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Goodheart-Willcox Publisher Correlation of <i>Essential Health 2018</i> to the Texas Essential Knowledge and Skills for Health Education for High School, Grades 9–10 TEKS Coverage: 100%	
TEKS	CORRELATING PAGES
(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:	
(A) relate the nation's health goals and objectives to individual, family, and community health	Instruction: 150–151, 167 Assessment: 151 (#3)
(B) examine the relationship among body composition, diet, and fitness	Instruction: 107 Assessment: 110 (#6)
(C) explain the relationship between nutrition, quality of life, and disease	Instruction: 70–79 Assessment: 79 (#3, 6)
(D) describe the causes, symptoms, and treatment of eating disorders	Instruction: 141–146 Assessment: 146 (#1–6)
(E) examine issues related to death and grieving	Instruction: 691–693 Assessment: 693 (#5)
(F) discuss health-related social issues such as organ donation and homelessness	Instruction: 477–478, 741 Assessment: 282 (#21), 745 (#37)
(G) analyze strategies to prevent suicides	Instruction: 515 Assessment: 515 (#4, Real World Health)
(H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression	Instruction: 475–479, 481–484, 486–489, 491–495, 503–505, 517–521 Assessment: 479 (#1–7), 484 (#1–6), 489 (#1–6), 495 (#1–7), 521 (#3)
(I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages	Instruction: 54 Assessment: 52 (#31), 128 (#29)
(J) identify the categories of drugs and what they are used to treat	Instruction: 319–320 Assessment: 325 (#1)
(K) examine examples of drug labels to determine the drug category and intended use	Instruction: 322 (Figure 11.3), 325 (Figure 11.9) Assessment: 325 (#2, 4)



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(2) Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:	
(A) analyze the relationship between health promotion and disease prevention	Instruction: 17, 365–367 Assessment: 20 (#4), 370 (#4)
(B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention	Instruction: 151, 187, 201, 294 Assessment: 282 (#22), 346 (#30)
(C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion	Instruction: 167 Assessment: 194 (#36)
(D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases	Instruction: 365–367 Assessment: 370 (#4)
(E) explain why some medications require a prescription	Instruction: 320 Assessment: 325 (#5)
(F) explain the connection between the proper and safe use of prescription drugs and overall health	Instruction: 320 Assessment: 325 (#1)
(G) investigate the potential negative effects of combining drugs, including prescription and over-the-counter drugs	Instruction: 320–321 Assessment: 325 (#4)
(H) analyze the consequences of substance misuse of prescription and over-the-counter drugs	Instruction: 322–323 Assessment: 325 (#6)
(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:	
(A) explain fetal development from conception through pregnancy and birth	Instruction: 606–608 Assessment: 609 (#4, 5)
(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	Instruction: 611–612, 615–616 Assessment: 616 (Real World Health)
(C) analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus	Instruction: 87, 88, 264, 297–298 Assessment: 89 (#4), 265 (#8), 299 (#5)
(D) explain the significance of genetics and its role in fetal development	Instruction: 593–596 Assessment: 596 (#1–7)



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(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:	
(A) analyze the health messages delivered through media and technology	Instruction: 48, 88 (Health in the Media), 134–137 Assessment: 128 (#32), 139 (#7)
(B) explain how technology has impacted the health status of individuals, families, communities, and the world	Instruction: 48 Assessment: 49 (#3)
(C) examine social influences on drug-taking behaviors	Instruction: 339–340 Assessment: 343 (#3)
(5) Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:	
(A) develop evaluation criteria for health information	Instruction: 14–17 Assessment: 20 (Real World Health)
(B) demonstrate ways to utilize criteria to evaluate health information for appropriateness	Instruction: 14–17 Assessment: 20 (Real World Health)
(C) discuss the legal implications regarding sexual activity as it relates to minor persons	Instruction: 572 Assessment: 574 (Real World Health)
(D) demonstrate decision-making skills based on health information	Instruction: 22 Assessment: 24 (#1, Real World Health)
(6) Health information. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:	
(A) examine the effects of health behaviors on body systems	Instruction: 45–49 Assessment: 49 (#1–6)
(B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care	Instruction: 31, 353–354, 413 Assessment: 413 (#4)
(C) appraise the significance of body changes occurring during adolescence	Instruction: 675–679 Assessment: 679 (#3–5)
(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:	
(A) identify and describe forms of prescription drug misuse such as combining drugs for another effect and administering a drug improperly and substance use disorders	Instruction: 321, 322, 324 Assessment: 325 (#6)
(B) analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol,	Instruction: 260–265, 287, 296–298, 322–323, 327–335 Assessment: 265 (#1–8), 299 (#1), 325 (#6), 336 (#6)



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tobacco, drugs, including prescription drugs, and other substances	
(C) 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), unplanned pregnancies, and motor vehicle accidents	Instruction: 294–295, 336 Assessment: 299 (#6), 336 (Real World Health)
(D) develop strategies for preventing use of tobacco, alcohol, and other addictive substances	Instruction: 276–276, 307–308, 341–342 Assessment: 279 (#3), 311 (#1), 343 (#5)
(E) develop strategies for preventing the misuse of prescription and over-the-counter drugs	Instruction: 341–342 Assessment: 343 (#5)
(F) analyze the importance of alternatives to drug and substance use	Instruction: 341 Assessment: 306 (Before You Read)
(G) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs	Instruction: 567, 569 Assessment: 569 (#1, 6)
(H) analyze strategies for preventing and responding to deliberate and accidental injuries	Instruction: 715–740 Assessment: 745 (#45, 47)
(8) Health behaviors. The student analyzes health information and applies decision-making skills to promote the development and practice of safe behaviors. The student is expected to:	
(A) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence	Instruction: 23, 579 (Skills for Health and Wellness) Assessment: 24 (#3), 387 (Real World Health)
(B) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases	Instruction: 23, 385–386 Assessment: 396 (Real World Health), 406 (#30)
(C) analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage	Instruction: 386 Assessment: 387 (#4)
(D) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape	Instruction: 579 (Skills for Health and Wellness) Assessment: 583 (Real World Health)



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(E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	Instruction: 23, 385–386 Assessment: 396 (Real World Health), 406 (#30)
(F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, and the sexual transmission of HIV or acquired immune deficiency syndrome and the emotional trauma associated with adolescent sexual activity	Instruction: 23, 385–386 Assessment: 396 (Real World Health), 406 (#30)
(9) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:	
(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends	Instruction: 531, 539 Assessment: 537 (#1), 544 (#1)
(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community	Instruction: 26–27, 518, 540 Assessment: 34 (#28), 521 (Real World Health)
(10) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	
(A) describe the roles of parents, grandparents, and other family members in promoting a healthy family	Instruction: 531, 534–536 Assessment: 537 (#1, 2)
(B) analyze the dynamics of family roles and responsibilities relating to health behavior	Instruction: 133–134 Assessment: 62 (#31), 128 (#29)
(11) Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:	
(A) assess the impact of population and economy on community and world health	Instruction: 59 Assessment: 59 (#1)
(B) analyze the impact of the availability of health services in the community and the world	Instruction: 29–30 Assessment: 31 (Real World Health)
(C) describe a variety of community and world environmental protection programs	Instruction: 57 (Personal Profile) Assessment: 59 (Real World Health)
(12) Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:	
(A) describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult	Instruction: 573–574 Assessment: 574 (Real World Health)



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(B) research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs	Instruction: 26, 31, 641–642 Assessment: 375 (Real World Health)
(C) compare and analyze the cost, availability, and accessibility of health services for people of all ages	Instruction: 12 (Research in Action), 29–31 Assessment: 31 (Real World Health)
(13) Influencing factors. The student understands situations in which people of all ages require professional health services. The student is expected to:	
(A) identify support systems aimed at substance use disorders and substance misuse, including prescription drug misuse	Instruction: 342–343 Assessment: 346 (#31)
(B) identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care	Instruction: 124 Assessment: 125 (Real World Health)
(C) explain how to access health services for people of all ages	Instruction: 29 Assessment: 31 (Real World Health)
(14) 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:	
(A) demonstrate communication skills in building and maintaining healthy relationships	Instruction: 532–534, 535 (Personal Profile) Assessment: 387 (Real World Health), 537 (#4)
(B) distinguish between a dating relationship and a marriage	Instruction: 546–549, 551 Assessment: 551 (#1–3)
(C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage	Instruction: 546–549, 551 Assessment: 551 (#1–3)
(D) evaluate the effectiveness of conflict resolution techniques in various situations	Instruction: 534–535, 559–561 Assessment: 537 (Real World Health), 561 (#2)
(E) demonstrate refusal strategies	Instruction: 23 Assessment: 24 (#3)
(F) explore methods for addressing critical-health issues	Instruction: 6 (Warm-Up Activity) Assessment: 12 (Real World Health)
(G) evaluate the dynamics of social groups	Instruction: 539–540 Assessment: 544 (Real World Health)
(15) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:	
(A) demonstrate strategies for communicating needs, wants, and emotions	Instruction: 446, 534 Assessment: 449 (#7)



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(B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse	Instruction: 577–578, 583 Assessment: 583 (#4)
(C) communicate the importance of practicing abstinence	Instruction: 23, 385–386 Assessment: 396 (Real World Health), 406 (#30)
(16) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	
(A) apply communication skills that demonstrate consideration and respect for self, family, and others	Instruction: 463, 533, 547–548 Assessment: 554 (#28)
(B) demonstrate empathy towards others	Instruction: 448 Assessment: 449 (#4)
(C) analyze ways to show disapproval of inconsiderate and disrespectful behavior	Instruction: 569 Assessment: 569 (#6)
(17) 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:	
(A) identify individual and community protective factors and skills that prevent substance misuse and substance use disorders such as refusing invitations to misuse prescription drugs, knowing the risks associated with substance misuse, and reporting the use of drugs to a parent or school administrator, teacher, or other trusted adult	Instruction: 341–342 Assessment: 343 (#5)
(B) identify decision-making skills that promote individual, family, and community health	Instruction: 22 Assessment: 24 (#1)
(C) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills	Instruction: 22 Assessment: 24 (#5)
(D) classify forms of communication such as passive, aggressive, or assertive	Instruction: 560–561 Assessment: 561 (#3)
(E) associate risk-taking with consequences such as drinking and driving	Instruction: 46–49 Assessment: 49 (#1–6)
(18) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:	
(A) research information about a personal health concern	Instruction: 161–165 Assessment: 168 (Real World Health)



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(B) demonstrate knowledge about personal and family health concerns	Instruction: 51–54 Assessment: 34 (Hands-On Activity)
(C) develop strategies to evaluate information relating to a variety of critical health issues	Instruction: 14–19 Assessment: 20 (Real World Health)