



Goodheart-Willcox Publisher
Correlation Essential Health Skills for High School ©2023
to Georgia Department of Education
Course Number: 17.01100 Georgia Standards of Excellence (GSE)
(Grades 9-12)

Expectations	Correlating Textbook Pages	Evidence of Student Learning	
<p>Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how their surroundings can impact each aspect of health. Students will evaluate established health behavior theories and models.</p>			
<p>HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>			
HEHS.1.a	Predict how health behaviors can affect health status.	5 (Setting the Scene), 6-8, 16-18, 18 Think Critically (4), 31 Health and Wellness Skills (19), 34-35, 37, 40 Think Critically (5), Real World Health Skills), 248-255, 261-264, 267-269, 328-334, 335 (Real World Health Skills), 370 (Case Study), 513 Health and Wellness Skills (19), 609-611, 616, 641 Health and Wellness Skills (18), 752-757, 773-775, 777-781, 785, 787, 791-793	<p>Example</p> <ul style="list-style-type: none"> • Physical activity • Adequate sleep
HEHS.1.b	Describe the relationship between personal health and well-being.	6–12, 11 (caption question), 12 Know and Understand (2), 12 (Real World Health Skills), 39, 52 (Skills for Health and Wellness), 76 (Quiz), 124 (Quiz), 135 (Real World Health Skills), 153 (Case Study), 243 Health and Wellness (19), 289, 291 Think Critically (8), 346 (Skills for Health and Wellness Skills), 464–465 Health and Wellness Skills (16), 607 Health and Wellness Skills (18), 713 (Skills for Health and Wellness)	<p>Example</p> <ul style="list-style-type: none"> • Mental, physical, emotional, social
HEHS.1.c	Analyze how the environment and personal health are interrelated.	19-27, 22 (Local and Global Health), 25 (Caption Question), 26 (Skills for Health and Wellness), 27 (3, 5, 6, 8), 107, 138 Critical Thinking Skills (3), 176-183, 211, 610-622, 649-650, 659-660, 768 Critical Thinking Skills (14), 773, 777-781, 782-787	<p>Example</p> <ul style="list-style-type: none"> • Available nutritious food • Clean air • Health care availability
HEHS.1.d	Analyze how genetics and family history can affect personal health.	13–16, 15 (caption question), 18 Know and Understand (3), 106, 211, 335 Think Critically (6), 703, 730 Critical Thinking Skills (15), 750–752, 755, 773	<p>Example</p> <ul style="list-style-type: none"> • Health and dietary habits, genetic predisposition • Medical history of immediate family members



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HEHS.1.e	Propose ways to reduce or prevent injuries and health problems.	35–38, 37 (Caption question), 40 Think Critically (5), 67 (Hands-On Skills Activity), 221–223, 230–231, 295 Health and Wellness Skills (20), 349–355, 358 Critical Thinking Skills (11), 382–385, 413–414, 421 Health and Wellness Skills (20), 427–429, 456–458, 559 Health and Wellness Skills (19), 565–571, 607 Health and Wellness Skills (17, 20), 661–667, 671 Health and Wellness Skills (16, 18–20), 683–688, 691–695, 731 Health and Wellness Skills (17, 19–21), 785, 787, 791–795	<p>Example</p> <ul style="list-style-type: none"> • Nutrition choices • Reduce health risks associated with alcohol, tobacco, and other drugs usage • Reduce risks associated with tattoos and body piercings
HEHS.1.f	Analyze the relationship between access to health care and health status.	26–27, 29 Review and Recall (14), Reading and Writing Practice (17), 55 (Local and Global Health), 57–59, 228–229, 662–665, 754–755	<p>Example</p> <ul style="list-style-type: none"> • Regular check-ups and screenings • Regular inoculations
HEHS.1.g	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	16–26, 27 Know and Understand (4), Think Critically (6), Real World), 39–40, 66 Critical Thinking Skills (3, 5), Health and Wellness Skills (14), 89–91, 96 Health and Wellness Skills (14), 228–229, 242 Critical Thinking Skills (9), 267–273, 277–279, 279 Think Critically (5), 380–382, 385–389, 411–414, 426–429, 454–458, 464 Health and Wellness Skills (14), 465 Health and Wellness Skills (19), 470–476, 482–484, 490–492, 495–499, 504–506, 509 (Real World Health Skills), 564–602, 607 Health and Wellness Skills (17), 631–636, 640 Critical Thinking Skills (12), Health and Wellness Skills (15), 683–688, 692–693, 694–695, 695 Think Critically (8), 739–740, 745–749, 758–759, 764	<p>Example</p> <ul style="list-style-type: none"> • Prescription drug accessibility • The proximity of healthy food • The proximity of recreational areas • Availability of health care professionals
<p>Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how their surroundings can impact each aspect of health. Students will evaluate established health behavior theories and models.</p>			
<p>HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>			
HEHS.1.h	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	13–14, 13 (Warm-Up Activity), 16–18, 30 Critical Thinking Skills (8), Health and Wellness Skills (16), 31 Health and Wellness Skills (19), 184–191, 191 Know and Understand (1), 248–255, 267–269, 311–312, 366–374, 393 (Hands-On Skills Activity), 400–409, 421 Health and Wellness Skills (20), 431–445, 465	<p>Example</p> <ul style="list-style-type: none"> • Alcohol/drug use leading to violence • Not wearing a helmet, • Cell phone use when driving



Expectations		Correlating Textbook Pages	Evidence of Student Learning
		(Hands-On Skills Activity), 565–571, 573–582, 584–585, 606 Health and Wellness Skills (16), 607 Health and Wellness Skills (17), 616–628, 661–663, 666, 674–682, 682 (Real World Health Skills), 689–692, 695	
HEHS.1.i	Discuss the potential unintended consequences of sexual activity on personal health and well-being.	17, Benefits Of Abstinence, 504–505, Consequences Of, 675–682, 685, 758, 763–765, 759	Example <ul style="list-style-type: none"> • Physical • Mental • Social • Legal • Financial consequences
HEHS.1.j	Describe best practices for nutrition through the life cycle.	248, What is Nutrition?, 257-260, Dietary Guidelines, 258 (Figure 8.8) Choose MyPlate.gov	Example <ul style="list-style-type: none"> • Breastfeeding • Dieting • MyPlate (MyPlate is the current nutrition guide published by the USDA)
HEHS.1.k	Describe the interrelationship of having a traumatic physical injury on a person’s social and emotional health.	7-10, 7 (Case Study), 12 Think Critically (8), 190, Post-Traumatic Stress Disorder (PTSD), 211-220, 212 Social Media and Mental Illness, 330-331, 335 (Real World Health Skills), 530, 532, 539, 542, 552 772-773, 780-781, 782-786, 788-789	Example <ul style="list-style-type: none"> • Anxiety • Depression • Panic attacks • Anger/frustration, insomnia, substance use or abuse • Post-traumatic stress disorder (PTSD)
HEHS.1.l	Summarize ways to reduce injuries.	59, Community, 548, Weapons at School, 564–571, 565-566 Poisoning, Water Safety, 570–571	Example <ul style="list-style-type: none"> • Safety hazards in the home, school, and community • Poisoning • Water safety • Sport • Firearms
HEHS.1.m	Describe the process for responding to an emergency.	354-355, 576–579, Emergency Preparedness, 592-602	Example <ul style="list-style-type: none"> • Cardiopulmonary resuscitation (CPR) & automated external defibrillator (AED)
HEHS.1.n	Describe the interrelationships of emotional, intellectual, physical, and social health.	7-10, 7 (Case Study), 12 Think Critically (8), 211-220, 330-331, 335 (Real World Health Skills), 772-773, 780-781, 782-786, 788-789	Example <ul style="list-style-type: none"> • Describe how depression (emotion) can affect your body (physical).



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HEHS.1.o	Analyze the concept of consent to include a person’s right of refusal to participate in undesired activities (drug use, bullying, sexual activity, criminal activity) and that such solicitation should be reported to a trusted adult	474 (Figure 14.4 Understanding consent is), 499-500, 499 (Figure 14.19 Question to Ask), 513-531, 513 (Hands-On Skills Activity)	<p>Example</p> <ul style="list-style-type: none"> • Consent is a clearly communicated agreement • Consent is not assumed by appearance, body language, previous behavior, or silence • Sexual assault should be reported to a trusted adult or authority • Current Georgia code, the year 2020, sets the legal age of consent as related to sexual acts at 16
HEHS.1.p	Identify signs and situations that contribute to Human Trafficking.	Top Recruitment Tactics for Human Trafficking, 547, 550–552, 551 Local and GlobalHealth, 552 Preventing and Responding to Human Trafficking, 552, National Human Trafficking Hotline, 552 553, 556	<p>Example</p> <ul style="list-style-type: none"> • Target a victim • Gain trust • Fill a need • Pornography • Isolate the victim • Victims appear disconnected from family, friends, community organizations • Victims stopped attending school • A sudden or dramatic change in behavior
HEHS.1.q	Describe where to report concerns and seek out help concerning human trafficking.	Top Recruitment Tactics for Human Trafficking, 547, 550–552, 551 Local and GlobalHealth, 552 Preventing and Responding to Human Trafficking, 552, National Human Trafficking Hotline, 552 553, 556	<p>Example</p> <ul style="list-style-type: none"> • Local hotline • State hotline • National hotline
HEHS.1.s	Explain the Georgia court system process for juvenile offenders.	528-531, Statutory Rape 1. Murder 2. Voluntary manslaughter 3. Rape 4. Aggravated sodomy 5. Aggravated child molestation 6. Aggravated sexual battery 7. Armed robbery with a firearm	<p>Example</p> <ul style="list-style-type: none"> • Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences
			<ul style="list-style-type: none"> • Ramifications and legal aspects as related to the age of consent. (O.C.G.A 16-6-3 - 2020 age of consent is 16) • Awareness of Georgia Code Title 16. Crimes and Offenses § 16-6-3:



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477-6243

Web www.g-w.com
Orders 800.323.0440
Phone 708.687.5000
Fax 708.687.5068



Expectations	Correlating Textbook Pages	Evidence of Student Learning
		<ul style="list-style-type: none"> ○ “Statutory rape is when someone engages in sexual intercourse with any person under the age of 16 years.” ○ “A person convicted of the offense of statutory rape shall be punished by imprisonment for not less than one nor more than 20 years.” (Note: 21 years or older punishment increases) ○ If the victim is at least 14 but less than 16 years of age and the person convicted of statutory rape is 18 years of age or younger and is no more than four years older than the victim, such person shall be guilty of a misdemeanor. ● Awareness of relevant U.S. federal laws, which forbid exploitation of children. 18 U.S. Code § 2422 - Coercion and enticement, forbids the use of interstate means of communication, to <i>persuade or entice a minor</i> (defined as under 18) <i>to be involved in a criminal sexual act</i>. This would include instant messenger program
<p>Description: Students will analyze the positive and negative influence of family, peers, culture, media, technology, and other factors on health behaviors. High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.</p>		
<p>HEHS.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>		



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HEHS.2.a	Analyze how the family, culture, and environment influence the health of individuals.	55 (Local and Global Health), 60-61, 105 (Research in Action), 139 Health and Wellness Skills (20), 173 Health and Wellness Skills (20), 229 (Local and Global Health), 435 (Local and Global Health), 465 Health and Wellness Skills (20), 488 (Research in Action), 535 (Health in the Media), 551 (Local and Global Health), 578 (Local and Global Health), 635 (Skills for Health and Wellness)	<p>Example</p> <ul style="list-style-type: none"> Families and friends that communicate and discuss health issues and concerns Cultural celebrations influence health Recreational facilities Family traditions and social bonds
HEHS.2.b	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	22, 23 (Local and Global Health), 27 Know and Understand (3), 106-107, 111 Think Critically (8), 229 (Local and Global Health), 271, 299-305, 306 Think Critically (7), 380-383, 392 Health and Wellness Skills (14), 412-413, 455-456, 464 Health and Wellness Skills (14), 481 (Local and Global Health), 516-517, 525, 535 (Health in the Media), 698 Critical Thinking Skills (7), 768 Critical Thinking Skills (14)	<p>Example</p> <ul style="list-style-type: none"> Peer pressure Relationships Substance use
HEHS.2.c	Analyze how peers influence healthy and unhealthy behaviors.	22 (Local and Global Health), 88-91, 93 Know and Understand (1), 96 Critical Thinking Skills (10), 105-107, 177, 271-272, 299-300, 380, 382-383, 389 Know and Understand (1), 392 (14, 16), 412-414, 417 Think Critically (7), 456, 464 Health and Wellness Skills (14), 505-506, 512 Health and Wellness Skills (14), 516-524, 685, 785-786	<p>Example</p> <ul style="list-style-type: none"> Social settings Health behaviors of peers Unhealthy behavior of peers Alcohol and substance use and driving under the influence
HEHS.2.d	Evaluate how the school and community can affect personal health practices and behavior.	20-21, 23, 27 Think Critically (8), 30 Critical Thinking Skills (10), 31 (Hands-On Skills Activity), 107, 111 Think Critically (8), 138 Critical Thinking Skills (3), 206 Critical Thinking Skills (2), 229 (Local and Global Health), 234, 271-273, 299-300, 306 Think Critically (7), 338, 346-347, 347 Think Critically (9), 380, 392 Critical Thinking Skills (7), 412, 417 Know and Understand (1), 456, 459, 464 Health and Wellness Skills (14), 516-517, 521, 525	<p>Example</p> <ul style="list-style-type: none"> Immunization policy and the spread of childhood diseases Policy on tobacco and alcohol products in a school or public setting and secondhand smoke Access to health care professionals



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HEHS.2.e	Evaluate the effect of media on personal and family health.	23-25, 29 Review and Recall (13), 30 Critical Thinking Skills (11), Health and Wellness Skills (15), 107-108, 138 Health and Wellness Skills (14), 177-178, 178 (Health in the Media), 235 (Health in the Media), 242 Health and Wellness Skills (15), 271-272, 294 Health and Wellness Skills (14), 300-304, 306 Know and Understand (3), 324 Critical Thinking Skills (7, 8), 380, 382, 384, 387 (Health in the Media), 392 Health and Wellness Skills (14), 412-413, 420 Critical Thinking Skills (14), 456, 459, 464 Health and Wellness Skills (14), 475 (Health in the Media), 519 (Research in Action), 522-524, 558 Health and Wellness Skills (14), 569 (Health in the Media), 785	<p>Example</p> <ul style="list-style-type: none"> • Commercials • Roadside advertisement • Music and social norms
HEHS.2.f	Evaluate the impact of technology on personal, family, and community health.	23-25, 24 (Health in the Media), 29 Review and Recall (13), 30 (11, 15), 107-108, 138 Health and Wellness Skills (14), 177-178, 178 (Health in the Media), 235 (Health in the Media), 242 Health and Wellness Skills (15), 271-272, 294 Health and Wellness Skills (14), 300-304, 306 Know and Understand (3), 324 Critical Thinking Skills (7, 8), 380, 382, 384, 387 (Health in the Media), 392 Health and Wellness Skills (14), 412-413, 420 Critical Thinking Skills (14), 456, 459, 464 Health and Wellness Skills (14), 475 (Health in the Media), 519 (Research in Action), 522-524, 558 Health and Wellness Skills (14), 569 (Health in the Media), 785	<p>Example</p> <ul style="list-style-type: none"> • Screen time • Social posting • Communication tool • Telemedicine • Reliable information sources
<p>Description: Students will analyze the positive and negative influence of family, peers, culture, media, technology, and other factors on health behaviors. High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.</p>			
<p>HEHS.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>			
HEHS.2.g	Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	16–18, 29 Review and Recall (8), 31 Health and Wellness Skills (17), 374 (Research in Action), 380–382, 400, 405–409, 420 Critical Thinking Skills (3), 457, 464 Critical Thinking Skills (9)	<p>Example</p> <ul style="list-style-type: none"> • Alcohol and drug use increase unhealthy driving behaviors • Texting and driving



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HEHS.2.h	Analyze how public health policies and government regulations can influence health promotion and disease prevention.	49, 58–59, 62–63, 257–260, 317, 320–321, 382–383, 389 Know and Understand (2), 413–415, 419 Review and Recall (12), 421 (Hands-On Skills Activity), 447, 463 Review and Recall (2), 544–545, 628 (Real World Health Skills), 629–631, 637 Know and Understand (1), 643 (Health Management Plan), 660, 719 (Health in the Media), 775	<p>Example</p> <ul style="list-style-type: none"> • Laws dealing with the drinking age • Sentencing for crimes involving drug use • Policy on tobacco in a public setting and secondhand smoke
<p>Description: Students will access valid health information and health-promoting products and services. High school students will critique the validity of health information, health-promoting products, and services to prevent and detect health problems. Using critical thinking and analysis skills, high school students will be able to assess the validity of health information and products and services used in the prevention, early detection, and treatment of health problems.</p>			
<p>HEHS.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>			
HEHS.3.a	Critique the validity of health information, products, and services	43 (Research in Action), 44–46, 49 (2, 4, 7, Real World Health Skills), 138 Health and Wellness Skills (15), 324 Health and Wellness Skills (13), 352 (Health in the Media), 392 Health and Wellness Skills (15), 512 Health and Wellness Skills (15), 653 (Real World Health Skills)	<p>Example</p> <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HEHS.3.b	Investigate the accessibility of products and services that enhance health.	45–46, 50–52, 55 (Local and Global Health), 67 Health and Wellness Skills (19), 223, 242 Health and Wellness Skills (16), 687–688, 748 (Skills for Health and Wellness)	<p>Example</p> <ul style="list-style-type: none"> • Wellness apps • Websites
HEHS.3.c	Utilize resources from school and community to access valid health information.	42–44, 45–46, 50–52, 55 (Local and Global Health), 67 Health and Wellness Skills (19), 220 (Real World Health Skills), 223, 242 Health and Wellness Skills (16), 307 (Warm-Up Activity), 512 Health and Wellness Skills (15), 673 Thinking Critically (3), 684 (Skills for Health and Wellness), 687–688, 748 (Skills for Health and Wellness)	<p>Example</p> <ul style="list-style-type: none"> • Exercise programs • Health related clubs • School staff (CTAE, Nurse, Health Teacher)
HEHS3.d	Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship.	48–49, 67 Health and Wellness Skills (20), 73–79, 90 (Case Study), 93 Know and Understand (4), 159 (Health in the Media), 173 Health and Wellness Skills (20), 229 (Local and Global Health), 264, 295 Health and Wellness Skills (20), 347 (Real World Health Skills), 378 (Real World Health Skills), 383, 385, 387–388, 408 (Health Across the Life Span), 413–417, 444 (Health in the Media), 457–459, 506–508, 531 Pornography, 586, 590–591, 590 Sexing, Child Pornography	<p>Example</p> <ul style="list-style-type: none"> • Pornography • Film • Language



Expectations		Correlating Textbook Pages	Evidence of Student Learning
<p>Description: The student will use effective communication skills to enhance personal, family, and community health. High school students will demonstrate effective verbal and nonverbal communication skills to develop and maintain healthy relationships. Students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</p>			
<p>HEHS.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>			
HEHS.4.a	Demonstrate effective communication with family, peers, and others to enhance health.	73-79, 79 (Real World Health Skills), 207 Health and Wellness Skills (18), 294-295 Health and Wellness Skills (16), 479-485, 491-493, 499-500, 506-508, 512 (13, 16), 698 Health and Wellness Skills (16), 768 Health and Wellness Skills (16)	<p>Example</p> <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned words and actions • Avoid I message • Avoid blame
HEHS.4.b	Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.	82-85, 85 (Skills for Health and Wellness), 86 (Real World Health Skills), 97 Health and Wellness Skills (16), 232 (Warm-Up Activity), 294-295 Health and Wellness Skills (16), 471-474, 479-481, 490-493, 499-502, 506-509	<p>Example</p> <ul style="list-style-type: none"> • Refusal: <ul style="list-style-type: none"> o Saying no and meaning it o Making a joke o Changing the subject o Give a reason why it is a bad idea o Walk away • Negotiation <ul style="list-style-type: none"> o Outline conflict o Brainstorm solutions o Evaluate solutions o Choose a solution o Implement the solution o Check-in and evaluate if needed
HEHS.4.c	Demonstrate how to ask for and offer assistance to enhance the health of self and others.	74-79, 198, 203, 222-223, 234-239, 237 (Skills for Health and Wellness), 309 (Skills for Health and Wellness), 385, 388-389, 414-417, 458, 461 (Skills for Health and Wellness), 471-474, 482-483, 491-493, 500-501, 508, 521, 523 (Skills for Health and Wellness), 524, 531, 535, 546, 558 Health and Wellness Skills (15)	<p>Example</p> <ul style="list-style-type: none"> • Roleplay student-designed scenarios
<p>Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve the quality of life now and in the future.</p>			
<p>HEHS.5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>			
HEHS.5.a	Determine the barriers to making a positive, healthy decision.	16-26, 27 Know and Understand (4), Think Critically (6), Real World), 39-40, 66 Critical Thinking Skills (3, 5), Health and Wellness Skills (14), 89-91, 96 Health and Wellness Skills (14), 228-229, 242 Critical Thinking Skills (9), 267-273, 277-279, 279 Think Critically (5), 380-382, 385-389, 411-414, 426-429, 454-458, 464	<p>Example</p> <ul style="list-style-type: none"> • Peer pressure • Societal pressure • Consequences of the decision



Expectations		Correlating Textbook Pages	Evidence of Student Learning
		Health and Wellness Skills (14), 465 Health and Wellness Skills (19), 470–476, 482–484, 490–492, 495–499, 504–506, 509 (Real World Health Skills), 564–602, 607 Health and Wellness Skills (17), 631–636, 640 Critical Thinking Skills (12), Health and Wellness Skills (15), 683–688, 692–693, 694–695, 695 Think Critically (8)	
HEHS.5b	Develop and apply a decision-making process to a health-related situation.	35-38, 40 Think Critically (4), 65 Review and Recall (1), 66 (1, 14), 67 Health and Wellness Skills (17), 607 Health and Wellness Skills (17), 776 (Real World Health Skills), 785 (Research in Action), 798 Critical Thinking Skills (10)	<p>Example</p> <ul style="list-style-type: none"> Use model or combination of models with a health choice situation <p>Sample Model Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 6: Describe the outcome</p>
HEHS.5.c	Explain when individual or collaborative decision making is appropriate.	38, 66 Critical Thinking Skills (2), 799 Health Wellness Skills (18)	<p>Example</p> <ul style="list-style-type: none"> The decision affects self and family The decision affects the school team or club The decision affects self only
HEHS.5.d	Describe evidence-based choices to health-related issues or problems.	35-36, 37 (caption question), 139 Health and Wellness Skills (17), 295 Health and Wellness Skills (19), 331 (Research in Action), 363 (Setting the Scene), 421 Health and Wellness Skills (20), 465 Health and Wellness Skills (20), 507, 537 (Warm-Up Activity), 559 Health and Wellness Skills (17), 640 (7), 699 Health and Wellness Skills (20)	<p>Example</p> <ul style="list-style-type: none"> Healthy food selection Car and bicycle safety Reduce screen time and time to increase physical activity Decrease sugary drinks and tooth decay
HEHS.5.e	Analyze the potential short-term and long-term impact of each decision on self and others.	37, 295 Health and Wellness Skills (19), 331 (Research in Action), 363 (Setting the Scene), 465 Health and Wellness Skills (20), 509 (Real World Health Skills), 699 Health and Wellness Skills (17)	<p>Example</p> <ul style="list-style-type: none"> Having annual health screenings Texting while driving
HEHS.5.f	Explain how decisions can negatively and positively impact personal health and well-being.	37, 295 Health and Wellness Skills (19), 331 (Research in Action), 363 (Setting the Scene), 465 Health and Wellness Skills (20), 509 (Real World Health Skills), 699	<p>Example</p> <ul style="list-style-type: none"> Nutrition Relationships Stress management



Expectations		Correlating Textbook Pages	Evidence of Student Learning
		Health and Wellness Skills (17)	
HEHS.5.g	Compare and contrast the short- and long-term outcomes of health-related decisions.	13-27, 105-109	Example <ul style="list-style-type: none"> Screen time: short term fun - long term lack of physical activity
HEHS.5h	Justify the reasons for remaining sexually abstinent.	504 (Figure 14.23 Effects of Sexual Abstinence), 758-759, 759 (Figure 21.17 Methods of Contraception)	Example <ul style="list-style-type: none"> Discuss the reason(s) abstinence from sexual activity is an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. Analyze the risks and consequences of early sexual involvement.
Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. High school students will construct short-term and long-term health goals based on personal needs. In addition, they will design, implement, and evaluate critical steps to achieve these goals.			
HEHS.6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
HEHS.6.a	Identify health goals based on an evaluation of personal health and health needs.	39–40, 52 (Skills for Health and Wellness), 67 Health and Wellness Skills (18), 124 (Quiz), 135 (Real World Health Skills), 153 (Case Study), 183 (Real World Health Skills), 295 Health and Wellness Skills (18), 346 (Skills for Health and Wellness), 355 (Real World Health Skills), 536 (Real World Health Skills), 582 (Skills for Health and Wellness), 641 Health and Wellness Skills (19), 663 (Case Study), 713 (Skills for Health and Wellness)	Example <ul style="list-style-type: none"> Emotional wellbeing Physical wellbeing Disease prevention
HEHS.6.b	Develop a personal health action plan to address health goals.	39–40, 52 (Skills for Health and Wellness), 67 Health and Wellness Skills (18), 124 (Quiz), 135 (Real World Health Skills), 153 (Case Study), 183 (Real World Health Skills), 295 Health and Wellness Skills (18), 346 (Skills for Health and Wellness), 355 (Real World Health Skills), 536 (Real World Health Skills), 582 (Skills for Health and Wellness), 641 Health and Wellness Skills (19), 663 (Case Study), 713 (Skills for Health and Wellness)	Example <ul style="list-style-type: none"> Select a goal-setting model Write clear and measurable goals Create a specific action plan Reflect on your progress Revise if needed Celebrate accomplishments



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HEHS.6.c	Analyze barriers and solutions to achieving health goals.	15, 280-282, 280 Warm-Up Activity, 281 (Figure 8.24 Influence of Genetics),	Example <ul style="list-style-type: none"> • Have a health action plan • List barriers and solutions • Revise if needed • Celebrate accomplishments
HEHS.6.d	Monitor progress in achieving short- term and long-term personal health goals.	37–38, 40, 52 (Skills for Health and Wellness), 135 (Real World Health Skills), 207 Health and Wellness Skills (20), 305 (Research in Action), 346 (Skills for Health and Wellness), 438 (Case Study), 582 (Skills for Health and Wellness), 671 Health and Wellness Skills (18), 713 (Skills for Health and Wellness)	Example <ul style="list-style-type: none"> • Read your goals and visualize yourself accomplishing them. • Revise if needed • Celebrate accomplishments
Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. High school students will model health-enhancing behaviors to prevent injuries, diseases, and disorders. Students will practice strategies for reducing harmful and risk-taking behaviors now and in the future.			
HEHS.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
HEHS.7.a	Demonstrate individual responsibility for improving personal health.	34-40, 40 Think Critically (4), 52 (Skills for Health and Wellness), 168-169, 610, 612-616, 787, 789	Example <ul style="list-style-type: none"> • Log data • Journal • Schedule • Roleplay
HEHS.7.b	Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.	60-61, 63 (Real World Health Skills), 74-81, 79 (Real World Health Skills), 97 Health and Wellness Skills (16), 117-120, 125-127, 130-133, 139 Health and Wellness Skills (19), 146-148, 153-160, 162-169, 194-199, 200 (Skills for Health and Wellness), 221-223, 230-231, 231 Think Critically (9), 234-239, 237 (Skills for Health and Wellness), 261-264, 276-277, 278 (Skills for Health and Wellness), 287-291, 316-320, 337-347, 359 Health and Wellness Skills (18), 382-385, 388 (Skills for Health and Wellness)	Example <ul style="list-style-type: none"> • Implement personal behavior choices around sleep time, screen time, healthy eating, and physical activity
HEHS.7.c	Model behaviors to avoid or reduce health risks to self and/or others.	88–93, 93 Know and Understand (3), Real World Health Skills), 221–223, 230–231, 231 Think Critically (9), 234–239, 237 (Skills for Health and Wellness), 261–264, 276–279, 278 (Skills for Health and Wellness), 287–291, 337–345, 349–355, 355 Think Critically (8), 382–385, 388 (Skills for Health and Wellness)	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques • Texting while driving
Description: The students will demonstrate the ability to advocate for personal, family, and community health by creating health- enhancing messages and encourage others to adopt healthy behaviors. High school students will act as a health resource by communicating valid information about health issues. Students will demonstrate advocacy skills to encourage others to acquire health-enhancing behaviors.			



Expectations	Correlating Textbook Pages	Evidence of Student Learning
HEHS.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
HEHS.8.a	Analyze current unhealthy trends to create accurate health-enhancing messages promoting positive health behaviors.	Example <ul style="list-style-type: none"> • Electronic nicotine devices • Texting while driving
HEHS.8.b	Model strategies to influence and support others to make positive health choices.	Example <ul style="list-style-type: none"> • Lead by example • Create a messaging strategy promoting positive health themes such as brushing teeth and wearing sunblock • Encourage friends and family to drink water through an infographic
HEHS.8.c	Coordinate with others to advocate for improving personal, family, and community health.	Example <ul style="list-style-type: none"> • Work with the school council to add a drink more water campaign
HEHS.8.d	Create health messages and communication techniques to target specific audiences.	Example <ul style="list-style-type: none"> • Music • Cartoons • Celebrities



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477-6243

Web www.g-w.com
Orders 800.323.0440
Phone 708.687.5000
Fax 708.687.5068



	Expectations	Correlating Textbook Pages	Evidence of Student Learning
HEHS.8.e	Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.	82-85, 85 (Skills for Health and Wellness), 86 (Real World Health Skills), 97 Health and Wellness Skills (16), 158–159, 158 Respect Others, 164–165, 232 (Warm-Up Activity), 294-295 Health and Wellness Skills (16), 471-474, 479-481, 490-493, 499-502, 506-509	Example <ul style="list-style-type: none">Organize a school lunch and learn