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**Correlation of *Essential Health* and *Comprehensive Health* ©2015**  
**to Virginia's 2015 Health Standards of Learning**

## GRADE EIGHT

### Essential Health Concepts

8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

COMPETENCY		CORRELATING PAGES
8.1.a	Identify and describe the major structures and functions of the brain and nervous system.	482-483, 763 (Background Lesson 2)
8.1.b	Assess the health risks of a sedentary lifestyle.	48, 54, 128, 160-165, 168, 425, 428, 665
8.1.c	Examine the health risks caused by food contaminants.	95-97, 99, 366-367
8.1.d	Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.	140-151, 507
8.1.e	Assess the health risks of not getting enough sleep.	198-202, 207-208, 224
8.1.f	Explain the roles of preventive health measures, immunization, and treatment in disease prevention.	360, 370, 375
8.1.g	Analyze the risk factors associated with communicable and noncommunicable diseases.	355, 359 (Real World Health), 409-412, 420 (Personal Profile), 422 (Warm-Up Activity), 435 (Real World Health), 438 (#17)
8.1.h	Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.	42-53, 54 (Real World Health), 62 (#29), 118 (#1)
8.1.i	Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.	260-264, 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), 346 (Hands-On Activity)
8.1.j	Research the signs, symptoms, and causes of addiction.	267-269, 507
8.1.k	Explain how drugs affect the brain.	287-288, 294, 296 (Health Across the Life Span), 297-298, 302
8.1.l	Describe the relationship between healthy behaviors and cognitive performance.	486, 511-512
8.1.m	Identify the benefits and risks of social networking.	445, 477 (Health in the Media), 565

8.1.n	Assess the health consequences of injuries, and identify leading injury-prevention measures.	62 (#29), 128 (#31), 314 (#24)
8.1.o	Evaluate the health risks associated with feelings of immortality and invincibility.	677 (Research in Action), 679
8.1.p	Identify the consequences of involvement in potentially dangerous situations, such as when weapons, physical violence, and gangs are present.	567, 568 (Case Study)
8.1.q	Analyze the role of tolerance and resilience in coping with stress.	447 (Personal Profile), 490-495
8.1.r	Explain the impact of failing to recognize issues related to emotional and mental health.	149, 503-507, 512 (Real-World Health), 514-515, 518
8.1.s	Explain why seeking help for mental health issues is important.	467, 515, 565, 583
8.1.t	Describe the signs and symptoms of and suicide.	504-505, 507, 512 (Real World Health), 513 (Warm-Up Activity), 515 (Real World Health)
8.1.u	Explain how individual, social, and cultural differences may increase vulnerability to bullying.	565-567
8.1.v	Describe pollutants found in water, soil, and air and their impact on body systems.	56-59, 62 (Hands-On Activity), 174 (Local & Global Health), 262
<b>Healthy Decisions</b>		
8.2 The student will apply health concepts and skills to the management of personal and family health.		
<b>COMPETENCY</b>		<b>CORRELATING PAGES</b>
8.2.a	Identify brain and nervous system disorders.	323, 416-417, 435, 506
8.2.b	Describe ways to maintain brain and nervous system health.	70, 206-208, 492, 510 (Research in Action)
8.2.c	Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.	161-165
8.2.d	Compare healthy and risky approaches to weight management.	82, 124-125, 137
8.2.e	Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.	31 (Real World Health), 34 (Hands-On Activity), 44 (Real World Health), 113 (Figure 4.3), 114 (Personal Profile), 118 (Real World Health), 138 (Local & Global Health)
8.2.f	Examine the causes and effects of compulsive	145-146

	behaviors, such as eating disorders.	
8.2.g	Describe personal and family preventive health measures, including immunizations, nutrition, physical activity, and sleep, in preventing diabetes, heart disease, stroke, and other chronic diseases.	42, 47-48, 71, 74, 81
8.2.h	Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.	135 (Research in Action), 143, 265 (Real World Health), 269 (Case Study), 271, 303 (Research in Action)
8.2.i	Explain why most teenagers do not use alcohol, tobacco, or other drugs.	270, 277, 308, 341
8.2.j	Create short- and long-term health and fitness SMART goals that are achievable, purposeful, and that support cognitive performance and academic success.	34 (#29), 62 (#30), 121, 128 (#30)
8.2.k	Describe effective coping mechanisms for managing personal and family stress.	479 (Real World Health), 490 (Before You Read), 491-493, 495 (Skills for Health and Wellness), 498 (#27)
8.2.l	Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.	22, 24 (Real World Health), 120-124, 252 (#36), 293 (Warm-Up Activity), 346 (#29), 378 (#29), 438 (#19), 498 (#28), 626 (#22), 658 (#30)
8.2.m	Develop goals to analyze and manage the impact of social networking.	445, 477 (Health in the Media), 565
8.2.n	Evaluate the importance of developing relationships that are positive and promote wellness.	9, 23-24, 135, 465, 531, 539
8.2.o	Analyze the risks associated with gang-related activities for self, family, and the community.	567, 568 (Case Study)
8.2.p	Recognize warning signs associated with bullying behaviors (e.g., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors).	515
8.2.q	Describe signs of self-harm behaviors.	515
8.2.r	Explain how humans and the environment are interdependent.	55-59
<b>Advocacy and Health Promotion</b>		
8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.		
<b>COMPETENCY</b>		<b>CORRELATING PAGES</b>
8.3.a	Design strategies to protect and promote brain and nervous system health.	70, 206-208, 492, 510 (Research in Action)
8.3.b	Evaluate the physical, mental, and social benefits of	161-164, 167

	physical activity.	
8.3.c	Develop practical solutions for removing barriers to physical activity and healthy food choices.	83, 84, 95 (Skills for Health and Wellness), 102 (Hands-on Activity), 166-167, 177, 178 (Case Study), 181-182, 194 (Hands on Activity and #31)
8.3.d	Identify strategies to increase water intake.	79 (Figure 3.8), 95 (Skills for Health and Wellness), 123 (Skills for Health and Wellness), 191 (Real World Health)
8.3.e	Create a plan to make healthy food choices, including choosing fruits and vegetables, in a variety of settings.	80-89, 94 (Figure 3.18), 95 (Skills for Health and Wellness), 102 (Hands-On Activity)
8.3.f	Encourage family to choose healthy foods.	128 (Hands-On Activity)
8.3.g	Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.	62
8.3.h	Develop guidelines for using social networks.	445, 477 (Health in the Media), 565
8.3.i	Create a media campaign for the use of refusal and negotiation skills to avoid risky situations.	23, 278-279, 342, 387 (Real World Health), 476, 542, 543 (Case Study), 554 (#28), 560-561, 743 (Skills for Health and Wellness)
8.3.j	Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.	568 (Case Study), 583 (Real World Health), 586 (Hands-On Activity)
8.3.k	Describe healthy ways to handle the emotional, psychological, and physical consequences of stress.	464, 491-494
8.3.l	Design a management plan to reduce stress.	447 (Personal Profile), 449 (Real World Health), 479 (#25), 476, 488-489, 493, 514, 518, 534-537, 537 (Real World Health), 693, 696 (#24)
8.3.m	Justify and encourage safe, respectful, and responsible relationships.	537 (Real World Health), 554 (#28 and Hands-On Activity)
8.3.n	Identify resources for helping someone who is exhibiting self-harming behaviors.	515-521, 524 (#24)
8.3.o	Create strategies for helping others prevent or get help with bullying.	565-566, 568-569
8.3.p	Analyze opportunities for community service.	467 (Skills for Health and Wellness), 540 (Skills for Health and Wellness)
8.3.q	Create environmental design solutions that promote physical and psychological health.	62 (Hands- On Activity, Identifying Risk Factors in My Environment)

## Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

COMPETENCY		CORRELATING PAGES
9.1.a	Identify and describe the major structures and functions of the endocrine system.	208, 483, 770 (Background Lesson 9)
9.1.b	Identify guidelines for sleep, rest, nutrition, and physical activity.	163, 165, 172
9.1.c	Explain the body's need for amino acids and fat-soluble and water-soluble vitamins, the role of vitamin and mineral supplements, and daily values.	71-72, 74-77, 87, 91
9.1.d	Explain the relationship between body composition and healthy body weight.	108, 110 (Real World Health)
9.1.e	Analyze personal risk factors for diabetes, heart disease, and stroke.	62
9.1.f	Identify types of pathogens that cause disease.	353, 355, 356-359
9.1.g	Describe the importance of health habits that promote personal wellness.	34 (Hands-On Activity)
9.1.h	Explain how alcohol and other drugs increase the risk of injury.	294-295, 298, 332, 336 (Real World Health), 341
9.1.i	Analyze the deadly consequences of binge drinking.	292 (Real World Health), 295-297, 314 (#23)
9.1.j	Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.	46-47, 176, 177, 185, 201, 294-295, 336 (Real World Health)
9.1.k	Examine how the consequences associated with gang involvement could affect self, family, and community.	567, 568 (Case Study)
9.1.l	Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.	475-479, 496 (#6), 498 (#25)
9.1.m	Describe the positive and negative impacts of social networking.	445, 477 (Health in the Media), 565
9.1.n	Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.	504-505, 507, 512 (Real World Health), 513 (Warm-Up Activity), 514, 515 (Real World Health)
9.1.o	Explain the relationship between body image and eating disorders.	140-146, 153 (#10-20)
9.1.p	Evaluate how social environments affect health and	54 (#5), 115, 221 (Real World Health),

	well-being.	445 (Health in the Media), 458, 459, 465, 477 (Health in the Media), 478, 565-567
9.1.q	Identify causes of conflict with friends and family.	476-477, 488-489, 534, 535, 559
9.1.r	Examine the impact of global health issues on local communities.	41 (Local and Global Health), 89 (Local and Global Health), 354 (Local and Global Health), 478 (Local and Global Health), 622 (Local and Global Health)
<b>Healthy Decisions</b>		
9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.		
<b>COMPETENCY</b>		<b>CORRELATING PAGES</b>
9.2.a	Identify health risks and other factors that affect the function of the endocrine system.	208, 483
9.2.b	Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.	48, 54, 425, 428
9.2.c	Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.	14-17, 68, 76, 79, 89, 93-94, 125, 137
9.2.d	Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.	42, 47-48, 71, 74, 81
9.2.e	Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.	49, 58, 88, 110, 128 (#29), 165, 200-202
9.2.f	Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.	168 (Real-World Health), 180-183, 194, (Hands-On Activity), 198 (Before You Read), 202 (Case Study)
9.2.g	Identify common types of cancer, risk factors, and prevention strategies.	426-428
9.2.h	Apply a decision-making process for selecting health and wellness products.	31, 48 (Skills for Health and Wellness), 116-117, 396 (Real World Health), 703-704
9.2.i	Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from	260-264, 265 (Real World Health), 282 (#19, Hands-On Activity), 287-288, 292 (Real World Health), 294 (Figure 10.8), 295 (Figure 10.9), 296-

	the use of alcohol, tobacco, or other drugs.	299, 301 (Figure 10.13), 302, 311 (Case Study), 314 (#23), 320-323, 327-335, 336 (Real World Health), 337 (Warm-Up Activity)
9.2.j	Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.	23, 276-279, 307-308, 341, 385-386
9.2.k	Determine strategies to protect, hearing, and dental health.	57, 77 (Figure 3.7), 88, 213, 243-244, 246, 248, 335
9.2.l	Describe the benefits of organ donation.	
9.2.m	Explain short- and long-term consequences of inappropriate behaviors online.	565
9.2.n	Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.	46-47, 187, 307 (Skills for Health and Wellness), 385 (Personal Profile), 386 (Skills for Health and Wellness), 515, 544 (Research in Action), 567-569, 579 (Skills for Health and Wellness), 583 (Real World Health)
9.2.o	Evaluate the long-term consequences of injury (e.g., permanent disability) and disease, and describe controllable and uncontrollable risk factors.	44, 412, 432
9.2.p	Explain Virginia laws and responsibilities associated with weapon possession and gang involvement.	
9.2.q	Develop a personal system for coping with distress and stress.	447 (Personal Profile), 449 (Real World Health), 479 (#25), 476, 488-489, 491-495, 498 (#26), 514, 518, 534-537, 537 (Real World Health), 693, 696 (#24)
9.2.r	Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.	515, 517-521, 524 (#22, #25)
9.2.s	Demonstrate peaceful resolution of conflicts.	559-561
9.2.t	Explain the importance of community mental health services.	467 (Real World Health), 515 (Real World Health), 516 (Before You Read), 518, 524 (#24)
9.2.u	Discuss the causes, symptoms, harmful effects, and treatment of eating disorders.	141-146, 148-151
9.2.v	Evaluate strategies for improving the societal and environmental conditions that contribute to health.	102 (Hands-On Activity), 265, 524 (#25), 569, 723
9.2.w	Identify global and local health-related environmental	174 (Local & Global Health), 478 (Local & Global Health), 262, 434

	issues, including ways to prevent and manage asthma and allergies.	
9.2.x	Identify health-related social issues such as homelessness, underage drinking, and substance abuse.	12 (Research in Action), 296 (Health across the Life Span), 298-299, 299 (#6), 302, 307-308, 333 (Health across the Life Span), 336, 341
9.2.y	Evaluate how public health policies influence health and disease prevention.	201, 276, 294, 308, 341, 387, 716
<b>Advocacy and Health Promotion</b>		
9.3 The student will demonstrate skills to advocate for personal and community health.		
<b>COMPETENCY</b>		<b>CORRELATING PAGES</b>
9.3.a	Design a lifelong physical activity and wellness plan.	20, 62 (#30), 180-183, 194 (#31, 32, 34, Hands-On Activity)
9.3.b	Create a one-day meal plan that meets daily values for vitamins and minerals.	87 (Figure 3.15), 102 (#30)
9.3.c	Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.	62 (#29), 128 (#31), 314 (#24)
9.3.d	Develop a personal plan for remaining free of communicable diseases.	365-367
9.3.e	Promote community health promotion and/or disease prevention projects.	378
9.3.f	Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for bleeding, contusions, fractures, and anaphylactic shock.	725-726, 729, 733-734, 785-786, 789-790, 793-803
9.3.g	Demonstrate healthy decision-making strategies related to weapons.	564
9.3.h	Create a message about the importance of avoiding gang involvement.	586 (#31), 586 (Hands-On Activity)
9.3.i	Create strategies to manage deadlines.	491, 495 (#6)
9.3.j	Discuss ramifications of sharing personal information through electronic media.	565-566
9.3.k	Identify school and community mental health resources.	467 (Real World Health), 515 (Real World Health), 516 (Before You Read), 524 (#24), 567-569
9.3.l	Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.	141-143, 143 (Case Study), 503-507, 515



9.3.m	Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.	559-561
9.3.n	Create an action plan to prepare for a natural disaster.	719, 728
9.3.o	Develop a long-term plan for self and/or family to positively impact the environment.	721 (#1)

## GRADE TEN

### Essential Health Concepts

10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.

COMPETENCY		CORRELATING PAGES
10.1.a	Analyze the effects of active and sedentary lifestyles.	48, 54, 425, 428
10.1.b	Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.	6 (Before You Read), 10, 32 (#7)
10.1.c	Distinguish between facts and myths regarding nutrition practices, products, and physical performance.	17 (Case Study), 20 (Real World Health), 78, 81-87, 99 (#5)
10.1.d	Explain the physical, mental, social, and academic benefits of sufficient sleep, and the relationship between sleep deficiency and chronic disease and increased risk for injury and substance use.	49, 207-208, 224 (#28)
10.1.e	Identify regular screenings, tests, and other medical examinations and their role in reducing health risks.	31, 244, 320, 367, 369 (Case Study), 375 (Real World Health & Skills for Health and Wellness), 378 (#30)
10.1.f	Research technologies used to assess, monitor, improve, and maintain health.	15-16
10.1.g	Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community.	272 (Warm-Up Activity), 282 (#20), 311 (Case Study), 311, (Real World Health), 346 (Hands-On Activity)
10.1.h	Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.	346 (Hands-On Activity)
10.1.i	Identify behaviors that result in intentional and unintentional injury.	46-47, 57-58, 176, 189-190, 201, 294-295, 298, 486, 510 (Research in Action), 577, 650
10.1.j	Analyze the consequences of using acts of violence to settle disputes.	567, 577-578
10.1.k	List examples and describe the risks of having personal information accessible to others online.	565-566

10.1.l	Analyze how health literacy and health-science skills prepare one to become a productive citizen.	14, 279
10.1.m	Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community.	565-567, 571-573, 577-578, 581
10.1.n	Identify health and medical science career opportunities that promote personal, community, and global health and wellness.	98 (Spotlight on Health and Wellness Careers), 230 (Spotlight on Health and Wellness Careers), 402 (Spotlight on Health and Wellness Careers), 520 (Spotlight on Health and Wellness Careers), 582 (Spotlight on Health and Wellness Careers), 654 (Spotlight on Health and Wellness Careers), 692 (Spotlight on Health and Wellness Careers)
10.1.o	Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.	98 (Spotlight on Health and Wellness Careers), 230 (Spotlight on Health and Wellness Careers), 402 (Spotlight on Health and Wellness Careers), 520 (Spotlight on Health and Wellness Careers), 582 (Spotlight on Health and Wellness Careers), 654 (Spotlight on Health and Wellness Careers), 692 (Spotlight on Health and Wellness Careers)
10.1.p	Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).	98 (Spotlight on Health and Wellness Careers), 230 (Spotlight on Health and Wellness Careers), 402 (Spotlight on Health and Wellness Careers), 520 (Spotlight on Health and Wellness Careers), 582 (Spotlight on Health and Wellness Careers), 654 (Spotlight on Health and Wellness Careers), 692 (Spotlight on Health and Wellness Careers)
10.1.q	Describe the health benefits of positive self-esteem, balance, flexibility, resilience, and healthy relationships with others.	458, 464-465, 491-494
10.1.r	Identify characteristics of healthy, family, and dating relationships.	531-532, 538 (Warm-Up Activity), 539, 542-543, 544 (Real World Health), 546-549, 551, 554 (Hands-On Activity), 579 (Skills for Health and Wellness)
10.1.s	Evaluate potentially and abusive relationships, including dangerous dating situations.	549-550, 554 (#29), 563-564, 579 (Skills for Health and Wellness)

## Healthy Decisions

10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.		
COMPETENCY		CORRELATING PAGES
10.2.a	Compare physical activity, sleep, and personal hygiene practices with research-based guidelines.	160-168, 198-202, 228-249
10.2.b	Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity.	119 (Warm-Up Activity), 120-124, 128 (#29)
10.2.c	Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing chronic diseases.	89 (Local and Global Health), 117 (Local and Global Health), 151 (#3), 275 (Local and Global Health), 314 (Hands-On Activity), 367, 387, 688 (Local and Global Health)
10.2.d	Explain the importance of medical screenings and access to health care throughout life.	31, 244, 320, 367, 369 (Case Study), 375 (Real World Health & Skills for Health and Wellness), 378 (#30)
10.2.e	Describe the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health.	413, 686
10.2.f	Identify family health habits and behaviors as they relate to promotion of health and wellness.	31 (Real World Health), 34 (Hands-On Activity), 44 (Real World Health), 102 (#26), 168 (Real World Health), 198 (Before You Read)
10.2.g	Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.	267-271, 276-279, 282 (#20), 302-305, 307-308
10.2.h	Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, substance use, and gang involvement.	54, 276-279, 307-308, 341, 343, 563-564, 567-569, 583
10.2.i	Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing intentional and unintentional injuries.	21 (Warm-Up Activity), 30, 40, 47, 54, 62 (#30), 97, 102, (#26), 185, 187, 314 (#24), 378 (#31), 515, 524 (#22), 544 (Research in Action), 567-569, 579 (Skills for Health and Wellness), 583 (Real World Health), 639
10.2.j	Analyze the influence of emotions and peer approval on personal decision making.	135 (Research in Action), 143, 271
10.2.k	Explain the value of positive self-image, self-esteem, and self-control when faced with peer pressure.	458, 541-542, 543 (Case Study)
10.2.l	Evaluate the value of exercising self-control.	278-279, 307-308, 385-386
10.2.m	Recognize the protective factors of assertiveness.	560-561
10.2.n	Calculate the importance of support and	452

	encouragement from positive role models.	
10.2.o	Analyze how health literacy reduces health risks and enhances health and wellness of self and others throughout life.	14, 279
10.2.p	Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.	310-311, 343
10.2.q	Explain the importance of emotional health, and identify when and where to seek support for self and others.	458, 466-467, 467 (Real World Health), 493-494, 524 (#25)
10.2.r	Identify strategies for the peaceful resolution of conflicts.	534-536, 559-561, 586 (#32)
10.2.s	Compare and contrast assertive and aggressive communication and their effectiveness in conflict resolution.	560-561
10.2.t	Explain risk factors for and the warning signs of suicide.	514-515
10.2.u	Investigate the influence of the environment on the individual.	56-58, 62 (Hands-On Activity)
10.2.v	Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.	728
10.2.w	Explain how the quality of the environment (secondhand smoke, carbon monoxide, allergens, lead, and toxic chemicals) directly affects a person's health status and quality and length of life, and describe strategies for risk reduction.	262, 264-265, 260, 276, 433-434, 435 (Real World Health), 721
10.2.x	Explain the importance of developing relationships with health, wellness, education, safety, and business professionals to address environmental health concerns.	295-296, 416-417, 467 (Real World Health), 493-494, 515, 561, 570 (Warm-Up Activity)
<b>Advocacy and Health Promotion</b>		
10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.		
<b>COMPETENCY</b>		<b>CORRELATING PAGES</b>
10.3.a	Create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy eating, physical activity, sleep, and personal hygiene.	81-89, 94 (Figure 3.18), 95 (Skills for Health and Wellness), 180-183, 194 (Hands-On Activity), 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)
10.3.b	Determine personal strategies for improving access to health care and medical services for different stages of life.	29-30
10.3.c	Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.	278-279, 307-308, 341-342, 346 (#29)
10.3.d	Practice and encourage responsible teen driving behaviors, and use refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.	49, 202, 224 (Hands-On Activity), 265, 293 (Warm-Up Activity), 307-308, 314 (#24), 336 (Real World Health), 341, 715
10.3.e	Describe rules and laws intended to prevent intentional and unintentional injuries.	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)
10.3.f	Demonstrate effective negotiation skills for avoiding dangerous and risky situations.	470 (#24), 560-561, 586 (#32)
10.3.g	Research and develop an educational campaign to encourage positive health choices and discourage risky choices (e.g., body piercing, tattooing, exposure to sun and loud noise, drinking, texting while driving, driving while drowsy).	237-238, 238 (Real World Health), 248 (Research in Action), 249 (Real World Health), 252 (#35 and #36)
10.3.h	Design an action plan to reduce risk-taking behaviors, acts of violence, substance use, and gang involvement.	568 (Case Study), 583 (Real World Health), 586 (Hands-On Activity)
10.3.i	Practice administration of emergency care.	725, 729-738
10.3.j	Describe methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression.	564, 569, 570 (Warm-Up Activity), 579, 583, 724
10.3.k	Describe strategies to reduce and prevent violence.	567-569, 579 (Skills for Health and Wellness), 583, 583 (Real World Health), 586 (#29)
10.3.l	Plan health-promoting strategies for managing personal technology use.	48, 122, 167 (Health in the Media), 220 (Health in the Media), 221
10.3.m	Identify health promotion opportunities, and share talents and expand personal knowledge through community service-learning experiences.	17, 20, 20 (Real World Health)
10.3.n	Identify and create a plan to address a community health-related social issue such as organ donation, homelessness, underage drinking, or substance abuse.	314 (Hands-On Activity), 342

10.3.o	Create an educational career plan to become a health professional.	98 (Spotlight on Health and Wellness Careers), 230 (Spotlight on Health and Wellness Careers), 402 (Spotlight on Health and Wellness Careers), 520 (Spotlight on Health and Wellness Careers), 582 (Spotlight on Health and Wellness Careers), 654 (Spotlight on Health and Wellness Careers), 692 (Spotlight on Health and Wellness Careers)
10.3.p	Identify high school courses that lead to health and medical science industry certifications.	
10.3.q	Advocate for mental health resources in the school and community.	516 (Before You Read), 521 (Real World Health), 524 (#24)
10.3.r	Describe when to seek support for self and others, and role-play various help-seeking strategies.	494, 524 (#25), 583 (Real World Health)
10.3.s	Explain risk factors and influences that may lead to self-harming behaviors.	46-49
10.3.t	Practice procedures for peaceful resolution of conflicts.	559-561
10.3.u	Model effective communication skills for addressing peer pressure.	446-447, 532-534
10.3.v	Develop a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and relationships.	561, 570 (Warm-Up Activity)
10.3.w	Present strategies to address abusive peer, family, and dating relationships.	541-542, 543 (Case Study), 549-551, 554 (#29), 571, 575 (Warm-Up Activity), 576-577, 579 (Skills for Health and Wellness), 581, 583 (Real World Health), 586 (Hands-On Activity)
10.3.x	Design crisis-management strategies for natural disasters and emergency situations.	719, 727-728
10.3.y	Establish goals for improving environmental health.	62 (Hands-On Activity, Identifying Risk Factors in My Environment)