



# Dive into Digital!

## Guided Tour for Texas Educators



# Student and Instructor Resources for Middle School Health



**100% TEKS**



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# Guided Tour for Texas Educators

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Meets 100%  
of the TEKS for  
Middle School Health,  
Grades 6–8!

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# Student Resources



100% TEKS

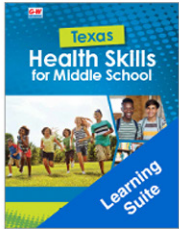
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### My Bookshelf

### My Bookshelf

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Texas Health Skills for Middle School, Online Learning Suite

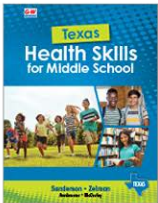
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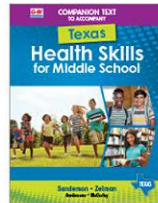
#### Texas Health Skills for Middle School, Online Learning Suite



Texas Health Skills for Middle School, Textbook



Habilidades de salud de Texas en la escuela intermedia



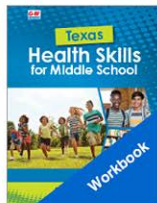
Companion Text to Accompany Texas Health Skills for Middle School, Textbook



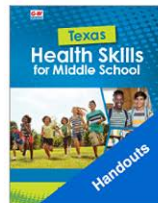
Texto Complementario para acompañar los Habilidades de salud de Texas en la escuela intermedia



Texas Health Skills for Middle School, Companion Website



Texas Health Skills for Middle School, Workbook



Texas Health Skills for Middle School, Handouts

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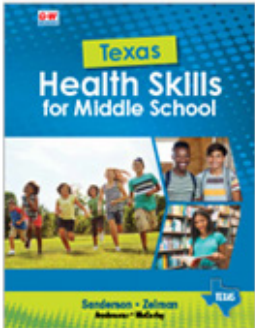
- Online Textbook, English
- Online Textbook, Spanish
- Companion Textbook (Human Sexuality and Pregnancy Prevention), English
- Companion Textbook (Human Sexuality and Pregnancy Prevention), Spanish
- Companion Website
- Online Workbook
- Handouts



# Student Resources

## Online Textbook

Also available  
in Spanish!



Search

Go

## Keyword Searching

Enter a word or phrase to search the entire text.

## Texas Health Skills for Middle School

Author: Catherine A. Sanderson and Mark Zelman

**Texas Health Skills for Middle School** teaches skills-based health education in the classroom. The abundance of skills-based activities and assessments in **Texas Health Skills for Middle School** provides flexibility for teaching health and wellness in a relatable, skills-driven way. Students will have multiple opportunities to practice and develop the skills they need to make healthy choices now and throughout their lives. Content and skills align to the National Health Education Standards and Texas Essential Knowledge and Skills for Health Education grades 6, 7, and 8.

## Table of Contents

Texas Health Skills for Middle School

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Introduction

About the Authors

Textbook Authors

Pedagogy Developers

Reviewers

Professional Reviewers

Teacher Reviewers

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CASE STUDIES

BUILDING Your Skills

To the Student

Start with the Unit Opener

Read the Chapter Opener and Complete Chapter Opener

Prepare to Read Each Lesson

Remember to Read the Captions and Features

Answer Questions About Each Lesson

Recall What You Learned

Act on What You Learned

Unit 1 Taking Charge of Your Health and Wellness

Warm-Up Activity Health Advice: Ask Avalon

Chapter 1 Understanding Your Health and Wellness

Chapter 1 Essential Question

Chapter 1 Reading Activity

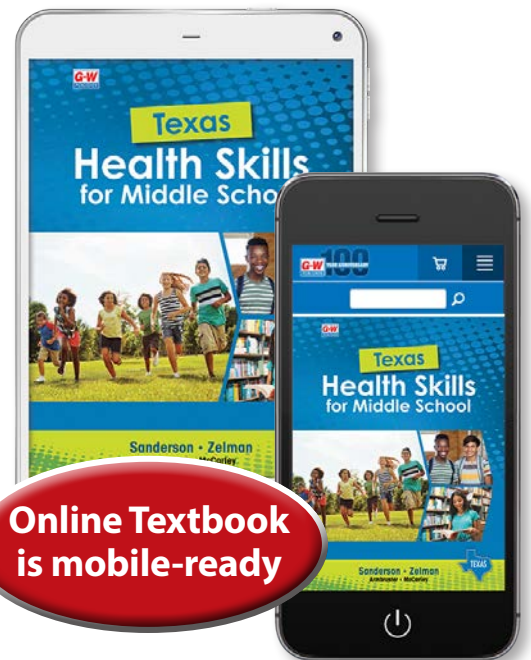
Chapter 1 How Healthy Are You?

Lesson 1.1 Learning About Health and Wellness

Lesson 1.2 Recognizing Factors That Affect Health and Wellness

Lesson 1.3 Building Skills for Health and Wellness

Chapter 1 Review and Assessment



Online Textbook  
is mobile-ready

## Table of Contents

Click to select a Unit  
or Chapter.

# Student Resources

## Texas Health Skills for Middle School



### Home Button

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



# Chapter 1

# Understanding Your Health and Wellness

**Lesson 1.1** Learning About Health and Wellness

**Lesson 1.2** Recognizing Factors That Affect Health and Wellness

**Lesson 1.3** Building Skills for Health and Wellness

### Chapter 1 Essential Question



*What is the difference between health and wellness?*

### 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."



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# Student Resources

Companion Website

Help

## Texas Health Skills for Middle School

**Interactive Glossary**

Click the link to access key vocabulary terms.

**Audio Glossary**

1 - Understanding Your Health

- ▶ Health and Wellness Video
- ▶ How Healthy Are You?

**1.1 - Learning About Health and Wellness**

- ▶ English E-Flash Cards
- ▶ English/Spanish E-Flash Cards
- ▶ Spanish E-Flash Cards
- ▶ Matching Activity
- ▶ Vocabulary Game
- ▶ Spelling Challenge

**Review**

- ▶ Lesson 1.1 Review

**1.2 - Recognizing Factors That Affect Health and Wellness**

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

**Review**

- ▶ Lesson 1.2 Review

**1.3 - Building Skills for Health and Wellness**

- ▶ English E-Flash Cards
- ▶ English/Spanish E-Flash Cards
- ▶ Spanish E-Flash Cards
- ▶ Matching Activity
- ▶ Vocabulary Game
- ▶ Spelling Challenge

**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.



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.

Select a point value. Choose the term that matches the definition. Score: 0

<input checked="" type="radio"/> 100	<input type="radio"/> 100	<input type="radio"/> 100	<input checked="" type="radio"/> 100
<input type="radio"/> 200	<input type="radio"/> 200	<input checked="" type="radio"/> -200	<input type="radio"/> 200

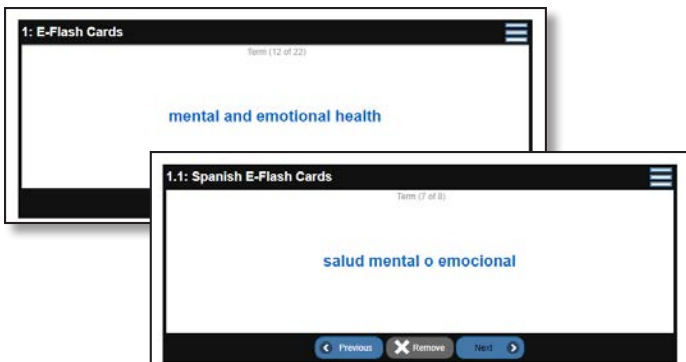
**Definition:** Patterns of thoughts and feelings that decrease mental and emotional health.

- identity
- attitudes
- self-talk
- mental health conditions

Check Answer

## E-Flash Cards

Reinforce new vocabulary and study on the go.



## Student Activities

Students can work independently and check their comprehension.

### 5.1: Matching Activity

Match the term with the correct definition.

- |   |   |
|---|---|
| <input type="checkbox"/> attitudes                  | A. Patterns of thoughts and feelings that decrease mental and emotional health.   |
| <input checked="" type="checkbox"/> beliefs         | B. How you feel about yourself.   |
| <input checked="" type="checkbox"/> identity        | C. Set ways a person thinks or feels about someone or something.  |
| <input checked="" type="checkbox"/> mental-distress | D. Your mental picture of yourself, which includes how you look, how you act, your skills and abilities, and your weaknesses; also called <i>self-concept</i> . |
| <input type="checkbox"/> mental-health-conditions   | E. Mental and emotional state in which negative thoughts interfere with daily function for a short amount of time.  |
| <input checked="" type="checkbox"/> self-esteem     | F. Who you are, which includes your physical traits, social connections, and internal thoughts and feelings.  |
| <input checked="" type="checkbox"/> self-image      | G. Ideas or thoughts a person knows to be true, based on real experiences, scientific facts, or what a person has learned from others.                          |
| <input type="checkbox"/> self-talk                  | H. Thoughts and feelings about oneself.   |

Your score is: 3/8

To try again, change your answers and click "Recheck".

Recheck

## 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

- The aspects of people's lives that reduce risk and increase the likelihood of good health are called \_\_\_\_ factors.
- Name the three types of environments that can affect a person's health and wellness.
- True or false.** Risk factors in your social environment depend on the practices and behaviors of those in your group and their influences on you.
- Eating unhealthy foods, smoking, and not getting enough sleep are all examples of \_\_\_\_ that can negatively impact your health and wellness.
- Critical thinking.** Give an example of a cultural practice that influences your family's health and wellness. Is this an example of a positive influence or a negative influence?

Please select the print button below to print your answers.

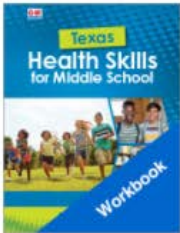
Print Save Clear

# Student Resources

## Workbook

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

### Texas Health Skills for Middle 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.

#### 5 - Understanding Mental and Emotional Health ▼

##### Lesson 5.1

[DOCX](#) Activity A: Who Are You?

[DOCX](#) Activity B: Discovering Yourself

[DOCX](#) Activity C: Factors That Affect Self-Esteem

##### Lesson 5.2

[DOCX](#) Activity D: Learning to Control Your Emotions

[DOCX](#) Activity E: Controlling Negative Emotions

[DOCX](#) Activity F: Reviewing a Discipline Referral

##### Lesson 5.3

[DOCX](#) Activity G: Stress Survey

[DOCX](#) Activity H: Stress Management

[DOCX](#) Activity I: What Causes You Stress?

##### Chapter 5 Review

[DOCX](#) Activity J: Key Terms Review

#### 6 - Understanding Mental Illnesses ▼

##### Lesson 6.1

[DOCX](#) Activity A: Be the Mental Health Professional

[DOCX](#) Activity B: Knowing When to Seek Help

[DOCX](#) Activity C: Cell Phones and Your Mental Health

[DOCX](#) Activity D: Social Media and Your Mental Health

[DOCX](#) Activity E: When Social Media Fails You

##### Lesson 6.2

[DOCX](#) Activity F: Treating Mental Illnesses

[DOCX](#) Activity G: Self-Help Strategies for Depression

[DOCX](#) Activity H: Choices and Outcomes

##### Lesson 6.3

[DOCX](#) Activity I: What Would You Do?

[DOCX](#) Activity J: My Pledge

##### Chapter 6 Review

[DOCX](#) Activity K: Key Terms Review

Activity C: Factors That Affect Self-Esteem—Page 1

Name:  
Date:  
Period:

#### Lesson 5.1 Activity C: Factors That Affect Self-Esteem

**Directions:** Read the following scenarios to learn more about the factors that influence self-esteem and the impact of self-esteem on daily living. Then, answer the questions.

##### Jen's Scenario

Jen has lived in the same neighborhood all her life. She has formed strong relationships with neighbors and friends from her volleyball team and community group. She has also gone to school with the same students since kindergarten and has found an accepting group of friends. With supportive parents, she has learned to accept her imperfections and weaknesses. Last school year, Jen dated Seth, but quickly ended the relationship after he disrespected her. Today, Jen feels good about who she is. She works hard at school even though she does not make the best grades. She finds time to take care of herself, hang out with her friends, and play volleyball.

##### Stacy's Scenario

Stacy has also lived in the same neighborhood all her life. She has formed strong relationships with neighbors and friends from her volleyball team and community group. She has also gone to school with the same students since kindergarten and has found an accepting group of friends. With supportive parents, she has learned to accept her imperfections and weaknesses. Last school year, Stacy dated Jake, but quickly ended the relationship after he disrespected her. Today, Stacy feels good about who she is. She works hard at school even though she does not make the best grades. She finds time to take care of herself, hang out with her friends, and play volleyball.

1. What factors helped Stacy feel good about herself despite the negative impact of her relationship with Jake?

Answer:

2. How has Jen's healthy relationship with her friends helped her feel good about herself despite the negative impact of her relationship with Seth?

Answer:

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Activity E: Controlling Negative Emotions—Page 1

Name:  
Date:  
Period:

#### Lesson 5.2 Activity E: Controlling Negative Emotions

**Directions:** Controlling or reducing negative emotions can help you live a happier, more fulfilling life. One way to control your negative emotions is to change the way you think about a situation. Instead of thinking negatively about the issue, try to view the issue in different, more positive ways. Read the following scenarios that could evoke a negative emotion. Instead, create an optimistic outlook for the situation.

##### Scenarios

1. Your friend promised to text you after arriving at the party to let you know if it was fun and worth going. You should have received the text an hour ago. Create an optimistic outlook:
2. You are thrilled that you made a good grade on the history test. Your guardian, however, points out all the mistakes you made. Create an optimistic outlook:
3. After spending too much money on your clothes for the school dance, you enter the dance hoping people will notice you. Nobody even comments on your clothes. Create an optimistic outlook:
4. Instead of hanging out with your friends, you are stuck home babysitting your younger sibling. After doing extra chores and getting your sibling to sleep, you expect a huge expression of gratitude from your parents. Instead, they just say a quick thank you and head to bed. Create an optimistic outlook:
5. After posting a great picture of yourself on social media, you receive very few comments from your friends. Create an optimistic outlook:
6. Hoping that a classmate you like will surprise you with a special gift on Valentine's Day, you only receive a handwritten card, which appears to have been given little effort or thought. Create an optimistic outlook:
7. Between classes, you see a classmate you like talking to one of the most popular students at school. From a distance, you can see that they are talking and laughing together. Create an optimistic outlook:

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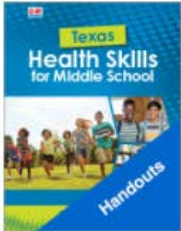


# Student Resources

## Handouts

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

### Texas Health Skills for Middle 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 program.

Locate the desired activity below.

#### 5 - Understanding Mental and Emotional Health ▼

[DOCX](#) Unit 2 Warm-Up Activity: Prove or Disprove

##### Lesson 5.1

[DOCX](#) Lesson 5.1 Reading Guide

[DOCX](#) Lesson 5.1 Graphic Organizer

[DOCX](#) Lesson 5.1 Vocabulary Activity

[DOCX](#) Lesson 5.1 Review

##### Lesson 5.2

[DOCX](#) Lesson 5.2 Reading Guide

[DOCX](#) Lesson 5.2 Graphic Organizer

[DOCX](#) Lesson 5.2 Vocabulary Activity

[DOCX](#) Lesson 5.2 Review

##### Lesson 5.3

[DOCX](#) Lesson 5.3 Reading Guide

[DOCX](#) Lesson 5.3 Graphic Organizer

[DOCX](#) Lesson 5.3 Vocabulary Activity

[DOCX](#) Lesson 5.3 Case Study

[DOCX](#) Lesson 5.3 Review

##### Chapter 5 Review

[DOCX](#) Chapter 5 Check Your Knowledge

#### 6 - Understanding Mental Illnesses ▼

##### Lesson 6.1

[DOCX](#) Lesson 6.1 Reading Guide

[DOCX](#) Lesson 6.1 Graphic Organizer

[DOCX](#) Lesson 6.1 Vocabulary Activity

[DOCX](#) Lesson 6.1 Case Study

[DOCX](#) Lesson 6.1 Review

##### Lesson 6.2

[DOCX](#) Lesson 6.2 Reading Guide

[DOCX](#) Lesson 6.2 Graphic Organizer

[DOCX](#) Lesson 6.2 Vocabulary Activity

#### Unit 2 Warm-Up Activity – Page 1

Name:

Date:

Period:

#### Prove or Disprove

**Directions:** Before reading the chapters in this unit, fill in your thoughts for each topic below. When you finish reading the chapters, look at what you wrote. Think about the way your **thoughts** have been validated and changed as a result of your learning. Then, write a summary describing what a mentally and emotionally healthy person is, does, says, and is not.

1. A mentally and emotionally healthy person is...

Answer:

2. A mentally and emotionally healthy person does...

Answer:

3. A mentally and em

Answer:

4. A mentally and em

Answer:

#### Summary

**Directions** After reading t

mentally and emotionally

Answer:

#### Lesson 5.1 Graphic Organizer – Page 1

Name:

Date:

Period:

#### Who Am I?

**Directions:** As you read Lesson 5.1, record notes for the physical, social, and psychological parts of your identity. Identify specific examples of traits that would fall under each main topic.

1. Physical Aspects of Identity

a. Notes:

b. Specific examples of physical traits include:

2. Social Aspects of Identity

a. Notes:

b. Specific examples of physical traits include:

3. Psychological Aspects of Identity

a. Notes:

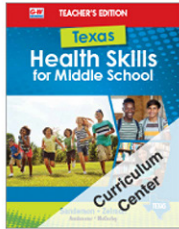
b. Specific examples of physical traits include:

# Instructor Resources

## G-W Online

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#### Subscriptions



Texas Health Skills for Middle School, Curriculum Center  
Duration: Perpetual Access

### My Bookshelf

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In this example, teachers have access to:

- TEKS Correlations
- Online Textbook, English
- Online Textbook, Spanish
- Companion Textbook (Human Sexuality and Pregnancy Prevention), English
- Companion Textbook (Human Sexuality and Pregnancy Prevention), Spanish
- Companion Website
- Online Workbook
- Handouts
- Teacher's Edition
- Instructor Resources

## G-W Online

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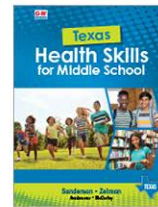
Texas Health Skills for Middle School, Curriculum Center



Texas Health Skills for Middle School TEKS Correlations - Grade 6



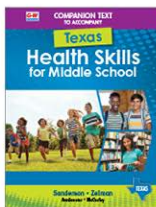
Texas Health Skills for Middle School TEKS Correlations - Grades 7-8



Texas Health Skills for Middle School, Textbook



Habilidades de salud de Texas en la escuela intermedia



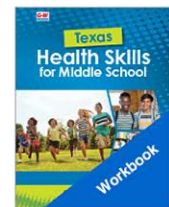
Companion Text to Accompany Texas Health Skills for Middle School, Textbook



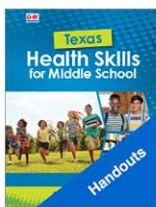
Texto Complementario para acompañar los Habilidades de salud de Texas en la escuela intermedia



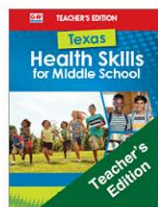
Texas Health Skills for Middle School, Companion Website



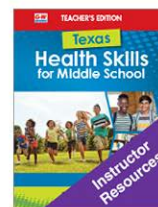
Texas Health Skills for Middle School, Workbook



Texas Health Skills for Middle School, Handouts



Texas Health Skills for Middle School, Teacher's Edition



Texas Health Skills for Middle School, Instructor Resources

## Online Instructor Resources

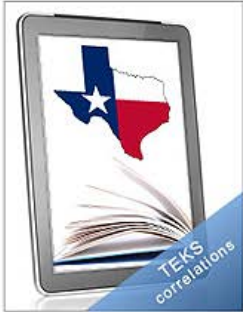
Click here to access the Online Instructor Resources.

# Instructor Resources

## TEKS Correlations



**100% TEKS**



### Texas Health Skills for Middle School TEKS Correlations (Grade 6)

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

#### Table of Contents

Correlation of Texas Health Skills for Middle School ©2023 to the Texas Essential Knowledge and Skills, Grade 6



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#### Correlation of *Texas Health Skills for Middle School* ©2023 to the Texas Essential Knowledge and Skills, Grade 6

**Standard and Student Expectation**

#### 1: Physical health and hygiene—body systems

Standard 1A: explain how to maintain the healthy status of body systems.

Breakout	Narrative	Activity
(i) explain how to maintain the healthy status of body systems	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">47 (Circulatory System section)</a> , <a href="#">77–93 (Caring for Your Skin section)</a> , <a href="#">88–89 (Caring for the Mouth and Teeth section)</a> , <a href="#">396–400 (Preventing Noncommunicable Diseases section)</a>	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">45 (Hands-On Activity)</a> , <a href="#">53 (Hands-On Activity)</a> , <a href="#">61 (Hands-On Activity)</a> , <a href="#">70 (Hands-On Activity)</a>

#### 2: Physical health and hygiene—personal health and hygiene

Standard 2A: compare immediate and long-term effects of personal health care choices such as personal and dental hygiene;

Breakout	Narrative	Activity
(i) compare immediate and long-term effects of personal health care choices such as personal and dental hygiene	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">88–91 (Caring for Your Mouth and Teeth section, Common Mouth and Teeth Conditions section)</a>	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">86 (Hands-On Activity)</a> , <a href="#">96 (Hands-On Activity)</a> , <a href="#">98 (Check Your Knowledge #6)</a>

Standard 2B: develop criteria for evaluating the validity of health information and sources;

Breakout	Narrative	Activity
(i) develop criteria for evaluating the validity of health information	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">26–29 (Accessing and Evaluating Health Information and Services section)</a>	<b>Texas Health Skills for Middle School 2023 OLS:</b> <a href="#">99 (Develop Your Skills #22)</a> , <a href="#">581 (Develop Your Skills #19)</a>

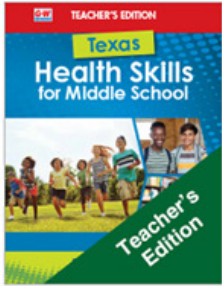
### Quick-Click TEKS Access

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



# Instructor Resources

## Teacher's Edition



### Texas Health Skills for Middle School, Teacher's Edition

The Teacher's Edition contains a variety of instructional support in each chapter to supplement your instruction.

#### Table of Contents

Teacher's Edition Texas Health Skills for Middle School  
 Teacher's Edition Copyright © 2023 by The Goodheart-Willcox Company, Inc.  
 Stay Up-to-Date  
 Teach Health Skills  
 Provide Skills Practice  
 Generate Interest  
 Prepare for a Lifetime of Health and Wellness  
**TOOLS FOR STUDENT AND INSTRUCTOR SUCCESS**  
 Student Tools  
 Instructor Tools

#### Teacher's Edition Contents

Understanding Skills-Based Health Education (SBHE)  
 Content- Versus Skills-Based Instruction  
 The SBHE Curriculum  
 Teaching SBHE Using Texas Health Skills for Middle School

#### Assessing Student Knowledge and Skills

Formative Assessment  
 Summative Assessment  
 Using Rubrics  
 Standards-Based Grading

#### Supporting Reading, Language Acquisition, and Differentiation

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 More

#### Helping Students Develop Critical Thinking Skills

Teaching Sensitive Content  
 Creating a Safe Space  
 Teaching Difficult Topics  
 Practicing Cultural Responsiveness and Humility

#### Best Practices for Using Mobile Devices in the Classroom

Safety  
 Appropriate Usage

#### Accessibility

Parental Consent

#### Correlation

Pacing

Pacing

Pacing

Texas

Copyright

Introduction

About the Authors

Textbook Authors

Pedagogy Developers

Reviewers

Professional Reviewers

Teacher Reviewers

## TEKS and National Health Education Standards

Easily locate the correlations in the color-coded boxes.

## 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.



### Preview of Chapter 5

### Understanding Mental and Emotional Health



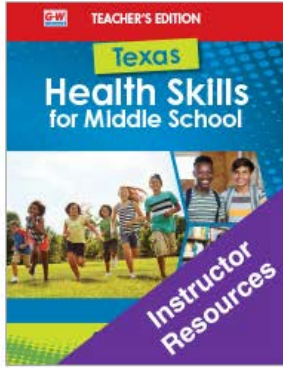
#### Texas Standards

The content in this chapter correlates to the following Texas Essential Knowledge and Skills for Health Education:  
 Grade 6: 3A, 3D, 3E, 4A, 5A, 5B, 6C, 6D  
 Grades 7–8: 3A, 3B, 3C, 3D, 4A, 5A, 5B, 6B, 6C, 21F

#### Chapter 5 Standards-Based Lesson Planning

Start your planning for this chapter with the course planning guide and detailed lesson plans in the **Curriculum Center**. Refer to the table that follows to see how the Learning Outcomes for each lesson help students master the performance expectations to meet the *National Health Education Standards* (grades 6–8).

Learning Outcomes	National Health Education Standards
<b>Lesson 5.1 Being Mentally and Emotionally Healthy (Pgs. 130–138)</b>	
<b>Summarize</b> the meaning of mental and emotional health.	1.8.1, 1.8.2, 1.8.3, 1.8.7, 2.8.1, 2.8.2, 2.8.3, 3.8.4, 4.8.1, 5.8.2, 5.8.3, 5.8.4, 6.8.1, 6.8.2, 6.8.3, 7.8.2
<b>Describe</b> the different parts of a person's identity.	
<b>Identify</b> personal values, beliefs, and attitudes.	
<b>Differentiate</b> between self-image and self-esteem.	
<b>Identify</b> factors that can affect a person's self-esteem.	
<b>Explain</b> the difference between healthy self-esteem and low self-esteem.	
<b>Practice</b> methods to assess mental and emotional health.	
<b>Lesson 5.2 Making Sense of Your Emotions (Pgs. 139–148)</b>	
<b>Identify</b> pleasant and unpleasant emotions.	1.8.1, 1.8.2, 1.8.7, 4.8.1, 5.8.4, 7.8.1, 7.8.2
<b>Explain</b> what it means to have emotional awareness.	
<b>Describe</b> how identifying and accepting your feelings can help you control your emotions.	
<b>Demonstrate</b> how to express your emotions in a healthy way.	
<b>Identify</b> characteristics of people with high emotional intelligence.	
<b>Lesson 5.3 Managing Stress (Pgs. 149–158)</b>	
<b>Differentiate</b> between acute stressors and chronic stressors.	1.8.1, 1.8.2, 1.8.5, 1.8.6, 2.8.1, 2.8.6, 3.8.4, 4.8.1, 5.8.4, 7.8.1, 7.8.2
<b>Describe</b> different types of stress.	
<b>Explain</b> how the body responds to stress.	
<b>Give examples</b> of strategies you can use to manage the stress in your life.	
<b>Recognize</b> when you should seek professional help for stress.	
<b>Chapter 5 Review and Assessment (Pg. 161)</b>	
Develop Your Skills (chapter review and assessment 19–23)	1.8.1, 1.8.2, 1.8.5, 3.8.1, 3.8.2, 4.8.1, 7.8.1, 7.8.2, 7.8.3, 8.8.1, 8.8.2



## Texas Health Skills for Middle School, Instructor Resources

**Instructor Resources** contains an assortment of teacher materials. Resource materials include the Teacher's Materials, Course Planning, and Correlations. Chapter resource content includes Textbook and Workbook Answer Keys, Lesson Plans, Handout Activities, and Review and Assessment Activities, 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.

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## Resource Materials

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

### Resource Materials

#### Teacher's Materials

- Advocacy Campaign Template
- Wellness Action Plan Project
- Understanding Skills-Based Health Education
- 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
- Rubrics

#### Course Planning

- Course Planning
- 18-Week Course Planning Guide for Use in Grades 6, 7, and 8
- 18-Week Course Planning Guide for Use Across Two Grades
- 9-Week Course Planning Guide by Content
- 12-Week Course Planning Guide by Content
- 18-Week Course Planning Guide by Content
- 36-Week Course Planning Guide by Content
- 9-Week Course Planning Guide by Skill
- 12-Week Course Planning Guide by Skill
- 18-Week Course Planning Guide by Skill
- 36-Week Course Planning Guide by Skill
- Supplies and Equipment for Skills and Activities

#### Correlations

- Correlation of National Health Education Standards



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1 - Understanding Your Health and Wellness

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

## Chapter Resources

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

## Lesson Plans

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

## 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.

## 1 - Understanding Your Health and Wellness

- Teacher's Resources Answer Key
- Workbook Answer Key

### Lesson 1.1

- Lesson Plan

- Teacher-Directed Activity: Social Media Post
- Handout: Differentiated Reading Guide

### Lesson 1.2

- Lesson Plan

- Handout: Differentiated Reading Guide

### Lesson 1.3

- Lesson Plan
- Handout: Differentiated Reading Guide
- Handout: What Can I Do? Conflict Resolution
- Parent/Other Trusted Adult Engagement Assignment: Health and Wellness Interview

### 1 - Review and Assessment Activities

- Review and Assessment Lesson Plan
- Teacher-Directed Activity: Teacher's Instructions
- Teacher-Directed Activity: Health and Wellness Bingo
- Review Activity for Differentiation: Teacher's Instructions
- Review Activity for Differentiation: Health and Wellness Menu
- Review Activity for Differentiation: Rubric
- Alternative Chapter Review Assessment for Differentiation: Teacher's Instructions
- Alternative Chapter Review Assessment for Differentiation: Performance Task
- Alternative Chapter Review Assessment for Differentiation: Rubric

### 1 - Presentations

- Teacher's Presentation
- Teacher's Presentation for PowerPoint

## Answer Keys

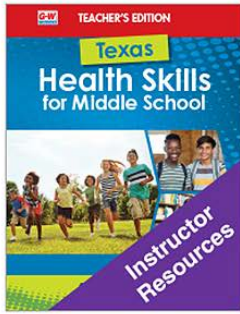
Textbook and workbook answers are available for each chapter.

## Differentiated Reading Guides

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







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## ExamView® Assessment Suite Software

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

## QTI Files for Learning Management Systems

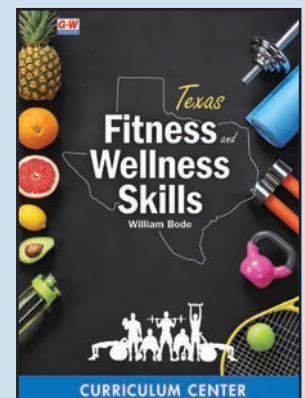
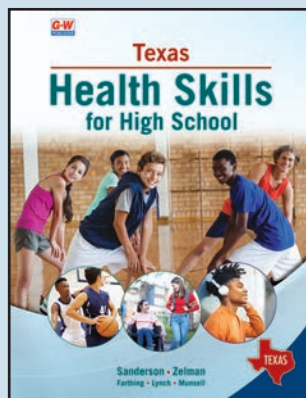
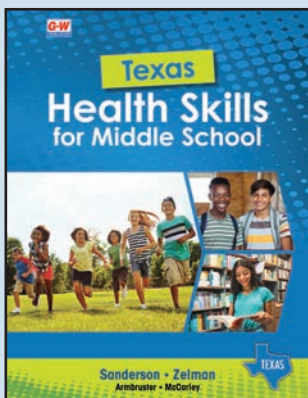
Import these questions into your LMS and create your assessments. This is the same assessment content found in the ExamView® Assessment Suite test bank.

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

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