



# Goodheart-Willcox Publisher

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Goodheart-Willcox Publisher Correlation of <i>Comprehensive Health</i> ©2015 to the Maryland Comprehensive Health Standards		
COMPETENCY		CORRELATING PAGES
<b>1.0 Mental and Emotional Health – Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness.</b>		
A. Communication		
1	<b>Recognize and apply effective communication skills.</b>	
	a. Discuss skills for communicating effectively with family, peers, and others.	446-447, 532-534
	b. Utilize strategies to overcome barriers when communicating information, ideas, emotions, and opinions about health issues.	534-536, 540-543
	c. Analyze how interpersonal communication affects relationships.	23-24, 446-449, 488-489, 532-534
	d. Demonstrate ways to communicate care, consideration, and respect for self and others in making positive health choices.	22-24, 451, 533-536
D. Decision-making		
1	<b>Apply the decision-making process to personal issues and problems.</b>	
	a. Demonstrate the ability to utilize strategies when making decisions related to health needs and risks of young adults	22, 120-124, 252 (#36), 346 (#29), 438 (#19), 498 (#28), 626 (#22), 658 (#30)
	b. Analyze health concerns that require collaborative decision-making.	34 (#28), 535, 549, 742
	c. Predict immediate and long-term impact of health decisions on the individual, family, and community.	109-110, 161-165, 260-265, 277, 294-299, 341
	d. Apply strategies and skills needed to attain personal health goals.	22-24, 165-168, 180-183, 217-221, 308-309, 464-467, 498 (#28)
	e. Formulate an effective plan for lifelong health.	20, 62 (#30), 180-183
F. Stress		
1	<b>Demonstrate, evaluate and analyze strategies to manage stress.</b>	
	a. Assess situations that are perceived as personal stressors.	475-479, 496 (#6), 498 (#25)
	b. Compare stressors across the lifespan.	479
	c. Formulate positive ways to manage stressful situations.	491-495, 498 (#26)
G. Conflict Resolution		
1	<b>Justify the nature of conflict and conflict resolution.</b>	
	a. Assess conflict resolution strategies that promote and sustain interpersonal relationships.	534-536, 559-561, 586 (#32)
J. Mental Illness, Depression, Suicide		
1	<b>Recognize and respond to destructive behaviors.</b>	
	a. Relate mental and emotional health to disease and disorder.	502-512
	b. Investigate the warning signs of depression and suicide.	504-505, 514
	c. Apply strategies and skills to intervene when signs of depression occur	515, 517-521, 524 (#22, 25)
	d. Design a plan to access information and	524 (#22, 25)

	services to help prevent suicide.	
<b>2.0 Alcohol, Tobacco, and Other Drugs - Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.</b>		
A. Medicine		
1	<b>Investigate effects of prescription and OTC drugs and resulting consequences.</b>	
	a. Analyze physical effects of combining OTC medicines with alcohol and other drugs.	320-321
	b. Create a lifelong plan for appropriate use of prescription and OTC medications.	324-325
	c. Compare use, misuse, and abuse of prescription and OTC medications.	319-320, 322-323
G. Analyzing Influences		
1	<b>Identify factors that influence the use of tobacco, alcohol, and other drugs.</b>	
	a. Analyze the intended impact of advertising on the sale and purchase of tobacco, alcohol, and other drugs.	271, 304, 314 (#21)
	b. Examine media messages and campaigns for alcohol and other drugs and discuss the targeted audience and outcomes.	276-277, 282 (#21), 304, 314 (#21),
	c. Describe the impact of peer pressure on the attitude and behaviors of youth in regard to the use of tobacco, alcohol, and other drugs.	271, 304, 340
	d. Demonstrate strategies for refusing alcohol, tobacco, and other drugs.	278-279, 307-308, 341-342, 346 (#29)
	e. Examine the influence the family has on the use/abuse of tobacco, alcohol and other drugs	270, 303-304, 340
	f. Analyze genetics as a predisposing risk factor for the use/abuse of tobacco, alcohol and other drugs.	302-303, 339
H. Legal Consequences		
1	<b>Identify and examine physical, psychological, social, and legal consequences of the use of tobacco, alcohol, and other drugs.</b>	
	a. Describe how citizens can influence those in positions who determine rules, policies, and laws concerning the use of tobacco, alcohol, and/or other drugs.	282 (#21, 22), 346 (Hands-On Activity)
	b. Interpret the legal issues and discuss the consequences of underage alcohol and tobacco use and/or possession.	282 (#23), 298-299, 314, 346 (#30)
	c. Demonstrate ways to minimize the impact of tobacco use by others on your health and well-being.	265
	d. Forecast the physical consequences of short and long-term alcohol, tobacco, and other drug use	260-265, 282, 294-299, 314 (#23), 346
	e. Advocate healthy choices regarding alcohol, tobacco, and other drugs	282 (#21, 22), 310-311, 314 (#22), 343
I. Addiction		
1	<b>Access information and services for treatment of addictive behaviors.</b>	
	a. Research resources to be used when a friend or family member has a drug problem.	282 (#20), 310-311, 313 (#20), 341-343

	b. Apply strategies and skills needed to intervene with dependent and addictive behaviors.	273-277, 308-310, 343
<b>3.0 Personal and Consumer Health - Students will demonstrate the ability to use knowledge, skills, and strategies to develop sound personal and consumer health practices involving the use of health care products, services, and community resources.</b>		
A. Personal Health Maintenance		
1	<b>Evaluate and practice health enhancing behaviors and reduce health risks.</b>	
	a. Evaluate how factors, such as culture, media, and peers, influence health information, perceptions, behaviors, and product and service selection.	34, 116-118
	b. Demonstrate the ability to access school and community health services for self and others.	34 (#28, 31), 252 (#34), 524 (#24), 586 (#30)
	c. Analyze situations requiring professional health services.	466-467, 493-494, 517-521
	d. Examine the impact of technology, research and medical advances on personal, family, and community health.	15-16
B. Information, Products, and Services		
1	<b>Investigate resources that provide valid health information concerning consumer health issues and services.</b>	
	a. Evaluate the validity, cost, and accessibility of health information, products, and services	14-19
	b. Locate and utilize resources from home, school, community and technological sources that provide valid information concerning health issues, services, and careers.	34 (#31), 224 (#31), 252 (#34), 524 (#24), 586 (#30)
D. Risk Factors and Behaviors		
1	<b>Evaluate risk factors and behaviors that contribute to the development of illness.</b>	
	a. Identify the role played by each of the following in causing illness: family history, lifestyle choices, environment, and genetics.	34, 46-59, 62 (#29), 411-412, 438 (#17, 18)
	b. Analyze influences that affect the cause and course of illness	42-59, 62 (#29)
	c. Determine a plan of action to reduce personal health risks and/or improve personal health through regular medical/dental check-ups, immunizations and screening (vision, hearing), diet and weight management, exercise and rest, and environmental exposure (loud music).	62 (#30), 120-125, 180-183, 194, 217-221, 224 (#28), 231-232, 243-244, 246, 248-249, 365-367
<b>4.0 Family Life and Human Sexuality – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</b>		
B. Physical, Mental and Social Growth		
1	<b>Analyze factors that influence an individual’s decisions concerning sexual behavior.</b>	
	a. Investigate factors that contribute to sexual identity.	746-752
	b. Discuss ways family members influence decision making concerning sexual behavior.	749 (Research in Action), 743 (Figure 24.5)

<b>C. Puberty and Reproduction</b>		
1	<b>Explain the process of human reproduction (fetal and maternal).</b>	
	a. Describe fertilization, fetal development, and the birth process.	593-596, 606-609, 631-634
	b. Identify the most prevalent congenital and hereditary conditions that affect the fetus.	393, 614
	c. Examine resources to maintain or promote reproductive health.	613 (Personal Profile), 616 (Figure 20.19)
<b>D. Healthy Relationships</b>		
1	<b>Distinguish between healthy and unhealthy relationships.</b>	
	a. Investigate factors that may contribute to a healthy relationship	542-543, 546-549, 551, 554 (Hands-On Activity)
	b. Examine potential causes of relationship failures.	534-535, 540-541, 549-550
	c. Explore the effects of personal and family stress on relationships	488-489, 536-537
	d. Investigate laws that relate to relationships and sexual behavior.	576-577
<b>E. Abstinence and Contraception</b>		
1	<b>Critique different ways to prevent pregnancy and sexually transmitted infections.</b>	
	a. Distinguish between risks and consequences of sexual activity.	383-384, 389-403, 406 (#32), 614-615, 651-655, 701-702, 740-742
	b. Analyze how perceptions of the risk and consequences of sexual activity impact decisions	548 (Health in the Media), 704-706, 732 (#35), 741 (Health in the Media)
	c. Advocate abstinence from sexual intercourse as the most effective and healthy means for preventing pregnancy and STIs	23, 385-386, 406 (#30, 31), 549, 702-703, 742, 743 (Skills for Health and Wellness)
	d. Compare the effectiveness of various contraceptive methods in preventing pregnancy and STIs.	386, 708-729
<b>J. Sexuality and Culture</b>		
1	<b>Demonstrate capacity for setting limits on sexual intimacy.</b>	
	a. Describe limits on sexual intimacy.	385-386, 549, 576-577, 740-744, 744 (Case Study)
	b. Demonstrate how to use decision-making steps for setting limits on sexual intimacy.	385-386, 549, 554 (#30), 7-3, 742-743, 743 (Skills for Health and Wellness), 744 (Case Study), 756 (#41, 42, Hands-On Activity)
	c. Explain influences on the limits of sexual intimacy.	385 (Personal Profile), 548 (Health in the Media), 549, 732 (#35), 741 (Health in the Media), 744 (Real World Health)
	d. Advocate for respecting limits on sexual intimacy.	385-386, 549, 576, 7-3, 742-743, 744 (Case Study), 756 (#41, 42, Hands-On Activity)
2	<b>Evaluate the influence of communication and decision-making on sexual behavior.</b>	
	a. Demonstrate refusal strategies for sexual pressure.	385-386, 386 (Skills for Health and Wellness), 554 (#30), 703, 742-743, 743 (Skills or Health and Wellness), 744 (Case Study), 756 (#41, 42, Hands-On Activity)
	b. Assess several ways to communicate decisions about sexual behavior.	385-386, 703, 742-743, 744 (Case Study), 756 (#41, 42, Hands-On Activity)
	c. Examine how culture, value systems, and the family influence attitudes toward sexual behavior.	385, 548 (Health in the Media), 549, 732 (#35), 741 (Health in the Media), 744 (Real World Health)
<b>5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and</b>		

intervention knowledge, skills, and processes to promote safe living in the home, school, and community.		
A. Responding to Emergencies		
1	<b>Demonstrate the ability to respond appropriately to emergency and non-emergency situations.</b>	
	a. Distinguish between emergency and non-emergency situations.	785
	b. Demonstrate skills related to cardiopulmonary resuscitation (CPR) and external defibrillators (AED).	789-799
	c. Interpret laws and codes/regulations pertaining to emergency situations.	789
C. Harassment		
1	<b>Demonstrate appropriate responses to harassment and other violent behaviors</b>	
	a. Distinguish between healthy and unhealthy verbal and/or non-verbal interactions.	532-534, 535 (Personal Profile), 550, 554 (#28), 558 (Warm-Up Activity), 559-561, 561 (Real World Health), 586 (#32)
	b. Assess ways to deter bullying and sexual harassment.	550, 565-566, 568-569, 579 (Skills for Health and Wellness), 583 (Real World Health), 586 (#29, 30, Hands-On Activity)
	c. Practice assertive communication to request that bullying and sexual harassment stop.	550, 560-561, 565- 566, 568-569, 583 (Real World Health), 586 (#29, 30, Hands-On Activity)
	d. Develop a personal plan to resist and prevent gang activity and violence.	568 (Case Study), 583 (Real World Health), 586 (Hands-On Activity)
2	<b>Recognize contributors to harassment, intimidating behaviors, and violence</b>	
	a. Describe examples of harassment and intimidating behaviors in media.	563, 564 (Research in Action), 586 (#31)
	b. Analyze the impact of media influences on harassing and intimidating behaviors.	563, 564 (Research in Action), 586 (#31)
	c. Differentiate between healthy and unhealthy use of technology through internet, email, websites, instant messaging, and telephone/cell phone as it relates to harassment and intimidating behaviors.	565-566
	d. Examine the influence of peer groups as they relate to harassing and intimidating behaviors	563, 568 (Case Study)
D. Abuse and Assault		
1	<b>Assess and respond appropriately to sexual aggression.</b>	
	a. Describe sexual aggression.	549-550, 567, 576-583
	b. Demonstrate ways to prevent sexual aggression.	554 (#27), 579 (Skills for Health and Wellness)
	c. Investigate community resources for victims of sexual aggression.	554 (#27), 579-581, 586 (#30, Hands-On Activity)
<b>6.0 Nutrition and Fitness - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.</b>		
E. Food and Health		
1	<b>Analyze the benefits of maintaining a healthy weight.</b>	
	a. Discuss what constitutes a healthful weight based on the Body Mass Index (BMI).	108, 110 (Real World Health)
	b. Assess the benefits of physical activity in relationship to weight management.	102 (#26), 120-121, 128 (#29), 163-164, 194 (#31)
	c. Describe the concept of energy balance.	81-89, 121-122
	d. Evaluate common factors that contribute to excess weight gain.	112-118, 128 (#33)

2	<b>Analyze influences on eating and activity behaviors.</b>	
	a. Investigate the influences on personal eating and activity behaviors.	88 (Health in the Media), 113-118, 118 (Real World Health), 120 (Case Study), 128 (#32)
	b. Argue the impact of influences on nutrition and activity choices.	88 (Health in the Media), 113-118, 118 (Real World Health), 120 (Case Study), 128 (#32)
	c. Determine strategies to maximize positive influences and minimize negative influences.	122-124, 167-168
3	<b>Analyze eating and activity behaviors that need improvement.</b>	
	a. Identify areas of personal eating behaviors that need improvement.	87 (Personal Profile), 95 (Skills for Health and Wellness), 121-122, 128 (#31), 168 (Real World Health)
	b. Assess personal fitness and identify areas of personal physical activity behaviors that need improvement..	166 (Personal Profile), 194 (Hands-On Activity)
	c. Determine a plan of action to address areas targeted for improvement.	128 (#29, 30, Hands-On Activity), 165-168, 180-183, 194 (#31, 34, Hands-On Activity)
<b>G. Body Image</b>		
1	<b>Explain body image, how it is developed, and how it is influenced.</b>	
	a. Implement strategies to counteract negative influences on body image.	149 (Skills for Health and Wellness), 148-151, 151 (Real World Health), 154 (#27, 29, Hands-On Activity)
	b. Describe a variety of eating disorders and the relationship between eating and the body.	140-146, 153 (#10-20)
	c. Analyze the impact of the media on body image.	134-137, 150 (Health in the Media), 154 (#28)
<b>7.0 Disease Prevention and Control - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.</b>		
<b>A. Disease Classification</b>		
1	<b>Describe risk factors and behaviors that influence contraction and transmission of communicable diseases.</b>	
	a. Explain how sexual behaviors and practices including abstinence, use of condoms, sexual activity, and multiple partners influence contraction of HIV/AIDS and STIs.	47, 383-387, 398-399, 405 (#18), 704-706, 716-717
	b. Explain how other behaviors and practices, such as drug use, sharing needles (piercing, drugs, tattoos), mother to child, and occupational exposure influence contraction of HIV/AIDS, STIs, and Hepatitis.	238, 336, 398-399, 405 (#18, 19), 644
<b>C. HIV/AIDS</b>		
1	<b>Access and assess valid information about HIV/AIDS</b>	
	a. List specific symptoms of HIV/AIDS.	399-400
	b. Explain the progression from HIV to AIDS.	399-401, 405 (#22, 27)
	c. Investigate the effect HIV/AIDS has on the body, including the immune system	399-401
	d. Formulate ways to prevent HIV/AIDS.	385-387, 399, 406 (#29)
	e. Examine various modes of treatment.	403, 405 (#25, 26)
<b>E. Disease and Society</b>		
1	<b>Examine the roles of the individual and society in preventing disease.</b>	
	a. Evaluate the impact of communicable and non communicable disease on the individual, family, and society.	353-354, 364-365, 383-384, 415-420



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b. Analyze past and present health-practices.	353, 354 (Local and Global Health), 366-367, 369 (Case Study)
c. Illustrate behaviors that may decrease the probability of developing disease.	365-367, 368 (Health across the Life Span), 375 (Skills for Health and Wellness), 378 (#30, 32), 385-387
d. Describe the roles and responsibilities for disease prevention and control of health-related agencies at local, state, and federal levels.	93, 319, 364-365, 401-403
e. Investigate the impact of medical technology on the incidence and prevalence of disease.	354 (Local and Global Health), 367, 369 (Case Study), 370 (Research in Action)
f. Identify resources for reliable information, assessment, and treatment of communicable and non-communicable disease or disability.	367-370