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| <b>Correlation of <i>Comprehensive Health</i> ©2015</b>     |   |  |
| <b>to the California Health Education Content Standards</b> |   |  |
| <b>High School (Grades Nine through Twelve)</b>             |   |  |
| <b>STANDARD</b>   |   | <b>CORRELATING PAGES</b>   |
| <b>Nutrition and Physical Activity</b>                      |   |  |
| <b>Standard 1: Essential Concepts</b>                       |   |  |
| 1.1N  | Distinguish between facts and myths regarding nutrition practices, products, and physical performance.  | 16, 78 (Case Study), 81-85, 85-87  |
| 1.2N  | Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.  | 82 (Figure 3.9), 83-84, 85 (Figure 3.12)                                 |
| 1.3N  | Explain the importance of variety and moderation in food selection and consumption.   | 70, 72, 76   |
| 1.4N  | Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.   | 68-79, 81-87, 92   |
| 1.5N  | Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis. | 42, 47-48, 71, 74, 81  |
| 1.6N  | Explain how to keep food safe through proper food purchasing, preparation, and storage practices.   | 97   |
| 1.7N  | Describe nutrition practices that are important for the health of a pregnant woman and her baby.  | 87, 88, 611-612, 615-616, 644-645  |
| 1.8N  | Describe the prevalence, causes, and long-term consequences of unhealthy eating.  | 47-48, 72, 76-77   |
| 1.9N  | Analyze the relationship between physical activity and overall health.  | 161-165, 168 (Real World Health), 171, 432, 438 (#17), 493, 612, 665-666 |
| 1.10N   | Evaluate various approaches to maintaining a healthy weight.  | 120-124, 125   |
| 1.11N   | Identify the causes, symptoms, and harmful effects of eating disorders.   | 141-146, 507   |
| 1.12N   | Explain why people with eating disorders need professional help.  | 148  |
| 1.13N   | Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.             | 163, 165, 172 (Figure 6.8)   |
| 1.14N   | Analyze the harmful effects of using diet pills and anabolic steroids.  | 124-125, 137   |
| 1.15N   | Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.    | 161-165, 167, 464  |

| <b>Standard 2: Analyzing Influences</b>        |   |  |
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| 2.1N   | Evaluate internal and external influences that affect food choices.   | 113 (Figure 4.3), 114 (Personal Profile), 118 (Real World Health)  |
| 2.2N   | Assess personal barriers to healthy eating and physical activity.   | 117, 118, 166, 177, 178 (Case Study)   |
| 2.3N   | Distinguish between facts and myths regarding nutrition practices, products, and physical performance.                          | 16, 78 (Case Study), 81-85, 85-87  |
| 2.4N   | Analyze the impact of nutritional choices on future reproductive and prenatal health.   | 88, 144, 611-612   |
| 2.5N   | Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.   | 113 (Figure 4.3), 114 (Personal Profile), 118 (Real World Health), 138 (Local & Global Health)                                 |
| 2.6N   | Analyze internal and external influences that affect physical activity.   | 166, 167, 174 (Local & Global Health), 181, 188-189  |
| <b>Standard 3: Accessing Valid Information</b> |   |  |
| 3.1N   | Access sources of accurate information about safe and healthy weight management.  | 16, 124, 125 (Real World Health), 128 (#31)  |
| 3.2N   | Evaluate the accuracy of claims about food and dietary supplements.   | 76, 93-94, 125, 137  |
| 3.3N   | Describe how to use nutrition information on food labels to compare products.   | 91-94  |
| 3.4N   | Evaluate the accuracy of claims about the safety of fitness products.   | 16, 183  |
| 3.5N   | Describe community programs and services that help people gain access to affordable, healthy foods.                             | 89 (Local and Global Health), 102 (Health and Wellness Skills)   |
| 3.6N   | Describe internal and external influences that affect physical activity.  | 166, 167, 174 (Local & Global Health), 181, 188-189  |
| <b>Standard 4: Interpersonal Communication</b> |   |  |
| 4.1N   | Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community. | 84 (Research in Action), 89 (Real World Health), 99 (Real World Health), 102 (#27), 183 (Real World Health), 194 (#32 and #33) |
| 4.2N   | Practice how to refuse less-nutritious foods in social settings.  | 80 (Warm-Up Activity), 99 (Real World Health), 121, 123, 123 (Skills for Health and Wellness, 542)                             |
| <b>Standard 5: Decision Making</b>             |   |  |
| 5.1N   | Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.                    | 83, 87 (Figure 3.15), 92 (Health across the Life Span)   |
| 5.2N   | Use a decision-making process to plan nutritionally adequate meals at home and away from home.                                  | 83-84, 94 (Figure 3.18), 95 (Skills for Health and Wellness), 111 (Warm-Up Activity)   |
| 5.3N   | Demonstrate how to use safe food handling procedures when preparing meals and snacks.   | 97   |
| <b>Standard 6: Goal Setting</b>                |   |  |
| 6.1N   | Assess one's personal nutrition needs and physical activity level.  | 80 (Before You Read), 85 (Figure 3.12), 87 (Personal Profile), 102 (Hands-On Activity), 166 (Personal Profile), 181            |



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| 6.2N   | Develop practical solutions for removing barriers to healthy eating and physical activity.  | 83, 84, 95 (Skills for Health and Wellness), 102 (Hands-On Activity), 166-167, 178 (Case Study), 181-182, 194 (Hands-On Activity and #31) |
| 6.3N   | Create a personal nutrition and physical activity plan based on current guidelines.   | 81-89, 94 (Figure 3.18), 95 (Skills for Health and Wellness), 180-183, 194 (Hands-On Activity)  |
| <b>Standard 7: Practicing Health-Enhancing Behaviors</b> |   |   |
| 7.1N   | Select healthy foods and beverages in a variety of settings.  | 94 (Figure 3.18)  |
| 7.2N   | Critique one’s personal diet for overall balance of key nutrients.  | 87 (Personal Profile)   |
| 7.3N   | Identify strategies for eating more fruits and vegetables.  | 84, 85, 86, 94 (Figure 3.18), 95 (Skills for Health and Wellness), 102 (Hands-On Activity)  |
| 7.4N   | Describe how to take more personal responsibility for eating healthy foods.   | 80 (Before You Read), 83-84, 87 (Personal Profile), 95 (Skills for Health and Wellness)   |
| 7.5N   | Participate in school and community activities that promote fitness and health.   | 167-168   |
| <b>Standard 8: Health Promotion</b>                      |   |   |
| 8.1N   | Advocate enhanced nutritional options in the school and community.  | 99 (Real World Health), 102 (#27)   |
| 8.2N   | Educate family and peers about choosing healthy foods.  | 128 (Hands-On Activity)   |
| <b>Growth, Development, and Sexual Health</b>            |   |   |
| <b>Standard 1: Essential Concepts</b>                    |   |   |
| 1.1G   | Describe physical, social, and emotional changes associated with being a young adult.   | 231, 234, 676-679   |
| 1.2G   | Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.  | 594-595, 606-607, 608-609, 638-642, 648-650   |
| 1.3G   | Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.                                  | 531-532, 539, 542-543, 546-549  |
| 1.4G   | Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.                            | 23, 385-386   |
| 1.5G   | Summarize fertilization, fetal development, and childbirth.   | 594-595, 607, 632-634   |
| 1.6G   | Explain responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law.                    | 611-616, 638-642, 644-645, 648-650, 655, 658 (#27)  |
| 1.7G   | Describe the short- and long-term effects of HIV, AIDS, and other STDs.   | 389-396, 399-400  |
| 1.8G   | Analyze STD rates among teens.  | 389   |
| 1.9G   | Explain laws related to sexual behavior and the involvement of minors.  | 577   |
| 1.10G  | Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. | 108, 109, 134, 676-677, 738, 749-752  |
| 1.11G  | Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to   | 652-653, 655 (Real World Health), 658 (#29), 701-702  |



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|  | become parents.  |  |
| 1.12G  | Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy. | 386, 708-712, 714-719  |
| <b>Standard 2: Analyzing Influences</b>        |  |  |
| 2.1G   | Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.  | 385-386, 579, 742-743  |
| 2.2G   | Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.   | 23, 385, 386, 534-537, 540-542, 578, 668-672, 674-679, 738, 743  |
| 2.3G   | Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.   | 23   |
| 2.4G   | Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.   | 385, 397, 579, 703 (Figure 23.2)   |
| 2.5G   | Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.      | 133-139, 536-537, 540-541, 548 (Health in the Media), 551, 741 (Health in the Media), 750  |
| <b>Standard 3: Accessing Valid Information</b> |  |  |
| 3.1G   | Analyze the validity of health information, products, and services related to reproductive and sexual health.  | 16, 387, 617 (Warm-Up Activity), 619 (Research in Action), 622 (Local & Global Health), 700 (Warm-Up Activity), 708-712, 714-719, 719 (Real World Health), 729 (Real World Health) |
| 3.2G   | Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.                          | 387, 728-729   |
| 3.3G   | Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.                                       | 386, 708-712, 714-719  |
| 3.4G   | Evaluate laws related to sexual involvement with minors.   | 577  |
| <b>Standard 4: Interpersonal Communication</b> |  |  |
| 4.1G   | Analyze how interpersonal communication affects relationships.   | 530 (Warm-Up Activity), 533-534, 535-536, 537 (Real World Health), 547-548, 552 (#7), 554 (#28)  |
| 4.2G   | Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.   | 23, 385-386, 387 (Real World Health)   |
| 4.3G   | Demonstrate effective communication skills within healthy dating relationships.  | 547-548, 554 (#30)   |
| <b>Standard 5: Decision Making</b>             |  |  |
| 5.1G   | Use a decision-making process to evaluate  | 22, 23, 384 (Figure 13.2), 385-386, 396 (Real World  |

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|  | the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.   | Health), 406 (#28 and #32), 549, 603, 741-742, 756 (#41)  |
| 5.2G   | Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.   | 23, 385 (Personal Profile), 385-386, 386 (Skills for Health and Wellness), 396 (Real World Health)  |
| 5.3G   | Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.   | 386 (Skills for Health and Wellness), 579 (Skills for Health and Wellness), 583 (Real World Health)   |
| 5.4G   | Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.   | 383-384, 389-396, 398-403, 425, 651 (Warm-Up Activity), 701 (Personal Profile), 732 (#33 and #34)   |
| 5.5G   | Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.                               | 9, 188, 341, 463, 533, 535, 539, 547, 549, 554 (#28), 743   |
| 5.6G   | Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.                                      | 614-615, 626 (#21), 651 (Warm-Up Activity), 652 (Figure 21.17), 653, 658 (#29 and Hands-On Activity)  |
| 5.7G   | Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.   | 386, 708-712, 714-719   |
| <b>Standard 6: Goal Setting</b>                          |  |   |
| 6.1G   | Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.  | 382 (Warm-Up Activity), 397 (Warm-Up Activity), 406 (#28), 626 (#21 and #22), 651 (Warm-Up Activity), 658 (#29 and Hands-On Activity), 706 (Real World Health), 732 (#33 and #34) |
| 6.2G   | Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention. | 385, 396 (Real World Health), 603 (Skills for Health and Wellness)  |
| <b>Standard 7: Practicing Health-Enhancing Behaviors</b> |  |   |
| 7.1G   | Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).  | 385-386, 603 (Skills for Health and Wellness), 613 (Personal Profile)   |
| <b>Standard 8: Health Promotion</b>                      |  |   |
| 8.1G   | Encourage and support safe, respectful, and responsible relationships.   | 537 (Real World Health), 554 (#28 and Hands-On Activity)  |
| 8.2G   | Advocate the respect for and the dignity of persons living with HIV or AIDS.   | 401-402, 406 (Hands-On Activity)  |
| 8.3G   | Support others in making positive and healthful choices about sexual behavior.   | 406 (#29 and #30)   |
| <b>Injury Prevention and Safety</b>                      |  |   |
| <b>Standard 1: Essential Concepts</b>                    |  |   |
| 1.1S   | Discuss ways to reduce the risk of injuries  | 187, 188-191, 294   |

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|  | that can occur during athletic and social activities.  |   |
| 1.2S   | Recognize potentially harmful or abusive relationships, including dangerous dating situations.   | 549-550, 563-564, 579 (Skills for Health and Wellness)  |
| 1.3S   | Analyze emergency preparedness plans for the home, the school, and the community.  | 727-728   |
| 1.4S   | Examine ways that injuries are caused while traveling to and from school and in the community.   | 47, 201, 224 (Hands-On Activity), 544 (Research in Action), 715-716   |
| 1.5S   | Describe rules and laws intended to prevent injuries.  | 187, 294, 569, 715, 716   |
| 1.6S   | Evaluate the risks and responsibilities associated with teen driving and auto accidents.   | 49, 202, 224 (Hands-On Activity), 314 (#24), 336 (Real World Health), 715   |
| 1.7S   | Discuss the characteristics of gang members.   | 567, 568 (Case Study)   |
| 1.8S   | Describe California laws regarding bullying, sexual violence, and sexual harassment.   |   |
| 1.9S   | Explain the effects of violence on individuals, families, and communities.   | 475 (Figure 16.1), 478 (Local & Global Health), 489, 571-574, 577-578   |
| 1.10S  | Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.  | 725-726, 729, 733-734   |
| 1.11S  | Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks). | 727-728   |
| 1.12S  | Identify ways to prevent situations that might harm vision, hearing, or dental health.   | 57, 77 (Figure 3.7), 88, 213, 243-244, 246, 248, 335  |
| <b>Standard 2: Analyzing Influences</b>        |  |   |
| 2.1S   | Analyze internal and external influences on personal, family, and community safety.  | 45 (Warm-Up Activity), 49 (Real World Health), 55 (Warm-Up Activity and Before You Read), 59 (Real World Health), 510 (Research in Action), 562 (Warm-Up Activity)                              |
| 2.2S   | Analyze the influence of alcohol and other drug use on personal, family, and community safety.   | 292 (Real World Health), 293 (Warm-Up Activity), 305 (Real World Health), 311 (Case Study and Real World Health), 314 (#21), 335 (Case Study), 336 (Real World Health), 346 (Hands-On Activity) |
| 2.3S   | Explain how one's behavior when traveling as a passenger in a vehicle influences the behavior of others.   | 47, 544 (Research in Action), 716   |
| 2.4S   | Analyze why it is risky to belong to a gang.   | 567, 586 (Hands-On Activity)  |
| <b>Standard 3: Accessing Valid Information</b> |  |   |
| 3.1S   | Analyze sources of information and services concerning safety and violence prevention.   | 16, 554 (#27), 567-569, 580-581, 586 (#29, #30, and Hands-On Activity)  |
| 3.2S   | Analyze community resources for disaster preparedness.   | 728   |
| <b>Standard 4: Interpersonal Communication</b> |  |   |
| 4.1S   | Demonstrate effective negotiation skills for   | 470 (#24), 560-561, 561 (Real World Health), 586  |



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|  | avoiding dangerous and risky situations.   | (#32)   |
| 4.2S   | Use effective communication skills for preventing and reporting sexual assault and molestation.              | 550, 551 (Real World Health), 554 (#28 and #30), 579-580, 579 (Skills for Health and Wellness), 583, 586 (#30)  |
| <b>Standard 5: Decision Making</b>                       |  |   |
| 5.1S   | Apply a decision-making process to avoid potentially dangerous situations.                                   | 24 (Real World Health), 293 (Warm-Up Activity), 307 (Skills for Health and Wellness), 554 (#30), 579 (Skills for Health and Wellness), 583 (Real World Health), 586 (#30) |
| 5.2S   | Analyze the laws regarding and detrimental effects of sexual harassment.                                     | 581, 583  |
| 5.3S   | Analyze the consequences of gang involvement for self, family, and the community.                            | 567, 568 (Case Study)   |
| 5.4S   | Analyze the consequences of violence for self, family, and the community.                                    | 571-574, 575-578  |
| <b>Standard 6: Goal Setting</b>                          |  |   |
| 6.1S   | Develop a plan to prevent injuries during emergencies and natural disasters.                                 | 719, 728  |
| <b>Standard 7: Practicing Health-Enhancing Behaviors</b> |  |   |
| 7.1S   | Practice injury prevention during athletic, social, and motor vehicle-related activities.                    | 47, 187-191, 544 (Research in Action), 579 (Skills for Health and Wellness), 583 (Real World Health), 586 (#29), 715  |
| 7.2S   | Demonstrate conflict resolution skills to avoid potentially violent situations.                              | 561, 586 (#32)  |
| 7.3S   | Demonstrate first aid and CPR procedures.  | 725-726, 729  |
| 7.4S   | Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.  | 564, 569, 570 (Warm-Up Activity), 579, 583, 724   |
| 7.5S   | Assess characteristics of harmful or abusive relationships.  | 549-550, 554 (#29)  |
| <b>Standard 8: Health Promotion</b>                      |  |   |
| 8.1S   | Identify and support changes in the home, at school, and in the community that promote safety.               | 717-721, 724  |
| 8.2S   | Encourage peers to use safety equipment during physical activity.  | 187, 191 (Real World Health)  |
| 8.3S   | Encourage actions to promote safe driving experiences.   | 715, 716 (Lesson Activities), 745 (#39 and #46)   |
| <b>Alcohol, Tobacco, and Other Drugs</b>                 |  |   |
| <b>Standard 1: Essential Concepts</b>                    |  |   |
| 1.1A   | Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.   | 273-274, 298-299, 328, 335  |
| 1.2A   | Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior. | 259 (Figure 9.1), 265, 269, 287-288, 292, 297, 299, 323, 327, 329, 330, 332, 335  |
| 1.3A   | Explain the connection between alcohol and tobacco use and the risk of oral cancer.                          | 259 (Figure 9.1), 263, 264, 297   |

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| 1.4A   | Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.  | 264, 276, 277, 288, 298, 294, 328 (Local & Global Health), 336  |
| 1.5A   | Describe the use and abuse of prescription and nonprescription medicines and illegal substances.  | 322-324, 327-336, 338-343   |
| 1.6A   | Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.   | 264-265, 297-298  |
| 1.7A   | Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders. | 292 (Real World Health), 295-297, 314 (#23)   |
| 1.8A   | Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.   | 273 (Figure 9.10), 275 (Local & Global Health), 277 (Research in Action), 282 (#22 and #23), 294 (Real World Health), 308, 314 (Hands-On Activity), 328, 346 (#30)  |
| 1.9A   | Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.   | 294-295, 298, 332, 336 (Real World Health), 341   |
| 1.10A  | Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.  | 270, 277, 308, 341  |
| <b>Standard 2: Analyzing Influences</b>        |   |   |
| 2.1A   | Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.  | 265 (Real World Health), 269 (Case Study), 271 (Real World Health), 277 (Research in Action), 282 (#22), 286 (Warm-Up Activity), 303 (Research in Action), 304 (Health in the Media), 307 (Skills for Health and Wellness), 340 (Research in Action)  |
| 2.2A   | Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.  | 265 (Real World Health), 269 (Case Study), 303 (Research in Action)   |
| 2.3A   | Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.  | 267-271, 302-305, 339-340   |
| <b>Standard 3: Accessing Valid Information</b> |   |   |
| 3.1A   | Access information, products, and services related to the use of alcohol, tobacco, and other drugs.   | 266 (Warm-Up Activity), 267 (Health across the Life Span), 275 (Local & Global Health), 277 (Research in Action), 282 (#19), 296 (Health across the Life Span), 303 (Research in Action), 304 (Health in the Media), 305 (Real World Health), 328 (Local & Global Health), 333 (Health across the Life Span), 346 (#30) |
| 3.2A   | Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other  | 273 (Figure 9.10), 274 (Figure 9.11), 277 (Research in Action), 308-310, 310 (Figure 10.17), 342  |





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|  | drugs.   |   |
| <b>Standard 4: Interpersonal Communication</b>           |  |   |
| 4.1A   | Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.  | 278-279, 307-308, 341   |
| 4.2A   | Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs. | 265, 293 (Warm-Up Activity), 307-308, 341   |
| <b>Standard 5: Decision Making</b>                       |  |   |
| 5.1A   | Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.                             | 264-265, 272 (Warm-Up Activity), 279 (Real World Health), 298-299, 311 (Real World Health), 314 (#23), 336 (Real World Health), 337 (Warm-Up Activity), 341 |
| 5.2A   | Explain healthy alternatives to alcohol, tobacco, and other drug use.  | 273-275, 278 (Skills for Health and Wellness), 307-308, 309-310, 342 (Skills for Health and Wellness)   |
| <b>Standard 6: Goal Setting</b>                          |  |   |
| 6.1A   | Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.  | 278 (Skills for Health and Wellness), 306 (Before You Read), 336 (Real World Health), 346 (Hands-On Activity)   |
| <b>Standard 7: Practicing Health-Enhancing Behaviors</b> |  |   |
| 7.1A   | Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.                                  | 274-275, 278-279, 309-310, 341, 342   |
| <b>Standard 8: Health Promotion</b>                      |  |   |
| 8.1A   | Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.    | 282 (#23), 307, 346 (#30), 341  |
| 8.2A   | Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.   | 282 (#20 and #21), 314 (#21), 343 (Real World Health), 346 (#29)  |
| <b>Mental, Emotional, and Social Health</b>              |  |   |
| <b>Standard 1: Essential Concepts</b>                    |  |   |
| 1.1M   | Describe the benefits of having positive relationships with trusted adults.  | 386, 531, 679 (Skills for Health and Wellness)  |
| 1.2M   | Analyze the qualities of healthy peer and family relationships.  | 531, 538 (Warm-Up Activity), 542-543, 544 (Real World Health), 546-549  |
| 1.3M   | Describe healthy ways to express caring, friendship, affection, and love.  | 9, 446-447, 470 (#24), 493, 534   |
| 1.4M   | Describe qualities that contribute to a positive self-image.   | 149 (Skills for Health and Wellness), 154 (Hands-On Activity), 461  |
| 1.5M   | Describe how social environments affect health and well-being.   | 445 (Health in the Media), 458, 459, 465, 477 (Health in the Media), 477-478, 565-567   |
| 1.6M   | Describe the importance of recognizing signs of disordered eating and other common mental health conditions.   | 141-143, 143 (Case Study), 503-507, 515   |
| 1.7M   | Analyze signs of depression, potential suicide, and other self-destructive behaviors.  | 504-505, 507, 512 (Real World Health), 513 (Warm-Up Activity), 515 (Real World Health)  |



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| 1.8M   | Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.   | 568, 583   |
| 1.9M   | Classify personal stressors at home, in school, and with peers.   | 475-479  |
| 1.10M  | Identify warning signs for suicide.   | 514-515  |
| 1.11M  | Identify loss and grief.  | 691-693  |
| <b>Standard 2: Analyzing Influences</b>                  |   |  |
| 2.1M   | Analyze the internal and external issues related to seeking mental health assistance.   | 466-467, 467 (Real World Health), 517, 521 (Real World Health)   |
| <b>Standard 3: Accessing Valid Information</b>           |   |  |
| 3.1M   | Access school and community resources to help with mental, emotional, and social health concerns.   | 467 (Real World Health), 515 (Real World Health), 516 (Before You Read), 524 (#24), 567-569  |
| 3.2M   | Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.                                    | 467 (Real World Health), 493-494   |
| <b>Standard 4: Interpersonal Communication</b>           |   |  |
| 4.1M   | Seek help from trusted adults for oneself or a friend with an emotional or social health problem.   | 467, 515, 565, 583   |
| 4.2M   | Discuss healthy ways to respond when you or someone you know is grieving.   | 690 (Case Study), 693  |
| <b>Standard 5: Decision Making</b>                       |   |  |
| 5.1M   | Monitor personal stressors and assess techniques for managing them.   | 476 (Personal Profile), 477 (Health in the Media), 479 (Real World Health), 480 (Warm-Up Activity), 495 (Skills for Health and Wellness) |
| 5.2M   | Compare various coping mechanisms for managing stress.  | 479 (Real World Health), 490 (Before You Read), 491-493, 495 (Skills for Health and Wellness), 498 (#27)                                 |
| 5.3M   | Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.                                | 148-149, 494 (Case Study), 518-521, 693  |
| <b>Standard 6: Goal Setting</b>                          |   |  |
| 6.1M   | Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals. | 22, 447 (Personal Profile), 464, 498 (#28 and Hands-On Activity)   |
| 6.2M   | Set a goal to reduce life stressors in a health-enhancing way.  | 495 (Skills for Health and Wellness), 498 (Hands-On Activity)  |
| <b>Standard 7: Practicing Health-Enhancing Behaviors</b> |   |  |
| 7.1M   | Assess personal patterns of response to stress and use of resources.  | 476 (Personal Profile), 479 (Real World Health), 480 (Warm-Up Activity)  |
| 7.2M   | Practice effective coping mechanisms and strategies for managing stress.  | 479 (Real World Health), 490 (Before You Read), 491-493, 495 (Skills for Health and Wellness), 498 (#27)                                 |
| 7.3M   | Discuss suicide-prevention strategies.  | 515, 524 (#24)   |
| 7.4M   | Practice respect for individual differences and diverse backgrounds.  | 463, 533, 539-540, 542, 546, 547-548, 554 (#28)  |

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| 7.5M                                  | Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.                             | 167, 456 (Warm-Up Activity), 466, 467 (Skills for Health and Wellness), 540 (Skills for Health and Wellness)     |
| 7.6M                                  | Practice setting personal boundaries in a variety of situations.  | 386 (Figure 13.3), 549   |
| <b>Standard 8: Health Promotion</b>   |   |  |
| 8.1M                                  | Support the needs and rights of others regarding mental and social health.  | 447, 465, 470 (#24)  |
| 8.2M                                  | Promote a positive and respectful environment at school and in the community.   | 460, 470 (#24), 524 (#25), 586 (#30)   |
| 8.3M                                  | Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.                                      | 565-566, 568-569   |
| <b>Personal and Community Health</b>  |   |  |
| <b>Standard 1: Essential Concepts</b> |   |  |
| 1.1P                                  | Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).                       | 80 (Warm-Up Activity), 161-165, 168 (Real World Health), 207-208, 366, 428, 623, 723                             |
| 1.2P                                  | Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.   | 31, 244, 320, 367, 369 (Case Study), 375 (Real World Health & Skills for Health and Wellness), 378 (#30)         |
| 1.3P                                  | Identify symptoms that should prompt individuals to seek health care.   | 190, 191, 235, 296, 325  |
| 1.4P                                  | Identify types of pathogens that cause disease.   | 353, 355, 356-359  |
| 1.5P                                  | Investigate the causes and symptoms of communicable and non-communicable diseases.  | 355, 359 (Real World Health), 420 (Personal Profile), 422 (Warm-Up Activity), 435 (Real World Health), 438 (#17) |
| 1.6P                                  | Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.                | 58, 94, 97, 236, 262, 426, 427, 717  |
| 1.7P                                  | Identify symptoms that indicate a need for an ear, eye, or dental examination.  | 241-243, 245-246, 247-248  |
| 1.8P                                  | Examine common types and symptoms of cancer.  | 426-428  |
| 1.9P                                  | Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health. | 31, 53, 396, 428, 622, 623   |
| 1.10P                                 | Explain how public health policies and government regulations influence health promotion and disease prevention.  | 201, 276, 294, 308, 341, 387, 716  |
| 1.11P                                 | Examine ways to prevent and manage asthma.  | 262, 434   |



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| 1.12P  | Identify global environmental issues.  | 174 (Local & Global Health), 478 (Local & Global Health)  |
| 1.13P  | Describe the impact of air and water pollution on health.  | 174 (Local & Global Health), 262  |
| 1.14P  | Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).                                 | 62 (Hands-On Activity)  |
| <b>Standard 2: Analyzing Influences</b>        |  |   |
| 2.1P   | Discuss influences that affect positive health practices.  | 6 (Warm-Up Activity), 12 (Real World Health), 113, 114-117, 118 (Real World Health), 252 (#37), 270, 277 (Research in Action), 665-666  |
| 2.2P   | Evaluate influences on the selection of personal health care products and services.  | 31, 48 (Skills for Health and Wellness), 116-117, 396 (Real World Health), 703-704  |
| 2.3P   | Analyze how environmental conditions affect personal and community health.   | 55 (Before You Read), 56 (Figure 2.13), 62 (Hands-On Activity), 410 (Before You Read), 435 (Real World Health), 438 (#18), 508 (Before You Read), 512 (Real World Health)   |
| 2.4P   | Discuss ways to stay informed about environmental issues.  | 17, 18-19, 20, 20 (Real World Health)   |
| 2.5P   | Analyze the social influences that encourage or discourage sun-safety practices.   | 236 (Health in the Media)   |
| 2.6P   | Evaluate the benefits of informed health choices.  | 55 (Warm-Up Activity), 80 (Warm-Up Activity and Before You Read), 128 (Hands-On Activity), 232 (Real World Health)  |
| 2.7P   | Evaluate the need for rest, sleep, and exercise.   | 168 (Real World Health), 198 (Before You Read), 202 (Case Study)  |
| <b>Standard 3: Accessing Valid Information</b> |  |   |
| 3.1P   | Access valid information about personal health products and services available in the community.   | 252 (#34), 346 (#30), 378 (#29), 524 (#24), 554 (#24), 658 (#27), 757 (#39)   |
| 3.2P   | Access valid information about common diseases.  | 34 (#31), 378 (#29)   |
| 3.3P   | Evaluate current research about the health consequences of poor environmental conditions.  | 117 (Local & Global Health), 174 (Local & Global Health), 216 (Warm-Up Activity), 221 (Real World Health), 435 (Real World Health), 478 (Local & Global Health), 512 (Real World Health), 596 (Real World Health), 626 (#23)                        |
| 3.4P   | Identify government and community agencies that promote health and protect the environment.  | 93, 117 (Local & Global Health), 174 (Local & Global Health), 275 (Local & Global Health), 276, 308, 319, 688 (Local & Global Health), 753  |
| 3.5P   | Assess ways to be a responsible consumer of health products and services.  | 13 (Warm-Up Activity), 14-15, 252 (#37), 321 (Health in the Media)  |
| <b>Standard 4: Interpersonal Communication</b> |  |   |
| 4.1P   | Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health. | 31 (Real World Health), 34 (Hands-On Activity), 62 (#31), 125 (Real World Health), 128 (#31), 191, 212 (Figure 7.7), 220, 240 (Figure 8.7), 265 (Real World Health), 325, 386, 413 (Real World Health), 467, 494, 537 (Real World Health), 549, 580 |
| <b>Standard 5: Decision Making</b>             |  |   |
| 5.1P   | Apply a decision-making process to a   | 22, 24 (Real World Health), 293 (Warm-Up  |



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|  | personal health issue or problem.   | Activity), 346 (#29), 378 (#29), 438 (#19), 498 (#28), 626 (#22)   |
| 5.2P   | Explain how decisions regarding health behaviors have consequences for oneself and others.  | 72, 76-77, 109-110, 291, 294, 296-299, 336, 346 (Hands-On Activity), 406 (#32)   |
| 5.3P   | Apply a decision-making process to a community or environmental health issue.   | 22, 252 (#34)  |
| 5.4P   | Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.  | 265 (Real World Health), 282 (Hands-On Activity), 292 (Real World Health), 294 (Figure 10.8), 295 (Figure 10.9), 301 (Figure 10.13), 311 (Case Study), 314 (#23), 336 (Real World Health), 337 (Warm-Up Activity)                    |
| 5.5P   | Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume). | 237-238, 238 (Real World Health), 248 (Research in Action), 249 (Real World Health), 252 (#35 and #36)   |
| <b>Standard 6: Goal Setting</b>                          |   |  |
| 6.1P   | Develop a plan of preventive health management.   | 31, 54, 62 (#30), 97, 128 (#33), 252 (#35), 278-279, 307-308, 341, 365-367, 368 (Health across the Life Span), 375 (Real World Health), 378 (#31), 385-386, 438 (#17), 622 (Local & Global Health), 716-718, 743 (Lesson Activities) |
| 6.2P   | Develop a plan of preventive dental health management.  | 243-244  |
| <b>Standard 7: Practicing Health-Enhancing Behaviors</b> |   |  |
| 7.1P   | Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.                           | 31 (Real World Health), 194 (Hands-On Activity), 224 (#28), 418 (Skills for Health and Wellness), 517 (Figure 17.9)  |
| 7.2P   | Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.                                  | 219 (Skills for Health and Wellness), 221 (Real World Health), 224 (#28), 228 (Warm-Up Activity), 234 (Figure 8.3), 243 (Figure 8.9), 249 (Skills for Health and Wellness)   |
| 7.3P   | Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.   | 237  |
| 7.4P   | Describe the steps involved in breast or testicular self-exams.   | 428, 623   |
| <b>Standard 8: Health Promotion</b>                      |   |  |
| 8.1P   | Support personal or consumer health issues that promote community wellness.   | 89 (Local & Global Health), 117 (Local & Global Health), 123, 154 (#27), 275 (Local & Global Health), 375 (Skills for Health and Wellness), 733 (#36)  |
| 8.2P   | Encourage societal and environmental conditions that benefit health.  | 102 (Hands-On Activity), 265, 524 (#25), 569, 723  |