

Table of Contents

Navigating Your Resources
Teacher's Guide

Resource Materials
Instructor's Materials
Course Planning, Content-Based
Course Planning, Skills-Based
Correlations
Templates
Rubrics
Standards-Based Grading Assessments

Assessment Software & Question Pools

ExamView® Assessment Suite v11 Software and Question Bank File
TurningPoint Desktop with ExamView Support (MAC OS 10.15 (Catalina))
Blackboard Learn 9.x (For use in Blackboard, Brightspace by D2L)
IMS QTI 1.1+ (For use in Canvas)
Moodle XML Format (For use in Moodle)
WebCT CE 6/Vista 4 (For use in itslearning)

ExamView® Assessment Suite Software

Use the ExamView® questions already created or add your own for customized assessment.

QTI Files for Learning Management Systems

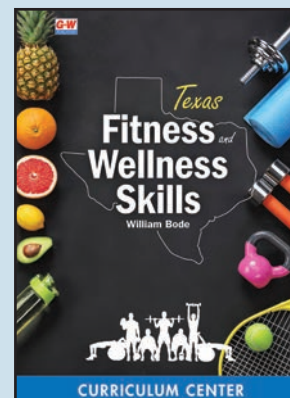
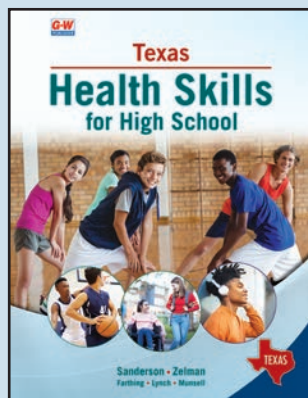
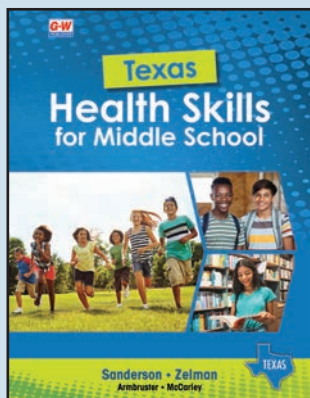
Import these questions into your LMS and create your assessments. This is the same assessment content found in the ExamView® Assessment Suite test bank.

Results will be reported directly to the LMS gradebook.

Skills-Based Health Education and Physical Education

Carefully curated content, prepared to support Opt-In requirements

Cover 100% of the TEKS • New 2023 Copyrights



Learn more about the G-W Materials for Proclamation 2022 at www.g-w.com/texas