



Goodheart-Willcox Publisher Correlation of <i>Essential Health</i> ©2018 to South Carolina Department of Education Health and Safety Education Standards Courses: Personal Health and Wellness; Family and Community Health Grades 9-12	
STANDARDS / PERFORMANCE INDICATORS	CORRELATING PAGES
STANDARD #1	
Students will comprehend concepts related to health promotion and disease prevention to enhance health	
D-HS.1.1 Discuss the benefits of avoiding alcohol, tobacco, and other drugs (ATOD).	273, 279 (#1), 306 (Before You Read)
D-HS.1.2 Examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole.	264-265, 265 (#8), 287, 294-299, 299 (1-4), 327-336, 336 (#1-6), 341, 343 (#4)
D-HS.1.3 Describe the cycle of ATOD addiction as it relates to individuals and families.	267-269, 271 (#3), 338, 343 (#1)
D-HS.1.4 Examine the effects of ATOD on fetal development.	264-265, 265 (#8), 297-298, 299 (#5)
G-HS.1.1 Describe physical, social, and emotional changes that occur during adolescence.	8-10, 12 (Real World Health)
G-HS.1.2 Examine health behaviors that are specifically related to the male and female reproductive systems (e.g., self-examination).	598-604, 604 (#1-8)
G-HS.1.3 Describe the benefits of abstinence.	385-386, 396 (Real World Health), 406 (#30)
G-HS.1.4 Identify the benefits, effectiveness, risks, and methods of pregnancy-prevention.	385-386
G-HS.1.5 Explain signs, symptoms, methods of treatment, and prevention of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).	383-387, 387 (#5), 389-396, 396 (#1-9), 398-403, 403 (#1-8)
G-HS.1.6 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.	593-596, 606-609, 609 (#1-6), 631-634, 636 (#1-4, 6, 7)
G-HS.1.7 Discuss responsible prenatal, perinatal, and postnatal care.	611-616, 616 (#1-9), 638-642, 644-646



G-HS.1.8 Identify the benefits of adoption.	636
I-HS.1.1 List common first aid procedures for a given scenario (e.g., cardiopulmonary resuscitation (CPR), automated external defibrillator (AED)).	725-738, 745 (#47)
I-HS.1.2 Describe laws and regulations related to safety and personal injury (e.g., bullying, cyberbullying, dating violence, gang activity, distracted driving, social media, sexting).	151, 187, 276, 294, 574 (Real World Health)
I-HS.1.3 Discuss South Carolina laws relating to the sexual conduct of minors, including consent, criminal sexual conduct, and human trafficking.	576-577, 583 (#1)
I-HS.1.4 Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways (e.g., distracted driving).	715-724
M-HS.1.1 Define the term crisis, including the stages of loss and grief, signs and risks of depression and anxiety, self-destructive behaviors, and suicide.	487, 489 (#5), 503-505, 507 (#2), 514-515, 515 (#3), 691-693, 693 (#5, 7),
M-HS.1.2 Identify resiliency, including stress-reduction skills and positive coping strategies.	491-493, 495 (#4, Real World Health)
N-HS.1.1 Explain how the current federal Dietary Guidelines for Americans are useful in planning a menu of healthy foods and beverages.	81-84, 89 (#1)
N-HS.1.2 Explain the benefits of practicing a moderate to active lifestyle.	161-165, 168 (#1-4)
N-HS.1.3 Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.	81-84, 89 (#1), 161-165, 168 (#1-4)
P-HS.1.1 Differentiate between health promotion and risk behaviors.	17, 20, 20 (#4), 46-49
P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.	46-49, 49 (#1-6), 51-54, 54 (#1-6)
P-HS.1.3 Examine strategies for the prevention and treatment of chronic and communicable diseases.	365-369, 370 (#4-6)
P-HS.1.4 Explain ways that the environment and	56-58, 59 (#2, 4)



personal health are interrelated.	
STANDARD #2	
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	
D-HS.2.1 Discuss the laws related to ATOD that can affect the ability to give or perceive the provision of consent to sexual activities.	276, 279 (#3), 308
D-HS.2.2 Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents.	270-271, 271 (#4, 5, 7), 302-305, 305 (#3, 4), 339-340, 343 (#3)
D-HS.2.3 Examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes.	271 (#8, Real World Health), 305, 340 (Research in Action), 341-342
G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.	548 (Health in the Media)
G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.	445 (Health in the Media), 477 (Health in the Media), 566
G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.	133-139, 139 (#1-8), 458-459, 461 (#1)
G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.	383-384, 389-396, 396 (#1-9), 399-400
G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.	614-615, 651 (Warm-Up)
G-HS.2.6 Examine the laws related to sexting.	
G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.	569, 576-577
I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).	563-568, 569 (#1, 5)
I-HS.2.2 Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions, including distracted	47, 336 (Real World Health), 544 (Research in Action), 715-716



<p>driving.</p> <p>M-HS.2.1 Categorize ways that family, peers, culture, and the media influence the mental, emotional, and social health of individuals (e.g., anxiety, depression, and suicidal behavior).</p> <p>M-HS.2.2 Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises.</p> <p>M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.</p> <p>N-HS.2.1 Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals.</p> <p>N-HS.2.2 Examine ways that the media, and advertising and marketing practices affect food choices, eating behaviors, and physical activity levels of individuals.</p> <p>N-HS.2.3 Debate the influence of school policies on food choices, eating behaviors and physical activities.</p> <p>N-HS.2.4 Investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.</p> <p>P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.</p> <p>P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.</p> <p>P-HS.2.3 Explore ways that environmental factors can affect the health of the community.</p> <p>P-HS.2.4 Investigate ways that research and medical care influence the prevention and treatment of health problems.</p> <p>P-HS.2.5 Compare the connection between personal health and access to healthcare, including oral health care.</p>	<p>458-459, 461 (#1), 464-467, 467 (#3-5)</p> <p>447, 491, 495 (#1)</p> <p>542-543, 544 (Real World Health), 546-550, 551</p> <p>114, 118 (#2), 163 (Research in Action)</p> <p>88 (Health in the Media), 134-135, 183 (#11)</p> <p>102 (#27), 167</p> <p>411-412, 413 (#6)</p> <p>48, 117-118, 133-134, 145, 271, 282 (#20), 303-304, 541-542,</p> <p>102 (#27), 116-117, 118 (#3), 137-138, 167, 194 (#36), 279 (#6)</p> <p>56-58, 59 (#2, 4), 62 (Hands-On), 115, 303-305, 305 (#4), 340, 424</p> <p>31 (Real World Health), 359 (#1)</p> <p>12 (Research in Action), 29-30, 31 (Real World Health), 41, 54, 59</p>
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P-HS.2.6 Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.	27, 33 (#27), 58-59, 118, 151, 276, 279 (#3), 308, 367
STANDARD #3	
Students will demonstrate the ability to access valid information, products, and services to enhance health	
D-HS.3.1 Access valid information and resources to assist in dealing with ATOD issues for self and others.	273-275, 279, 279 (#6), 311 (#6), 346 (#30)
G-HS.3.1 Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).	387, 554 (#27)
G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.	554 (#27), 580-581, 586 (#30, 31)
G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.	554 (#27), 565-566, 580-581, 586 (#30, 31)
M-HS.3.1 Access valid mental, emotional, and social health information and services for self and others.	466-467, 493-494, 515 (Real World Health)
M-HS.3.2 Explore valid resources for crisis-management and resiliency, including suicide intervention and prevention for self and others (e.g., hotlines, therapists).	447, 449 (Real World Health), 515
N-HS.3.1 Research valid information to explore local access to healthy foods.	88, 99 (Real World Health)
N-HS.3.2 Explain valid information and local options regarding physical activity.	167-168, 194 (#36)
N-HS.3.3 Access community programs and services that help others gain access to affordable healthy foods.	89 (Local and Global Health)
P-HS.3.1 Access local health care services, including oral health.	26, 215 (Real World Health)
STANDARD #4	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks	
G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.	530 (Warm-Up), 532-534, 537 (#4, 6)
G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.	23, 278-279, 307-308, 311 (#5), 385-386, 387 (Real World Health)



G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.	387, 403 (Real World Health), 551 (Real World Health)
I-HS.4.1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).	386 (Figure 13.3), 549
M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.	188, 341, 463, 539, 547-548, 554 (#28)
M-HS.4.2 Model skills for assisting someone who is in crisis or is exhibiting suicidal attitudes or behaviors.	515, 515 (Real World Health)
M-HS.4.3 Discuss scenarios that demonstrate resiliency.	447, 491, 495 (#1)
P-HS.4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others.	191, 467 (Real World Health), 493
STANDARD #5	
Students will demonstrate the ability to use decision-making skills to enhance health	
D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).	287-288, 292 (#6), 293 (Warm-Up), 295, 327-332, 336 (Real World Health)
G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.	549-550, 551 (#5)
M-HS.5.1 Recognize the warning signs of anxiety, depression, and suicidal behavior.	503-505, 507 (#2), 515
M-HS.5.2 Discuss situations that may require professional mental, emotional, and social health services.	517-521, 521 (#1-4)
N-HS.5.1 Utilize the current federal Dietary Guidelines for Americans to compare and contrast food choices on a variety of menus.	81-85, 89 (#1)
P-HS.5.1 Recognize barriers to healthy decision-making.	12 (Real World Health), 24 (#5)
P-HS.5.2 Justify when individual or collaborative decision-making is appropriate.	22, 24 (#5)
P-HS.5.3 Integrate knowledge of body structure and	365-367, 370 (#4)



<p>function to make sound decisions related to personal and community health (e.g., disease prevention, injury prevention, oral health, organ and tissue donation).</p>	
STANDARD #6 Students will demonstrate the ability to use goal-setting skills to enhance health	
<p>D-HS.6.1 Predict ways that short and long-term goals can be affected by ATOD use.</p>	<p>298-299, 299 (#6), 335-336, 341, 343 (Real World Health)</p>
<p>G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.</p>	<p>397 (Warm-Up), 406 (#29)</p>
<p>G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.</p>	<p>386 (Figure 13.3), 549</p>
<p>I-HS.6.1 Develop coping strategies to avoid, manage, and minimize participation in violent activities, including gang involvement.</p>	<p>567, 568 (Case Study)</p>
<p>M-HS.6.1 Review resiliency and develop a personal plan to increase or maintain one’s personal resiliency.</p>	<p>447, 491, 495 (#1)</p>
<p>N-HS.6.1 Set a SMART goal to achieve a healthy eating plan by limiting sugar, fat, and salt consumption.</p>	<p>89 (Real World Health)</p>
<p>N-HS.6.2 Set a SMART goal to attain the federally recommended levels of physical activity and physical fitness for Americans.</p>	<p>180-183, 194 (Hands-On)</p>
<p>P-HS.6.1 Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.</p>	<p>62 (#30), 183 (Real World Health), 194 (Hands-On), 438 (#20)</p>
STANDARD #7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks	
<p>D-HS.7.1 Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD (e.g., opioid, prescription drugs, heroin).</p>	<p>278-279, 307-308, 311 (#5)</p>
<p>G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.</p>	<p>386 (Figure 13.3), 549</p>
<p>I-HS.7.1 Perform appropriate first aid and other emergency procedures for a given scenario (e.g., CPR, AED).</p>	<p>725-743, 745 (#47)</p>
<p>M-HS.7.1 Implement a plan to increase personal</p>	<p>447, 491, 495 (#1)</p>



resiliency.	
M-HS.7.2 Demonstrate strategies to develop and maintain a positive self-image.	457-461, 470 (#25)
M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).	559-561, 561 (#2)
M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.	386 (Figure 13.3), 549
N-HS.7.1 Implement a wellness plan that meets the current federal Dietary Guidelines for Americans and the federal physical activity guidelines for Americans.	81-85, 89 (Real World Health)
N-HS.7.2 Examine the relationship between personal nutritional intake and overall physical, oral, and mental health.	47-48
P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.	62 (#30), 183 (Real World Health), 194 (Hands-On), 438 (#20)
STANDARD #8	
Students will demonstrate the ability to advocate for personal, family, and community health	
D-HS.8.1 Encourage positive alternatives to ATOD use.	306 (Before You Read)
D-HS.8.2 Promote intervention and outreach for those dealing with ATOD use or abuse (e.g., peers, family members).	310-311, 311 (#6), 342-343
G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.	385-386, 396 (Real World Health)
I-HS.8.1 Advocate for disaster preparedness in the home, school, and community.	727-728
I-HS.8.2 Advocate for safe environments that encourage dignified and respectful treatment of everyone.	24, 463, 547-548
M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.	549-550
M-HS.8.2 Promote intervention and outreach for those dealing with suicidal intentions or behavioral health problems (e.g., peers, family members).	515, 524 (#22, 24, 25)



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N-HS.8.1 Encourage others to choose healthy foods.	99 (Real World Health), 128 (Hands-On)
N-HS.8.2 Advocate for self and others to increase their level of physical activity.	62 (#32), 128 (#29), 194 (#35)
P-HS.8.1 Advocate for the promotion and protection of a healthy and safe environment, including community, personal, and family environments.	62 (#31)
P-HS.8.2 Explain ways that peers, family, and community can participate in organ and tissue donations.	