

Correlations to the Texas Essential Knowledge and Skills (TEKS)

The following chart shows the correlation of Lifetime Health to the Texas Essential Knowledge and Skills for Health 1, Grades 9–10.

HEALTH INFORMATION 1

The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:

Standard	Correlation
(A) relate the nation's health goals and objectives to individual, family, and community health;	4, 6, 11–13, 16–18, 20, 50, 55, 61, 69, 70, 78, 83, 89, 93–95, 102, 104, 108, 114, 126, 127, 130, 133, 135, 139, 146, 154, 161, 167, 170–176, 190, 192, 193, 196, 200, 202, 207, 218, 222, 223, 230, 242, 243, 247, 251, 253, 254, 264, 267, 272–274, 284, 287, 295–297, 301, 306, 316, 322, 324–329, 334, 337, 340, 343, 345, 349, 352, 355, 366, 371, 373, 376, 379, 388, 390, 395, 401, 410–412, 415, 418, 419, 430, 436, 443, 444, 446, 456, 460–462, 464, 476, 477, 480, 484, 486, 496, 498, 500, 505, 552–555, 614, 615
(B) examine the relationship among body composition, diet, and fitness;	15, 83, 124, 126–133, 135–138, 141, 150, 153, 154, 157, 158, 160, 174, 175, 179, 182, 184, 186–188, 190, 192–201, 209, 211, 212, 274, 324, 401, 553, 555, 567, 571
(C) explain the relationship between nutrition, quality of life, and disease;	4, 6, 9–11, 15, 16, 20, 22, 62, 67, 68, 83, 84, 126, 127, 131, 132, 140, 146, 152–168, 170–188, 190–195, 197, 200, 209, 211, 212, 309, 324, 344, 345, 358, 400, 404, 526, 529–538, 541, 553, 566
(D) describe the causes, symptoms, and treatment of eating disorders;	71, 140, 188, 202–206, 211, 212, 213
(E) examine issues related to death and grieving;	6, 8–10, 21–23, 79, 89–92, 94, 98, 99, 258, 342, 351, 386, 397, 399, 401, 402, 405
(F) discuss health-related social issues such as organ donation and homelessness;	4, 6, 10, 19, 20, 22, 23, 194, 230, 231, 248, 250–252, 271, 278, 301, 369, 506, 556, 560, 561, 598
(G) analyze strategies to prevent suicides;	70, 76, 93–99
(H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and	16, 48, 61, 65, 68–73, 76–89, 96–99, 149, 209, 299, 544, 547
(I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.	4, 6, 6–13, 15–17, 19, 20–23, 46, 47, 50–55, 60–63, 65, 67, 70, 74, 75, 78, 79, 83, 86, 87, 89, 93, 96, 98, 102, 103, 108, 114, 126, 131, 133–139, 146–148, 150, 151, 154, 161, 167, 175, 185–187, 190, 194, 195, 196, 198, 199, 201, 202, 207, 213, 218, 222, 230, 237, 242, 247, 253, 255, 261, 264, 267, 272, 274, 275, 277, 284, 287, 294, 295, 301, 308, 310, 311, 314, 316, 319, 321, 322, 326, 327, 329, 336, 337, 340, 343, 347, 349, 355, 366, 369, 370, 371, 375, 376, 380, 382, 388, 395, 396, 406, 410, 415, 417, 418, 430, 436, 443, 456, 460, 464, 465, 468, 476, 477, 480, 484, 485, 490, 492, 496, 500, 505, 510, 512, 513, 541, 556–559, 614, 615, 620, 621

HEALTH INFORMATION 2

The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:

Standard	Correlation
(A) analyze the relationship between health promotion and disease prevention;	4, 6, 11–13, 15, 16, 17, 22, 68, 72, 79, 83, 85, 87, 126–128, 131–133, 147, 150, 151, 154, 155, 164, 171, 172, 175, 182, 186, 187, 190, 192, 194, 195, 199, 203, 209, 210, 212, 272, 277, 278, 280, 314, 318–322, 324–328, 330–333, 334, 336–338, 340–342, 344, 346, 348–350, 354, 355, 358, 360, 361, 366, 372, 375, 395, 399, 401, 402, 404, 405, 430, 433–436, 440–442, 447, 451–453, 467, 491, 499, 505, 510, 512, 521, 534, 546–555, 566–575, 593, 613–615
(B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;	6, 13, 17, 18, 20, 69, 167, 168, 171–174, 184, 198, 210, 213, 222, 223, 228, 229, 236, 238, 239, 242, 254, 255, 258, 260, 265, 268, 273, 292, 294, 322, 325, 327, 330, 333–337, 398, 493, 506, 507, 524, 549, 552–555, 558, 559, 569, 583, 600, 601, 603, 605–607, 612, 615
(C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and	17, 18, 20, 68, 70–72, 74, 96, 108, 109, 234, 258, 260, 325, 329, 334, 336, 354, 479, 493, 505, 509, 615
(D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases.	6, 127, 314–338, 340–352, 354–361, 433, 474, 480, 482, 483, 494, 498, 552–555

HEALTH INFORMATION 3

The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:

Standard	Correlation
(A) explain fetal development from conception through pregnancy and birth;	428–432, 436–438, 441–445, 447–450, 452, 524, 526, 545
(B) explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;	175, 177, 180–182, 184, 357, 415, 428, 443, 444, 446, 447, 449, 450, 452, 453, 479, 526
(C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead; and	250, 260, 262, 267, 271, 280, 303, 415, 428, 443, 444, 446, 447, 450, 453, 503, 570
(D) explain the significance of genetics and its role in fetal development.	5, 14, 196, 201, 362–370, 382, 383, 397, 428, 430, 443, 450, 452, 535, 560

HEALTH INFORMATION 4

The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:

Standard	Correlation
(A) analyze the health messages delivered through media and technology; and	16, 19, 20, 23, 46, 47, 50, 53, 102, 103, 106, 107, 173, 177, 186, 187, 190, 191, 195, 200, 203, 213, 219, 222, 225, 230, 237–239, 251, 257–259, 270, 272, 275, 278, 280, 284–286, 301, 304, 310, 311, 330, 362, 363, 388, 398, 421, 422, 425, 456, 458, 466, 471, 476, 548, 562–565, 614, 615
(B) explain how technology has impacted the health status of individuals, families, communities, and the world.	6, 17, 18, 22, 46, 47, 85, 102, 126, 195, 196, 201, 219, 221, 222, 236–338, 340, 348–350, 352–355, 358, 361–363, 366, 369, 370, 376, 378–380, 382, 383, 528, 532, 533, 540, 583

HEALTH INFORMATION 5

The student understands how to evaluate health information for appropriateness. The student is expected to:

Standard	Correlation
(A) develop evaluation criteria for health information;	19, 23, 46, 47, 167–175, 178, 180, 182, 184–187, 201, 212, 222, 224, 225, 228, 229, 231, 238, 239, 242, 244, 370, 399, 556–565, 614, 615
(B) demonstrate ways to utilize criteria to evaluate health information for appropriateness;	19, 46, 168–174, 178, 180, 182, 185–187, 198, 201, 209, 212, 222–225, 228, 229, 231, 242, 244, 325, 346, 348, 370, 399, 525, 556–565, 614, 615
(C) discuss the legal implications regarding sexual activity as it relates to minor persons; and	114, 116, 118, 120, 121, 168, 468, 474, 481
(D) demonstrate decision-making skills based on health information.	15, 22, 99, 167, 174, 190, 191, 195, 228, 369, 614–617

HEALTH BEHAVIORS 6

The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:

Standard	Correlation
(A) examine the effects of health behaviors on body systems;	4–13, 15, 16, 20, 21, 79, 83, 84, 97, 126–134, 136–138, 140, 141, 143, 145–149, 150, 154, 159, 166, 173, 175–179, 180, 186–192, 195, 196, 199, 201, 203, 207–210, 212, 213, 223, 227, 230–234, 236, 242–248, 253, 255, 258, 260, 264–271, 275, 277, 278, 283, 285–300, 308, 310, 314, 318, 319, 321, 326, 327, 329, 338–345, 347–350, 354–356, 358, 365, 397, 434–436, 440, 441, 442, 446, 451–453, 476, 477, 479, 480, 483–485, 487, 488, 490, 492, 500, 502–506, 510, 511, 516, 521, 526, 531, 534, 536, 546, 547, 549, 552–555, 566–575, 580–587, 589–597, 613, 614
(B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and	17, 46, 47, 68, 69, 71, 72, 74, 81, 89, 95, 96, 98, 103, 105, 139, 143, 148, 150, 166, 192, 200, 206, 210, 226, 229, 232, 234, 236, 245, 247–249, 252, 260, 261, 297, 302, 326, 331, 332, 336, 343, 345–347, 350, 352, 354–357, 360, 361, 367, 433–435, 439–442, 447, 452, 484–490, 492, 494, 501, 502, 504, 511, 568, 576–587, 589–597
(C) appraise the significance of body changes occurring during adolescence.	94, 135, 178, 386, 388–390, 394, 404, 405, 431, 436–439, 442, 460, 523, 525, 547, 522

HEALTH BEHAVIORS 7

The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:

Standard	Correlation
(A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;	4, 10, 15, 22, 46, 106, 139, 144, 145, 148, 150, 164–166, 180, 182, 196, 199–201, 216–219, 221–234, 236–253, 255, 257–275, 278, 280–305, 308, 310, 311, 454, 481, 506, 522, 547
(B) explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;	9, 69, 116, 120, 137, 227, 230, 240, 241, 243, 251, 254, 255, 284, 292, 299, 301, 302, 304, 305, 308, 454, 465, 470, 481, 482, 492, 506, 512, 598, 599
(C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances;	22, 50, 70, 144, 216, 240, 253, 254, 256–262, 266–268, 271, 272, 274, 276–278, 280–282, 284, 285, 294, 307, 308–311
(D) analyze the importance of alternatives to drug and substance use;	145, 216, 221, 262, 272, 275, 277, 282, 284, 286, 293, 310
(E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	10, 12, 100, 102–105, 107–110, 113, 114, 117, 119, 120, 144, 145, 216, 249, 250, 252, 253, 259, 262, 268, 272, 274, 275, 277, 282, 285, 300, 309
(F) analyze strategies for preventing and responding to deliberate and accidental injuries;	8, 10, 15, 18, 22, 65, 102, 104–109, 111, 113, 114, 117–119, 121, 124, 137, 139–143, 145, 150, 180, 225, 227, 229, 254, 298, 372, 379, 416, 530, 547, 555, 574–587, 589–613
(G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;	14, 100, 102, 105, 107, 117, 118, 120, 121, 249, 253, 256–258, 260, 271, 272, 276, 278, 281, 282, 285, 286, 292, 299, 301, 307, 308, 310, 321, 454, 464–470, 480, 483, 490, 505, 614, 615, 618, 619
(H) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;	392, 454, 456, 460–464, 470, 474, 476, 479, 480, 482, 483, 492, 493, 505, 510, 512
(I) analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;	411, 462
(J) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;	110, 114, 116–120, 458, 464, 466, 468, 470, 482
(K) 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; and	456, 460–463, 470, 474, 476, 477, 479, 480, 482, 492–494, 505, 510, 513
(L) 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.	9, 456, 460–463, 470, 476, 479, 480, 482, 483, 492, 493, 505, 510, 513

INFLUENCING FACTORS 8

The student analyzes the effect of relationships on health behaviors. The student is expected to:

Standard	Correlation
(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and	11, 12, 14–16, 22, 50–52, 54, 58, 61, 63, 67, 74, 92, 96, 98, 102, 107–111, 113–116, 118, 120, 187, 188, 190, 191, 195, 202, 206, 228, 230, 232, 247, 250–252, 260, 267, 271–273, 275, 278, 280, 284–286, 300–304, 308, 310, 353, 366, 370, 388, 392–394, 396, 400, 404, 406–408, 412, 413, 415–420, 424, 456, 457, 459, 464, 467, 468, 470, 473, 474, 483, 510, 616, 618
(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community.	15, 17, 18, 20, 223, 225, 228, 265, 291, 292, 346, 434, 442, 446, 527, 533, 534, 552–558

INFLUENCING FACTORS 9

The student differentiates between positive and negative family influences. The student is expected to:

Standard	Correlation
(A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and	11, 16, 52, 63, 72, 94, 96, 99, 111, 228, 230, 232, 247, 250, 252, 254, 258, 303, 352, 366, 370, 391, 392, 394, 406–408, 410, 411, 414–425, 439, 450, 452, 459, 467, 468, 473, 476, 478, 492, 545, 556–559, 618
(B) analyze the dynamics of family roles and responsibilities relating to health behavior.	11, 16, 52, 63, 72, 93, 111, 206, 230, 232, 247, 250, 252, 254, 258, 303, 352, 391, 392, 394, 406–408, 410, 411, 415–425, 439, 450, 452, 459, 467, 468, 473, 476, 478, 492, 545, 556–559, 618

INFLUENCING FACTORS 10

The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:

Standard	Correlation
(A) assess the impact of population and economy on community and world health;	11, 13, 14, 16, 78, 548–551, 570
(B) analyze the impact of the availability of health services in the community and the world; and	6, 17–20, 68, 70–72, 74, 113, 208, 218–221, 230, 247, 252, 301, 304–306, 308, 310, 316, 320, 321, 329, 331, 332, 334, 335, 343, 347, 348, 352–358, 360–364, 367–369, 371, 373, 374, 376, 378, 380, 382, 397, 433, 440, 447, 453, 479, 486–490, 492, 494, 497, 505, 507, 508, 510–512, 518–520, 528, 532–534, 538, 540, 556, 576, 592
(C) describe a variety of community and world environmental protection programs.	13, 15, 268, 330, 548–551, 596

INFLUENCING FACTORS 11

The student understands how to access school and community health services for people of all ages. The student is expected to:

Standard	Correlation
(A) research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and	19, 51, 107, 130, 151, 202, 206, 212, 253, 275, 291, 304, 306, 311, 349, 353, 354, 364, 376, 377, 380, 382, 383, 505, 509–513, 551, 555, 585, 589, 597, 607, 614, 615, 621
(B) compare and analyze the cost, availability, and accessibility of health services for people of all ages.	133, 252, 400, 509, 556–561

INFLUENCING FACTORS 12

The student understands situations in which people of all ages require professional health services. The student is expected to:

Standard	Correlation
(A) identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and	46, 47, 69, 70–72, 93, 106, 108, 109, 111, 113–115, 118, 120, 143, 206, 208, 226, 245, 249, 282, 300, 308, 320, 326, 331, 349, 355, 371, 391, 434, 435, 439, 440–442, 485, 556, 580
(B) explain how to access health services for people of all ages.	17, 234, 560, 561

PERSONAL/INTERPERSONAL SKILLS 13

The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:

Standard	Correlation
(A) demonstrate communication skills in building and maintaining healthy relationships;	6, 11, 20, 46–48, 50, 52, 55–61, 63–65, 74, 75, 78, 83, 85, 89, 93, 95, 102, 106, 108, 111, 112, 114, 120, 126, 128, 133, 139, 146, 154, 161, 167, 175, 190, 196, 202, 207, 218, 222, 223, 226, 227, 229, 230, 236, 242, 247, 250, 253, 260, 264, 267, 272, 276, 284, 287, 295, 301, 316, 322, 329, 337, 340, 343, 349, 355, 366, 371, 375, 376, 378, 380, 382, 388, 390–392, 394, 395, 404, 410, 415–417, 418, 420–422, 424, 425, 430, 436, 443, 447, 456, 457, 460, 464, 467, 468, 471, 473, 476, 480, 484, 485, 496, 500, 505, 556–559, 614, 615, 619–621
(B) distinguish between a dating relationship and a marriage;	408–412, 454–457, 459, 472, 473
(C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;	410–414, 454–459, 470–473
(D) evaluate the effectiveness of conflict resolution techniques in various situations;	55, 58, 64, 100, 102–107, 120, 121, 130, 363, 391, 392
(E) demonstrate refusal strategies;	14, 64, 87, 100, 102, 107, 253, 256, 258, 272, 276, 285, 292, 299, 307, 321, 454, 464–470, 480, 483, 490, 614, 615, 618, 619
(F) explore methods for addressing critical-health issues; and	19, 20, 46, 47, 362, 363, 369, 378, 556–559
(G) evaluate the dynamics of social groups.	16, 249, 285, 392–394, 396, 398–400, 404, 458, 459, 465, 466, 470, 483

PERSONAL/INTERPERSONAL SKILLS 14

The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:

Standard	Correlation
(A) demonstrate strategies for communicating needs, wants, and emotions;	6, 11, 17, 20, 46–48, 50, 55, 57–61, 63–67, 72, 74, 78, 83, 85, 89, 90, 92, 93, 95, 102, 108, 111–115, 120, 126, 133, 139, 146, 154, 161, 167, 175, 190, 196, 202, 207, 218, 222, 223, 226, 227, 230, 242, 247, 250, 253, 264, 267, 272, 276, 284, 287, 295, 301, 316, 322, 329, 340, 343, 349, 355, 366, 371, 375, 376, 388, 390, 391, 395, 410, 415, 417, 418, 420–422, 424, 425, 430, 436, 443, 447, 456, 458, 460, 464, 467, 473, 476, 480, 484, 496, 500, 505, 557, 558, 614, 619–621
(B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and	101, 114–116, 118, 120, 121
(C) communicate the importance of practicing abstinence.	464, 466, 467, 470, 480, 483

PERSONAL/INTERPERSONAL SKILLS 15

The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:

Standard	Correlation
(A) apply communication skills that demonstrate consideration and respect for self, family, and others;	6, 7, 11, 17, 46–48, 50–55, 57–65, 67, 69, 74, 75, 78, 79, 83, 85, 86, 89, 90, 93, 95, 96, 98, 102, 103, 108, 111, 112–115, 126, 131–133, 139, 146, 150, 154, 157, 161, 167, 175, 190, 191, 196, 202, 206, 207, 218, 222, 223, 226, 230, 242, 243, 247, 250, 253, 264, 267, 272, 276, 284, 285, 287, 295, 297, 301, 316, 322, 329, 340, 341, 343, 366, 368, 376–378, 380, 382, 383, 388, 390–392, 394, 395, 410, 411, 414–418, 420–422, 424, 425, 430, 431, 436, 443, 447, 449, 456, 457, 460, 464, 465, 467, 468, 473, 476, 478, 480, 483, 484, 496, 500, 503, 505, 614, 619–621
(B) demonstrate empathy towards others; and	48, 58, 376, 377, 380, 382, 383, 388, 390, 393, 394, 483, 620, 621
(C) analyze ways to show disapproval of inconsiderate and disrespectful behavior.	50, 54, 108, 111–113, 115, 117, 120, 294, 392, 464, 468, 470

PERSONAL/INTERPERSONAL SKILLS 16

The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:

Standard	Correlation
(A) identify decision-making skills that promote individual, family, and community health;	6, 7, 10, 13, 15–17, 19, 22, 50–54, 61, 65, 67, 72, 74, 83, 88, 89, 92, 96, 105, 107, 113, 126, 131–133, 138, 145, 146, 150, 161, 175, 184, 192, 199, 206, 212, 224, 226, 227, 234, 236, 237, 244, 252, 254, 279, 286, 289, 353, 369, 393–395, 402, 414, 418, 467, 480, 482, 483, 489, 490, 503, 506, 510, 554, 601, 603, 614–617
(B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;	11, 51, 64, 85, 94, 226, 228, 229, 236, 396, 617
(C) classify forms of communication such as passive, aggressive, or assertive; and	55–57, 60, 74, 75, 111, 276
(D) associate risk-taking with consequences such as drinking and driving.	9, 10, 227, 244, 246, 253–255, 260, 290, 302, 341, 390, 412, 444, 460, 461, 463, 464, 468–470, 474, 476, 477, 479–481, 483, 486, 487, 492, 494, 496, 499, 500, 503, 504, 512

PERSONAL/INTERPERSONAL SKILLS 17

The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:

Standard	Correlation
(A) research information about a personal health concern;	46, 47, 133, 138, 150, 228, 343, 556–559, 564, 565
(B) demonstrate knowledge about personal and family health concerns; and	5, 7, 10, 14, 47, 228, 340–342, 383, 435
(C) develop strategies to evaluate information relating to a variety of critical health issues.	19, 46, 47, 168, 178, 187, 224, 225, 238, 239, 362, 363, 369, 399, 556–559, 562–565, 614, 615