

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 6			
<b>Course</b>	Health Education, Grade 6			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 1			
<b>ISBN</b>	0078650909			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	A. analyze healthy and unhealthy dietary practices;	01. Analyze health dietary practices	<b>Student Edition:</b> Chapters 1, 5 <b>Teacher Edition:</b> Chapters 4, 5	<b>SE:</b> 132, 5, 6, 10, 26, 27, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 142, 143, 144, 145, 147 <b>TWE:</b> 83, 118, 120, 123, 124, 128, 129, 116, 121, 125, 130, 131, 132, 142, 143, 144, 145
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	A. analyze healthy and unhealthy dietary practices;	02. Analyze unhealthy dietary practices	<b>Student Edition:</b> Chapters 1, 5 <b>Teacher Edition:</b> Chapter 5	<b>SE:</b> 132, 6, 14, 25, 26, 27, 118, 121, 123, 124, 125, 129, 130, 131, 142, 143, 144, 145 <b>TWE:</b> 117, 118, 121, 122, 123, 124, 129, 116, 119, 131, 144, 145
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	B. explain the importance of a personal dietary and exercise plan;	01. Explain the importance of a personal dietary plan	<b>Student Edition:</b> Chapters 1, 5 <b>Teacher Edition:</b> Chapter 5	<b>SE:</b> 132, 6, 10, 14, 116, 117, 118, 119, 120, 121, 122, 123, 125, 127, 128, 129, 130, 131 <b>TWE:</b> 127, 132, 121, 125, 145
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	B. explain the importance of a personal dietary and exercise plan;	02. Explain the importance of a personal exercise plan	<b>Student Edition:</b> Chapters 1, 5, 6 <b>Teacher Edition:</b> Chapters: 5, 6	<b>SE:</b> 141, 6, 8, 10, 14, 133, 134, 138, 139, 147, 175, 176 <b>TWE:</b> 139, 140, 155
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	C. compare immediate and long-range effects of personal health care choices such as personal and dental hygiene;	#####	<b>Student Edition:</b> Chapters 1, 2, 4, 6, 7 <b>Teacher Edition:</b> Chapter 4	<b>SE:</b> 90, 93, 5, 6, 7, 8, 10, 14, 34, 35, 86, 87, 88, 89, 91, 92, 108, 109, 112, 166, 188, 189, 190 <b>TWE:</b> 90, 92, 93, 84, 86, 87, 89, 91, 109

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01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	D. identify causes and effects associated with poor body image such as eating disorders and growth patterns;	01. identify causes associated with poor body image such as eating disorders	<b>Student Edition:</b> Chapter 5 <b>Teacher Edition:</b> Chapter 5	<b>SE: 147, 131, 132</b> <b>TWE: 102, 130, 131</b>
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	D. identify causes and effects associated with poor body image such as eating disorders and growth patterns;	02. identify affects associated with poor body image such as growth patterns	<b>Student Edition:</b> Chapter 5 <b>Teacher Edition:</b> Chapters 5, 9	<b>SE: 147, 130</b> <b>TWE: 130, 245</b>
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	E. examine the concept of cost versus effectiveness of health-care products;	>>>>>	<b>Student Edition:</b> Chapter 4 <b>Teacher Edition:</b> Chapter 4	<b>SE: 103, 101, 102, 110</b> <b>TWE: 102, 111</b>
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	F. describe the mental, physical, and social benefits of regular exercise and fitness;	01. Describe the mental benefits of regular exercise	<b>Student Edition:</b> Chapters 1, 2, 5 <b>Teacher Edition:</b> Chapters 1, 2, 5, 7	<b>SE: 137, 4, 5, 6, 7, 45, 133, 135</b> <b>TWE: 136, 141, 5, 44, 204</b>
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	F. describe the mental, physical, and social benefits of regular exercise and fitness;	02. Describe the mental benefits of fitness	<b>Student Edition:</b> Chapters 1, 2 <b>Teacher Edition:</b> Chapters 1, 2, 5	<b>SE: 137, 4, 5, 6, 7, 45</b> <b>TWE: 136, 141, 5, 44, 134</b>

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01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	F. describe the mental, physical, and social benefits of regular exercise and fitness;	03. Describe the physical benefits of regular exercise	<b>Student Edition:</b> Chapters 1, 2, 5, 7  <b>Teacher Edition:</b> Chapters 1, 2, 5, 7	<b>SE:</b> 137, 4, 5, 6, 7, 8, 45, 133, 134, 136, 138, 139, 140, 204 <b>TWE:</b> 136, 141, 5, 44, 134, 139, 204
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	F. describe the mental, physical, and social benefits of regular exercise and fitness;	04. Describe the physical benefits of fitness	<b>Student Edition:</b> Chapters 1, 5  <b>Teacher Edition:</b> Chapters 1, 2, 5	<b>SE:</b> 137, 4, 5, 6, 7, 8, 134, 136, 141 <b>TWE:</b> 133, 136, 141, 5, 44, 134
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	F. describe the mental, physical, and social benefits of regular exercise and fitness;	05. Describe the social benefits of regular exercise	<b>Student Edition:</b> Chapters 1, 5, 7  <b>Teacher Edition:</b> Chapters 1, 2, 5	<b>SE:</b> 137, 4, 5, 6, 7, 8, 133, 204 <b>TWE:</b> 136, 141, 5, 44, 134
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	F. describe the mental, physical, and social benefits of regular exercise and fitness;	06. Describe the social benefits of fitness	<b>Student Edition:</b> Chapter 1  <b>Teacher Edition:</b> Chapters 1, 2, 5	<b>SE:</b> 137, 4, 5, 6, 7, 8 <b>TWE:</b> 136, 141, 5, 44, 134
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	G. describe the importance of establishing and implementing a periodic health-maintenance clinical assessment; and	01. Describe the importance of establishing a periodic health-maintenance clinical assessment	<b>Student Edition:</b> Chapters 1, 4  <b>Teacher Edition:</b> Chapters 4, 7	<b>SE:</b> 104, 8, 95, 96, 97, 105, 107 <b>TWE:</b> 105, 107, 189, 95

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01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	G. describe the importance of establishing and implementing a periodic health-maintenance clinical assessment; and	02. Describe the importance of implementing a periodic health-maintenance clinical assessment	<b>Student Edition:</b> Chapters 1, 4, 7 <b>Teacher Edition:</b> Chapters 4, 7	<b>SE: 104, 8, 95, 96, 97, 99, 105, 107, 203</b> <b>TWE: 105, 189, 95, 107</b>
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	H. demonstrate strategies for managing stress.	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 5 <b>Teacher Edition:</b> Chapters 2, 7, 9	<b>SE: 45, 1, 6, 7, 8, 10, 37, 41, 43, 44, 46, 47, 49, 50, 51, 135, 136</b> <b>TWE: 43, 184, 37, 41, 44, 46, 48, 49, 242</b>
02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	A. analyze the relationships among the body systems;	>>>>>	<b>Student Edition:</b> Chapters 2, 6, 7 <b>Teacher Edition:</b> Chapters 2, 6, 7, 8, 9	<b>SE: 153, 42, 47, 150, 151, 152, 154-160, 161-164, 165-167, 177, 178, 179, 185</b> <b>TWE: 42, 152, 153, 154, 162, 163, 164, 177, 148, 150, 151, 156, 157, 158, 159, 166, 193, 214-215, 231</b>
02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	B. describe changes in male and female anatomy and physiology during puberty;	01. Describe changes in male anatomy during puberty	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE: 167, 165, 166, 169, 173</b> <b>TWE: 169, 167</b>

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02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	B. describe changes in male and female anatomy and physiology during puberty;	02. Describe changes in male physiology during puberty	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE: 167, 165, 166, 169, 170, 171, 173</b> <b>TWE: 169, 176</b>
02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	B. describe changes in male and female anatomy and physiology during puberty;	03. Describe changes in female anatomy during puberty	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE: 167, 165, 166, 169, 173</b> <b>TWE: 169, 167</b>
02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	B. describe changes in male and female anatomy and physiology during puberty;	04. Describe changes in female physiology during puberty	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE: 167, 165, 166, 169, 170, 171, 173</b> <b>TWE: 169, 166, 167</b>
02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	C. analyze the role of hormones as they relate to growth and development and personal health; and	01. Analyze the role of hormones as they relate to growth	<b>Student Edition:</b> Chapters 2, 6 <b>Teacher Edition:</b> Chapters 2, 6	<b>SE: 166, 37</b> <b>TWE: 166, 37, 167, 169</b>

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02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	C. analyze the role of hormones as they relate to growth and development and personal health; and	02. Analyze the role of hormones as they relate to development	<b>Student Edition:</b> Chapters 2, 6 <b>Teacher Edition:</b> Chapters 2, 6	<b>SE: 166, 37, 165</b> <b>TWE: 166, 37, 167, 169</b>
02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	C. analyze the role of hormones as they relate to growth and development and personal health; and	03. Analyze the role of hormones as they relate to personal health	<b>Student Edition:</b> Chapters 2, 6 <b>Teacher Edition:</b> Chapters 2, 6, 7	<b>SE: 40, 169, 37, 50, 165</b> <b>TWE: 166, 201, 30, 37</b>
02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	D. describe menstrual health and identify the relationship to reproduction.	01. Describe menstrual health	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE: 179, 166</b> <b>TWE: 166</b>
02. Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:	D. describe menstrual health and identify the relationship to reproduction.	02. Identify the relationship between menstrual health and reproduction	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE: 179, 166</b> <b>TWE: 173</b>

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03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:	A. describe various modes of disease transmission;	>>>>>	<b>Student Edition:</b> Chapter 4 <b>Teacher Edition:</b> Chapters 4, 7	<b>SE:</b> 184, 183, 185, 186, 187, 188, 191, 192, 193 <b>TWE:</b> 188, 91, 184
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:	B. compare healthy cell growth to cell growth in the disease process; and	>>>>>	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapters 6, 7	<b>SE:</b> 201, 206, 198 <b>TWE:</b> 153, 198
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:	C. list noncommunicable and hereditary diseases and respective prevention and treatment techniques.	01. List noncommunicable diseases	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapter 7	<b>SE:</b> 199, 201, 206, 196, 197, 198 <b>TWE:</b> 196, 201
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:	C. list noncommunicable and hereditary diseases and respective prevention and treatment techniques.	02. List respective prevention techniques for noncommunicable diseases	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapter 7	<b>SE:</b> 201, 197, 200 <b>TWE:</b> 201, 207, 197, 198
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:	C. list noncommunicable and hereditary diseases and respective prevention and treatment techniques.	03. List respective treatment techniques for noncommunicable diseases	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapter 7	<b>SE:</b> 201, 198, 199, 200 <b>TWE:</b> 201, 207, 198

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03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:	C. list noncommunicable and hereditary diseases and respective prevention and treatment techniques.	04. List hereditary diseases	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapter 7	<b>SE: 201, 206, 196</b> <b>TWE: 196, 201, 207</b>
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:	C. list noncommunicable and hereditary diseases and respective prevention and treatment techniques.	05. List respective prevention techniques for hereditary diseases	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapter 7	<b>SE: 201, 199</b> <b>TWE: 201, 207, 197</b>
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:	C. list noncommunicable and hereditary diseases and respective prevention and treatment techniques.	06. List respective treatment techniques for hereditary diseases	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapter 7	<b>SE: 201, 199</b> <b>TWE: 201, 207</b>
04. Health information. The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:	A. list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications; and	01. List ways to evaluate health products such as sunblocks, dietary aids, and over-the-counter medications	<b>Student Edition:</b> Chapters 4, 9 <b>Teacher Edition:</b> Chapters 1, 4, 9	<b>SE: 103, 100, 101, 102, 110, 111, 238</b> <b>TWE: 101, 9, 90, 102, 103, 110, 238</b>
04. Health information. The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:	A. list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications; and	02. List ways to evaluate health practices such as sunblocks, dietary aids, and over-the-counter medications	<b>Student Edition:</b> Chapter 4 <b>Teacher Edition:</b> Chapters 1, 4	<b>SE: 107</b> <b>TWE: 105, 106, 7</b>

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04. Health information. The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:	A. list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications; and	03. List ways to evaluate health services such as sunblocks, dietary aides, and over-the-counter medications	<b>Student Edition:</b> Chapter 4 <b>Teacher Edition:</b> Chapters 1, 4	<b>SE: 107, 101</b> <b>TWE: 105, 9</b>
04. Health information. The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:	B. use critical thinking to research and evaluate health information.	01. Use critical thinking to research health information	<b>Student Edition:</b> Chapters 1, 2, 3, 4, 5 <b>Teacher Edition:</b> Chapters 1, 5, 6, 7, 8, 9	<b>SE: 9, 13, 103, 107, 19, 26, 29, 51, 81, 113, 147</b> <b>TWE: 9, 101, 127, 155, 189, 130, 135, 144, 183, 202, 217, 236, 242</b>
04. Health information. The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:	B. use critical thinking to research and evaluate health information.	02. Use critical thinking to evaluate health information	<b>Student Edition:</b> Chapters 1, 2, 3, 6, 7, 9, 10 <b>Teacher Edition:</b> Chapters 3, 5, 6, 7, 8	<b>SE: 9, 145, 26, 28, 29, 50, 81, 169, 178, 179, 206, 207, 233, 239, 243, 245, 251, 254, 255, 265, 271, 277, 283, 288-289</b> <b>TWE: 107, 127, 75, 76, 119, 123, 159, 169, 192, 215, 216</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;	01. Analyze the use of prescription drugs	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 239, 234, 235, 238, 241, 242, 243, 245</b> <b>TWE: 235, 236, 237, 238, 239, 241, 242, 243</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;	02. Analyze the abuse of prescription drugs	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 239, 235, 241, 242, 243, 245</b> <b>TWE: 235, 236, 237, 238, 239, 241, 242, 243</b>

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05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;	03. Analyze the use of non-prescription medications such as over-the-counter	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 239, 237, 238</b> <b>TWE: 236, 238, 239</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;	04. Analyze the abuse of non-prescription medications such as over-the-counter	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 239, 237, 238</b> <b>TWE: 238, 239</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	B. examine social influences on drug-taking behaviors;	>>>>>	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 245, 240</b> <b>TWE: 247, 242, 243, 244, 245, 248</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;	01. Describe chemical dependency	<b>Student Edition:</b> Chapter 8 <b>Teacher Edition:</b> Chapters 8, 9	<b>SE: 217, 213</b> <b>TWE: 213, 240, 255</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;	02. Describe addiction to tobacco	<b>Student Edition:</b> Chapters 8, 9 <b>Teacher Edition:</b> Chapters 8, 9	<b>SE: 217, 227, 255, 212, 213, 214, 215, 216</b> <b>TWE: 213, 245, 212, 215</b>

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05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;	03. Describe addiction to alcohol	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 255, 233</b> <b>TWE: 233</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;	04. Describe addiction to other drugs	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 255, 235, 239, 240, 241, 242</b> <b>TWE: 243, 245</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;	05. Describe addiction to other substances	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 255, 242, 243, 244</b> <b>TWE: 243, 245</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	D. explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission;	01. Explain the relationship between tobacco, alcohol, drugs and other substances	<b>Student Edition:</b> Chapters 7, 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 195, 249</b> <b>TWE: 249</b>

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05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	D. explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission;	02. Explain the role tobacco plays in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission	<b>Student Edition:</b> Chapters 2, 8 <b>Teacher Edition:</b> Chapter 8	<b>SE:</b> 39, 213, 214, 215, 216, 217, 218, 219 <b>TWE:</b> 219
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	D. explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission;	03. Explain the role alcohol plays in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission	<b>Student Edition:</b> Chapters 2, 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 195, 233, 39, 230, 231, 232, 246 <b>TWE:</b> 233, 231
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	D. explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission;	04. Explain the role drugs play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission	<b>Student Edition:</b> Chapters 2, 7, 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 195, 255, 39, 193, 246 <b>TWE:</b> 244, 245

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05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	D. explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission;	05. Explain the role other substances play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission	<b>Student Edition:</b> Chapters 7, 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 195, 193, 246</b> <b>TWE: 244, 245</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	E. identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities;	01. Identify ways to prevent the use of tobacco as an alternative activity	<b>Student Edition:</b> Chapter 8 <b>Teacher Edition:</b> Chapter 9	<b>SE: 221, 214, 217, 219, 220, 222, 223, 227</b> <b>TWE: 247, 221, 216</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	E. identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities;	02. Identify ways to prevent the use of alcohol as an alternative activity	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 255, 233, 246, 247, 248</b> <b>TWE: 233, 247, 249, 252, 255</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	E. identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities;	03. Identify ways to prevent the use of drugs as an alternative activity	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 249, 255, 241, 244, 246, 247, 248</b> <b>TWE: 247, 249, 255</b>

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05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	E. identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities;	04. Identify ways to prevent the use of other substances as an alternative activity	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 255, 243, 246, 247, 248 <b>TWE:</b> 247, 246, 255
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	F. demonstrate an understanding of basic first-aid procedures;	>>>>>	<b>Student Edition:</b> Chapters 4, 10 <b>Teacher Edition:</b> Chapters 4, 10	<b>SE:</b> 260, 277, 95, 270, 272-276, 289 <b>TWE:</b> 276, 277, 99, 273, 274, 275
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	G. demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt;	01. Demonstrate strategies for the prevention of deliberate injuries such as using conflict resolution skills instead of fighting and wearing a seat belt	<b>Student Edition:</b> Chapters 1, 3, 10 <b>Teacher Edition:</b> Chapters 3, 10	<b>SE:</b> 75, 260, 6, 8, 9, 71, 258, 264, 265, 284-285 <b>TWE:</b> 73, 264, 71, 72, 75
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	G. demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt;	02. Demonstrate strategies for the prevention of accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt	<b>Student Edition:</b> Chapters 1, 3, 10 <b>Teacher Edition:</b> Chapters 3, 10	<b>SE:</b> 75, 260, 6, 8, 9, 71, 161, 162, 258, 261, 262, 263, 266-271 <b>TWE:</b> 73, 71, 72, 75, 259, 263
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	G. demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt;	03. Demonstrate strategies for the response to deliberate injuries such as using conflict resolution skills instead of fighting and wearing a seat belt	<b>Student Edition:</b> Chapters 3, 10 <b>Teacher Edition:</b> Chapter 3	<b>SE:</b> 75, 260, 72, 73, 74, 264, 265 <b>TWE:</b> 73, 74, 71, 72, 75

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05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	G. demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt;	04. Demonstrate strategies for the response to accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt	<b>Student Edition:</b> Chapters 3, 10 <b>Teacher Edition:</b> Chapters 3, 10	<b>SE: 75, 260, 72, 73, 74</b> <b>TWE: 73, 265, 71, 72, 74, 75, 273</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	01. Identify strategies for avoiding drugs	<b>Student Edition:</b> Chapters 1, 2, 3, 9 <b>Teacher Edition:</b> Chapters 3, 9	<b>SE: 244, 6, 8, 9, 39, 75, 240, 247</b> <b>TWE: 74, 245, 248</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	02. Describe strategies for avoiding drugs	<b>Student Edition:</b> Chapters 1, 2, 3, 9 <b>Teacher Edition:</b> Chapters 3, 9	<b>SE: 244, 6, 8, 39, 75, 247</b> <b>TWE: 74, 242, 244, 248</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	03. Identify strategies for avoiding violence	<b>Student Edition:</b> Chapters 2, 3, 10 <b>Teacher Edition:</b> Chapters 3, 10	<b>SE: 74, 81, 265, 39, 75, 76, 77, 264</b> <b>TWE: 74, 264, 75, 76, 77</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	04. Describe strategies for avoiding violence	<b>Student Edition:</b> Chapters 2, 3, 10 <b>Teacher Edition:</b> Chapters 10	<b>SE: 74, 265, 39</b> <b>TWE: 264, 263</b>

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05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	05. Identify strategies for avoiding gangs	<b>Student Edition:</b> Chapters 2, 3 <b>Teacher Edition:</b> Chapter 3	<b>SE: 81, 39, 75</b> <b>TWE: 74</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	06. Describe strategies for avoiding gangs	<b>Student Edition:</b> Chapters 2, 3 <b>Teacher Edition:</b> Chapter 3	<b>SE: 81, 39, 75</b> <b>TWE: 74</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	07. Identify strategies for avoiding weapons	<b>Student Edition:</b> Chapter 3 <b>Teacher Edition:</b> Chapter 3	<b>SE: 74, 81, 75</b> <b>TWE: 74</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	08. Describe strategies for avoiding weapons	<b>Student Edition:</b> Chapter 3 <b>Teacher Edition:</b> Chapter 3	<b>SE: 74, 75</b> <b>TWE: 74</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	09. Identify strategies for avoiding other harmful situations	<b>Student Edition:</b> Chapters 1, 2, 10 <b>Teacher Edition:</b> Chapter 10	<b>SE: 81, 8, 9, 11, 39, 258-260, 265, 267-270, 278-282</b> <b>TWE: 74, 263</b>

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05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and	10. Describe strategies for avoiding other harmful situations	<b>Student Edition:</b> Chapters 1, 2, 10  <b>Teacher Edition:</b> Chapters 3, 10	<b>SE: 265, 8, 9, 11, 39, 258-260, 267-270, 278-282</b> <b>TWE: 74, 263</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	I. explain the consequences of sexual activity and the benefits of abstinence.	01. Explain the consequences of sexual activity	<b>Student Edition:</b> Chapter 7  <b>Teacher Edition:</b> Chapter 7	<b>SE: 195, 191, 192</b> <b>TWE: 191, 192</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	I. explain the consequences of sexual activity and the benefits of abstinence.	02. Explain the benefits of abstinence	<b>Student Edition:</b> Chapters 2, 7  <b>Teacher Edition:</b> Chapters 2, 7	<b>SE: 195, 39</b> <b>TWE: 192, 39</b>
06. Influencing factors. The student understands how factors in the environment influence individual and community health. The student is expected to:	A. identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and	01. Identify factors that affect an individual's physical health	<b>Student Edition:</b> Chapters 1, 10  <b>Teacher Edition:</b> Chapters 1, 2, 10	<b>SE: 265, 6, 8, 27, 259, 260, 264, 267, 268, 269, 270, 278, 279</b> <b>TWE: 9, 263, 269, 30, 264, 265</b>
06. Influencing factors. The student understands how factors in the environment influence individual and community health. The student is expected to:	A. identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and	02. Identify factors that affect an individual's emotional health	<b>Student Edition:</b> Chapters 1, 10  <b>Teacher Edition:</b> Chapters 1, 2, 10	<b>SE: 265, 6, 8, 27, 263, 264, 266, 267, 268, 269</b> <b>TWE: 9, 30, 264, 265</b>

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06. Influencing factors. The student understands how factors in the environment influence individual and community health. The student is expected to:	A. identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and	03. Identify factors that affect an individual's social health	<b>Student Edition:</b> Chapters 1, 10 <b>Teacher Edition:</b> Chapters 1, 2, 10	<b>SE:</b> 265, 6, 8, 10, 11, 13, 264, 266 <b>TWE:</b> 9, 263, 30, 264, 265
06. Influencing factors. The student understands how factors in the environment influence individual and community health. The student is expected to:	B. make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines.	>>>>>	<b>Student Edition:</b> Chapters 1, 8, 10 <b>Teacher Edition:</b> Chapters 1, 8	<b>SE:</b> 217, 14, 19, 26, 27, 264, 266 <b>TWE:</b> 16, 216
07. Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:	A. differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families;	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 3, 6 <b>Teacher Edition:</b> Chapters 2, 3	<b>SE:</b> 65, 6, 8, 10, 14, 27, 32, 33, 34, 39, 40, 56, 58, 59, 60, 63, 74, 169 <b>TWE:</b> 33, 63, 34, 56, 58, 59
07. Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:	B. explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 3, 8, 9, 10 <b>Teacher Edition:</b> Chapters 3, 8, 9	<b>SE:</b> 64, 65, 6, 8, 11, 13, 14, 17, 39, 40, 50, 63, 219, 220, 221, 232, 247, 248, 253, 260 <b>TWE:</b> 62, 63, 247, 216, 248

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07. Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:	C. practice conflict resolution/mediation skills;	>>>>>	<b>Student Edition:</b> Chapters 1, 3 <b>Teacher Edition:</b> Chapter 3	<b>SE:</b> 73, 75, 9, 70, 71, 72, 78, 79, 81 <b>TWE:</b> 73, 71, 72, 78, 79
07. Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:	D. describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors; and	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 3, 8, 9 <b>Teacher Edition:</b> Chapter 8	<b>SE:</b> 40, 9, 11, 39, 50, 64, 65, 220, 221, 232, 244, 247, 248 <b>TWE:</b> 216
07. Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:	E. describe methods for communicating important issues with parents and peers.	01. Describe methods for communicating important issues with parents	<b>Student Edition:</b> Chapters 1, 2, 3 <b>Teacher Edition:</b> Chapter 3	<b>SE:</b> 69, 9, 11, 39, 40, 50, 56 <b>TWE:</b> 56, 67
07. Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:	E. describe methods for communicating important issues with parents and peers.	02. Describe methods for communicating important issues with peers	<b>Student Edition:</b> Chapters 1, 3 <b>Teacher Edition:</b> Chapters 1, 3, 8	<b>SE:</b> 69, 9, 11, 60, 61 <b>TWE:</b> 11, 61, 67, 78, 216

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08. Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:	A. identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web; and	01. Identify various media that influence individual health, such as computer software and the World Wide Web	<b>Student Edition:</b> Chapters 1, 8, 10  <b>Teacher Edition:</b> Chapters 1, 8	<b>SE:</b> 107, 9, 10, 219, 221, 271 <b>TWE:</b> 9, 219
08. Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:	A. identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web; and	02. Identify various technologies that influence individual health, such as computer software and the World Wide Web	<b>Student Edition:</b> Chapters 1, 4, 7  <b>Teacher Edition:</b> Chapter 1	<b>SE:</b> 107, 9, 10, 194 <b>TWE:</b> 9
08. Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:	A. identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web; and	03. Analyze various media that influence community health, such as computer software and the World Wide Web	<b>Student Edition:</b> Chapters 1, 4, 8  <b>Teacher Edition:</b> Chapter 1	<b>SE:</b> 107, 9, 10, 219, 221 <b>TWE:</b> 9
08. Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:	A. identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web; and	04. Analyze various technologies that influence community health, such as computer software and the World Wide Web	<b>Student Edition:</b> Chapters 1, 4, 7  <b>Teacher Edition:</b> Chapter 1	<b>SE:</b> 107, 9, 10, 194 <b>TWE:</b> 9
08. Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:	B. explain the relationship between health needs and technology development such as the development of a Human Immunodeficiency Virus (HIV) vaccine.	>>>>>	<b>Student Edition:</b> Chapter 7  <b>Teacher Edition:</b> Chapter 7	<b>SE:</b> 207, 194 <b>TWE:</b> 192, 193

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09. Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	A. develop strategies for supporting and respecting all family members; and	01. Develop strategies for supporting all family members	<b>Student Edition:</b> Chapters 1, 2, 3 <b>Teacher Edition:</b> Chapter 3	<b>SE: 54, 55, 6, 9, 13, 17, 33, 57, 59</b> <b>TWE: 55, 58, 33, 56</b>
09. Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	A. develop strategies for supporting and respecting all family members; and	02. Develop strategies for respecting all family members	<b>Student Edition:</b> Chapters 1, 3 <b>Teacher Edition:</b> Chapter 3	<b>SE: 55, 6, 8, 13, 17, 57</b> <b>TWE: 55, 54, 56</b>
09. Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	B. identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect.	>>>>>	<b>Student Edition:</b> Chapters 1, 3 <b>Teacher Edition:</b> Chapter 3	<b>SE: 81, 249, 11, 58, 59</b> <b>TWE: 58, 59</b>
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	A. demonstrate ways to communicate empathy to others and have consideration for others;	01. Demonstrate ways to communicate empathy to others	<b>Student Edition:</b> Chapters 1, 3 <b>Teacher Edition:</b> Chapter 3	<b>SE: 65, 6, 9, 11, 17, 62, 66, 67, 68</b> <b>TWE: 62, 71</b>
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	A. demonstrate ways to communicate empathy to others and have consideration for others;	02. Demonstrate ways to have consideration for others	<b>Student Edition:</b> Chapters 1, 2, 3, 7 <b>Teacher Edition:</b> Chapters 1, 2, 3	<b>SE: 65, 6, 9, 11, 17, 35, 38, 39, 57, 60, 66, 67, 68, 207</b> <b>TWE: 18, 5, 34, 39, 56</b>

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10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	B. assess healthy ways of responding to disrespectful behaviors such as mediation;	>>>>>	<b>Student Edition:</b> Chapters 1, 3 <b>Teacher Edition:</b> Chapter 3	<b>SE:</b> 75, 11, 17, 71, 72, 73 <b>TWE:</b> 72, 74, 71, 73
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	C. practice methods for self-control;	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 3 <b>Teacher Edition:</b> Chapters 2, 3, 8	<b>SE:</b> 40, 75, 10, 11, 39, 71, 77 <b>TWE:</b> 38, 75, 218
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	D. describe healthy ways to express affection and love;	01. Describe healthy ways to express affection	<b>Student Edition:</b> Chapter 2 <b>Teacher Edition:</b> Chapter 2	<b>SE:</b> 40, 38, 50 <b>TWE:</b> 39, 38
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	D. describe healthy ways to express affection and love;	02. Describe healthy ways to express love	<b>Student Edition:</b> Chapter 2 <b>Teacher Edition:</b> Chapter 2	<b>SE:</b> 40, 38, 50 <b>TWE:</b> 39, 38

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10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	E. describe ways to manage anxiety and grief;	01. Describe ways to manage anxiety	<b>Student Edition:</b> Chapters 2, 3 <b>Teacher Edition:</b> Chapter 2	<b>SE:</b> 45, 41, 43, 44, 57 <b>TWE:</b> 41, 38
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	E. describe ways to manage anxiety and grief;	02. Describe ways to manage grief	<b>Student Edition:</b> Chapter 3 <b>Teacher Edition:</b> Chapter 2	<b>SE:</b> 59, 57 <b>TWE:</b> 38
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	F. define stress and its effects on individual health and relationships; and	01. Define stress	<b>Student Edition:</b> Chapter 2 <b>Teacher Edition:</b> Chapter 2	<b>SE:</b> 42, 43, 44, 46 <b>TWE:</b> 41, 42, 45
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	F. define stress and its effects on individual health and relationships; and	02. Describe the effects of stress on individual health	<b>Student Edition:</b> Chapters 1, 2, 7 <b>Teacher Edition:</b> Chapter 2	<b>SE:</b> 45, 9, 43, 44, 47, 48, 49, 197 <b>TWE:</b> 43, 42, 44, 46, 47, 48, 49

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10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	F. define stress and its effects on individual health and relationships; and	03. Describe the effects of stress on relationships	<b>Student Edition:</b> Chapters 1, 2 <b>Teacher Edition:</b> Chapter 2	<b>SE: 45, 10, 43</b> <b>TWE: 43</b>
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	G. identify stressors and their impact on the health of the individual and family.	01. Identify stressors	<b>Student Edition:</b> Chapter 2 <b>Teacher Edition:</b> Chapter 2	<b>SE: 42, 45</b> <b>TWE: 43, 42, 45</b>
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	G. identify stressors and their impact on the health of the individual and family.	02. Describe the impact of stressors on the health of an individual	<b>Student Edition:</b> Chapter 2 <b>Teacher Edition:</b> Chapters 2, 9	<b>SE: 45, 51, 43, 46, 47, 50</b> <b>TWE: 43, 242</b>
10. Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	G. identify stressors and their impact on the health of the individual and family.	03. Describe the impact of stressors on the health of a family	<b>Student Edition:</b> Chapter 2 <b>Teacher Edition:</b> Chapter 2	<b>SE: 45, 51, 43</b> <b>TWE: 43</b>

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11. Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:	A. seek the input of parents and other trusted adults in problem solving and goal setting;	01. Seek the input of parents in problem solving	<b>Student Edition:</b> Chapters 1, 2, 3, 9  <b>Teacher Edition:</b> Chapters 1, 7	<b>SE: 14, 22, 23, 8, 9, 16, 39, 77, 247</b> <b>TWE: 21, 22, 16, 195</b>
11. Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:	A. seek the input of parents and other trusted adults in problem solving and goal setting;	02. Seek the input of other trusted adults in problem solving	<b>Student Edition:</b> Chapters 1, 2, 3, 9  <b>Teacher Edition:</b> Chapters 1, 5	<b>SE: 22, 23, 8, 9, 16, 38, 39, 45, 77, 247</b> <b>TWE: 21, 22, 16, 131</b>
11. Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:	B. demonstrate the use of refusal skills in unsafe situations;	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 3, 8  <b>Teacher Edition:</b> Chapters 3, 8, 9	<b>SE: 64, 9, 19, 39, 77, 224, 225, 247</b> <b>TWE: 247, 248, 64, 65, 225, 244</b>

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11. Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:	C. explain the impact of peer pressure on decision making;	>>>>>	<b>Student Edition:</b> Chapters 1, 3, 8, 9  <b>Teacher Edition:</b> Chapters 1, 3, 5, 8	<b>SE: 81,</b> 14, 15, 19, 26, 27, 63, 64, 219, 230, 247, 253 <b>TWE: 9,</b> 10, 15, 63, 64, 123, 219
11. Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:	D. compare the risks and benefits of various health behaviors such as choosing not to smoke; and	>>>>>	<b>Student Edition:</b> Chapters 1, 7, 8, 9  <b>Teacher Edition:</b> Chapters 1, 8	<b>SE: 217,</b> 5, 8, 12, 14, 17, 18, 19, 22, 23, 198, 213-216, 218, 219, 220, 230, 232, 246, 254 <b>TWE: 9, 215,</b> 214, 219, 225
11. Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:	E. identify the possible health implications of long-term personal and vocational goals.	01. Identify the possible health implications of long-term personal goals	<b>Student Edition:</b> Chapters 1, 2  <b>Teacher Edition:</b> Chapters 1, 6	<b>SE: 28,</b> 12, 13, 15, 16, 18, 19, 20, 21, 22, 23, 29, 35, 48 <b>TWE: 22,</b> 167

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11. Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:	E. identify the possible health implications of long-term personal and vocational goals.	02. Identify the possible health implications of long-term vocational goals	<b>Student Edition:</b> Chapters 1, 5 <b>Teacher Edition:</b> Chapters 1, 7	<b>SE: 28, 12, 13, 20, 21, 22, 23, 29, 147</b> <b>TWE: 22, 204</b>