



# Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

<b>Goodheart-Willcox Correlation of Essential Health ©2018 to Idaho Content Standards, Health Education Grades 9-12</b>		
STANDARD		CORRELATING PAGES
<b>Standard 1: Comprehend Core Concepts</b> <b>Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.</b>		
By the end of Twelfth Grade, the student will be able to:		
H.1.1.1	Predict how behaviors can affect health status.	45–59, 60 (#8–15), 128 (#30), 198 (Before You Read), 343 (Real World Health)
H.1.1.2	Describe the interrelationships of emotional, mental, physical, and social health.	6 (Before You Read), 8–10, 12 (#5), 32 (#7)
H.1.1.3	Analyze how environment and personal health are interrelated (e.g., second hand smoke/vapors from vaping).	55 (Before You Read), 56–58, 59 (#2, 4, 5), 61 (#24, 26, 27), 62 (Hands-On Activity), 115, 216 (Warm-Up Activity), 220, 263–265, 303–305, 305 (#4), 340, 411, 424, 477–478, 514, 665
H.1.1.4	Analyze how genetics and family history can affect personal health.	34 (Hands-On Activity), 50–54, 61 (#16–22), 62 (#29), 112–113, 118 (#1, 5), 128 (#33), 145, 236, 303, 305 (#3), 339, 424, 438 (#18), 509, 512 (#2)
H.1.1.5	Propose ways to reduce health problems.	62 (#29), 128 (#31), 314 (#24)
H.1.1.6	Analyze the relationship between access to health care and health status.	12 (Research in Action), 29–31, 41, 58–59
H.1.1.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	24 (#5), 31 (Real World Health), 125 (#5), 161–165, 183 (#8), 221 (Real World Health), 385–386, 517
H.1.1.8	Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.	47–48, 49 (#1), 142, 260–263, 296–297, 383, 510
<b>Standard 2: Analyzing Influences</b> <b>Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.</b>		
By the end of Twelfth Grade, the student will be able to:		
H.2.1.1	Analyze how the family and culture influence health beliefs and behaviors.	84 (Research in Action), 115, 116–117, 123, 133–139, 146, 146 (#6), 167, 168 (#8), 270, 304, 305, 453, 476, 514, 531



# Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

H.2.1.2	Analyze how peers influence health beliefs and behaviors (e.g., social norms).	23, 133–134, 137–139, 271, 282 (#20), 304–305, 308, 477, 541–542, 543 (Case Study), 544 (Research in Action), 548 (Health in the Media), 553 (#15), 679
H.2.1.3	Evaluate how the school and community can affect personal health practice and behaviors.	59 (Real World Health), 99 (Real World Health), 102 (#27), 167–168, 168 (#6), 191 (#7), 194 (#36), 202 (#5), 208 (Real World Health), 252 (#34), 279 (#6), 307, 309, 311 (#6), 341, 343 (Real World Health), 346 (#30), 387, 435 (Real World Health), 436 (#4), 448 (Research in Action), 467 (Real World Health), 477, 479 (Real World Health), 520 (Research in Action, #2), 515 (Real World Health), 521 (Real World Health), 524 (#24), 554 (#27), 562 (Warm-Up Activity), 569, 580–586, 586 (Hands-On Activity), 658 (#28)
H.2.1.4	Analyze how the media and technology influence health beliefs and behaviors (e.g., social media, internet safety, and responsibility).	15–17, 48, 84 (Research in Action), 88 (Health in the Media), 128 (#32), 132 (Warm-Up Activity), 134–137, 139 (#7), 150 (Health in the Media), 151 (5–7, Real World Health), 153 (#26), 167 (Health in the Media), 220 (Health in the Media), 236 (Health in the Media), 271, 271 (Real World Health), 276–277, 279, 279 (#8), 303 (Research in Action), 304–305, 313 (#15), 321 (Health in the Media), 326 (Warm-Up Activity), 445 (Health in the Media), 477 (Health in the Media), 506 (Health in the Media), 548 (Health in the Media), 555 (#38), 564 (Research in Action), 565–566, 686 (Real World Health)
H.2.1.5	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).	269 (Case Study), 293 (Warm-Up Activity), 294–295, 336 (Real World Health), 339–340, 385–386, 387 (#6), 406 (#29), 489, 579 (Skills for Health and Wellness)
H.2.1.6	Analyze how public health policies and government regulations can influence health promotion and disease prevention.	27, 29, 31 (Real World Health), 33 (#27), 89 (Local and Global Health), 93, 117 (Local and Global Health), 151, 174 (Local and Global Health), 275 (Local and Global Health), 276, 279 (#3), 308, 311 (#1), 367, 387, 664

<b>Standard 3: Accessing Information</b>		
<b>Goal 1.1: Students will demonstrate the ability to access valid information and products and services to enhance health.</b>		
By the end of Twelfth Grade, the student will be able to:		
H.3.1.1	Evaluate the validity of health information, products, and services.	14–17, 20 (Real World Health), 32 (#8–15), 544 (Research in Action, #1)
H.3.1.2	Determine the accessibility of health information, products, and services.	12 (Research in Action), 31 (Real World Health), 118
H.3.1.3	Access valid and reliable health information, products, and services.	34 (#31), 102 (#30), 183 (#11), 184 (Before You Read), 224 (#31), 232 (Real World Health), 252 (#34), 282 (#19), 346 (#30), 378 (#29), 387, 521 (Real World Health), 524 (#24), 554 (#27), 586 (#29), 658 (#27)
H.3.1.4	Use resources from home, school, and community that provide valid health information.	194 (#36), 239 (Before You Read), 275, 279 (#6), 282 (Hands-On Activity, #2), 343 (Real World Health), 515 (Real World Health)
<b>Standard 4: Interpersonal Communication</b>		
<b>Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>		
By the end of Twelfth Grade, the student will be able to:		
H.4.1.1	Use skills for communicating effectively with family, peers, and others to enhance health.	62 (#31), 194 (#34), 282 (#20), 314 (#22), 378 (#32), 385, 387 (Real World Health), 524 (#22), 554 (#28), 642 (Real World Health)
H.4.1.2	Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and avoid or reduce health risks.	23, 278–279, 282 (#20), 307–308, 385–386, 387 (Real World Health), 534–536, 543, 558 (Warm-Up Activity), 559–561, 586 (#32)
H.4.1.3	Demonstrate how to ask for and offer assist to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).	34 (#28), 378 (#29), 515, 515 (Real World Health), 550, 565–566, 570 (Warm-Up Activity), 580
<b>Standard 5: Decision Making</b>		
<b>Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.</b>		
By the end of Twelfth Grade, the student will be able to:		
H.5.1.1	Examine barriers that can hinder healthy decision-making.	24 (#5)
H.5.1.2	Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).	22, 24 (#1, 5, Real World Health), 95 (Skills for Health and Wellness), 128 (Hands-On Activity), 184 (Warm-Up Activity), 194 (#33), 224 (Hands-On Activity), 282 (#20), 293 (Warm-Up Activity), 341, 346 (#29, Hands-On Activity), 438 (#19), 465–466, 498 (#28)

H.5.1.3	Justify when individual or collaborative decision-making is appropriate.	24 (#5)
H.5.1.4	Generate alternatives to health-related issues or problems.	94–95, 224 (Hands-On Activity), 346 (#29)
H.5.1.5	Predict the potential short-term and long-term impact of each alternative on self and others, and the environment.	59 (Real World Health), 94–95, 224 (Hands-On Activity), 346 (#29)
H.5.1.6	Defend the healthy choice when making decisions.	24 (Real World Health), 278–279, 543 (Case Study)
H.5.1.7	Evaluate the effectiveness of health-related decisions.	127 (#28), 151 (#2), 467 (#7)
<b>Standard 6: Goal Setting</b>		
<b>Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>		
By the end of Twelfth Grade, the student will be able to:		
H.6.1.1	Assess personal health practices and overall health status.	45 (Warm-Up Activity), 49 (Personal Profile), 87 (Personal Profile), 114 (Personal Profile), 142 (Personal Profile), 166 (Personal Profile), 200 (Personal Profile), 231 (Personal Profile), 264 (Personal Profile), 302 (Personal Profile), 324 (Personal Profile), 356 (Personal Profile), 420 (Personal Profile), 613 (Personal Profile), 675 (Personal Profile)
H.6.1.2	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	62 (#30), 180–183, 183 (#12), 438 (#20)
H.6.1.3	Implement strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy).	23 (Skills for Health and Wellness), 24 (#2), 62 (#30), 166, 182 (Skills for Health and Wellness), 194 (Hands-On Activity), 406 (#29)
H.6.1.4	Formulate an effective long-term personal health plan.	62 (#30), 180–183, 183 (#12)
<b>Standard 7: Practice Healthy Behavior</b>		
<b>Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>		
By the end of Twelfth Grade, the student will be able to:		
H.7.1.1	Analyze the role of individual responsibility in enhancing health.	343, 461, 521, 569
H.7.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	128 (Hands-On Activity), 365–367, 370 (Real World Health)
H.7.1.3	Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity.	89 (#6), 99 (#6), 161–165, 168 (Real World Health), 183 (Real World Health), 232 (#2), 236–237, 238 (Real World Health), 242 (Case Study), 249 (Skills for Health and Wellness), 249 (#13), 428, 623



# Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

H.7.1.4	Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.	31, 48 (Skills for Health and Wellness), 53, 54, 62 (#29), 97, 102 (#26), 128 (#31), 161–162, 168 (#1, 2), 265, 314 (#24), 346 (#31), 365–367, 370 (Real World Health), 436 (#4), 438 (#20), 510 (Research in Action), 524 (#23), 579 (Skills for Health and Wellness)
H.7.1.5	Instruction provided on hands-only CPR training, including proper utilization of an AED.	729–730, 744 (#21, 24), 745 (#47)
<b>Standard 8: Advocacy</b>		
<b>Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.</b>		
By the end of Twelfth Grade, the student will be able to:		
H.8.1.1	Use accurate information to formulate a health-enhancing message.	99 (Real World Health), 154 (#27), 202 (Real World Health), 224 (#31), 252 (#35), 282 (Hands-On Activity), 282 (#21), 378 (#29, 30), 438 (#17), 524 (#24), 554 (#27), 586 (#31), 658 (#27)
H.8.1.2	Demonstrate how to influence and support others to make positive health choices.	78 (Case Study, #3), 102 (Hands-On Activity), 120 (Case Study, #3), 143 (Case Study, #3), 311 (Case Study, #3), 459 (Case Study, #3), 494 (Case Study, #3), 543 (Case Study, #3), 568 (Case Study, #3)
H.8.1.3	Work cooperatively as an advocate for improving personal, family, and community health.	378 (#30), 554 (#29), 586 (#31), 658 (#28)
H.8.1.4	Adapt health messages and communication techniques to target a specific audience.	62 (Hands-On Activity), 128 (#32), 140 (Warm-Up Activity), 146 (Real World Health), 194 (#34), 314 (#22), 378 (#32), 435 (Real World Health), 524 (#22), 609 (Real World Health), 672 (Real World Health)