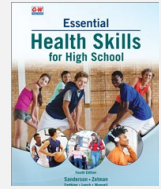
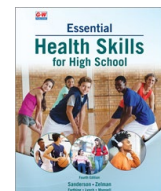


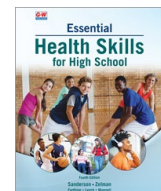
**Goodheart-Willcox Correlation of
 Essential Health Skills®(2023)
 to Virginia Standards for Public Schools
 Course: Health Education – Grade 10**



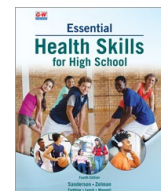
Standard		Correlating Textbook Pages
Essential Health Concepts 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life.		
Body Systems		
10.1.a	Identify and describe the major structures and functions of the lymphatic system.	862, 862, Figure BL1.8 Nervous System
Nutrition		
10.1.b	Identify a variety of diets (e.g., typical American, Mediterranean, vegetarian, vegan).	271-273, 271, Figure 8.18 Analyzing Influences on Food Choices, 272 Research In Action
Physical Health		
10.1.c	Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use.	16-18, 16, Figure 1.6, Nutrition and Physical Activity 17, Figure 1.7 Blue light from digital devices , 18, Figure 1.8 Teen Drivers at Higher Risk for Injury
Disease Prevention/Health Promotion		
10.1.d	Identify technologies individuals can use to assess, monitor, improve, and maintain health.	24 Health In The Media
10.1.e	Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks.	54-55, 54, Figure 2.14 Questions to Ask Your Doctor , 55 Local And Global Health, 740, 740, Figure 21.3 A testicular self-examination, 749, 749, Figure 21.10 Symptoms That Need Medical Attention
10.1.f	Identify and research a selected personal, community, or global health issue.	20-21, 20, Figure 1.9 Air pollution, 610-628, 611, Figure 17.1 Examples of Natural Resources, 612 Local And Global Health
Substance Abuse Prevention		
10.1.g	Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco,	380-382, 380, Figure 11.11 Attitudes about Tobacco in Your Environment, 381 Local And Global Health, 387 Health In



Standard		Correlating Textbook Pages
	nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community.	The Media, 411-413, 412 Health In The Media, 434-436, 435 Local And Global Health, 455-456, 455, Figure 13.26 Drug Abuse and Mental Illness
10.1.h	Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.	703-704, 704 Local And Global Health
10.1.i	Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle.	566-569, 567, Figure 16.4 Safety on School Bus, 568, Figure 16.5 Using your Phone while Driving.
Safety/Injury Prevention		
10.1.j	List examples and describe the risks of sharing/posting personal information online.	78-79, 78, Figure 3.6 Communicate Carefully Online, 525-526, 580-591, 581, Figure 16.13 Aspects of a Digital Footprint, 582 Skills for Health and Wellness
Mental Wellness/Social and Emotional Skills		
10.1.k	Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community.	211-212, 211 research in action, 212, Figure 17.1 Social Media and Mental Illness, Figure 17.2 Physical Symptoms of Anxiety, 310, 310, Figure 9.8 Types of Eating Disorders
10.1.l	Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.	471 – 474, 471, Figure 14.1 Social Support, 472, Figure 14.2 Handling Broken Trust, 473, Figure 14.3 Emotional Control, 495-499, 496 Figure 14.17 Healthy or Unhealthy Relationships, 501 Case Study
10.1.m	Identify health professionals and types of services available for mental illnesses and emotional challenges.	224-227, 226, Figure 7.12 Mental Health Medications, 312-314, 312, Figure 9.10 Warning Signs of Eating Disorders
10.1.n	Identify different personal relationships teens are involved in and the characteristics of each.	88-93, 88 health in the media, 477-483, 480, Figure 14.8 Strategies for Managing Sibling Relationships, 487-502, 496, Figure 14.17 Healthy or Unhealthy Relationships, 499, Figure 14.20 Getting to Know a Dating Partner



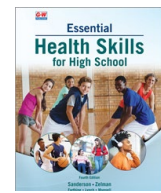
Standard		Correlating Textbook Pages
Violence Prevention		
10.1.o	Identify the skills needed to effectively navigate peer pressure situations	90 Case Study, 91-93, 92, Figure 3.13 Examples of Refusal Skills, 414, 414, Figure 12.17 Effective Strategies for Refusing Alcohol, 787, 787, Figure 22.9 Skills for Handling Health and Wellness Issues
10.1.p	Identify the consequences of using acts of violence to settle disputes.	547 – 555, 549, Figure 15.24 Risk Factors for Gang Involvement, 551 Local And Global Health
10.1.q	Compare and contrast assertive and aggressive communication and how they affect conflict resolution.	75-77, 75, Figure 3.4 Factors Affecting Communication, 82-85, 82, Figure 3.8 Resolving Conflicts, 83, Figure 3.9 Tips for Identifying the Cause of a Conflict, 85 Skills For Health And Wellness
10.1.r	Analyze the short- and long-term consequences of gang involvement on personal and community health now and in the future.	548 – 549, 549, Figure 15.24 Risk Factors for Gang Involvement
Community/Environmental Health		
10.1.s	Investigate natural disasters and emergency situations that affect the community.	576-579, 577 Figure 16.11, 578 Local And Global Health, 598-602
10.1.t	Explain how the quality of the environment (e.g., secondhand smoke, carbon monoxide, allergens, lead, toxic chemicals) directly affects a person’s health status and quality and length of life.	612-615, 612 Local And Global Health, 613, Figure 17.2 Higher-Income Countries and Waste, 615, Figure 17.3 Climate Change Affects Health
10.1.u	Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community.	58-59, 58, Figure 2.16 Parts of a Community
10.1.v	Analyze how health literacy and health-science skills prepare one to become a productive citizen.	8-11, 8, Figure 1.1 Dimensions of Health and Wellness, 10 Research And Action, 13-27, 22 Local And Global Health, 105-109, 108, Figure 4.5 Cognitive Distortions
10.1.w	Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.	225, 344, 460, 482, 603



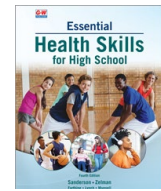
Standard		Correlating Textbook Pages
Healthy Decision 10.2 -The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.		
Body Systems		
10.2.a	Describe the role of the lymphatic system in providing protection against the spread of disease and cancer.	862, 862, Figure BL1.8 Nervous System
Nutrition		
10.2.b	Compare and contrast diverse diets (e.g., typical American, Mediterranean, vegetarian, vegan).	271-273, 271, Figure 8.18 Analyzing Influences on Food Choices, 272 Research In Action
Physical Health		
10.2.c	Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases.	16-18, 16, Figure 1.6, Nutrition and Physical Activity 17, Figure 1.7 Blue light from digital devices , 18, Figure 1.8 Teen Drivers at Higher Risk for Injury
Disease Prevention/Health Promotion		
10.2.d	Research the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health.	24 Health In The Media
10.2.e	Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life.	54-55, 54, Figure 2.14 Questions to Ask Your Doctor , 55 Local And Global Health, 740, 740, Figure 21.3 A testicular self-examination, 749, 749, Figure 21.10 Symptoms That Need Medical Attention
10.2.f	Explain the impact of the social determinants of health on a selected personal, community, or global health issue.	20-21, 20, Figure 1.9 Air pollution, 610-628, 611, Figure 17.1 Examples of Natural Resources, 612 Local And Global Health
Substance Abuse Prevention		
10.2.g	Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.	380-382, 382-385, 387, 388, 411-413, 413-415, 455-456, 456-459
10.2.h	Evaluate protective factors needed to prevent gang involvement.	548-549, 549 Figure 15.24 Risk Factors for Gang Involvement
10.2.i	Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing motor vehicle-related injuries.	566-569, 567, Figure 16.4 Safety on School Bus, 568, Figure 16.5 Using your Phone while Driving.



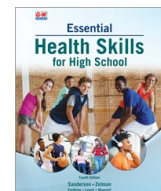
Standard		Correlating Textbook Pages
Safety/Injury Prevention		
10.2.j	Identify what needs to be considered before posting pictures, videos, and communicating with others online.	78-79, 78, Figure 3.6 Communicate Carefully Online, 525-526, 580-591, 581, Figure 16.13 Aspects of a Digital Footprint, 582 Skills for Health and Wellness
Mental Wellness/Social and Emotional Skills		
10.2.k	Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior.	228-229, 228 Figure 7.13 Stigma About Metal Illnesses, 229 Local and Global Health
10.2.l	Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.	471-474, 471, Figure 14.1 Social Support, 472, Figure 14.2 Handling Broken Trust, 473, Figure 14.3 Emotional Control, 495-501, 496 Figure 14.17 Healthy or Unhealthy Relationships, 499 Figure 14.20, Getting to Know a Dating Partner 500 Figure 14.21, Enforcing Your Boundaries
10.2.m	Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicide ideation).	203, 221-223, 222 Figure 7.9, 223 Figure 7.10 Forms of Self-Harm, 227 Case Study, 313 Figure 9.11 NEDA Helpline, Figure 9.12 Treating Eating Disorders
10.2.n	Evaluate potentially harmful and abusive relationships, including dangerous dating situations.	471 – 474, 472, Figure 14.2 Handling Broken Trust, 475-476, 495-499, 496 Figure 14.17 Healthy or Unhealthy Relationships, 501 Case Study
Violence Prevention		
10.2.o	Examine the influences of peer approval and peer pressure on decision-making.	90 Case Study, 91-93, 92, Figure 3.13 Examples of Refusal Skills, 414, 414, Figure 12.17
10.2.p	Identify protective factors and strategies that may prevent acts of violence.	547 – 555, 549, Figure 15.24 Risk Factors for Gang Involvement, 551 Local And Global Health
10.2.q	Identify strategies for the peaceful resolution of conflict.	82-85, 82, Figure 3.8 Resolving Conflicts, 83, Figure 3.9 Tips for Identifying the Cause of a Conflict, 85 Skills For Health And Wellness



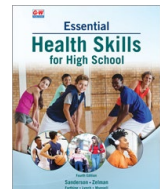
Standard		Correlating Textbook Pages
10.2. r	Evaluate protective factors needed to prevent gang involvement.	548-549, 549 Figure 15.24 Risk Factors for Gang Involvement
Community/Environmental Health		
10.2 s	Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.	576-579, 577 Figure 16.11, 578 Local And Global Health, 598-602, 599 Figure 16.28 Using an Automated External Defibrillator (AED)
10.2 t	Explain the role of health, wellness, education, safety, and business professionals in addressing environmental health concerns.	629-637, 630 Figure 17.14 Environmental Protection Hierarchy, 631 Figure 17.15 Buy Green Products, 632 Health in the Media
10.2 u	Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.	60, 60 Figure 2.18 Crises Hotlines, 223, 347, 485-486, 486 Figure 14.12 Volunteer Opportunities, 765, 765 Figure 21.21 Resources for Teens, Parents and Families
10.2 v	Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life.	8-11, 8, Figure 1.1 Dimensions of Health and Wellness, 10 Research And Action, 13-27, 22 Local And Global Health, 105-109, 108, Figure 4.5 Cognitive Distortions
10.2 w	Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).	225, 344, 460, 482, 603
Advocacy and Health Promotion 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.		
Body Systems		
10.3.a	Promote strategies for maintaining healthy cardiovascular and lymphatic systems.	712-713, 712 Figure 20.12 Keep your Heart Healthy and Active, 713 Skills for health and Wellness, 791-792, 859-861, 862, 862 Figure BL1.8 Nervous System
Nutrition		
10.3.b	Create or modify a personal wellness plan (i.e., goals and action steps based on current guidelines) for healthy eating to meet current and future needs.	261-264, 261 Figure 8.12 Daily Calorie Intake, 262 Figure 8.13 A 100 Calorie Snack, 263 Figure 8.14 Making Healthier Food Choices



Standard		Correlating Textbook Pages
Physical Health		
10.3.c	Create or modify a personal wellness plan for physical activity sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.	6-11, 7 Case Study, 9 Figure 1.2 Mental Health and Emotional Health, 10 Research And Action, 11 Figure 1.3 Health Continuum
Disease Prevention/Health Promotion		
10.3.d	Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health.	24 Health In The Media
10.3.e	Determine strategies for improving access to health care and medical services for different stages of life.	26 – 27, 26 Skills For Health And Wellness, 55-56, 55 Local And Global Health, 754
10.3.f	Design strategies to address and communicate to others about a selected personal, community, or global health issue.	20-21, 20, Figure 1.9 Air pollution, 610-628, 611, Figure 17.1 Examples of Natural Resources, 612 Local And Global Health
Substance Abuse Prevention		
10.3.g	Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.	75-77, 75 Figure 3.4 Factors Affecting Communication
10.3.h	Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.	Figure-368, Figure 11.2 Impact of Nicotine, 371-372, 371 Figure 11.5 Myth and Facts about Vaping, 372 Figure 11.6 Popcorn Lung
10.3.i	Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs	566-569, 567, Figure 16.4 Safety on School Bus, 568, Figure 16.5 Using your Phone while Driving.
Safety/Injury Prevention		
10.3.j	Promote safe practices related to online communication and in-person interactions with individuals one meets online	78-79, 78, Figure 3.6 Communicate Carefully Online, 525-526, 580-591, 581, Figure 16.13 Aspects of a Digital Footprint, 582 Skills for Health and Wellness



Standard		Correlating Textbook Pages
Mental Wellness/Social and Emotional Skills		
10.3.k	Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.	228-229, 228 Figure 7.13 Stigma About Metal Illnesses, 229 Local and Global Health
10.3.l	Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships.	471 – 474, 472, Figure 14.2 Handling Broken Trust, 475-476, 495-499, 496 Figure 14.17 Healthy or Unhealthy Relationships, 501 Case Study
10.3.m	Advocate for the use of and the additional need for mental health resources at school and in the community.	48-49, 48 Case Study, 49 Figure 2.10 The Wider Scope of Health Promotion, 57-63, 62 Figure 2.20 National Public Health Goals, 63 Figure 2.21 Federal Health Organizations
10.3.n	Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.	471-474, , 474, Figure 14.4 Interpersonal Skills, 485, 500 Figure 14.21, Enforcing Your Boundaries
Violence Prevention		
10.3.o	Demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval.	90 Case Study, 91-93, 92, Figure 3.13 Examples of Refusal Skills, 414, 414, Figure 12.17
10.3.p	Describe methods to avoid violent acts of aggression and use of weapons.	547 – 555, 549, Figure 15.24 Risk Factors for Gang Involvement, 551 Local And Global Health
10.3 q	Practice procedures for peaceful resolution of conflict.	82-85, 82, Figure 3.8 Resolving Conflicts, 83, Figure 3.9 Tips for Identifying the Cause of a Conflict, 85 Skills For Health And Wellness
10.3 r	Describe and demonstrate methods of avoiding gang-related activity and gang involvement.	548-549, 549 Figure 15.24 Risk Factors for Gang Involvement
Community/Environmental Health		
10.3 s	Design crisis-management strategies for natural disasters and emergency situations.	576-579, 577 Figure 16.11, 578 Local And Global Health, 598-602
10.3 t	Describe strategies to reduce risk to environmental health, and establish goals for improving environmental health.	629-637, 630 Figure 17.14 Environmental Protection Hierarchy, 631



Standard		Correlating Textbook Pages
		Figure 17.15 Buy Green Products, 632 Health in the Media
10.3 u	Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.	60, 60 Figure 2.18 Crises Hotlines, 223, 347, 485-486, 486 Figure 14.12 Volunteer Opportunities, 765, 765 Figure 21.21 Resources for Teens, Parents and Families
10.3 v	Identify health promotion opportunities to enhance the health and wellness of oneself and others.	48-49, 48 Case Study, 49 Figure 2.10 The Wider Scope of Health Promotion, 57-63, 62 Figure 2.20 National Public Health Goals, 63 Figure 2.21 Federal Health Organizations
10.3 w	Identify high school courses that lead to health and medical science industry certifications.	225, 344, 460, 482, 603