

Goodheart-Willcox Publisher Correlation of <i>Comprehensive Health</i> ©2018 to the California Health Education Content Standards High School (Grades Nine through Twelve)		
STANDARD		CORRELATING PAGES
Nutrition and Physical Activity		
Standard 1: Essential Concepts		
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.	81, 82 (Figure 3.9), 83-84, 85 (Figure 3.12)
1.3N	Explain the importance of variety and moderation in food selection and consumption.	69-79, 83-87
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.	95-97
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.	120-125
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.	148-149
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, 165-168, 172 (Figure 6.8)
1.14N	Analyze the harmful effects of using diet pills and anabolic steroids.	124-125, 137, 333
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

Standard 2: Analyzing Influences		
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.	113-118, 138 (Local & Global Health)
2.6N	Analyze internal and external influences that affect physical activity.	166-167, 174 (Local & Global Health), 181, 188-189
Standard 3: Accessing Valid Information		
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 & Global Health), 102 (Health and Wellness Skills), 118
3.6N	Describe internal and external influences that affect physical activity.	166-167, 174 (Local & Global Health), 181, 188-189
Standard 4: Interpersonal Communication		
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
Standard 5: Decision Making		
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), 611-612
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.	95-97
Standard 6: Goal Setting		
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
6.2N	Develop practical solutions for removing	83-84, 95 (Skills for Health and Wellness), 102

	barriers to healthy eating and physical activity.	(Hands-On Activity), 166-167, 178 (Case Study), 181-182, 194 (Hands-On Activity and #33)
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)
Standard 7: Practicing Health-Enhancing Behaviors		
7.1N	Select healthy foods and beverages in a variety of settings.	83-87, 94 (Figure 3.18), 102
7.2N	Critique one's personal diet for overall balance of key nutrients.	87 (Personal Profile), 102
7.3N	Identify strategies for eating more fruits and vegetables.	84-86, 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), 102
7.5N	Participate in school and community activities that promote fitness and health.	167-168, 194 (#36)
Standard 8: Health Promotion		
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.	102, 128 (#33, Hands-On Activity)
Growth, Development, and Sexual Health		
Standard 1: Essential Concepts		
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 become parents.	652-653, 655 (Real World Health), 658 (#29), 701-702

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
Standard 2: Analyzing Influences		
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
Standard 3: Accessing Valid Information		
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
Standard 4: Interpersonal Communication		
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)
Standard 5: Decision Making		
5.1G	Use a decision-making process to evaluate the physical, emotional, and social benefits	22, 23, 384 (Figure 13.2), 385-386, 396 (Real World Health), 406 (#28 and #32), 549, 603, 741-742, 756

	of abstinence, monogamy, and the avoidance of multiple sexual partners.	(#42)
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
Standard 6: Goal Setting		
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)
Standard 7: Practicing Health-Enhancing Behaviors		
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)
Standard 8: Health Promotion		
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)
Injury Prevention and Safety		
Standard 1: Essential Concepts		
1.1S	Discuss ways to reduce the risk of injuries that can occur during athletic and social	187, 188-191, 294

	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.	785-803
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), 776, 784
1.5S	Describe rules and laws intended to prevent injuries.	187, 294, 569, 776, 784
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), 775-776
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.	785-803
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).	785-803
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
Standard 2: Analyzing Influences		
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), 775-776
2.4S	Analyze why it is risky to belong to a gang.	567, 569, 586 (Hands-On Activity)
Standard 3: Accessing Valid Information		
3.1S	Analyze sources of information and services concerning safety and violence prevention.	16, 554 (#27), 567-569, 580-581, 586 (#29, #30, #31, and Hands-On Activity)
3.2S	Analyze community resources for disaster preparedness.	787-788
Standard 4: Interpersonal Communication		
4.1S	Demonstrate effective negotiation skills for avoiding dangerous and risky situations.	470 (#24), 560-561, 561 (Real World Health), 586 (#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)
Standard 5: Decision Making		
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), 569
5.4S	Analyze the consequences of violence for self, family, and the community.	571-574, 575-578
Standard 6: Goal Setting		
6.1S	Develop a plan to prevent injuries during emergencies and natural disasters.	785-803
Standard 7: Practicing Health-Enhancing Behaviors		
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), 775-776
7.2S	Demonstrate conflict resolution skills to avoid potentially violent situations.	561, 586 (#29, #32)
7.3S	Demonstrate first aid and CPR procedures.	785-803
7.4S	Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.	564, 569, 570 (Warm-Up Activity), 579, 583, 784
7.5S	Assess characteristics of harmful or abusive relationships.	549-550, 554 (#29)
Standard 8: Health Promotion		
8.1S	Identify and support changes in the home, at school, and in the community that promote safety.	777-784
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.	775-776, 805 (#39 and #46)
Alcohol, Tobacco, and Other Drugs		
Standard 1: Essential Concepts		
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
1.4A	Identify the social and legal implications of	264, 276, 277, 288, 298, 294, 328 (Local & Global

	using and abusing alcohol, tobacco, and other drugs.	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), 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
Standard 2: Analyzing Influences		
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
Standard 3: Accessing Valid Information		
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 drugs.	273 (Figure 9.10), 274 (Figure 9.11), 277 (Research in Action), 308-310, 310 (Figure 10.17), 342

Standard 4: Interpersonal Communication		
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
Standard 5: Decision Making		
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)
Standard 6: Goal Setting		
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)
Standard 7: Practicing Health-Enhancing Behaviors		
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
Standard 8: Health Promotion		
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 (#21), 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 (#22), 343 (Real World Health), 346 (#29)
Mental, Emotional, and Social Health		
Standard 1: Essential Concepts		
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)
1.8M	Explain how witnesses and bystanders can help prevent violence by reporting	568, 583

	dangerous situations.	
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
Standard 2: Analyzing Influences		
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)
Standard 3: Accessing Valid Information		
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
Standard 4: Interpersonal Communication		
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
Standard 5: Decision Making		
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
Standard 6: Goal Setting		
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)
Standard 7: Practicing Health-Enhancing Behaviors		
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)
7.5M	Participate in clubs, organizations, and activities in the school and in the community	167, 456 (Warm-Up Activity), 466, 467 (Skills for Health and Wellness), 540 (Skills for Health and

	that offer opportunities for student and family involvement.	Wellness)
7.6M	Practice setting personal boundaries in a variety of situations.	386 (Figure 13.3), 549
Standard 8: Health Promotion		
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
Personal and Community Health		
Standard 1: Essential Concepts		
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, 783
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 unclear 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
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)
Standard 2: Analyzing Influences		
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)
Standard 3: Accessing Valid Information		
3.1P	Access valid information about personal health products and services available in the community.	252 (#34), 346 (#30), 378 (#29), 524 (#24), 554 (#27), 658 (#27), 756 (#40)
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)
Standard 4: Interpersonal Communication		
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
Standard 5: Decision Making		
5.1P	Apply a decision-making process to a personal health issue or problem.	22, 24 (Real World Health), 293 (Warm-Up 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)
Standard 6: Goal Setting		
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)
6.2P	Develop a plan of preventive dental health management.	243-244
Standard 7: Practicing Health-Enhancing Behaviors		
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
Standard 8: Health Promotion		
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), 732 (#36)
8.2P	Encourage societal and environmental conditions that benefit health.	102 (Hands-On Activity), 265, 524 (#25), 569