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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 11–12 TEKS Coverage: 100% | |
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| TEKS | CORRELATING PAGES |
| (1) Health information. The student applies technology to analyze and appraise personal health. The student is expected to: | |
| (A) generate a personal-health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis | Instruction: 87 (Personal Profile), 107, (Personal Profile) Assessment: 110 (Real World Health) |
| (B) explain how technology can influence health | Instruction: 48 Assessment: 555 (#38), 745 (#43) |
| (2) Health information. The student researches and analyzes information in the management of health promotion and disease prevention. The student is expected to: | |
| (A) investigate various sources in the community that promote health and prevent disease | Instruction: 167–168 Assessment: 194 (#36), 436 (#4) |
| (B) design health promotion materials | Instruction: 17 Assessment: 154 (#27) |
| (3) Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to: | |
| (A) analyze problems during various stages of fetal development | Instruction: 607–608 Assessment: 609 (#4, 5) |
| (B) investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breastfeeding | Instruction: 611–612 Assessment: 616 (#1–4) |
| (C) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and prescription and other drugs | Instruction: 264, 297–298 Assessment: 265 (#8), 299 (#5) |
| (D) analyze roles of relationships and responsibilities relating to marriage | Instruction: 682 Assessment: 626 (#22) |
| (E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility | Instruction: 546–549 Assessment: 551 (#1) |
| (4) Health information. The student evaluates the validity of health information. The student is expected to: | |



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| (A) research current health-related standards related to health information and products from valid sources such as the Centers for Disease Control and Prevention and the Food and Drug Administration | Instruction: 91–93, 108, 726 Assessment: 34 (#31) |
| (B) analyze health information based on health-related standards | Instruction: 94, 180 Assessment: 31 (Real World Health) |
| (C) evaluate the impact of laws relating to prescription and over-the-counter drug misuse and the use of alcohol, tobacco, and other substances | Instruction: 294 Assessment: 282 (#22), 346 (Hands-On) |
| (5) Health information. The student describes the effect of marketing and advertising on health behavior. The student is expected to: | |
| (A) analyze marketing and advertising techniques in health-product and service promotion | Instruction: 88 (Health in the Media), 134–135, 274, 305, 321 (Health in the Media) Assessment: 183 (#11) |
| (B) apply marketing and advertising techniques to health promotion | Instruction: 17 Assessment: 154 (#27) |
| (6) Health information. The student evaluates and utilizes communication skills in building and maintaining healthy relationships. The student is expected to: | |
| (A) apply effective communication skills for building and maintaining healthy relationships | Instruction: 532–534 Assessment: 537 (#4) |
| (B) design strategies for implementing effective conflict resolution/mediation strategies | Instruction: 559–561 Assessment: 561 (#2, 4) |
| (C) present a model for effective communication skills | Instruction: 532–534 Assessment: 537 (#4) |
| (7) Health behaviors. The student generates strategies that address health-risk behaviors. The student is expected to: | |
| (A) analyze strategies that minimize health-risk behaviors, including the misuse of prescription drugs | Instruction: 46–49 Assessment: 62 (#29, Hands-On) |
| (B) participate in school-related efforts to address health-risk behaviors | Instruction: 167, 569 Assessment: 279 (#6), 569 (#6) |
| (C) develop a plan to participate in community efforts to address health-risk behaviors | Instruction: 167 Assessment: 194 (#36) |
| (D) develop educational-safety models for children and adults for use at home, school, and in the | Instruction: 715–724 Assessment: 745 (#40, 46) |



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| community | |
| (E) evaluate the impact of laws relating to tobacco, alcohol, drugs, including prescription drugs, and other substances | Instruction: 294 Assessment: 282 (#22), 346 (Hands-On) |
| (F) investigate treatment plans for drug addiction, including prescription drugs | Instruction: 342–343 Assessment: 343 (Real World Health) |
| (G) describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, Human Immunodeficiency Virus (HIV)/sexually transmitted disease (STD), and drinking and driving | Instruction: 294–295, 298–299, 336 Assessment: 299 (#4, 6), 336 (Real World Health) |
| (8) Influencing factors. The student researches and evaluates a variety of environmental factors that impact personal and community health. The student is expected to: | |
| (A) examine the influence of culture and society on the misuse and abuse of prescription drugs in school, sports, or entertainment | Instruction: 339–340 Assessment: 343 (#3) |
| (B) analyze the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies | Instruction: 248 (Research in Action), 264–265, 424 Assessment: 265 (#8), 435 (Real World Health) |
| (C) formulate strategies for combating environmental factors that have a detrimental effect on the health of a community | Instruction: 57 (Personal Profile) Assessment: 59 (Real World Health) |
| (D) develop strategies for aiding in the implementation of a community environmental health plan | Instruction: 57 (Personal Profile) Assessment: 59 (Real World Health), 62 (Hands-On) |
| (9) Influencing factors. The student assesses the impact of the economy on community and world health. The student is expected to: | |
| (A) relate economic status to availability of health services within the community | Instruction: 58–59 Assessment: 59 (#1) |
| (B) analyze health care costs of various health services in different countries | Instruction: 28, 29–31 Assessment: 31 (Real World Health) |
| (10) Influencing factors. The student recognizes the importance of personal contributions to the health of the community. The student is expected to: | |
| (A) research and/or participate in community health programs that benefit various populations such as volunteering for teen health lines and | Instruction: 167–168 Assessment: 194 (#35) |



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| volunteering in nursing homes | |
| (B) participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use, including the misuse of prescription drugs, or smoking | Instruction: 17 Assessment: 54 (Real World Health), 128 (#32) |
| (11) Influencing factors. The student understands issues related to community health services. The student is expected to: | |
| (A) analyze how the cost, availability, and accessibility of health care services affects the community | Instruction: 12 (Research in Action), 30–31 Assessment: 31 (Real World Health) |
| (B) evaluate how the selection of health care services, products, and information affects the community | Instruction: 14–19 Assessment: 20 (Real World Health) |
| (12) Influencing factors. The student investigates technological advances in the community that impact the health of individuals, families, and communities. The student is expected to: | |
| (A) describe technological advances available in the community that treat health problems such as medical procedures at local hospitals for treating heart disease and cancer | Instruction: 353 Assessment: 359 (#1) |
| (B) locate health care facilities at which members of the community can obtain medical care | Instruction: 27 Assessment: 31 (#3) |
| (13) 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) create and apply strategies for communicating emotions, needs, and wants | Instruction: 446 Assessment: 449 (#7) |
| (B) demonstrate leadership skills for advocating health | Instruction: 569 Assessment: 99 (Real World Health) |
| (C) investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse | Instruction: 276 Assessment: 282 (#22) |
| (D) create strategies that promote the advantages of abstinence | Instruction: 23–24, 385–386 Assessment: 406 (#30) |
| (14) Personal/interpersonal skills. The student evaluates communication skills that show consideration and respect for self, family, friends, and others. The student is expected to: | |
| (A) appraise effective communication skills that | Instruction: 532–534 |



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| demonstrate consideration and respect for self, family, and others | Assessment: 537 (#4) |
| (B) associate effective communication with success in school and the workplace | Instruction: 532–534 Assessment: 537 (#4) |
| (C) explain the detrimental effects of inconsiderate and disrespectful behavior | Instruction: 565–566 Assessment: 569 (#3) |
| (D) apply criteria for using passive, aggressive, and assertive communication in relationships | Instruction: 560–561 Assessment: 561 (#3) |
| (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: 23–24, 385–386 Assessment: 396 (Real World Health) |
| (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: 23–24, 385–386 Assessment: 396 (Real World Health) |
| (15) Personal/interpersonal skills. The student synthesizes information and applies strategies for making health-promoting decisions. The student is expected to: | |
| (A) identify effective skills to resist and refuse invitations to misuse substances, including prescription drugs | Instruction: 278–279, 307–308 Assessment: 311 (#5) |
| (B) apply decision-making skills to health-promoting decisions | Instruction: 22 Assessment: 24 (#1, 5, Real World Health) |
| (C) interpret information provided by parents and other adults | Instruction: 15–17 Assessment: 20 (#7) |
| (D) determine causal connections that promote health in relationships | Instruction: 17 Assessment: 154 (#27) |
| (16) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to: | |
| (A) research information regarding personal and family health concerns | Instruction: 51–54 Assessment: 34 (Hands-On) |
| (B) design materials for health advocacy | Instruction: 17 Assessment: 154 (#27), 252 (#35), 406 (#30) |
| (C) apply the concept of research and evaluation | Instruction: 14–19 |



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| for determining health information for special populations | Assessment: 20 (Real World Health) |
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