

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<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 the interrelationships of physical, mental, and social health;	>>>>>	<b>Student Edition:</b> Chapters: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11 <b>Teacher Edition:</b> Chapters 1, 3, 4, 7	<b>SE:</b> 4-7, 1, 26, 28, 54, 55, 56-58, 59-63, 64-68, 69-73, 74-79, 90, 120, 126, 132, 150, 154-159, 160-163, 164-167, 173-177, 183, 188-193, 226-229, 279, 281, 318-323 <b>TWE:</b> 5, 7, 1, 2, 6, 51, 52, 54,
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	B. identify and describe types of eating disorders such as bulimia, anorexia, or overeating;	01. Identify types of eating disorders such as bulimia, anorexia, or overeating	<b>Student Edition:</b> Chapter 4 <b>Teacher Edition:</b> Chapter 4	<b>SE:</b> 110, 111, 97, 116 <b>TWE:</b> 111, 110
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	B. identify and describe types of eating disorders such as bulimia, anorexia, or overeating;	02. Describe types of eating disorders such as bulimia, anorexia, or overeating	<b>Student Edition:</b> Chapter 4 <b>Teacher Edition:</b> Chapter 4	<b>SE:</b> 110, 111, 97, 116 <b>TWE:</b> 111, 110
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	C. identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability; and	01. Identify lifetime strategies for prevention of disorders such as depression and anxiety that may lead to long-term disability	<b>Student Edition:</b> Chapters 6, 7 <b>Teacher Edition:</b> Chapter 4	<b>SE:</b> 207, 213, 177, 204, 205 <b>TWE:</b> 204, 213, 205
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	C. identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability; and	02. Identify lifetime strategies for early identification of disorders such as depression and anxiety that may lead to long-term disability	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapter 7	<b>SE:</b> 204, 207, 213, 205 <b>TWE:</b> 204, 213, 205
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	C. identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability; and	03. Describe lifetime strategies for prevention of disorders such as depression and anxiety that may lead to long-term disability	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapter 7	<b>SE:</b> 204, 213 <b>TWE:</b> 213

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<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:	C. identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability; and	04. Describe lifetime strategies for early identification of disorders such as depression and anxiety that may lead to long-term disability	<b>Student Edition:</b> Chapter 7 <b>Teacher Edition:</b> Chapter 7	<b>SE: 204, 213</b> <b>TWE: 213</b>
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	D. describe the life cycle of human beings including birth, dying, and death.	01. Describe the life cycle of human beings including birth	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE: 169-170, 172, 173, 175, 183, 160, 174</b> <b>TWE: 170</b>
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	D. describe the life cycle of human beings including birth, dying, and death.	02. Describe the life cycle of human beings including dying	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapters 6, 8	<b>SE: 173, 174, 183, 160, 168, 175</b> <b>TWE: 174, 175, 222</b>
01. Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:	D. describe the life cycle of human beings including birth, dying, and death.	03. Describe the life cycle of human beings including death	<b>Student Edition:</b> Chapters 6, 8 <b>Teacher Edition:</b> Chapters 6, 8	<b>SE: 183, 160, 168, 173, 174, 175, 223</b> <b>TWE: 174, 222</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. explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health;	>>>>>	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE: 155, 156, 157, 158, 159, 160-163, 164-167, 183</b> <b>TWE: 156, 159</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 the influence of the endocrine system on growth and development;	01. Describe the influence of the endocrine system on growth	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE: 154-155, 159, 156, 160-163, 164-167</b> <b>TWE: 155, 158</b>

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</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 the influence of the endocrine system on growth and development;	02. Describe the influence of the endocrine system on development	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE:</b> 155, 159, 156, 160-163, 164-167 <b>TWE:</b> 155, 158
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. compare and contrast changes in males and females;	01. Compare changes in males and females	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE:</b> 156, 159, 160-163, 164-167 <b>TWE:</b> 155, 156, 159, 164, 165
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. compare and contrast changes in males and females;	02. Contrast changes in males and females	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE:</b> 156, 159, 160-163, 164-167 <b>TWE:</b> 155, 156, 159, 164, 165
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 physiological and emotional changes that occur during pregnancy; and	01. Describe physiological changes that occur during pregnancy	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE:</b> 169-170, 172, 164 <b>TWE:</b> 157, 170
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 physiological and emotional changes that occur during pregnancy; and	02. Describe emotional changes that occur during pregnancy	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE:</b> 172, 170 <b>TWE:</b> 157, 170
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:	E. examine physical and emotional development during adolescence.	01. Examine physical development during adolescence	<b>Student Edition:</b> Chapters 3, 5, 6 <b>Teacher Edition:</b> Chapters 3, 6	<b>SE:</b> 156, 157, 55-58, 59-63, 64-68, 123, 154-155, 160-163, 164-167, 174, 177 <b>TWE:</b> 55, 58, 60, 61, 68, 156, 159

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</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:	E. examine physical and emotional development during adolescence.	02. Examine emotional development during adolescence	<b>Student Edition:</b> Chapters 3, 6, 7 <b>Teacher Edition:</b> Chapters 3, 6	<b>SE:</b> 157, 158, 55, 58, 176, 177, 188-193, 194-197 <b>TWE:</b> 55, 58, 65, 156, 157, 158, 159
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	A. explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;	01. explain the role of preventive health measures in disease prevention such as wellness exams and dental check-ups;	<b>Student Edition:</b> Chapters 1, 2, 4, 6, 8, 11, 12, 13 <b>Teacher Edition:</b> Chapters 5, 12, 13	<b>SE:</b> 300, 373-375, 12, 28, 97, 107, 120, 124, 125, 126, 128, 130, 131, 145, 162, 163, 167, 170, 232, 235, 274, 353, 354, 389 <b>TWE:</b> 121, 122, 129, 131, 162, 166, 171, 343, 345, 374
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	A. explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;	02. Explain the role of immunizations in disease prevention such as wellness exams and dental check-ups;	<b>Student Edition:</b> Chapters 5, 12 <b>Teacher Edition:</b> Chapter 12	<b>SE:</b> 142, 145, 340 <b>TWE:</b> 340, 343, 345, 355
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	A. explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;	03. Explain the role of treatment in disease prevention such as wellness exams and dental check-ups;	<b>Student Edition:</b> Chapters 5, 12, 13 <b>Teacher Edition:</b> Chapters 5, 12, 13	<b>SE:</b> 378, 148, 162, 166, 167, 170, 354, 369, 377, 383, 389 <b>TWE:</b> 122, 129, 131, 161, 171, 343, 345, 354, 372, 373, 374
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	B. analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;	01. Analyze risks for contracting specific diseases based on pathogenic factors	<b>Student Edition:</b> Chapters 6, 10, 12, 13 <b>Teacher Edition:</b> Chapters 5, 10, 12, 13	<b>SE:</b> 280, 332-335, 341-345, 162, 166, 275, 279, 352, 353, 354 <b>TWE:</b> 121, 276, 277, 279, 280, 333, 343, 365, 366, 371, 372, 373
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	B. analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;	02. Analyze risks for contracting specific diseases based on genetic factors	<b>Student Edition:</b> Chapters 6, 13 <b>Teacher Edition:</b> Chapters 1, 10, 13	<b>SE:</b> 364, 170, 370, 371, 372 <b>TWE:</b> 9, 276, 277, 279, 280, 365, 366, 371, 372, 373, 381

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	B. analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;	03. Analyze risks for contracting specific diseases based on age factors	<b>Student Edition:</b> Chapters 6, 13 <b>Teacher Edition:</b> Chapters 5, 13	<b>SE:</b> 389, 162, 371, 382 <b>TWE:</b> 136, 365-366, 371, 372, 373, 377, 381
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	B. analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;	04. Analyze risks for contracting specific diseases based on cultural factors	<b>Student Edition:</b> Chapters 1, 4, 6, 13 <b>Teacher Edition:</b> Chapter 13	<b>SE:</b> 10, 97, 109, 389, 176 <b>TWE:</b> 365, 366, 371, 372, 373, 381
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	B. analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;	05. Analyze risks for contracting specific diseases based on environmental factors	<b>Student Edition:</b> Chapters 5, 6, 10, 12, 13 <b>Teacher Edition:</b> Chapters 10, 12, 13	<b>SE:</b> 176, 280, 364, 389, 124, 162, 166, 170, 172, 352, 353, 354, 371, 372 <b>TWE:</b> 276, 277, 279, 280, 353, 365, 366, 371, 372, 373
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	B. analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;	06. Analyze risks for contracting specific diseases based on behavioral factors	<b>Student Edition:</b> Chapters 4, 6, 7, 8, 10, 12, 13 <b>Teacher Edition:</b> Chapters 10, 12, 13	<b>SE:</b> 176, 232-233, 280, 364, 389, 97, 109, 162, 166, 170, 203, 275, 279, 353, 354, 371, 372 <b>TWE:</b> 270, 276, 277, 279, 280, 353, 365, 371, 372, 373, 381
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	C. distinguish risk factors associated with communicable and noncommunicable diseases; and	01. Distinguish risk factors associated with communicable diseases	<b>Student Edition:</b> Chapters 6, 8, 11, 12 <b>Teacher Edition:</b> Chapter 12	<b>SE:</b> 176, 332-335, 341-345, 347, 349, 232, 235, 319, 336-340 <b>TWE:</b> 335, 341, 347, 355
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	C. distinguish risk factors associated with communicable and noncommunicable diseases; and	02. Distinguish risk factors associated with noncommunicable diseases	<b>Student Edition:</b> Chapters 5, 11, 13 <b>Teacher Edition:</b> Chapter 12	<b>SE:</b> 364, 371-372, 124, 319, 365-369, 370-375, 376-379, 380-383 <b>TWE:</b> 365, 389

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	D. summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.	01. Summarize the facts related to Human Immunodeficiency Virus (HIV) infection	<b>Student Edition:</b> Chapters 5, 6, 12 <b>Teacher Edition:</b> Chapter 12	<b>SE: 348-350</b> , 124, 176 <b>TWE: 348, 349, 351</b>
03. Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:	D. summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.	02. Summarize the facts related to other sexually transmitted diseases	<b>Student Edition:</b> Chapter 12 <b>Teacher Edition:</b> Chapter 12	<b>SE: 346-347</b> <b>TWE: 347, 349, 351</b>
04. Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:	A. use critical thinking to analyze and use health information such as interpreting media messages;	01. Use critical thinking to analyze health information such as interpreting media messages;	<b>Student Edition:</b> Chapters 2, 3, 4, 5, 10, 11, 12, 14 <b>Teacher Edition:</b> Chapters 1, 4, 5, 10, 12	<b>SE: 133-135</b> , 27, 63, 68, 97, 111, 148, 148, 150, 282, 284, 285, 289, 306, 312, 340, 358, 397 <b>TWE: 21, 285</b> , 89, 90, 128, 132, 133, 134, 136, 138, 284, 359
04. Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:	A. use critical thinking to analyze and use health information such as interpreting media messages;	02. Use critical thinking to use health information such as interpreting media messages;	<b>Student Edition:</b> Chapters 4, 5, 6, 11 <b>Teacher Edition:</b> Chapters 1, 3, 4, 5, 10, 14	<b>SE: 135</b> , 97, 148, 149, 167, 177, 306, 312 <b>TWE: 21</b> , 70, 90, 132, 133, 136, 138, 284, 285, 392
04. Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:	B. develop evaluation criteria for health information;	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 5, 7, 10, 13 <b>Teacher Edition:</b> Chapters 1, 2, 4, 5, 13, 15	<b>SE: 27, 33</b> , 149, 21, 177, 289, 379, 383 <b>TWE: 21</b> , 27, 92, 93, 96, 104, 133, 134, 138, 149, 368, 392, 433
04. Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:	C. demonstrate ways to use health information to help self and others; and	01. Demonstrate ways to use health information to help self	<b>Student Edition:</b> Chapters 1, 2, 4, 5, 6, 7, 10, 12, 13 <b>Teacher Edition:</b> Chapters 1, 2, 4, 5, 7, 12, 13, 14	<b>SE: 379</b> , 21, 33, 97, 143, 144, 145, 148, 149, 167, 175, 177, 188, 289, 335, 340, 368, 369, 383 <b>TWE: 21</b> , 28, 33, 99, 100, 104, 139, 141, 205, 335, 377, 408, 409

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
04. Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:	C. demonstrate ways to use health information to help self and others; and	02. Demonstrate ways to use health information to help others	<b>Student Edition:</b> Chapters 2, 3, 5, 6, 10, 12 <b>Teacher Edition:</b> Chapters 2, 3, 4, 5, 12, 13	<b>SE: 73, 33, 143, 144, 145, 149, 167, 175, 177, 289, 340, 349, 350</b> <b>TWE: 28, 63, 99, 100, 104, 139, 141, 335, 377, 381, 389</b>
04. Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:	D. discuss the legal implications regarding sexual activity as it relates to minor persons	>>>>>	<b>Student Edition:</b> Chapter 8 <b>Teacher Edition:</b> Chapter 8	<b>SE: 232</b> <b>TWE: 233, 232</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;	01. Analyze strategies for preventing deliberate injuries	<b>Student Edition:</b> Chapters 1, 6, 7, 9, 10 <b>Teacher Edition:</b> Chapters 1, 9, 11	<b>SE: 254-257, 12, 176, 206, 291</b> <b>TWE: 255, 16, 260, 315</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;	02. Analyze strategies for responding to deliberate injuries	<b>Student Edition:</b> Chapters 6, 7, 10 <b>Teacher Edition:</b> Chapter 9	<b>SE: 254, 255, 256, 257, 176, 206, 291</b> <b>TWE: 255</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;	03. Analyze strategies for preventing accidental injuries	<b>Student Edition:</b> Chapters 1, 3, 6, 14 <b>Teacher Edition:</b> Chapters 1, 3, 5, , 11, 14	<b>SE: 395-397, 398-403, 404-409, 12, 63, 70, 71, 73, 76, 162, 176, 394, 410, 411, 412, 413, 414, 415, 424, 425, 427</b> <b>TWE: 397, 12, 16, 17, 63, 76, 122, 124, 128, 143, 316, 396, 401, 403, 405, 406, 421</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;	04. Analyze strategies for responding to accidental injuries	<b>Student Edition:</b> Chapters 3, 14 <b>Teacher Edition:</b> Chapters 5, 14	<b>SE: 395-397, 398-403, 416-421, 70, 427</b> <b>TWE: 128. 142. 395. 414. 418. 419</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;	05. Demonstrate strategies for preventing deliberate injuries	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE: 255, 257</b> <b>TWE: 255</b>

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;	06. Demonstrate strategies for responding to deliberate injuries	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapters 1, 14	<b>SE:</b> 257 <b>TWE:</b> 17, 395, 397
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;	07. Demonstrate strategies for preventing accidental injuries	<b>Student Edition:</b> Chapter 14 <b>Teacher Edition:</b> Chapters 5, 14	<b>SE:</b> 395, 396, 397, 401, 405 <b>TWE:</b> 399, 142, 397, 402, 403
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	A. analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;	08. Demonstrate strategies for responding to accidental injuries	<b>Student Edition:</b> Chapter 14 <b>Teacher Edition:</b> Chapter 14	<b>SE:</b> 400 <b>TWE:</b> 400, 411, 420
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	B. describe the dangers associated with a variety of weapons;	>>>>>	<b>Student Edition:</b> Chapters 9, 14 <b>Teacher Edition:</b> Chapters: 1, 9, 14	<b>SE:</b> 403, 253, 257 <b>TWE:</b> 16, 254, 403
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. identify strategies for prevention and intervention of emotional, physical, and sexual abuse;	01. Identify strategies for prevention of emotional abuse	<b>Student Edition:</b> Chapters 1, 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 258, 259, 260, 261, 16, 254, 255, 256, 261 <b>TWE:</b> 260, 261, 262, 263
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. identify strategies for prevention and intervention of emotional, physical, and sexual abuse;	02. Identify strategies for prevention of physical abuse	<b>Student Edition:</b> Chapters 1, 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 258, 259, 260, 261, 16, 254, 255, 256, 261 <b>TWE:</b> 260, 261, 262, 263
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. identify strategies for prevention and intervention of emotional, physical, and sexual abuse;	03. Identify strategies for prevention of sexual abuse	<b>Student Edition:</b> Chapters 1, 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 259, 261, 16 <b>TWE:</b> 259, 260, 261, 262, 263
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. identify strategies for prevention and intervention of emotional, physical, and sexual abuse;	04. Identify strategies for intervention of emotional abuse	<b>Student Edition:</b> Chapters 1, 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 259, 260, 261, 262, 16, 254, 255, 256, 263 <b>TWE:</b> 260, 262, 263

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. identify strategies for prevention and intervention of emotional, physical, and sexual abuse;	05. Identify strategies for intervention of physical abuse	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 259, 260, 261, 262, 263, 254, 255, 256 <b>TWE:</b> 260, 262, 263
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	C. identify strategies for prevention and intervention of emotional, physical, and sexual abuse;	06. Identify strategies for intervention of sexual abuse	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 259, 261, 262, 263 <b>TWE:</b> 259, 260, 262, 263
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	D. identify information relating to abstinence;	>>>>>	<b>Student Edition:</b> Chapters 1, 6, 8, 12 <b>Teacher Edition:</b> Chapters 8, 12	<b>SE:</b> 231-235, 350-351, 16, 176 <b>TWE:</b> 232, 234, 350, 351
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	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;	>>>>>	<b>Student Edition:</b> Chapters 6, 8, 12 <b>Teacher Edition:</b> Chapters 6, 12	<b>SE:</b> 232-233, 350-351, 176, 180, 181, 350 <b>TWE:</b> 180, 181, 351
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	F. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;	01. Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy	<b>Student Edition:</b> Chapters 6, 8, 12 <b>Teacher Edition:</b> Chapters 1, 8	<b>SE:</b> 232-233, 350-351, 176, 181 <b>TWE:</b> 16, 232, 233, 241

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	F. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;	02. Discuss abstinence from sexual activity as the only method that is 100% effective in preventing sexually transmitted diseases	<b>Student Edition:</b> Chapters 6, 8, 12 <b>Teacher Edition:</b> Chapters 1, 8	<b>SE: 350-351</b> , 176, 181, 232, 233 <b>TWE:</b> 16, 233, 241
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	F. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;	03. Discuss abstinence from sexual activity as the only method that is 100% effective in preventing sexually transmitted diseases or HIV or acquired immune deficiency syndrome	<b>Student Edition:</b> Chapters 6, 8, 12 <b>Teacher Edition:</b> Chapters 1, 8	<b>SE: 350-351</b> , 176, 181, 232, 233 <b>TWE:</b> 16, 233, 241
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	F. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;	04. Discuss abstinence from sexual activity as the only method that is 100% effective in preventing the emotional trauma associated with adolescent sexual activity	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapters 1, 8	<b>SE: 350</b> , 176, 181 <b>TWE:</b> 16, 233, 241
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	G. demonstrate basic first-aid procedures including Cardiopulmonary Resuscitation (CPR) and the choking rescue;	01. Demonstrate basic first-aid procedures including CPR	<b>Student Edition:</b> Chapter 14 <b>Teacher Edition:</b> Chapter 14	<b>SE: 417-418</b> , 416, 420, 421 <b>TWE: 417</b> , 418

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	G. demonstrate basic first-aid procedures including Cardiopulmonary Resuscitation (CPR) and the choking rescue;	02. Demonstrate the choking rescue	<b>Student Edition:</b> Chapter 14 <b>Teacher Edition:</b> Chapter 14	<b>SE: 417-418</b> <b>TWE: 418</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;	01. Explain the impact of chemical dependency and addiction to tobacco	<b>Student Edition:</b> Chapters 3, 6, 10 <b>Teacher Edition:</b> Chapters 2, 10, 11	<b>SE: 282, 283, 284, 286,</b> 68, 170, 176 <b>TWE: 34, 279, 280, 282, 283, 286,</b> 291, 322, 378
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;	02. Explain the impact of chemical dependency and addiction to alcohol	<b>Student Edition:</b> Chapters 6, 11 <b>Teacher Edition:</b> Chapter 11	<b>SE: 304-308, 318-323,</b> 170, 176, 315 <b>TWE: 311, 312,</b> 308, 322
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;	03. Explain the impact of chemical dependency and addiction to drugs	<b>Student Edition:</b> Chapters 6, 11 <b>Teacher Edition:</b> Chapter 11	<b>SE: 309-312, 318-323,</b> 170, 176, 315 <b>TWE: 322</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	H. explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;	04. Explain the impact of chemical dependency and addiction to other substances	<b>Student Edition:</b> Chapters 6, 11 <b>Teacher Edition:</b> Chapter 11	<b>SE: 309-312,</b> 170, 176 <b>TWE: 322</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	I. relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;	01. Relate medicine and other drug use to communicable disease	<b>Student Edition:</b> Chapters 11, 12 <b>Teacher Edition:</b> Chapters 11,12	<b>SE: 300, 301, 302, 341, 344, 354</b> <b>TWE: 319, 329,</b> 301, 303, 352
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	I. relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;	02. Relate medicine and other drug use to prenatal health	<b>Student Edition:</b> Chapters 6, 11 <b>Teacher Edition:</b> Chapters 6, 10, 11	<b>SE: 170, 303,</b> 172, 301, 302, 315 <b>TWE: 319, 329,</b> 170, 291

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	I. relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;	03. Relate medicine and other drug use to health problems in later life	<b>Student Edition:</b> Chapter 11 <b>Teacher Edition:</b> Chapters 6, 11	<b>SE: 309-312, 315, 318-313</b> <b>TWE: 319, 329, 163</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	I. relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;	04. Relate medicine and other drug use to other adverse consequences	<b>Student Edition:</b> Chapter 11 <b>Teacher Edition:</b> Chapters 6, 11	<b>SE: 309-312, 318-323, 301, 302</b> <b>TWE: 319, 329, 163, 307, 310, 314, 315, 378</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	J. identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;	01. Identify ways to prevent the use of tobacco as alternative activities	<b>Student Edition:</b> Chapters 2, 8, 10 <b>Teacher Edition:</b> Chapters 2, 8, 10	<b>SE: 233, 287, 288, 291, 33, 234, 235, 276, 283</b> <b>TWE: 41, 233, 285, 286, 289, 290, 291</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	J. identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;	02. Identify ways to prevent the use of alcohol as alternative activities	<b>Student Edition:</b> Chapters 8, 11 <b>Teacher Edition:</b> Chapters 2, 8, 11	<b>SE: 233, 322-323, 234, 235, 307, 308</b> <b>TWE: 41, 233, 291, 321</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	J. identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;	03. Identify ways to prevent the use of other drugs as alternative activities	<b>Student Edition:</b> Chapters 8, 11 <b>Teacher Edition:</b> Chapters 2, 8	<b>SE: 233, 323, 234, 235, 324, 325</b> <b>TWE: 41, 233</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	K. apply strategies for avoiding violence, gangs, weapons and drugs; and	01. Apply strategies for avoiding violence	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapters 2, 9, 14	<b>SE: 253, 254, 255, 256, 257, 246, 247, 248</b> <b>TWE: 256, 41, 252, 154, 157, 402</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	K. apply strategies for avoiding violence, gangs, weapons and drugs; and	02. Apply strategies for avoiding gangs	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapters 2, 9	<b>SE: 254</b> <b>TWE: 256, 41, 257</b>

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	K. apply strategies for avoiding violence, gangs, weapons and drugs; and	03. Apply strategies for avoiding weapons	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapters 2, 9, 14	<b>SE:</b> 256, 176 <b>TWE:</b> 256, 41, 257, 402
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	K. apply strategies for avoiding violence, gangs, weapons and drugs; and	04. Apply strategies for avoiding drugs	<b>Student Edition:</b> Chapter 8 <b>Teacher Edition:</b> Chapters 2, 9	<b>SE:</b> 232, 231 <b>TWE:</b> 256, 41
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	L. explain the importance of complying with rules prohibiting possession of drugs and weapons.	01. Explain the importance of complying with rules prohibiting possession of drugs	<b>Student Edition:</b> Chapters 3, 8 <b>Teacher Edition:</b> Chapter 1	<b>SE:</b> 232, 233, 79 <b>TWE:</b> 16
05. Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	L. explain the importance of complying with rules prohibiting possession of drugs and weapons.	02. Explain the importance of complying with rules prohibiting possession of weapons	<b>Student Edition:</b> Chapters 9, 14 <b>Teacher Edition:</b> Chapters 1, 14	<b>SE:</b> 403, 256 <b>TWE:</b> 16, 403
06. Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:	A. relate physical and social environmental factors to individual and community health such as climate and gangs; and	01. Relate physical environmental factors to individual health	<b>Student Edition:</b> Chapters 1, 10, 13, 15 <b>Teacher Edition:</b> Chapters 1, 13, 15	<b>SE:</b> 9, 10, 430-434, 281, 365, 369 <b>TWE:</b> 8, 10, 367, 431
06. Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:	A. relate physical and social environmental factors to individual and community health such as climate and gangs; and	02. Relate physical environmental factors to community health	<b>Student Edition:</b> Chapters 1, 10, 13 <b>Teacher Edition:</b> Chapters 1, 13, 15	<b>SE:</b> 9, 10, 281, 365, 369 <b>TWE:</b> 8, 9, 10, 367, 431

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
06. Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:	A. relate physical and social environmental factors to individual and community health such as climate and gangs; and	03. Relate social environmental factors to individual health	<b>Student Edition:</b> Chapters 1, 6, 9, 10 <b>Teacher Edition:</b> Chapters 1, 2, 9, 10, 15	<b>SE: 9,10, 252-257, 159, 245, 260, 281, 286, 288, 290</b> <b>TWE: 8, 9, 34, 254, 256, 284, 431</b>
06. Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:	A. relate physical and social environmental factors to individual and community health such as climate and gangs; and	04. Relate social environmental factors to community health.	<b>Student Edition:</b> Chapters 1, 6, 9, 10 <b>Teacher Edition:</b> Chapters 1, 2, 10	<b>SE: 9, 10, 252-257, 159, 281</b> <b>TWE: 8, 9, 34, 284</b>
06. Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:	B. describe the application of strategies for controlling the environment such as emission control, water quality, and waste management.	>>>>>	<b>Student Edition:</b> Chapter 15 <b>Teacher Edition:</b> Chapters 5, 15	<b>SE: 430-434, 435-439, 442-443, 445</b> <b>TWE: 137, 431, 432, 434, 436, 437, 438, 442</b>
07. Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:	A. analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and	01. Analyze positive relationships that influence individual health such as families, peers, and role models	<b>Student Edition:</b> Chapters 1, 2, 5, 6, 7, 8, 9, 11 <b>Teacher Edition:</b> Chapters 1, 2, 4, 6, 7, 8, 9, 10, 13, 14	<b>SE: 10, 11205, 225, 228, 230, 252-257, 258-259, 28, 42, 43, 94, 142, 157, 159, 163, 175, 177, 183, 185, 188, 190, 191, 192, 193, 195, 221, 224, 227, 235, 238, 247, 260, 304, 350</b> <b>TWE: 28, 10, 11, 41, 42, 94, 104, 157, 192, 204, 220, 221, 232, 262, 263, 282, 284, 358, 407</b>
07. Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:	A. analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and	02. Analyze negative relationships that influence individual health such as families, peers, and role models	<b>Student Edition:</b> Chapters 1, 7, 8, 9, 10 <b>Teacher Edition:</b> Chapters 1, 2, 4, 9, 10, 12, 14	<b>SE: 10, 11, 190, 195, 227, 228, 230, 235, 244, 247, 260, 287</b> <b>TWE: 10, 11, 41, 42, 94, 262, 263, 282, 284, 358, 407</b>

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
07. Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:	A. analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and	03. Analyze positive relationships that influence community health such as families, peers, and role models	<b>Student Edition:</b> Chapters 1, 2, 5, 6, 7, 9 <b>Teacher Edition:</b> Chapters 2, 4, 9	<b>SE:</b> 10, 11, 42, 43, 142, 144, 145, 177, 183, 247, 252-257, 260 <b>TWE:</b> 41, 42, 104, 262, 263
07. Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:	A. analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and	04. Analyze negative relationships that influence community health such as families, peers, and role models	<b>Student Edition:</b> Chapters 1, 9, 10 <b>Teacher Edition:</b> Chapters 2, 9	<b>SE:</b> 10, 11, 244, 260, 287 <b>TWE:</b> 41, 42, 262, 263
07. Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:	B. develop strategies for monitoring positive and negative relationships that influence health.	01. Develop strategies for monitoring positive relationships that influence health	<b>Student Edition:</b> Chapters 6, 7, 8, 9, 10, 12 <b>Teacher Edition:</b> Chapters 8, 9	<b>SE:</b> 227-230, 163, 175, 177, 191, 192, 207, 224, 225, 247, 280, 353, 354 <b>TWE:</b> 246, 228, 230
07. Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:	B. develop strategies for monitoring positive and negative relationships that influence health.	02. Develop strategies for monitoring negative relationships that influence health	<b>Student Edition:</b> Chapters 7, 8, 9, 10, 12 <b>Teacher Edition:</b> Chapters 8, 9	<b>SE:</b> 227-230, 191, 193, 206, 231, 247, 280, 353, 354 <b>TWE:</b> 246, 228, 230
08. Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:	A. explain the role of media and technology in influencing individual and community health such as watching television or reading a newspaper and billboard; and	01. Explain the role of media in influencing individual health such as watching television or reading a newspaper and billboard	<b>Student Edition:</b> Chapters 1, 5, 6, 9, 10, 11, 14 <b>Teacher Edition:</b> Chapters 1, 4, 11	<b>SE:</b> 11, 17, 225, 282, 10, 133, 134, 159, 252, 269, 277, 281, 284, 285, 312, 358, 359, 397, 406 <b>TWE:</b> 17, 110, 303
08. Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:	A. explain the role of media and technology in influencing individual and community health such as watching television or reading a newspaper and billboard; and	02. Explain the role of media in influencing community health such as watching television or reading a newspaper and billboard	<b>Student Edition:</b> Chapters 1, 8, 9, 10, 11, 14, <b>Teacher Edition:</b> Chapter 11	<b>SE:</b> 11, 225, 252, 269, 277, 281, 284, 285, 312, 397 <b>TWE:</b> 303

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
08. Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:	A. explain the role of media and technology in influencing individual and community health such as watching television or reading a newspaper and billboard; and	03. Explain the role of technology in influencing individual health such as watching television or reading a newspaper and billboard	<b>Student Edition:</b> Chapter 1 <b>Teacher Edition:</b> Chapter 1	<b>SE:</b> 11, 17 <b>TWE:</b> 17
08. Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:	A. explain the role of media and technology in influencing individual and community health such as watching television or reading a newspaper and billboard; and	04. Explain the role of technology in influencing family health such as watching television or reading a newspaper and billboard	<b>Student Edition:</b> Chapter 1 <b>Teacher Edition:</b> Chapter 1	<b>SE:</b> 11, 17 <b>TWE:</b> 17
08. Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:	B. explain how programmers develop media to influence buying decisions.	>>>>>	<b>Student Edition:</b> Chapters 1, 5 <b>Teacher Edition:</b> Chapter 5	<b>SE:</b> 133, 11, 134, 135, 137 <b>TWE:</b> 133, 134
09. Influencing factors. The student understands how social factors impact personal, family, community, and world health. The student is expected to:	A. describe personal health behaviors and knowledge unique to different generations and populations; and	01. Describe personal health behaviors unique to different generations	<b>Student Edition:</b> Chapters 2, 3, 4, 5, 6, 7, 8, 9, 12 <b>Teacher Edition:</b> Chapters 3, 4, 10, 12, 14	<b>SE:</b> 343, 32, 74, 94, 133, 159, 173, 175, 177, 189, 192, 221, 224, 225, 245, 253, 258 <b>TWE:</b> 74, 95, 104, 275, 334, 402
09. Influencing factors. The student understands how social factors impact personal, family, community, and world health. The student is expected to:	A. describe personal health behaviors and knowledge unique to different generations and populations; and	02. Describe personal health behaviors unique to different populations	<b>Student Edition:</b> Chapters 1, 2, 3, 4, 5, 6, 7, 9, 12 <b>Teacher Edition:</b> Chapters 3, 4, 10	<b>SE:</b> 343, 10, 11, 32, 74, 94, 133, 175, 177, 192, 245, 253, 258 <b>TWE:</b> 74, 95, 104, 275
09. Influencing factors. The student understands how social factors impact personal, family, community, and world health. The student is expected to:	A. describe personal health behaviors and knowledge unique to different generations and populations; and	03. Describe personal knowledge unique to different generations	<b>Student Edition:</b> Chapters 2, 4, 5, 6, 8, 9, 12 <b>Teacher Edition:</b> Chapter 4	<b>SE:</b> 343, 32, 94, 133, 134, 135, 136, 137, 175, 177, 221, 224, 225, 245, 253, 258 <b>TWE:</b> 95, 104, 107

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
09. Influencing factors. The student understands how social factors impact personal, family, community, and world health. The student is expected to:	A. describe personal health behaviors and knowledge unique to different generations and populations; and	04. Describe personal knowledge unique to different populations	<b>Student Edition:</b> Chapters 2, 6, 9, 12 <b>Teacher Edition:</b> Chapter 4	<b>SE:</b> 343, 32, 175, 177, 245, 253, 258 <b>TWE:</b> 95, 104
09. Influencing factors. The student understands how social factors impact personal, family, community, and world health. The student is expected to:	B. describe characteristics that contribute to family health.	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 6, 8, 9 <b>Teacher Edition:</b> Chapters 7, 8, 12	<b>SE:</b> 220-225, 10, 40, 42, 43, 175, 177, 252 <b>TWE:</b> 191, 221, 222, 224, 225, 345
10. Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:	A. differentiate between positive and negative peer pressure;	>>>>>	<b>Student Edition:</b> Chapters 2, 7, 8, 9, 11 <b>Teacher Edition:</b> Chapters 2, 8	<b>SE:</b> 228-230, 241, 29, 47, 191, 192, 249, 254, 255, 256, 304 <b>TWE:</b> 227, 46, 228, 276, 288
10. Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:	B. describe the application of effective coping skills;	>>>>>	<b>Student Edition:</b> Chapters 6, 7, 8, 9 <b>Teacher Edition:</b> Chapters 2, 7, 9, 10	<b>SE:</b> 196-197, 201, 202, 222-225, 177, 188, 191, 193, 195, 247, 249 <b>TWE:</b> 42, 200, 201, 267, 276
10. Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:	C. distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;	>>>>>	<b>Student Edition:</b> Chapters 6, 7, 8 <b>Teacher Edition:</b> Chapters 2, 7, 8, 9	<b>SE:</b> 219, 183, 188, 206, 207 <b>TWE:</b> 29, 196, 216, 218, 219, 241, 267, 269
10. Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:	D. summarize and relate conflict resolution/mediation skills to personal situations; and	01. Summarize conflict resolution/mediation skills to personal situations	<b>Student Edition:</b> Chapters 2, 9 <b>Teacher Edition:</b> Chapters 2, 9	<b>SE:</b> 248-251, 30, 244, 246, 247, 256, 257, 266, 267 <b>TWE:</b> 251, 28, 30, 242, 245, 248, 249, 250, 266

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
10. Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:	D. summarize and relate conflict resolution/mediation skills to personal situations; and	02. Relate conflict resolution/mediation skills to personal situations	<b>Student Edition:</b> Chapters 2, 5, 9 <b>Teacher Edition:</b> Chapters 2, 9	<b>SE: 248-251</b> , 30, 140, 141, 244, 246, 247, 250, 257, 266, 267 <b>TWE: 251</b> , 28, 30, 242, 244, 245, 248, 249, 250, 266
10. Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:	E. appraise the importance of social groups	>>>>	<b>Student Edition:</b> Chapters 2, 6, 8, 9 <b>Teacher Edition:</b> Chapters 2, 8, 11	<b>SE: 159, 226-227</b> , 253-254 <b>TWE: 41</b> , 34, 229, 322
11. Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	A. describe techniques for responding to criticism;	>>>>	<b>Student Edition:</b> Chapters 7, 8 <b>Teacher Edition:</b> Chapters 8, 9	<b>SE: 191, 218</b> , 188, 219 <b>TWE: 218</b> , 250
11. Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	B. demonstrate strategies for coping with problems and stress;	01. Demonstrate strategies for coping with problems	<b>Student Edition:</b> Chapters 2, 4, 8 <b>Teacher Edition:</b> Chapters 2, 6, 7, 9	<b>SE: 201-202</b> , 28, 30, 107, 222, 224, 225 <b>TWE: 30</b> , 46, 47, 158, 201, 204, 205, 206, 207, 250, 267
11. Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	B. demonstrate strategies for coping with problems and stress;	02. Demonstrate strategies for coping with stress	<b>Student Edition:</b> Chapters 2, 7, 8 <b>Teacher Edition:</b> Chapters 2, 7, 9, 11, 12	<b>SE: 201-202</b> , 28, 30, 188, 193, 196, 198, 199, 200, 210, 211, 212, 222, 224, 225, 238, 239 <b>TWE: 28</b> , 46, 47, 199, 200, 201, 250, 267, 311, 354

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
11. Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	C. describe strategies to show respect for individual differences including age differences;	>>>>>	<b>Student Edition:</b> Chapters 2, 6, 7, 8, 9 <b>Teacher Edition:</b> Chapters 2, 6, 8, 12, 13	<b>SE:</b> 192, 193, 28, 32, 33, 40, 41, 43, 177, 183, 224, 225, 230, 238, 240, 247, 248 <b>TWE:</b> 33, 157, 158, 221, 224, 349, 374
11. Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	D. describe methods of communicating emotions;	>>>>>	<b>Student Edition:</b> Chapters 2, 6, 7, 8, 9 <b>Teacher Edition:</b> Chapters 6, 7, 10	<b>SE:</b> 158, 195, 197, 30, 177, 183, 188, 191, 192, 194, 219, 238, 239, 249, 256 <b>TWE:</b> 158, 194, 195, 197, 206, 207, 288
11. Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	E. describe the effect of stress on personal and family health; and	01. Describe the effect of stress on personal health	<b>Student Edition:</b> Chapters 2, 3, 7, 11, 12 <b>Teacher Edition:</b> Chapters 2, 7	<b>SE:</b> 198-202, 28, 68, 85, 211, 212, 304, 354 <b>TWE:</b> 28, 200, 207
11. Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	E. describe the effect of stress on personal and family health; and	02. Describe the effect of stress on family health	<b>Student Edition:</b> Chapters 2, 7, 8, 11 <b>Teacher Edition:</b> Chapters 2, 7	<b>SE:</b> 222, 28, 210, 223, 224, 225, 238, 304 <b>TWE:</b> 28, 200
11. Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	F. describe the relationships between emotions and stress.	>>>>>	<b>Student Edition:</b> Chapters 7, 8 <b>Teacher Edition:</b> Chapter 7	<b>SE:</b> 198-202, 210, 211, 223 <b>TWE:</b> 200, 203, 211

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
12. 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. interpret critical issues related to solving health problems;	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 3, 4, 6, 7, 10, 11 <b>Teacher Edition:</b> Chapters 7, 11, 12	<b>SE:</b> 23, 30, 35, 38, 43, 49, 58, 85, 107, 177, 191, 206, 291, 317 <b>TWE:</b> 206, 302, 307, 312, 330
12. 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. relate practices and steps necessary for making health decisions;	01. Relate practices necessary for making health decisions	<b>Student Edition:</b> Chapters 2, 3, 4, 5, 6, 7, 10, 11, 14, 15 <b>Teacher Edition:</b> Chapters 2, 10	<b>SE:</b> 33-35, 27, 31, 38, 75, 114, 136, 137, 177, 188, 191, 206, 277, 291, 302, 316, 317, 396, 439 <b>TWE:</b> 32, 34, 283
12. 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. relate practices and steps necessary for making health decisions;	02. Relate steps necessary for making health decisions	<b>Student Edition:</b> Chapters 2, 3, 4, 7, 11, 14, 15 <b>Teacher Edition:</b> Chapter 2	<b>SE:</b> 33-35, 27, 38, 75, 115, 206, 302, 396, 439 <b>TWE:</b> 32
12. 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. appraise the risks and benefits of decision-making about personal health;	01. Appraise the risks of decision-making about personal health	<b>Student Edition:</b> Chapters 1, 2, 6, 7, 10, 11, 12 <b>Teacher Edition:</b> Chapters 1, 3, 10	<b>SE:</b> 277, 8, 13, 15, 16, 17, 34, 35, 49, 176, 206, 280, 286, 291, 294, 318, 319, 320, 321, 327, 354, 355 <b>TWE:</b> 15, 12, 13, 14, 16, 75, 283

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
12. 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. appraise the risks and benefits of decision-making about personal health;	02. Appraise the benefits of decision-making about personal health	<b>Student Edition:</b> Chapters 1, 2, 3, 6, 7, 10, 11, 12 <b>Teacher Edition:</b> Chapters 1, 3, 6, 10	<b>SE:</b> 277, 8, 13, 34, 35, 49, 51, 177, 181, 188, 191, 280, 286, 291, 294, 295, 318, 319, 321, 322, 327, 354, 355 <b>TWE:</b> 12, 16, 75, 156, 283
12. 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. predict the consequences of refusal skill in various situations;	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 3, 6, 8, 11 <b>Teacher Edition:</b> Chapters 1, 2, 8, 9, 10	<b>SE:</b> 234-235, 13, 15, 17, 30, 35, 46, 47, 79, 177, 180, 181, 229, 232, 234, 323, 326 <b>TWE:</b> 13, 15, 30, 46, 47, 233, 234, 235, 254, 274, 276
12. 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. examine the effects of peer pressure on decision making;	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 6, 7, 8, 10 <b>Teacher Edition:</b> Chapters 1, 7, 8, 9, 10	<b>SE:</b> 228-230, 11, 29, 30, 47, 176, 180, 181, 188, 227, 231, 235, 277 <b>TWE:</b> 11, 206, 207, 229, 235, 254, 288
12. 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:	F. develop strategies for setting long-term personal and vocational goals; and	01. Develop strategies for setting long-term personal goals	<b>Student Edition:</b> Chapters 2, 3, 6, 7, 12, 14 <b>Teacher Edition:</b> Chapters 2, 6, 13	<b>SE:</b> 37-39, 36, 49, 69, 70, 73, 82, 83, 176, 177, 181, 188, 191, 213, 350, 390, 427 <b>TWE:</b> 36, 37, 38, 175, 375, 386

<b>Curriculum Unit</b>	Health Education, Middle School			
<b>Subject Area</b>	Health Education, Grade 7-8			
<b>Course</b>	Health Education, Grade 7-8			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Teen Health Course 2			
<b>ISBN</b>	0078650232			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
12. 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:	F. develop strategies for setting long-term personal and vocational goals; and	02. Develop strategies for setting long-term vocational goals	<b>Student Edition:</b> Chapters 2, 4, 5, 6, 11, 13, 14, 15 <b>Teacher Edition:</b> Chapter 2	<b>SE:</b> 37-39, 36, 117, 151, 183, 329, 389, 397, 427, 445 <b>TWE:</b> 36, 37, 38
12. 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:	G. demonstrate time-management skills.	>>>>>	<b>Student Edition:</b> Chapters 2, 6, 7 <b>Teacher Edition:</b> Chapters 3, 7	<b>SE:</b> 201, 202, 35, 176 <b>TWE:</b> 75, 198, 201, 202