

Curriculum Unit	Health Education, Middle School			
Subject Area	Health Education, Grade 7-8			
Course	Health Education, Grade 7-8			
Publisher	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
Program Title	Teen Health Course 3			
ISBN	007865033X			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Location of student expectation/TEKS.	Page(s)
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;	>>>>>	Student Edition: Chapters 1, 4, 5, 8, 9, 10, 14, 15, 16, 17, 18 Teacher Edition: Chapters 1, 2, 9, 11, 12, 16, 18, 20	SE: 4-7, 431, 8, -13, 22, 23, 24, 25, 86, 87, 88, 89, 91, 92, 106, 107, 108, 109, 114, 115, 118, 120, 121, 122, 123, 129, 130, 131, 202, 203, 220, 221, 222, 250, 251, 252, 253, 254, 344, 345, 346, 349, 354, 358, 363, 364, 368, 369, 370, 372, 376, 377, 378, 381, 382, 385, 386, 387, 388, 390, 391, 392, 393, 395, 396, 400, 401, 402, 410, 411, 412, 417, 434, 435, 436, 437, 440, 450, 451, 452, 454, 480, 481, 494 TWE: 125, 221, 2, 5, 6, 48, 237, 266, 303, 427, 430, 433, 482, 551
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	Student Edition: Chapter 10 Teacher Edition: Chapter 10	SE: 256-259, 264 TWE: 256, 257, 258
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	Student Edition: Chapter 10 Teacher Edition: Chapter 10	SE: 256-259, 264 TWE: 256, 257, 258
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	Student Edition: Chapters 2, 4 Teacher Edition: Chapters 2, 4	SE: 96-100, 50, 51, 93, 94, 101, 111, 115 TWE: 97, 98, 115

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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:	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	Student Edition: Chapters 2, 4 Teacher Edition: Chapters 2, 4, 16	SE: 96-100, 50, 51, 93, 94, 101, 111, 115 TWE: 97, 98, 40, 115, 428
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	Student Edition: Chapter 2, 4 Teacher Edition: Chapter 4	SE: 102-105, 50, 51, 88, 89, 90, 110, 111, 115 TWE: 97, 98, 115
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	Student Edition: Chapters 2, 4 Teacher Edition: Chapters 2, 4, 16	SE: 102-105, 88, 89, 90, 110, 115 TWE: 97, 98, 40, 115, 428
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	Student Edition: Chapter 16 Teacher Edition: Chapter 16	SE: 416-420, 435, 428 TWE: 427, 416, 419, 420
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	Student Edition: Chapters 4, 16 Teacher Edition: Chapters 4, 16	SE: 106-109, 435, 114, 433 TWE: 107, 427, 435
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	Student Edition: Chapters 4, 16 Teacher Edition: Chapters 4, 16	SE: 109, 435, 114, 433 TWE: 107, 427, 435

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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:	A. explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health;	>>>>>	Student Edition: Chapters 1, 10, 14, 15, 16 Teacher Edition: Chapter 1	SE: 13, 8, 9, 10, 11, 260, 345, 346, 347, 396, 397, 429, 430 TWE: 9, 11
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	Student Edition: Chapters 1, 15 Teacher Edition: Chapters 1, 15	SE: 396, 397, 399, 8, 9, 10, 11, 13 TWE: 11, 396, 399
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	Student Edition: Chapters 1, 15 Teacher Edition: Chapter 15	SE: 396, 397, 398, 8, 9, 10, 11 TWE: 397, 399
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	Student Edition: Chapters 1, 15, 16 Teacher Edition: Chapters 1, 15, 16	SE: 9, 431, 403, 412 TWE: 13, 431, 403, 426, 430
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	Student Edition: Chapters 1, 8, 15, 16 Teacher Edition: Chapters 1, 15, 16	SE: 9, 431, 206, 403, 412 TWE: 13, 431, 403, 426, 430
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	Student Edition: Chapter 16 Teacher Edition: Chapters 15, 16	SE: 419, 420, 441 TWE: 418, 420, 404, 425

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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:	D. describe physiological and emotional changes that occur during pregnancy; and	02. Describe emotional changes that occur during pregnancy	Student Edition: Chapter 16 Teacher Edition: Chapter 16	SE: 419 TWE: 418, 420
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	Student Edition: Chapters 1, 8, 10, 16 Teacher Edition: Chapters 1, 14, 15, 16	SE: 8-10, 13, 431, 206, 260, 429, 430 TWE: 10, 346, 386, 404, 429, 431
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	Student Edition: Chapters 1, 4, 10, 16 Teacher Edition: Chapters 1, 4, 15, 16	SE: 8, 10-11, 13, 87, 429, 430, 261, 438, 439 TWE: 11, 87, 399, 431
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;	Student Edition: Chapters 1, 3, 14, 18 Teacher Edition: Chapters 3, 14, 15	SE: 63-65, 67, 353, 5, 350, 356, 487-488 TWE: 65, 351, 352, 347, 353, 402
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;	Student Edition: Chapters 3, 11, 14, 17 Teacher Edition: Chapters 3, 14, 17	SE: 65, 67, 272, 350, 452, 453 TWE: 65, 352, 452, 453
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;	Student Edition: Chapters 3, 14, 17 Teacher Edition: Chapters 3, 15, 18	SE: 63, 67, 350, 356, 454, 455, 456 TWE: 65, 487, 402

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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	Student Edition: Chapters 6, 14, 17 Teacher Edition: Chapters 12, 14, 15, 17, 18	SE: 456, 154, 345, 347, 447, 448, 449, 454, 455, 457, 458, 465, 470, 471, 472, 473 TWE: 485, 302, 356, 383, 388, 447, 454, 460
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	Student Edition: Chapters 14, 15, 18 Teacher Edition: Chapters 13, 14, 15, 16, 17, 18	SE: 456, 350, 355, 374, 394, 485, 499, 503 TWE: 422, 456, 485, 323, 355, 379, 398, 441
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	Student Edition: Chapters 15, 17, 18 Teacher Edition: Chapters 17, 18	SE: 456, 402, 455, 458, 477, 485, 494, 497, 499 TWE: 456, 485
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	Student Edition: Chapters 17, 18 Teacher Edition: Chapters 15, 17, 18	SE: 456, 478, 448, 499 TWE: 456, 485, 403
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	Student Edition: Chapters 17, 18 Teacher Edition: Chapters 15, 17, 18	SE: 456, 479, 447, 448, 470, 471, 472, 473, 480, 503 TWE: 456, 485, 388, 454
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 diseased based on behavioral factors	Student Edition: Chapters 6, 14, 15, 17, 18 Teacher Edition: Chapters 12, 15, 17, 18	SE: 456, 478, 154, 351, 402, 448, 457, 458, 465, 470, 471, 472, 477, 485, 499, 503 TWE: 302, 456, 485, 379, 394, 398, 490, 495

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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	Student Edition: Chapters 14, 15, 17 Teacher Edition: Chapter 17	SE: 448-449, 346, 348, 383, 384, 402, 405, 454, 455, 456, 457, 458, 459, 460, 461. 462, 465, 473 TWE: 449, 466, 443, 455, 456, 457
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	Student Edition: Chapters 11, 12, 14, 15, 18 Teacher Edition: Chapters 16, 18	SE: 478, 479, 277, 346, 347, 348, 350, 351, 353, 379, 383, 388, 394, 398, 399, 402, 404, 405, 476, 477, 480, 481, 482, 483, 484, 485, 489, 490, 491, 494, 495, 496, 497, 498, 499, 502 TWE: 488, 419, 478, 492
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	Student Edition: Chapter 17 Teacher Edition: Chapter 17	SE: 464-467, 472, 473 TWE: 467
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	Student Edition: Chapters 15, 17 Teacher Edition: Chapter 17	SE: 458-463, 402, 472, 473 TWE: 463, 462
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;	Student Edition: Chapter 3 1, 2, 3, 8, 10, 11, 12, 13, 15, 17 Teacher Edition: Chapters 1, 2, 3, 13, 16	SE: 45-46, 275, 279, 58, 59, 60, 68, 69, 71, 78, 209, 257, 309, 326, 330, 332, 348, 362, 363, 408, 459 TWE: 19, 45, 46, 60, 69, 318, 435
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;	Student Edition: Chapters 2, 3, 8, 10, 17 Teacher Edition: Chapter 3, 13	SE: 45, 46, 58, 59, 60, 68, 69, 71, 78, 207, 252, 473 TWE: 60, 318

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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;	>>>>>	Student Edition: Chapters 2, 3, 8, 10 Teacher Edition: Chapters 2, 9, 17	SE: 79, 81, 46, 68, 69, 71, 78, 206, 207, 252 TWE: 46, 59, 64, 66, 73, 247, 462
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	Student Edition: Chapters 2, 3, 8, 9, 13, 14, 15, 17, 18 Teacher Edition: Chapters 1, 2, 3, 4, 7, 9, 14, 15, 17	SE: 61-62, 47, 74, 205, 206, 207, 214, 215, 229, 235, 322, 323, 346, 353, 394, 395, 463, 483, 496 TWE: 170, 233, 359, 466, 7, 46, 65, 67, 104, 380, 405
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	Student Edition: Chapters 2, 3, 9, 10, 13, 14, 15, 17, 18 Teacher Edition: Chapters 1, 2, 3, 4, 7, 8, 9, 11, 13, 19, 20	SE: 61-62, 302, 47, 74, 229, 243, 245, 258, 259, 336, 337, 353, 394, 395, 463, 468-469, 483, 496 TWE: 25, 170, 233, 293, 327, 466, 516, 556, 7, 65, 67, 104, 209
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.	>>>>>	Student Edition: Chapter 6 Teacher Edition: Chapters 5, 6	SE: 154-155 TWE: 130, 152, 154
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	Student Edition: Chapters 1, 7 Teacher Edition: Chapters 4, 7	SE: 172-176, 16, 17, 165, 166, 167 TWE: 174, 99, 173
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	Student Edition: Chapters 7, 15, 19 Teacher Edition: Chapter 7	SE: 181, 513 TWE: 180

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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 and demonstrate strategies for preventing and responding to deliberate and accidental injuries;	03. Analyze strategies for preventing accidental injuries	Student Edition: Chapters 1, 9, 13, 15, 19 Teacher Edition: Chapters 9, 13, 14, 15, 19	SE: 232, 508-513, 514-519, 521-523, 524-527, 528-532, 533-537, 15, 16, 17, 239, 335, 370, 388, 520, 542, 543 TWE: 511, 513, 516, 530, 238, 321, 356, 369, 389, 401, 506, 518
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	Student Edition: Chapters 14, 15, 19, 20 Teacher Edition: Chapter 15, 19	SE: 527, 524, 525, 526, 528, 529, 530, 531, 532, 542, 543 TWE: 511, 531, 532, 369, 518, 529
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	Student Edition: Chapters 1, 7, 15 Teacher Edition: Chapter 7	SE: 176, 17, 165, 166, 167 TWE: 174, 180, 173
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	Student Edition: Chapters 7, 15 Teacher Edition: Chapter 7	SE: 176, 525, 526 TWE: 180, 175
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	Student Edition: Chapter 19 Teacher Edition: Chapter 19	SE: 508-513, 514-519 TWE: 513, 516, 510
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	Student Edition: Chapter 19 Teacher Edition: Chapter 19	SE: 527, 511, 512, 527, 532 TWE: 531-532, 512, 529
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;	>>>>>	Student Edition: Chapters 7, 19 Teacher Edition: Chapters 7, 19	SE: 176, 173, 511, 513 TWE: 176, 511, 173

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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. identify strategies for prevention and intervention of emotional, physical, and sexual abuse;	01. Identify strategies for prevention of emotional abuse	Student Edition: Chapter 7 Teacher Edition: Chapters 4, 7	SE: 180, 178, 179 TWE: 179, 180, 94, 181
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	Student Edition: Chapters 5, 7 Teacher Edition: Chapter 7	SE: 180, 127, 179 TWE: 179, 180, 166,181
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	Student Edition: Chapter 7 Teacher Edition: Chapter 7	SE: 178, 180, 179 TWE: 179, 180, 178, 181
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	Student Edition: Chapter 7 Teacher Edition: Chapter s 4, 7	SE: 179, 178 TWE: 179, 180, 94, 181
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	Student Edition: Chapters 5, 7 Teacher Edition: Chapter 7	SE: 179, 180, 127 TWE: 179, 180, 166, 181
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	Student Edition: Chapter 7 Teacher Edition: Chapter 7	SE: 179, 178 TWE: 179, 180, 178, 181
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;	>>>>>	Student Edition: Chapters 1, 4, 6, 15, 17 Teacher Edition: Chapters 6, 18	SE: 17, 151-155, 95, 158, 159, 402, 405, 459, 460, 467 TWE: 153, 478
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;	>>>>>	Student Edition: Chapters 6, 15, 17 Teacher Edition: Chapters 6, 17	SE: 153, 461, 154, 155, 405, 459 TWE: 152, 155, 460

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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:	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	Student Edition: Chapters 6, 15, 17 Teacher Edition: Chapters 6, 17	SE: 155, 152, 160, 402, 405, 459, 460, 461, 464, 465, 472 TWE: 152, 154, 155, 463
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	Student Edition: Chapters 6, 17 Teacher Edition: Chapters 6, 17	SE: 152, 155, 463, 459, 461 TWE: 152, 154, 155, 463
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 HIV or acquired immune deficiency syndrome	Student Edition: Chapters 6, 17 Teacher Edition: Chapters 6, 17	SE: 155, 467, 464, 465, 467, 472 TWE: 154, 152, 155, 463

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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:	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	Student Edition: Chapter 6 Teacher Edition: Chapters 6, 17	SE: 152, 155 TWE: 152, 154, 155, 460
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	Student Edition: Chapter 19 Teacher Edition: Chapter 19	SE: 536, 537, 535, 542, 543 TWE: 536
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	Student Edition: Chapter 19 Teacher Edition: Chapter 19	SE:537, 533, 534 TWE: 536
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	Student Edition: Chapters 1, 12, 18 Teacher Edition: Chapter 12	SE: 298-302, 304-307, 16, 312-313, 314, 316, 317, 488, 493 TWE: 305, 300, 311, 314
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	Student Edition: Chapter s 1, 13, 17 Teacher Edition: Chapters 11, 13	SE: 321, 326-329, 16, 322, 323, 324, 338, 488, 493 TWE: 321, 329, 278, 323, 324
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	Student Edition: Chapters 1, 11 Teacher Edition: Chapter 11	SE: 276-280, 281-285, 16, 186, 187 TWE: 279, 282, 285
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	Student Edition: Chapter 11 Teacher Edition: Chapter 11	SE: 276-280, 281-285, 286, 287, 291 TWE: 279, 282, 285

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Location of student expectation/TEKS.	Page(s)
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	Student Edition: Chapters 11, 17 Teacher Edition: Chapters 11, 17	SE: 272, 473, 454, 457, 462, 465 TWE: 277, 447, 453, 459, 461, 272, 273, 274
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	Student Edition: Chapters 13, 16, 17 Teacher Edition: Chapters 16, 18	SE: 322-323, 420, 307, 324, 423, 424, 462 TWE: 425, 477
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	Student Edition: Chapters 11, 13, 18 Teacher Edition: Chapters 11, 17	SE: 272-275, 282, 321, 338, 278, 279, 492 TWE: 277, 285, 447, 461, 273, 279, 282
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	Student Edition: Chapters 11, 13, 17 Teacher Edition: Chapters 4, 11, 17	SE: 274, 275, 282, 321, 338, 277, 278, 279, 280, 281, 283, 284, 285, 291, 462, 465, 467 TWE: 278, 285, 461, 104, 274, 282, 283
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	Student Edition: Chapter 12 Teacher Edition: Chapter 12	SE: 310, 311, 309 TWE: 296, 310, 311
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	Student Edition: Chapter 13 Teacher Edition: Chapters 7, 13, 16	SE: 330-333, 324 TWE: 167, 333, 425, 324, 331
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	Student Edition: Chapter 11 Teacher Edition: Chapter 6, 11, 12, 13, 16	SE: 289, 286, 288 TWE: 288, 289, 296, 310, 333, 425, 152, 311
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	Student Edition: Chapter 7 Teacher Edition: Chapters 4, 7	SE: 172, 174, 175, 176 TWE: 173, 175, 94, 166, 174, 176

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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:	K. apply strategies for avoiding violence, gangs, weapons and drugs; and	02. Apply strategies for avoiding gangs	Student Edition: Chapter 7 Teacher Edition: Chapter 7	SE: 173 TWE: 173, 175
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	Student Edition: Chapters 7, 19 Teacher Edition: Chapter 7	SE: 173, 174, 176, 513 TWE: 175, 174
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	Student Edition: Chapters 7, 9, 11 Teacher Edition: Chapters 7, 11	SE: 173, 240-241, 286-289, 284, 292 TWE: 175, 284, 287, 166, 174
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	Student Edition: Chapter 11 Teacher Edition: Chapters 4, 7, 11	SE: 289, 276, 281 TWE: 174, 278, 104, 292
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	Student Edition: Chapters 7, 19 Teacher Edition: Chapter 7	SE: 176, 513, 174 TWE: 173, 174
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	Student Edition: Chapters 2, 7, 14, 17, 18, 19, 20 Teacher Edition: Chapter 1 1, 2, 16, 20	SE: 49, 479, 173, 346, 473, 476, 538, 546, 547, 548, 550, 556, 563 TWE: 49, 401, 1, 547, 549, 550
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	Student Edition: Chapters 2, 7, 20 Teacher Edition: Chapters 1, 2, 15, 20	SE: 49, 173, 546, 547, 548, 550, 556, 563 TWE: 49, 401, 1, 548, 549, 550, 556

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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	Student Edition: Chapters 2, 7, 18, 20 Teacher Edition: Chapters 1, 2, 13, 16	SE: 49, 479, 173,547, 548, 563 TWE: 49, 401, 414, 1, 326
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.	Student Edition: Chapters 2, 7, 18, 20 Teacher Edition: Chapters 1, 2, 13, 16	SE: 173, 49, 173, 547, 548, 563 TWE: 401, 414, 1, 49, 326
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.	>>>>>	Student Edition: Chapter 20 Teacher Edition: Chapter 20	SE: 552-557, 549, 550, 558-558, 562, 563 TWE: 544, 547, 550, 553, 554, 555
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	Student Edition: Chapters 1, 2, 5, 6, 7, 10, 11, 12, 13, 16, 17, 19 Teacher Edition: Chapters 2, 4, 5, 6, 12	SE: 12-13, 22-23, 47-49, 139, 125, 126, 127, 128, 131, 133, 134-135, 144, 145, 147, 179, 262, 289, 292, 293, 295, 311, 317, 324, 328, 329, 330, 334-335, 336, 337, 441, 459, 460, 473, 508, 540 TWE: 47, 94, 144, 310, 48, 102, 105, 122, 116, 126, 161
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	Student Edition: Chapters 1, 2, 5, 6, 7, 10, 13, 19 Teacher Edition: Chapters 2, 6	SE: 12-13, 48, 49, 139, 126, 127, 128, 133, 134-135, 144, 177, 250, 257, 265, 328, 330, 540 TWE: 47, 144, 48

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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	Student Edition: Chapters 1, 2, 5, 6, 11, 13 Teacher Edition: Chapters 2, 4, 5, 6	SE: 12-13, 22-23, 47-49, 131, 132, 133, 135, 144, 147, 293, 295, 329, 334, 335 TWE: 47, 144, 105, 116, 126, 161
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	Student Edition: Chapters 2, 6 Teacher Edition: Chapters 2, 6	SE: 48, 49, 144 TWE: 47, 144, 161
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	Student Edition: Chapters 2,5, 6, 11, 13, 17, 19 Teacher Edition: Chapters 1, 2, 4, 6, 10	SE: 146, 161, 48, 49, 292, 293, 328, 459, 540, 541 TWE: 119, 145, 12, 47, 83, 87, 88, 102, 258, 262
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	Student Edition: Chapters 2, 6, 7, 11, 13, 17, 19, 20 Teacher Edition: Chapters 4, 5, 6, 10, 11	SE: 146, 161, 48, 49, 175, 176, 180, 289, 292, 328, 459, 508, 540, 544 TWE: 119, 145, 83, 262, 287
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	Student Edition: Chapters 2, 3, 7, 8, 10, 12, 17 Teacher Edition: Chapters 3 5, 7, 10, 12, 17	SE: 44, 45, 173, 195, 303, 49, 59, 60, 193, 262, 459, 469 TWE: 59, 172, 173, 180, 248, 251, 299, 304, 447
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	Student Edition: Chapters 2, 3, 7, 8, 10, 17, 18, 19 Teacher Edition: Chapters 2, 3, 7, 10, 12, 17	SE: 49, 173, 195, 303, 59, 60, 78, 79, 193, 262, 459, 469, 499, 522 TWE: 46, 59, 172, 173, 180, 248, 251, 299, 304, 447

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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	Student Edition: Chapters 2, 3, 8, 18 Teacher Edition: Chapters 2, 7, 12, 16	SE: 49, 67, 195, 59, 60, 76, 77, 78, 79, 499 TWE: 417, 46, 172, 173, 180, 304, 423
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	Student Edition: Chapters 2, 3, 8, 18, 19 Teacher Edition: Chapters 7, 12, 16	SE: 49, 67, 195, 78, 499, 522 TWE: 417, 172, 173, 180, 304, 423
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.	>>>>>	Student Edition: Chapter 3 Teacher Edition: Chapters 3, 12	SE: 59, 80, 60 TWE: 62, 309, 56
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	Student Edition: Chapters 2, 8 Teacher Edition: Chapters 1, 2, 3, 5, 6, 8	SE: 49, 193 TWE: 64, 203, 9, 103, 124, 131, 146, 148
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	Student Edition: Chapters 8, 18 Teacher Edition: Chapters 1, 3, 4, 6, 8, 9, 12, 16	SE: 49, 193, 478 TWE: 64, 204, 9, 103, 146, 148, 217, 232, 239, 309, 424
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	Student Edition: Chapter 18 Teacher Edition: Chapters 3, 4, 5, 6, 8, 16	SE: 49, 478 TWE: 64, 204, 433, 103, 131, 132, 146, 148

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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	Student Edition: Chapter 18 Teacher Edition: Chapters 3, 4, 5, 6, 8, 16	SE: 49, 478 TWE: 64, 204, 103, 131, 132, 145, 146, 148, 424
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.	>>>>>	Student Edition: Chapters 4, 5, 8, 18 Teacher Edition: Chapter 5, 16	SE: 103-104, 124-128, 193, 478 TWE: 439, 120, 125, 130
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;	>>>>>	Student Edition: Chapters 2, 6, 9, 11, 13, 17, 19, 20 Teacher Edition: Chapters 1, 6, 10	SE: 49, 147-150, 52, 53, 240, 289, 330, 459, 460, 508, 540 TWE: 150, 13, 148, 262
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;	>>>>>	Student Edition: Chapters 4, 9, 11 Teacher Edition: Chapters 4, 5, 12	SE: 109, 88, 89, 90, 289, 242 TWE: 89, 109, 98, 108, 126, 310
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;	>>>>>	Student Edition: Chapters 2, 17 Teacher Edition: Chapter 2	SE: 37-38, 460 TWE: 37
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	Student Edition: Chapters 5, 7 Teacher Edition: Chapters 6, 7, 16	SE: 171, 136, 137, 168, 169, 170, 438 TWE: 140, 169, 171, 166, 429

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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	Student Edition: Chapters 2, 5, 7, 16 Teacher Edition: Chapters 6, 7, 16	SE: 171, 35, 36, 136, 137, 168, 169, 170, 439 TWE: 140, 168, 169, 171, 166, 170, 429
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.	>>>>>	Student Edition: Chapters 3, 6, 9, 11, 16, 17, 18 Teacher Edition: Chapters 5, 6	SE: 143-146, 94, 237, 293, 434, 459, 500 TWE: 144, 145, 118, 119
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;	>>>>>	Student Edition: Chapter 4 Teacher Edition: Chapters 4, 6	SE: 90 TWE: 88, 90, 152
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	Student Edition: Chapters 2, 7, 13, 18 Teacher Edition: Chapters 4, 5, 13, 15, 19	SE: 171, 29, 168, 169, 330, 500, 501 TWE: 526, 108, 127, 333, 398
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	Student Edition: Chapters 2, 4, 13, 16 Teacher Edition: Chapters 2, 4, 6, 10, 18	SE: 43, 41, 42, 112, 113, 330, 430 TWE: 43, 100, 112, 113, 501, 41, 42, 152, 257
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;	>>>>>	Student Edition: Chapters 5, 16 Teacher Edition: Chapters 5, 6, 17	SE: 123, 139, 433 TWE: 433, 120, 149, 155, 434

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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;	>>>>>	Student Edition: Chapters 2, 4 Teacher Edition: Chapters 2, 4, 6, 7	SE: 92-95, 35, 36, 38 TWE: 35, 92, 98, 103, 109, 152, 153, 165
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	Student Edition: Chapters 2, 5, 15 Teacher Edition: Chapters 2, 15	SE: 39-43, 126, 127, 128, 406, 407 TWE: 370, 40, 41, 382
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	Student Edition: Chapters 2, 5 Teacher Edition: Chapter 2	SE: 43, 39, 126, 127, 128 TWE: 40, 41
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.	>>>>>	Student Edition: Chapter 2 Teacher Edition: Chapters 2, 4	SE: 40, 41, 39, 55 TWE: 112, 113, 40, 41
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;	>>>>>	Student Edition: Chapters 1, 2, 3, 17, 18, 19 Teacher Edition: Chapters 2, 4, 8, 12, 17, 19	SE: 29-30, 74, 5, 28, 468-469, 478, 480, 481, 508, 512, 527 TWE: 29, 328, 70, 71, 103, 204, 205, 307, 317, 451, 519

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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	Student Edition: Chapters 1, 2, 8, 9, 13, 14, 18, 19 Teacher Edition: Chapter: 2, 8, 9, 10, 15, 19	SE: 29-30, 33, 54, 5, 6, 202, 203, 204, 205, 206, 236, 237, 331, 346, 478, 487, 508, 512, 514 TWE: 29, 46, 427, 525, 193, 210, 221, 225, 234, 252, 395
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	Student Edition: Chapters 1, 2, 13, 14, 18 Teacher Edition: Chapters 2, 8, 9, 10, 15, 19	SE: 29-30, 33, 54, 6, 331, 346, 352, 478, 483, 487, 508, 512, 514, 527 TWE: 29, 46, 193, 210, 221, 225, 234, 252, 395, 525
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	Student Edition: Chapters 1, 2, 4, 10, 12, 13, 14, 17, 18, 19 Teacher Edition: Chapters 1, 2, 8, 9, 19	SE: 28-30, 33, 14, 15, 16, 17, 100, 254, 255, 304, 322, 323, 330, 348, 365, 454, 465, 478, 479, 483, 486, 493, 495, 516, 517, 518, 519, 539, 541 TWE: 29, 15, 198, 233, 240, 527
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	Student Edition: Chapters 1, 2, 8, 13, 14, 15, 17, 18, 19, 20 Teacher Edition: Chapters 1, 2, 8, 9	SE: 28-30, 33, 202, 203, 204, 205, 206, 331, 346, 351, 352, 356, 357, 358, 359, 371, 375, 380, 384, 389, 395, 399, 402, 449, 457, 459, 468, 469, 487, 493, 517, 518, 556, 561, 563 TWE: 29, 15, 198, 233

Curriculum Unit	Health Education, Middle School			
Subject Area	Health Education, Grade 7-8			
Course	Health Education, Grade 7-8			
Publisher	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
Program Title	Teen Health Course 3			
ISBN	007865033X			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Location of student expectation/TEKS.	Page(s)
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 skills in various situations;	>>>>>	Student Edition: Chapters 2, 6, 9, 11, 12, 13, 17, 19 Teacher Edition: Chapters 2, 6, 11	SE: 149-150, 161, 37, 38, 52, 53, 240, 289, 300, 310, 311, 332, 459, 463, 540, 541 TWE: 37, 148, 284
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;	>>>>>	Student Edition: Chapters 2, 5, 6, 9, 13, 17 Teacher Edition: Chapters 2, 6, 11, 13, 19	SE: 147-150, 52, 121, 240, 330, 459 TWE: 52, 150, 148, 149, 284, 331, 509
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	Student Edition: Chapters 1, 2, 4, 6, 9, 12 Teacher Edition: Chapters 2, 5, 12	SE: 28, 31-33, 21, 55, 89, 115, 161, 229, 235, 247, 314-315 TWE: 33, 32, 132, 301, 314
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	Student Edition: Chapters 1, 2, 5, 10, 12, 13, 14, 15, 16, 17, 18, 20 Teacher Edition: Chapters 2, 5	SE: 31-33, 20, 21, 25, 55, 139, 265, 314, 317, 339, 365, 412, 441, 473, 503, 563 TWE: 33, 32, 132

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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.	>>>>>	Student Edition: Chapters 2, 20 Teacher Edition: Chapter 2	SE: 43, 503 TWE: 43