

Goodheart-Willcox Publisher Correlation of <i>Essential Health</i> ©2015 to Indiana Academic Standards for Health & Wellness		
Reading for Literacy in Technical Subjects (i.e., Health & Wellness)		
COMPETENCY		CORRELATING PAGES
Key Ideas and Details		
9-12.RT.1	Cite specific textual evidence to support analysis of health and wellness texts, attending to the precise details of explanations or descriptions.	118 (#5), 129 (#40), 139 (#7), 283 (#31), 347 (#37), 407 (#38), 455 (Real World Health), 627 (#31), 693 (#7)
9-12.RT.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	20 (Real World Health), 25 (Warm-Up Activity), 54 (Real World Health), 63 (#37), 195 (#38), 225 (#35), 238 (Real World Health), 253 (#42), 283 (#27), 347 (#35 and 38), 379 (#36), 471 (#30), 499 (#32), 525 (#32), 587 (#37), 627 (#28), 659 (#34), 679 (Real World Health), 697 (#28)
9-12.RT.3	Follow precisely a complex multistep procedure when carrying out experiments or taking measurements, attending to special cases or exceptions defined in the text.	62 (Hands-On Activity), 173 (Taking Your Pulse), 252 (Hands-On Activity), 282 (Hands-On Activity), 378 (Hands-On Activity), 438 (Hands-On Activity), 626 (Hands-On Activity)
Craft and Structure		
9-12.RT.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to grades 9-12 texts and topics.	12 (#1), 24 (#3), 32 (#8 and 14), 110 (#3), 139 (#1), 265 (#1), 271 (#2), 292 (#3), 299 (#2), 305 (#1), 311 (#4), 413 (#1), 421 (#1), 435 (#1), 455 (#2), 461 (#2), 489 (#3), 495 (#1), 515 (#2), 521 (#2), 544 (#2), 551 (#2 and 4), 686 (#3)
9-12.RT.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	31 (#7), 59 (#5 and Real World Health), 79 (#7), 99 (#7), 110 (#6), 125 (#5), 139 (#6), 146 (#5), 183 (#8), 193 (#22), 208 (#6), 215 (#1), 238 (#6), 279 (#6 and 8), 325 (#6), 345 (#28), 359 (#4), 370 (#8), 376 (#10), 387 (#5), 396 (#8), 405 (#16), 421 (#7), 461 (#7), 489 (#6), 497 (#13), 507 (#6), 512 (#6), 521 (#5), 523 (#21), 561 (#6), 596 (#6), 623 (#8), 636 (#7), 642 (#6), 666 (#7), 672 (#8), 676 (#7), 693 (#6), 695 (#20), 714 (#46)
9-12.RT.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	129 (#40), 195 (#39), 225 (#35), 347 (#37), 407 (#38), 627 (#31)
Integration of Knowledge and Ideas		
9-12.RT.7	Translate quantitative information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	63 (#33–36), 92 (Analyzing Data #1), 195 (#35–37), 199 (Analyzing Data #1), 258 (Warm-Up Activity), 266 (Warm-Up Activity), 283 (#24–26), 296 (Analyzing Data #1), 315 (#25–29), 333 (Analyzing Data #1), 347 (#32–34), 375 (Real World Health), 379 (#33–35), 407 (#33–35), 439 (#21–24), 444 (Warm-Up Activity), 471 (#27–29), 525 (#26–29), 555 (#31–34), 587 (#33–36), 627 (#24–27), 659 (#31–33), 697 (#25–27)

9-12.RT.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific problem.	129 (#40), 195 (#39), 225 (#35), 347 (#37), 407 (#38), 627 (#31)
9-12.RT.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	20 (Real World Health), 34 (#31), 54 (Real World Health), 59 (Real World Health), 79 (Real World Health)
Range of Reading and Level of Text Complexity		
9-12.RT.10	By the end of grade 12, read and comprehend health texts in the grades 9-12 text complexity band independently and proficiently.	350–379, 590–627
Writing Standards for Literacy in Technical Subjects (i.e., Health & Wellness)		
COMPETENCY		CORRELATING PAGES
Text Types and Purposes		
9-12.WT.1	Write arguments focused on discipline-specific content.	88 (Thinking Critically #1), 129 (#40), 151 (Real World Health), 208 (Real World Health), 225 (#37), 282 (#20)
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	88 (Thinking Critically #1), 129 (#40) 151 (Real World Health), 208 (Real World Health), 225 (#37), 282 (#20)
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	88 (Thinking Critically #1), 129 (#40) 151 (Real World Health), 208 (Real World Health), 225 (#37), 282 (#20)
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	88 (Thinking Critically #1), 129 (#40) 151 (Real World Health), 208 (Real World Health), 225 (#37), 282 (#20)
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	88 (Thinking Critically #1), 129 (#40) 151 (Real World Health), 208 (Real World Health), 225 (#37), 282 (#20)
e.	Provide a concluding statement or section that follows from or supports the argument presented.	88 (Thinking Critically #1), 129 (#40) 151 (Real World Health), 208 (Real World Health), 225 (#37), 282 (#20)
9-12.WT.2	Write informative/explanatory texts, including scientific procedures/experiments.	24 (Real World Health), 49 (Real World Health), 102 (#27), 110 (Real World Health), 118 (Real World Health), 198 (Before You Read), 224 (#31), 225 (#37), 249 (#12), 265 (Real World Health), 279 (Real World Health), 282 (#23), 315 (#34), 347 (#38), 379 (#38), 429 (Real World Health), 439 (#29), 507 (Real World Health), 515 (Real World Health)

		Health), 587 (#40), 596 (#7 and Real World Health), 604 (Real World Health), 605 (Warm-Up Activity), 636 (Real World Health), 666 (Real World Health), 686 (Real World Health)
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	24 (Real World Health), 49 (Real World Health), 102 (#27), 110 (Real World Health), 118 (Real World Health), 198 (Before You Read), 224 (#31), 225 (#37), 249 (#12), 265 (Real World Health), 279 (Real World Health), 282 (#23), 315 (#34), 347 (#38), 379 (#38), 429 (Real World Health), 439 (#29), 507 (Real World Health), 515 (Real World Health), 587 (#40), 596 (#7 and Real World Health), 604 (Real World Health), 605 (Warm-Up Activity), 636 (Real World Health), 666 (Real World Health), 686 (Real World Health)
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	24 (Real World Health), 49 (Real World Health), 102 (#27), 110 (Real World Health), 118 (Real World Health), 198 (Before You Read), 224 (#31), 225 (#37), 249 (#12), 265 (Real World Health), 279 (Real World Health), 282 (#23), 315 (#34), 347 (#38), 379 (#38), 429 (Real World Health), 439 (#29), 507 (Real World Health), 515 (Real World Health), 587 (#40), 596 (#7 and Real World Health), 604 (Real World Health), 605 (Warm-Up Activity), 636 (Real World Health), 666 (Real World Health), 686 (Real World Health)
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	24 (Real World Health), 49 (Real World Health), 102 (#27), 110 (Real World Health), 118 (Real World Health), 198 (Before You Read), 224 (#31), 225 (#37), 249 (#12), 265 (Real World Health), 279 (Real World Health), 282 (#23), 315 (#34), 347 (#38), 379 (#38), 429 (Real World Health), 439 (#29), 507 (Real World Health), 515 (Real World Health), 587 (#40), 596 (#7 and Real World Health), 604 (Real World Health), 605 (Warm-Up Activity), 636 (Real World Health), 666 (Real World Health), 686 (Real World Health)
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	24 (Real World Health), 49 (Real World Health), 102 (#27), 110 (Real World Health), 118 (Real World Health), 198 (Before You Read), 224 (#31), 225 (#37), 249 (#12), 265 (Real World Health), 279 (Real World Health), 282 (#23), 315 (#34), 347 (#38), 379 (#38), 429 (Real World Health), 439 (#29), 507 (Real World Health), 515 (Real World Health), 587 (#40), 596 (#7 and Real World Health), 604 (Real World Health), 605 (Warm-Up Activity), 636 (Real World Health), 666 (Real World Health), 686 (Real World Health)
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	24 (Real World Health), 49 (Real World Health), 102 (#27), 110 (Real World Health), 118 (Real World Health), 198 (Before You Read), 224 (#31), 225 (#37), 249 (#12), 265 (Real World Health), 279

		(Real World Health), 282 (#23), 315 (#34), 347 (#38), 379 (#38), 429 (Real World Health), 439 (#29), 507 (Real World Health), 515 (Real World Health), 587 (#40), 596 (#7 and Real World Health), 604 (Real World Health), 605 (Warm-Up Activity), 636 (Real World Health), 666 (Real World Health), 686 (Real World Health)
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	24 (Real World Health), 49 (Real World Health), 102 (#27), 110 (Real World Health), 118 (Real World Health), 198 (Before You Read), 224 (#31), 225 (#37), 249 (#12), 265 (Real World Health), 279 (Real World Health), 282 (#23), 315 (#34), 347 (#38), 379 (#38), 429 (Real World Health), 439 (#29), 507 (Real World Health), 515 (Real World Health), 587 (#40), 596 (#7 and Real World Health), 604 (Real World Health), 605 (Warm-Up Activity), 636 (Real World Health), 666 (Real World Health), 686 (Real World Health)
9-12.WT.3	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.	24 (Real World Health), 49 (Real World Health), 88 (Thinking Critically #1), 102 (#27), 110 (Real World Health), 118 (Real World Health), 129 (#40), 151 (Real World Health), 198 (Before You Read), 208 (Real World Health), 224 (#31), 225 (#37), 249 (#12), 265 (Real World Health), 279 (Real World Health), 282 (#20 and 23), 315 (#34), 347 (#38), 379 (#38), 429 (Real World Health), 439 (#29), 507 (Real World Health), 515 (Real World Health), 587 (#40), 596 (#7 and Real World Health), 604 (Real World Health), 605 (Warm-Up Activity), 636 (Real World Health), 666 (Real World Health), 686 (Real World Health)
Production and Distribution of Writing		
9-12.WT.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	378 (#30), 406 (#29), 455 (Real World Health), 596 (#7)
9-12.WT.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	527 (Research Project), 589 (Research Project)
9-12.WT.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	62 (Hands-On Activity), 128 (#32), 282 (#21), 714 (#49)
Research to Build and Present Knowledge		
9-12.WT.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple	3, 65, 157, 255, 349, 441, 527, 589

	sources on the subject, demonstrating understanding of the subject under investigation.	
9-12.WT.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	16–17, 17 (Thinking Critically #1), 18–19, 20 (#7 and Real World Health), 65 (Research Project), 157 (Research Project)
9-12.WT.9	Draw evidence from informational texts to support analysis, reflection, and research.	118 (#5), 129 (#40), 139 (#7), 283 (#31), 347 (#37), 407 (#38), 455 (Real World Health), 627 (#31), 693 (#7),
Range of Writing		
9-12.WT.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	13 (Warm-Up Activity), 63 (#40), 102 (#27 and 29), 139 (Real World Health), 154 (#28), 155 (37), 160 (Warm-Up Activity), 191 (Real World Health), 228 (Before You Read), 253 (#45), 272 (Warm-Up Activity), 314 (#24), 346 (#30), 570 (Warm-Up Activity), 587 (#40), 637 (Before You Read), 643 (Warm-Up Activity), 659 (#36), 693 (Real World Health), 696 (#24)
Academic Standards for Health & Wellness		
COMPETENCY		CORRELATING PAGES
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
HW.1.1	Document how personal behaviors can impact health.	45–49, 54 (#5), 55 (Warm-Up Activity), 62 (#30), 63 (#40), 128 (#30 and 31), 147 (Warm-Up Activity), 154 (#29), 165, 287–288, 438 (#20), 510 (Environment during Pregnancy), 524 (#23), 677 (Research in Action)
HW.1.2	Explain the interrelationships of emotional, social and physical health.	8–10, 12 (#3 and 5)
HW.1.3	Examine how the environment and health are connected.	55 (Before You Read), 56–58, 59 (#2, 4, 5, 6), 62 (Hands-On Activity), 115, 174 (Local & Global Health), 216 (Warm-Up Activity), 220, 221 (Real World Health), 264, 303–305, 305 (#4), 340, 411, 424, 434, 435 (Real World Health), 477–478, 510–511, 512 (#5), 514, 665
HW.1.4	Examine the impact that genetics can have on personal health.	50–54, 61 (#22), 62 (#29), 109, 112–113, 118 (#1), 128 (#33), 145, 303, 305 (#3), 339, 424, 509, 512 (#2)
HW.1.5	Formulate ways to prevent or reduce the risk of health problems.	31, 54, 61 (#22), 62 (#30), 81, 97, 101 (#25), 102 (#26), 150–151, 207 (Research in Action), 235, 243–244, 252 (#35), 276–279, 307–308, 341–342, 365–367, 368 (Health across the Life Span), 385–386, 515, 567–569, 579 (Skills for Health and Wellness), 639
HW.1.6	Investigate the connection between access to health care and health status.	12 (Research in Action), 41, 59

HW.1.7	Summarize the benefits and barriers to practicing healthy behaviors.	24 (#5), 80 (Warm-Up Activity), 118 (#4), 160–165, 168 (Real World Health), 183 (#8), 194 (Hands-On Activity), 208 (#5), 224 (#28), 279 (#1), 418 (Skills for Health and Wellness), 517
HW.1.8	Predict susceptibility to injury or illness if engaging in unhealthy behaviors.	45 (Warm-Up Activity), 200–201, 202 (Real World Health), 260–265, 287–288, 294–299, 299 (#1–6), 327–328, 329–335, 336 (#6), 382 (Warm-Up Activity)
HW.1.9	Discover the severity of illness if engaging in unhealthy behaviors.	200–201, 260–265, 265 (#2–8), 329–335, 336 (Real World Health)
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.		
HW.2.1	Examine how the family impacts the health of individuals.	9, 34 (Hands-On Activity), 44 (Real World Health), 50 (Warm-Up Activity), 52–54, 54 (Real World Health), 62 (#31), 112–113, 128 (#33), 133–134, 146, 304, 412, 417, 438 (#18), 514
HW.2.2	Examine how society supports and challenges health beliefs, practices and behaviors.	23, 84 (Research in Action), 138 (Local & Global Health), 385
HW.2.3	Examine how adolescents influence healthy and unhealthy behaviors.	23, 24 (Figure 1.9), 133–134, 271, 278–279, 304–305, 340, 477, 480 (Warm-Up Activity), 541–542, 544 (Research in Action), 544 (#5), 678
HW.2.4	Assess how the school and community can influence health practices and behaviors.	12 (Research in Action), 58–59, 99 (Real World Health), 102 (#27), 116, 154 (#27), 167–168, 168 (#5), 202, 202 (#5), 208 (Real World Health), 252 (#34), 276 (Figure 9.13), 342, 387, 448 (Research in Action), 477, 524 (#24 and 25), 544 (Thinking Critically 3), 554 (#27), 562 (Warm-Up Activity), 567–569, 580–581, 586 (Hands-On Activity), 653, 658 (#28)
HW.2.5	Analyze the effect of media on personal health.	15–17, 48, 84 (Thinking Critically #1), 88 (Health in the Media), 128 (#32), 132 (Warm-Up Activity), 134–137, 139 (#7), 150 (Health in the Media), 153 (#26), 236 (Health in the Media), 271, 276–277, 279 (#8), 303 (Research in Action), 304 (Health in the Media), 305, 321 (Health in the Media), 326 (Warm-Up Activity), 506 (Health in the Media), 548 (Health in the Media), 586 (#31)
HW.2.6	Analyze the impact of technology on personal and family health.	48, 122, 125 (#4), 167 (Health in the Media), 220 (Health in the Media), 221, 445 (Health in the Media), 477 (Health in the Media), 507, 543, 564 (Research in Action), 565
HW.2.7	Examine how norms influence health-related behaviors.	23, 84 (Research in Action), 137–138, 138 (Local & Global Health), 385
HW.2.8	Determine the influence of personal values on health practices and behaviors.	23, 33 (#21), 116–117, 137–138, 303, 304, 305 (#4), 453,
HW.2.9	Examine how some health risk behaviors can influence the likelihood of taking part in other unhealthy behaviors.	294–295, 298, 336 (Real World Health), 341
HW.2.10	Examine how public health policies and government regulations can influence health promotion and disease prevention.	27, 29, 33 (#27), 89 (Thinking Critically #3), 93, 117 (Thinking Critically #3), 151, 165, 174 (Thinking Critically #3), 275 (Thinking Critically #2), 276, 308, 319, 367, 387, 688 (Thinking Critically #2), 722

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.		
HW.3.1	Assess how to determine the validity of health information, products and services.	14–19, 17 (Case Study), 20 (Real World Health), 93–94, 99 (#5), 183, 183 (#11), 184 (Before You Read), 232, 232 (Real World Health), 252 (#37), 279, 318 (Warm-Up Activity)
HW.3.2	Utilize resources from school and community that provide valid health information.	16, 387, 467 (Real World Health), 515 (Real World Health), 524 (#24), 554 (#27), 658 (#28)
HW.3.3	Investigate the accessibility of products and services that enhance health.	12 (Research in Action), 29, 58, 59, 118, 354 (Local & Global Health)
HW.3.4	Examine when professional health services may be required.	124, 321, 325, 339, 342, 466–467, 493–494, 495 (#3), 693
HW.3.5	Select valid and reliable health products and services.	17 (Case Study), 95 (Skills for Health and Wellness), 232 (Real World Health)
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
HW.4.1	Model skills for communicating effectively with others to enhance health.	23–24, 34 (#28), 62 (#31), 194 (#32), 224 (#29), 282 (#20), 378 (#32), 387 (Real World Health), 524 (#22), 537 (Real World Health), 554 (#28)
HW.4.2	Apply refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.	23, 24 (Real World Health), 278–279, 307–308, 311 (#5), 385–386, 387 (Real World Health), 554 (#29)
HW.4.3	Apply strategies to manage or resolve interpersonal conflicts without harming self or others.	534–536, 537 (Real World Health), 558 (Warm-Up Activity), 559–561, 561 (Real World Health), 584 (#5), 586 (#29 and 32)
HW.4.4	Illustrate how to offer assistance to enhance the health of self and others.	34 (#28), 62 (#30), 128 (#29 and 30), 154 (#27), 194 (Hands-On Activity), 224 (#28), 282 (#20), 406 (#29), 438 (#20), 498 (#26), 524 (#23 and 25), 696 (#24), 724 (Learning Activity #1)
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
HW.5.1	Determine barriers to healthy decision making.	118 (#4), 194 (Hands-On Activity), 224 (#28), 418 (Skills for Health and Wellness), 517
HW.5.2	Outline the value of applying a thoughtful decision-making process to a health-related situation.	22, 24 (#1 and Real World Health), 252 (#36), 293 (Warm-Up Activity), 346 (#29), 406 (#28), 438 (#19), 498 (#28)
HW.5.3	Assess when independent or collaborative decision making is appropriate.	22, 24 (#1 and Real World Health), 252 (#36), 293 (Warm-Up Activity), 346 (#29), 406 (#28), 438 (#19), 498 (#28)
HW.5.4	Propose alternative choices to health-related issues or problems.	94 (Figure 3.18), 224 (Hands-On Activity), 346 (#29), 370 (Real World Health), 406 (#30), 570 (Warm-Up Activity), 745 (#46)
HW.5.5	Analyze the potential short and long-term outcome of each alternative on self and others.	346 (#29), 438 (#19), 465–466
HW.5.6	Determine the health-enhancing choice when making decisions.	22, 24 (#1 and Real World Health), 252 (#36), 293 (Warm-Up Activity), 346 (#29), 406 (#28), 438 (#19), 498 (#28)
HW.5.7	Assess the potential success or consequence of health-related decisions.	22, 24 (#1 and Real World Health), 252 (#36), 293 (Warm-Up Activity), 346 (#29), 406 (#28), 438 (#19), 498 (#28)
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		

HW.6.1	Evaluate personal health practices and overall health.	22 (Personal Profile), 49 (Personal Profile), 87 (Personal Profile), 89 (#6), 99 (#6), 114 (Personal Profile), 127 (#28), 142 (Personal Profile), 151 (#2), 163 (Thinking Critically #1), 166 (Personal Profile), 178 (Thinking Critically #1), 192 (#12), 200 (Personal Profile), 231 (Personal Profile), 264 (Personal Profile), 302 (Personal Profile), 324 (Personal Profile), 356 (Personal Profile), 385 (Personal Profile), 420 (Personal Profile), 447 (Personal Profile), 467 (#7), 476 (Personal Profile), 505 (Personal Profile), 535 (Personal Profile), 567 (Personal Profile), 613 (Personal Profile), 631 (Personal Profile), 675 (Personal Profile)
HW.6.2	Formulate a plan to achieve a health goal that addresses strengths, needs and risks.	23 (Skills for Health and Wellness), 34 (#29), 62 (#30), 123 (Skills for Health and Wellness), 128 (#30), 164 (Analyzing Data #2), 180–183, 183 (#12), 194 (Hands-On Activity), 223 (#27), 438 (#20), 484 (Real World Health), 583 (Real World Health)
HW.6.3	Demonstrate strategies and document progress to achieve a personal health goal.	78 (Thinking Critically #2), 84 (Thinking Critically #2), 95 (Skills for Health and Wellness), 120–124, 149 (Skills for Health and Wellness), 165–168, 182, 182 (Skills for Health and Wellness), 219 (Skills for Health and Wellness), 249 (Skills for Health and Wellness), 278 (Skills for Health and Wellness), 307 (Skills for Health and Wellness), 342 (Skills for Health and Wellness), 375 (Skills for Health and Wellness), 396 (Real World Health), 397 (Warm-Up Activity), 464–466, 467 (Skills for Health and Wellness), 491–493, 495 (Skills for Health and Wellness), 519 (Skills for Health and Wellness), 579 (Skills for Health and Wellness)
HW.6.4	Determine an effective long-term personal health plan.	62 (#30), 128 (#30), 180–183, 183 (#12), 194 (Hands-On Activity), 223 (#27), 438 (#20), 583 (Real World Health)
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
HW.7.1	Examine individual responsibility for improving health.	13 (Warm-Up Activity), 14–15, 186, 366–367, 716, 723
HW.7.2	Illustrate a variety of healthy practices that will maintain or improve health.	62 (#29 and 32), 102 (#27), 128 (#29, 31, 33), 154 (#27), 194 (#31 and 33), 224 (#28), 252 (#35), 282 (#21), 378 (#30), 406 (#30), 438 (#17 and 20), 470 (#24), 498 (#26), 524 (#23 and 25), 554 (#29 and 30), 586 (#30 and 32), 658 (#28), 696 (#24), 745 (#46)
HW.7.3	Model behaviors to reduce health risks.	62 (#29), 102 (#27), 128 (#31), 194 (#31), 224 (#28), 438 (#20), 498 (#26), 524 (#23), 554 (#30), 586 (#32), 696 (#24), 745 (#46)
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.		
HW.8.1	Apply accurate peer and societal norms to formulate a health-enhancing message.	194 (#32), 224 (#29), 314 (#22), 378 (#32), 524 (#22), 554 (#28), 696 (#22), 714 (#49)



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HW.8.2	Model how to influence and support others to make positive health choices.	34 (#30), 62 (#32), 128 (#29 and 32), 146 (Real World Health), 154 (#27), 271, 282 (#21), 438 (#17), 470 (#24), 524 (#25), 586 (#30)
HW.8.3	Work with others to advocate for improving personal, family and community health.	140 (Warm-Up Activity), 147 (Warm-Up Activity), 224 (Hands-On Activity), 239 (Warm-Up Activity), 314 (#22 and Hands-On Activity), 360 (Warm-Up Activity), 378 (#30 and 32), 406 (#31), 407 (#39), 421 (Real World Health), 498 (#26), 524 (#22), 554 (#28 and 29), 658 (#28), 696 (#22)
HW.8.4	Modify health messages and communication techniques to a specific target audience.	34 (#28), 194 (#32), 282 (#20), 314 (#22), 378 (#32), 524 (#22), 714 (#49)