



Goodheart-Willcox Publisher Correlation of <i>Comprehensive Health</i> ©2018 to the National Health Education Standards		
COMPETENCY		CORRELATING PAGES
Standard 1—Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
1.12.1	Predict how healthy behaviors can affect health status.	<b>Instruction:</b> 80–87 (Creating a Healthy Eating Plan) <b>Application:</b> 168 (Lesson 6.1 Real World Health) 198 (Lesson 7.1 Before You Read)
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.	<b>Instruction:</b> 10 (Interaction of Wellness Dimensions) <b>Application:</b> 6 (Lesson 1.1 Before You Read) 32 (Chapter 1 #7)
1.12.3	Analyze how environment and personal health are interrelated.	<b>Instruction:</b> 115 (Environment) <b>Application:</b> 54 (#5) 221 (Real World Health)
1.12.4	Analyze how genetics and family history can impact personal health.	<b>Instruction:</b> 51–54 (Genes and Disease) <b>Application:</b> 62 (Chapter 2 #29) 118 (Lesson 4.2 Review #1)
1.12.5	Propose ways to reduce or prevent injuries and health problems.	<b>Instruction:</b> 385–387 (STIs Can Be Prevented) <b>Application:</b> 62 (Chapter 2 #29) 314 (Chapter 10 #24)
1.12.6	Analyze the relationship between access to health care and health status.	<b>Instruction:</b> 29–30 (Our Healthcare System) <b>Application:</b> 12 (Research in Action: Income and Education Affect Health) 31 (Lesson 1.4 Real World Health)
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	<b>Instruction:</b> 517 (Barriers to Seeking Help) <b>Application:</b> 24 (Lesson 1.3 #5) 125 (Lesson 4.3 #5)
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	<b>Instruction:</b> 200–202 (The Impact of Insufficient Sleep) <b>Application:</b> 265 (Lesson 9.1 #2) 299 (Lesson 10.2 #6)



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1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.	<b>Instruction:</b> 295–299 (The Effects of Alcohol on Health) <b>Application:</b> 315 (Chapter 10 Reading and Writing Practice) 543 (Case Study: Peer Pressure in Action)
<b>Standard 2—Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>		
2.12.1	Analyze how the family influences the health of individuals.	<b>Instruction:</b> 133–134 (Family and Peers) <b>Application:</b> 34 (Chapter 1 Hands-On Activity) 146 (Lesson 5.2 #6)
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	<b>Instruction:</b> 116–117 (Cultural Factors) 137–138 (Ethnicity and Body Image) <b>Application:</b> 117 (Local and Global Health: Worldwide Rates of Obesity)
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.	<b>Instruction:</b> 133–134 (Family and Peers) 271 (Friends) <b>Application:</b> 135 (Research in Action: Does the Preference for Thinness Begin in Preschool?)
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.	<b>Instruction:</b> 116 (Eating Patterns) <b>Application:</b> 62 (Chapter 2 Hands-On Activity) 99 (Lesson 3.3 Real World Health)
2.12.5	Evaluate the effect of media on personal and family health.	<b>Instruction:</b> 88 (Health in the Media: Advertisements for Unhealthy Foods) <b>Application:</b> 84 (Research in Action: Does McDonald’s Food Taste Better?) 139 (Lesson 5.1 #7)
2.12.6	Evaluate the impact of technology on personal, family, and community health.	<b>Instruction:</b> 565–566 (Cyberbullying, Internet Violence) <b>Application:</b> 555 (Chapter 18 #38) 587 (Chapter 19 Reading and Writing Practice)
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	<b>Instruction:</b> 107–110 (What Is a Healthy Weight?) 453 (Gender Identity) <b>Application:</b> 138 (Local and Global Health: The Thin Ideal Is Not Universal)



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2.12.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors.	<b>Instruction:</b> 341 (Strategies for Refusing Drugs) <b>Application:</b> 33 (Chapter 1 #21) 224 (Chapter 7 Hands-On Activity)
2.12.9	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	<b>Instruction:</b> 489 (Unhealthy Lifestyle Choices) <b>Application:</b> 60 (Chapter 2 #15) 269 (Case Study: The Slippery Slope to Addiction)
2.12.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention.	<b>Instruction:</b> 367 (Vaccines) 387 (STI Resources) <b>Application:</b> 151 (Lesson 5.3 #3)
<b>Standard 3—Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>		
3.12.1	Evaluate the validity of health information, products, and services.	<b>Instruction:</b> 14–17 (Health and Wellness Knowledge) <b>Application:</b> 20 (Lesson 1.2 Real World Health) 99 (Lesson 3.3 #5)
3.12.2	Use resources from home, school, and community that provide valid health information.	<b>Instruction:</b> 14 (Health Literacy) <b>Application:</b> 282 (Chapter 9 #19) 515 (Lesson 17.3 Real World Health)
3.12.3	Determine the accessibility of products and services that enhance health.	<b>Instruction:</b> 29–31 (Affordable Care Act) 58–59 (Socioeconomic Risk Factors) <b>Application:</b> 12 (Research in Action: Income and Education Affect Health)
3.12.4	Determine when professional health services may be required.	<b>Instruction:</b> 295–296 (Binge Drinking and Alcohol Poisoning) 416–417 (Stroke, Coronary Artery Disease) <b>Application:</b> 515 (Lesson 17.3 #4)
3.12.5	Access valid and reliable health products and services.	<b>Instruction:</b> 16–17 (Reliable Print Media) 18–19 (How to Evaluate Websites) <b>Application:</b> 20 (Lesson 1.2 Real World Health)

Standard 4—Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
4.12.1	Use skills for communicating effectively with family, peers, and others to enhance health.	<b>Instruction:</b> 385–386 (Abstinence) 534–536 (Strategies for Resolving Common Conflicts in Family Relationships) <b>Application:</b> 537 (Lesson 18.1 #6)
4.12.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	<b>Instruction:</b> 278–279 (Skills for Resisting Tobacco) <b>Application:</b> 24 (Lesson 1.3 Real World Health) 537 (Lesson 18.1 Real World Health)
4.12.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	<b>Instruction:</b> 558–561 (Understanding Conflict) <b>Application:</b> 537 (Lesson 18.1 Real World Health) 561 (Lesson 19.1 Real World Health)
4.12.4	Demonstrate how to ask for and offer assistance to enhance the health of self and others.	<b>Instruction:</b> 580 (Supporting Survivors of Sexual Assault) <b>Application:</b> 515 (Lesson 17.3 Real World Health) 570 (Warm-Up Activity: How Can You Help?)
Standard 5—Students will demonstrate the ability to use decision-making skills to enhance health.		
5.12.1	Examine barriers that can hinder healthy decision making.	<b>Instruction:</b> 517 (Barriers to Seeking Help) <b>Application:</b> 12 (Research in Action: Income and Education Affect Health) 89 (Local and Global Health: Nutrition)
5.12.2	Determine the value of applying a thoughtful decision-making process in health-related situations.	<b>Instruction:</b> 22 (Making Good Decisions) <b>Application:</b> 224 (Chapter 7 Hands-On Activity) 293 (Lesson 10.2 Warm-Up Activity)
5.12.3	Justify when individual or collaborative decision making is appropriate.	<b>Instruction:</b> 632 (Delivery Decisions) 655 (Placing a Child for Adoption) <b>Application:</b> 626 (Chapter 20 #22)
5.12.4	Generate alternatives to health-related issues or problems.	<b>Instruction:</b> 94–95 (Making More Healthful Food Choices, Skills for Health and Wellness: Improving the Nutrition in Your Diet) <b>Application:</b> 224 (Chapter 7 Hands-On Activity) 346 (Chapter 11 #29)

5.12.5	Predict the potential short-term and long-term impact of each alternative on self and others.	<b>Instruction:</b> 298–299 (Consequences of Underage Drinking) <b>Application:</b> 224 (Chapter 7 Hands-On Activity) 346 (Chapter 11 #29)
5.12.6	Defend the healthy choice when making decisions.	<b>Instruction:</b> 278–279 (Skills for Resisting Tobacco) <b>Application:</b> 24 (Lesson 1.3 Real World Health) 543 (Case Study: Peer Pressure in Action)
5.12.7	Evaluate the effectiveness of health-related decisions.	<b>Instruction:</b> 22 (Making Good Decisions) <b>Application:</b> 127 (Chapter 4 #28) 467 (Lesson 15.4 #7)
<b>Standard 6—Students will demonstrate the ability to use goal-setting skills to enhance health.</b>		
6.12.1	Assess personal health practices and overall health status.	<b>Instruction:</b> 11 (Health and Wellness Continuum) <b>Application:</b> 22 (Personal Profile: Do Your Skills Need Improvement?) 45 (Lesson 2.2 Warm-Up Activity)
6.12.2	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	<b>Instruction:</b> 180–183 (Designing a Personal Fitness Plan) <b>Application:</b> 62 (Chapter 2 #30, Hands-On Activity) 438 (Chapter 14 #20)
6.12.3	Implement strategies and monitor progress in achieving a personal health goal.	<b>Instruction:</b> 23 (Skills for Health and Wellness: How to Set a SMART Goal) 180–183 (Designing a Personal Fitness Plan) <b>Application:</b> 406 (Chapter 13 #29)
6.12.4	Formulate an effective long-term personal health plan.	<b>Instruction:</b> 180–183 (Designing a Personal Fitness Plan) <b>Application:</b> 62 (Chapter 2 #30) 183 (Lesson 6.2 #12)
<b>Standard 7—Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>		
7.12.1	Analyze the role of individual responsibility for enhancing health.	<b>Instruction:</b> 343 (Helping Someone Who Is Addicted to Drugs) 569 (What Schools Are Doing about Violence) <b>Application:</b> 12 (Lesson 1.1 Review Real World Health)
7.12.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	<b>Instruction:</b> 365–367 (Prevention of Infectious Diseases) <b>Application:</b> 128 (Chapter 4 Hands-on Activity) 370 (Lesson 12.2 Real World Health)



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7.12.3	Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	<b>Instruction:</b> 165–168 (Improving Your Physical Fitness) <b>Application:</b> 346 (Chapter 11 #31) 370 (Lesson 12.2 Real World Health)
<b>Standard 8—Students will demonstrate the ability to advocate for personal, family, and community health.</b>		
8.12.1	Utilize accurate peer and societal norms to formulate a health-enhancing message.	<b>Instruction:</b> 541 (Positive Peer Pressure) <b>Application:</b> 154 (Chapter 5 #27) 202 (Lesson 7.1 Real World Health)
8.12.2	Demonstrate how to influence and support others to make positive health choices.	<b>Instruction:</b> 265 (The Impact of Secondhand Smoke) <b>Application:</b> 78 (Case Study: Why Is Jessica Weak and Tired? #3) 102 (Chapter 3 Hands-On Activity)
8.12.3	Work cooperatively as an advocate for improving personal, family, and community health.	<b>Instruction:</b> 559–561 (Strategies for Resolving Conflict) <b>Application:</b> 99 (Lesson 3.3 Real World Health) 252 (Chapter 8 #35)
8.12.4	Adapt health messages and communication techniques to a specific target audience.	<b>Instruction:</b> 532–533 (Types of Communication) <b>Application:</b> 154 (Chapter 5 #27) 194 (Chapter 6 #34)