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<th>TEKS STANDARDS</th>
<th>CORRELATING PAGES</th>
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| (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) |
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) |
(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, 714-715  
Assessment: 325 (#1), 719 (#7, 8) |
| (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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<th>(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:</th>
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| (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) |

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<th>(5) Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:</th>
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| (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) |

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<th>(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:</th>
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| (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) |

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<th>(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:</th>
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| (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, tobacco, drugs, including prescription drugs, and other substances

Assessment: 265 (#1–8), 299 (#1), 325 (#6), 336 (#6)

(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

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)

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**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), 702-703, 742-743
Assessment: 24 (#3), 387 (Real World Health), 732 (#36), 756 (#43)

(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, 702-703, 742-743
Assessment: 396 (Real World Health), 406 (#30), 732 (#36), 756 (#43)

(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, 702-703, 708-712, 714-719, 721-729, 742-743
Assessment: 387 (#4), 712 (#1-7), 719 (#1-8), 729 (#1-7), 732 (#36), 756 (#43)
(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)

(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, 702-703, 742-743
Assessment: 396 (Real World Health), 406 (#30), 732 (#36), 756 (#43)

(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, 702-703, 742-743
Assessment: 396 (Real World Health), 406 (#30), 732 (#36), 756 (#43)

(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, 701-702
Assessment: 59 (#1), 706 (#2)

(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)

(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)
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| (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) |
| (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, 702-703, 742-743  
Assessment: 396 (Real World Health), 406 (#30), 732 (#36), 756 (#43) |
| **(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) |
|--------------------------------------------------------|--------------------------------------------------|
| (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) |