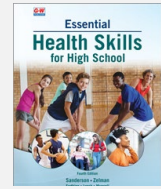
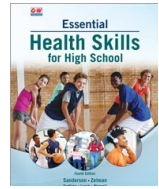


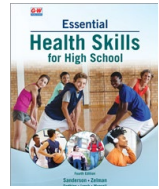
**Goodheart-Willcox Correlation of
Correlating Essential Health Skills ©(2023)
to Virginia Standards for Public Schools
Course: Health Education – Grade 9**



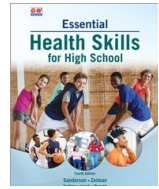
Standard		Correlating Text Book Pages
Essential Health Concepts 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.		
Body Systems		
9.1.a	Identify and describe the major structures and functions of the endocrine system.	186, 311, 865
Nutrition		
9.1.b	Explain the differences between and fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements, and associated dietary reference intakes (DRIs) to maintain health.	252-254, 252 Figure 8.4 Types and Functions of Vitamins, 253 Figure 8.5 Types and Functions of Minerals
9.1.c	Explain organic, fresh, farm-raised, “lite,” low-fat, and fat-free foods.	276
Physical Health		
9.1.d	Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.	16-18, 16 Figure 1.6 Nutrition and Physical Activity , 17 Figure 1.7 Avoiding blue light from phone, 18 Figure 1.8 Teen Drivers at Higher Risk for Injury
Disease Prevention/Health Promotion		
9.1.e	Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.	15 Figure 1.5 The Role of Genes in Noncommunicable Diseases, 708-714, 710 Figure 20.8 Symptoms of a Stroke, 710 Figure 20.9 The symptoms of a heart attack, 713 Skills for health and Wellness, 715-719, 721-727
9.1.f	Define herd immunity and explain how immunizations can prevent the spread of diseases.	54, 660, 663-665, 663 Case Study, 664 Health in the Media, 665 Skills for Health & Wellness
9.1.g	Describe the importance of health habits that promote vision, hearing, and dental health.	863-864, 863 Figure BL1.9 The structures of the eye, 864 Figure BL1.10 The structures of the ear, 870-872, 870 Figure BL2.1 The crown, neck, and root make up



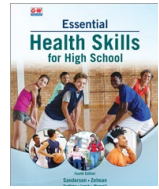
Standard		Correlating Text Book Pages
		the tooth, 872 Figure BL2.3 An ophthalmologist or optometrist
Substance Abuse Prevention		
9.1.h	Explain how alcohol and other drugs increase the risk of injury.	17, 366-373, 366 Figure 11.2 Nicotine, 400-404, 402 Local and Global Health, 441-445, 442 Research in Action
9.1.i	Analyze the consequences of binge drinking.	399 Figure 12.4 Patterns of Alcohol Consumption, 403-404, 404 Figure 12.9 Signs of Alcohol Poisoning
9.1.j	Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.	434-436, 434 Figure 13.9 Types of Prescription Opioids, 435 Local and Global Health, 436 Figure 13.10 Opioid abuse, 443, 451-452, 451 Figure 13.22 Heroin Addiction
Safety/Injury Prevention		
9.1.k	Identify behaviors that contribute to injuries and that may result in irreversible consequences.	17-18, 18 Figure 1.8 Teen Drivers at Higher Risk for Injury, 457, 507-508m 533-534, 552
9.1.l	Define traumatic and non-traumatic brain injury and identify examples of each including concussion.	354-355, 355 Figure 10.18 Type of Brain Injury, 565, 565 Figure 16.1 Fall Prevention
9.1.m	Describe actions, behaviors, and signs that may indicate potential threats to individuals or the school.	516-517, 517 Figure 15.1 Risk factors for violent behavior, 519 Research in Action, 543-544, 543 Figure 15.21 Factors Affecting Abuse, 544 Signs of Abuse and Neglect
9.1.n	Identify effective time-management and organizational skills.	195-196, 195 Figure 6.10 Manage Your Time
Mental Wellness/Social and Emotional Skills		
9.1.o	Describe the positive and negative effects of social media and of sharing personal information online.	78 -79, 444 Health In The Media, 524 Figure 15.6 Responding to Cyberbullying , 526, 583-584, 588-591
9.1.p	Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, self-harm behaviors).	105-109, 105 Research And Action, 108 Figure 4.5 Cognitive Distortions, 143-145, 210-212, 211 Research And Action, 232-



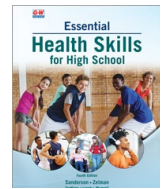
Standard		Correlating Text Book Pages
		239, 237 Skills For Health And Wellness, 310
9.1.q	Identify causes of conflict with friends and family and feelings/emotions both sides might experience.	80-81, 81 Figure 3.7 What Causes Conflict?
9.1.r	Identify types of gangs, gang-related behaviors, and associated consequences.	548-549, 549 Figure 15.24 Risk Factors for Gang Involvement
Violence Prevention		
9.1.s	Identify risky behaviors adolescents engage in, including weapon use and gang involvement	234, 517 Figure 15.1 Risk Factors for Violent Behavior, 548-549 549 Figure 15.24 Risk Factors for Gang Involvement
Community/Environmental Health		
9.1.t	Identify health-related social issues such as homelessness, underage drinking, and substance abuse.	21, 177, 218-220, 219 Figure 7.8 Consequences of Substance Use, 366 Figure 11.2 The Impact of Nicotine, 399 Figure 12.4 Patterns of Alcohol Consumption, 400-402, 402 Local And Global Health, 409
9.1.u	Identify global environmental health issues.	610-637, 612 Local and Global Health
Healthy Decision 9.2 -The student will explain the impact of health risks and identify strategies and resources to limit risk.		
Body Systems		
9.2.a	Identify health risks and other factors that affect the function of the endocrine system.	186, 311, 865
Nutrition		
9.2.b	Summarize and describe the body systems and how they work together towards a healthy body.	856-867, 858 Figure BL 1.3 Bone Tissue, 860 Figure BL 1.6 Respiratory System, 862 Figure BL 1.8 Nervous System
9.2.c	Analyze personal daily intake to determine if one is meeting daily values for vitamins and minerals.	252-254, 252 Figure 8.4, 253 Figure 8.5 Types and Functions of Minerals
Physical Health		
9.2.d	Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest,	16-18, 16 Figure 1.6 Nutrition and Physical Activity, 17 Figure 1.7 Blue light from



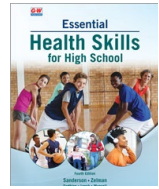
Standard		Correlating Text Book Pages
	physical activity, maintaining a healthy body weight, and other personal wellness behaviors.	digital devices, 18 Figure 1.8 Teen Drivers at Higher Risk for Injury
Disease Prevention/Health Promotion		
9.2.e	Identify behaviors that contribute to heart disease, stroke, diabetes, cancer, obesity, and other chronic diseases and conditions.	15 Figure 1.5 The Role of Genes in Noncommunicable Diseases, 703-704, 704 Local and Global Health
9.2.f	Understand the difference between an epidemic and a pandemic and how they impact populations.	659
9.2.g	Determine strategies to protect vision, hearing, and dental health.	863-864, 863, Figure BL1.9 Structures of the Eyes, 864, Figure BL1.10 The structures of the ear, 870 - 872, 870 Figure BL2.1 The crown, neck, and root make up the tooth, 872, Figure BL2.3 Common Vision Conditions.
Substance Abuse Prevention		
9.2.h	Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.	17, 91 - 92, 366 - 373, 385, 388, 400 - 404, 414, 441 - 445, 458
9.2.i	Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.	91 - 92, 92, Figure 3.13 Examples of Refusal Skills, 385, 388, 414, 458
9.2.j	Analyze and draw inferences about behaviors connected to addiction and mental health.	218 - 220, 219, Figure 7.8 Consequences of Substance Use, 401 - 402, 402 local and global health
Safety/Injury Prevention		
9.2.k	Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.	17 - 18, 17, Figure 1.8 Teen Drivers at Higher Risk for Injury, 564 - 571, 565 Figure 16.1 Reducing Fall Hazards in the Home, 567, Figure 16.4 Safety on School Buses, 569 Health In The Media
9.2.l	Identify common signs/symptoms (e.g., cognitive, emotional, physical, sleep) of a concussion.	354 - 355, 355, Figure 10.18 Type of Brain Injury
9.2.m	Analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement.	516 - 517, 517, Figure 15.1 Risk Factors for Violent Behavior, 519 research and action,



Standard		Correlating Text Book Pages
		543 - 544, 548 - 549, 549, Figure 15.24 Risk Factors for Gang Involvement
9.2.n	Identify strategies to respond to and report potential threats to individuals or the school.	548
Mental Wellness/Social and Emotional Skills		
9.2.o	Analyze how time management might contribute to stress reduction.	195 - 196, 195 Figure 6.10 Manage Your Time
9.2.p	Explain limitations to effective communication online.	522 - 526, 523 Skills For Health And Wellness, 524 Figure 15.6 Responding to Cyberbullying, 588-591, 588 Figure 16.18 Navigating Websites Safely
9.2.q	Identify school and community mental health resources to help and assist with mental illnesses or challenges.	224 - 227, 226, Figure 7.12 Mental Health Medications, 312 - 314, 312 Figure 9.10 Warning Signs of Eating Disorders
9.2. r	Identify strategies for peaceful resolution of conflict.	82 - 85, 84 Figure 3.10 Examples of Compromises for Common Conflicts, 85 Skills For Health And Wellness
Violence Prevention		
9.2. s	Examine how the consequences associated with gang involvement could affect oneself, the family, and the community in the present and the future.	234, 517 Figure 15.1 Risk Factors for Violent Behavior, 548 - 549, 549 Figure 15.24 Risk Factors for Gang Involvement
Community/Environmental Health		
9.2. t	Evaluate strategies for improving health-related social issues.	629 - 637, 630 Figure 17.14 Environmental Protection Hierarchy, 631 Figure 17.15 Buy Green Products , 635 Skills For Health And Wellness
9.2. u	Examine the impact of global environmental health issues on local communities.	610 - 628, 611 Figure 17.1 Natural resources, 612 Local And Global Health
Advocacy and Health Promotion 9.3 The student will demonstrate skills to advocate for personal and community health..		
Body Systems		
9.3.a	Promote behaviors that protect endocrine system health.	186, 311, 865
Nutrition		



Standard		Correlating Text Book Pages
9.3.b	Create one or more SMART goals for personal consumption of vitamins and minerals and develop a plan to meet them.	252 - 254, 252 Figure 8.4 Types and Functions of Vitamins, 253 Figure 8.5 Types and Functions of Minerals
9.3.c	Explore careers associated with healthy food choices (e.g., dietetics, nutrition, farming, environmental science, food production, food safety, restaurant ownership).	225, 344, 460, 482, 603
Physical Health		
9.3.d	Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.	6 - 11, 7 Case Study, 9 Figure 1.2 Mental and Emotional Health, 10 Research And Action, 11 Figure 1.3 The Continuum of Health
Disease Prevention/Health Promotion		
9.3.e	Assess personal risk factors for diabetes, heart disease, cancer, obesity, and stroke, and develop personal prevention strategies.	15 Figure 1.5 The Role of Genes in Noncommunicable Diseases, 702 - 727, 703 Figure 20.2 Example of Genetic Factors, 704 Local And Global Health, 713 Skills For Health And Wellness
9.3.f	Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed.	15, 277 - 279, 443, 647-667, 674 - 695, 702 - 727
9.3.g	Promote vision, hearing, and dental health.	863 - 864, 863 Figure BL1.9 Structures of the Eyes, 864 Figure BL1.10 The structures of the ear, 870 - 872
Substance Abuse Prevention		
9.3.h	Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).	382 - 385, 413 - 415, 456 - 459
9.3.i	Develop a personal plan to prevent substance use.	382 - 385, 413 - 415, 456 - 459
9.3.j	Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.	444 - 445, 444 Health In The Media
Safety/Injury Prevention		
9.3.k	Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for	592 - 602, 593 Figure 16.21 First-Aid Kit, 594 Figure 16.22 Calling 91: What they need to know, 595 Figure 16.23, 597



Standard		Correlating Text Book Pages
	choking, bleeding, contusions, fractures, and anaphylactic shock.	Figure 16.25 An EpiPen, Figure 16.26 Types of burns, 599 Figure 16.28
9.3.l	Advocate for reporting signs and symptoms and for safety practices to prevent brain injury.	354 - 355, 355 Figure 10.18 Type of Brain Injury, 565, 565 Figure 16.1 Reducing Fall Hazards in the Home
9.3.m	Demonstrate healthy decision-making strategies related to risky behaviors.	516 - 517, 517 Figure 15.1, 519 Research And Action, 543 - 544, 548 - 549
9.3.n	Develop action steps to promote a safe and inclusive school environment.	548
Mental Wellness/Social and Emotional Skills		
9.3.o	Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project).	195 - 196, 195 Figure 6.10 Manage Your Time
9.3.p	Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities.	78 - 79, 78 Figure 3.6 Communicate Carefully Online, 488 Research And Action, 491
9.3.q	Promote access to mental health resources to help oneself and others.	224 - 227, 226 Figure 7.12 Mental Health Medications, 312 - 314, 312 Figure 9.10 Warning Signs of Eating Disorders
9.3.r	Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.	82 - 85, 84 Figure 3.10 Examples of Compromises for Common Conflicts, 85 Skills For Health And Wellness
Violence Prevention		
9.3.s	Create a message about the importance of avoiding gang involvement.	548 - 549, 549 Figure 15.24 Risk Factors for Gang Involvement
Community/Environmental Health		
9.3.t	Develop a long-term plan for oneself and/or the family to positively impact a health-related social issue.	629 - 637, 630 Figure 17.14 Environmental Protection Hierarchy , 631 Figure 17.15 Buy Green Products, 635 Skills For Health And Wellness
9.3.u	Promote global environmental health and/or disease prevention projects.	629 - 637, 630 Figure 17.14 Environmental Protection Hierarchy , 631 Figure 17.15 Buy Green Products, 635 Skills For Health And Wellness