

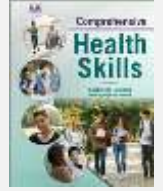
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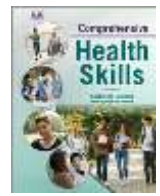
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to Maryland Department of Education

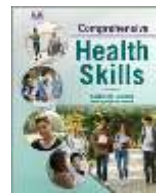
Course: High School Health Education Grade (HS1)



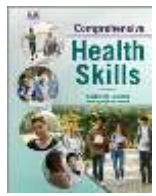
Standard		Correlating Textbook Pages
Standard 1a: Mental and Emotional Health.		
Wellness		
1aHS1.1	Analyze how mental and emotional health can affect health-related behaviors.	6-12, 6 Warm-Up Activity, 7 Case Study, 10 Research in Action, 12 Review: Know and Understand 1-5, Think Critically 6-8, 12 Real World Health Skill
1aHS1.2	Analyze the interrelationship of physical, mental, emotional, social, environmental, and spiritual health.	8-10, 773, 781-784
Emotions, feelings, and relationships		
1aHS1.3	Analyze strategies for managing and reducing interpersonal conflicts.	71-79, 80-86
1aHS1.4	Analyze characteristics of a mentally and emotionally healthy person.	99, 101-105
Self and social awareness		
1aHS1.5	Demonstrate respect for others who have different views and beliefs.	156, 158–159, 164–165, 472–473, 582, 775
1aHS1.6	Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy.	133, 198, 482
1aHS1.7	Identify strategies which lead to personal growth and persistence through challenges.	130-133, 131(Health in the Media),
Trusted adults		
1aHS1.8	Identify trusted adults and resources specific to a variety of needs.	91-93
1aHS1.9	Summarize the benefits of seeking a trusted adult or professional guidance related to one's dimensions of wellness.	91-93
Stress and anxiety		
1aHS1.10	Analyze personal stressors at home, in school, and with friends.	177–178, 193
1aHS1.11	Determine effective strategies for dealing with stress, anxiety, and anger.	212-214
1aHS1.12	Analyze impulsive behaviors and strategies for managing them.	16-18, 703-704, 716-717
Depression awareness		
1aHS1.13	Analyze the causes, symptoms, and effects of depression.	184-191, 184 Warm-Up Activity, 189 Research in Action, 191 Review: Know and



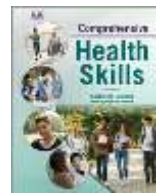
Standard		Correlating Textbook Pages
		Understand 1-4, Think Critically 5-8, 191 Real World Health Skills, 212-214, 216-217
Suicide prevention		
1aHS1.14	Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult.	109, 110 (Skills For Health And Wellness), 111, 203, 221-231, 227 (Case Study) 229 (Local And Global Health), 313
1aHS1.15	Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others.	109, 110 (Skills For Health And Wellness), 111, 203, 221-231, 227 (Case Study) 229 (Local And Global Health), 313
Social media		
1aHS1.16	Analyze positive and negative effects of social media.	72, 78-79, 444, 581, 583-590, 586 (Case Study), 590 (Research In Action)
Body image		
1aHS1.17	Summarize the importance of a positive body image and its implications on mental and physical wellness.	298-306, 300 (Case Study), 302 (Local and Global Health), 305 (Research in Action)
Stigma		
1aHS1.18	Summarize the negative impact of stigma on health-seeking behaviors.	121-127, 124 (Quiz) , 149-160, 152 (Health Across The Lifespan), 153 (Case Study) 157 (Skills For Health And Wellness) 159 (Health In The Media), 160 (Real World Health Skills)
Addiction		
1aHS1.19	Identify the effects of addiction on self and others.	373-375, 405-409, 444-445
1aHS1.20	Identify sources of support for people who suffer from addiction.	382-389, 388 (Skills for Health and Wellness), 413-417, 416 (Skills for Health and Wellness), 456-461, 461 (Skills for Health and Wellness)
1aHS1.21	Identify community services for addiction treatment.	385-389, 387 (Health in the Media), 415-417, 416 (Skills for Health and Wellness), 459-461, 461 (Skills for Health and Wellness)
Self-harm		
1aHS1.22	Recognize the indicators of self-harm and identify triggers that may lead to self-harm.	105-109, 105 (Research in Action), 143-145, 232-236, 235 (Health in the Media), 237 (Skills for Health and Wellness), 516-519
Help seeking behaviors		
1aHS1.23	Determine when to seek help for mental and emotional health challenges.	105-109, 105 (Research in Action), 143-145, 232-236, 235 (Health in the Media), 237 (Skills for Health and Wellness), 516-519
Standard 1b: Substance Abuse Prevention		
Medicine : Alcohol, opioids, nicotine products, marijuana products, performance- enhancing substances, and other trending drugs or substances		
1b.HS1.1	Differentiate between proper use and abuse of over-the-counter and prescription medicines.	425
1b.HS1.2	Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances.	380-382, 387, 411-413, 411 (Research In Action), 455-456



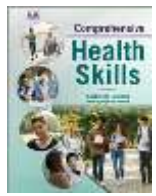
Standard		Correlating Textbook Pages
1b.HS1.3	Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances.	405-406, 408 (Health Across The Lifespan), 446, 463, 567-569
1b.HS1.4	Describe the dangers of using drugs or substances in combination.	43-45, 43 (Research in Action), 47 (Health in the Media), 384, 664 (Health in the Media)
1b.HS1.5	Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances.	364-378, 370 (Case Study), 374 (Research in Action), 381-389, 381 (Local and Global Health), 388 (Skills for Health and Wellness), 396-409, 406 (Case Study), 411-417, 424-461, 435 (Local and Global Health), 442 (Research in Action)
1b.HS1.6	Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss.	430, 433, 438
Local Support services		
1b.HS1.7	Identify community resources for substance use/abuse and how to help a person who is addicted.	91-93
Standard 1c: Family Life and Human Sexuality		
Healthy relationships and consent		
1c.HS1.1	Compare and contrast characteristics of healthy and unhealthy relationships.	471-476, 495-499, 501
1c.HS1.2	Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, sexual decision-making, and sexual health.	500-501, 501 (Case Study), 58-509 (Skills for Health and Wellness), 530-531
1c.HS1.3	Justify the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance.	114-115, 803-810, 809 (Research in Action)
1c.HS1.4	Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent.	471-476, 494-502, 528-529
1c.HS1.5	Identify factors that can influence the ability to give and receive sexual consent.	471-476, 494-502, 528-529
Gender identity and expression		
1c.HS1.6	Differentiate between sex assigned at birth, gender identity, and gender expression.	114-115, 803-810, 809 (Research in Action)
Sexual orientation and identity		
1c.HS1.7	Define sexual identity and explain a range of identities related to sexual orientation.	114-115, 803-810, 809 (Research in Action)



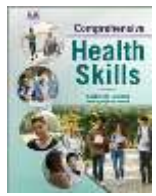
Standard		Correlating Textbook Pages
1c.HS1.8	Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions.	114-115 , 471-476, 494-502, 804-810
Anatomy and physiology		
1c.HS1.9	Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions.	114-115
1c.HS1.10	Summarize the relationship between the menstrual cycle and conception.	744-745, 751-752
Sexual health		
1c.HS1.11	Identify sexual behaviors, including solo, vaginal, oral, and anal sex, that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV.	504-508, 509 (Skills for Health and Wellness), 685, 758-759, 818, 830, 832
1c.HS1.12	Identify how systemic oppression and intersectionality impacts the sexual health of communities of color and other marginalized groups.	530-531, 534-536, 535 (Health in the Media), 553, 809 (Research in Action)
1c.HS1.13	Describe common symptoms, or lack thereof, of and treatments for STIs, including HIV.	675-682, 679 (Research in Action), 681 (Case Study), 684-685, 684 (Skills for Health and Wellness), 692 (Local and Global Health)
1c.HS1.14	Explain the steps to using barrier methods correctly (e.g. external and internal condoms and dental dams).	684-687, 686 (Health in the Media), 694-695
1c.HS1.15	Compare and contrast types of contraceptive and disease-prevention methods.	830-845
1c.HS1.16	Evaluate community services and resources related to sexual and reproductive health.	677-678, 679 (Research in Action), 680-681(Case Study), 682, 687-688, 692-695, 692 (Local and Global Health)
1c.HS1.17	Identify the laws related to reproductive and sexual health care services (e.g. contraception, pregnancy options, safe surrender policies, prenatal care).	544, 809
Sexually explicit media		
1c.HS1.18	Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship.	114-115 , 471-476, 494-502, 804-810
1c.HS1.19	Explain federal and state laws that prohibit the creation, sharing, and viewing of sexually explicit media that includes minors.	433
Standard 1d: Safety and Violence Prevention		
Responding to emergencies		
1d.HS1.1	Explain accepted procedures for basic first aid and emergency care.	354-355, 592-602
1d.HS1.2	Practice hands-only cardiopulmonary resuscitation and the use of automated external defibrillators.	354-355, 595-602



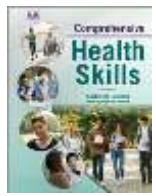
Standard		Correlating Textbook Pages
Technology safety		
1d.HS1.3	Describe strategies to use social media and technology safely and respectfully.	194-196, 525-526, 582-587, 582 (Skills for Health and Wellness), 586 (Case Study), 589-591, 590 (Research In Action)
1d.HS1.4	Describe examples of discrimination, intimidating behaviors, and harassment in media.	518, 521, 524-526, 513-531
1d.HS1.5	Differentiate between healthy and unhealthy use of technology including social media, messaging and phones as it relates to harassment and intimidating behaviors.	518, 521, 524-526, 513-531
Discrimination and violence		
1d.HS1.6	Assess ways to deter bullying, sexual harassment, and racism.	518, 521, 524-526, 513-531
1d.HS1.7	Analyze how physical, social, cultural, and emotional environments may contribute to violence.	516-517, 519 (Research in Action), 543
1d.HS1.8	Practice effective communication to request that bullying, sexual harassment, and racism stop.	518, 521, 524-526, 513-531
1d.HS1.9	Examine the influence of peer groups as they relate to harassing and intimidating behaviors.	517-520, 522-524, 530-531
Consent		
1d.HS1.10	Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent.	528-529
Abuse and assault Abuse		
1d.HS1.11	Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking.	527-536, 535 (Health in the Media), 550-552, 551 (Local and Global Health)
1d.HS1.12	Identify multiple ways to report bullying, sexual harassment, racism, and other violent behaviors.	514-526
Bystander intervention and compassion for victims		
1d.HS1.13	Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted and/or exploited.	521, 523 (Skills for Health and Wellness), 524-526, 530-531, 532-535, 543-546
1d.HS1.14	Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.	532, 534-536
Standard 1e: Healthy Eating		
Nutritious foods and beverages		
1e.HS1.1	Distinguish between foods and beverages that provide key nutrients versus those that contain few essential nutrients.	248-255
Sugar sweetened beverages		
1e.HS1.2	Describe the benefits of limiting the consumption of sugar-sweetened beverages.	254-255



Standard		Correlating Textbook Pages
Food Choices		
1e.HS1.3	Describe the relationship between personal eating behaviors and overall personal health.	248-291, 267 (Case Study), 273 (Health in the Media), 298-321, 302 (Local and Global Health), 309 (Skills for Health and Wellness), 328-347, 331 (Research in Action)
1e.HS1.4	Summarize how to make balanced food selections when dining out.	257-279, 267 (Case Study), 268 (Local and Global Health), 273 (Health in the Media)
1e.HS1.5	Analyze various eating patterns and their impact on personal health.	257-264, 271-273, 273 (Health in the Media), 287-291, 328-335, 331 (Research in Action), 336-347, 346 (Skills for Health and Wellness),
1e.HS1.6	Examine the harmful effects of using certain weight-loss measures.	287-291, 330
Nutrition facts labels		
1e.HS1.7	Demonstrate the ability to read and compare nutrition facts labels.	274-276
Standard 1f: Disease Prevention and Control		
Disease		
1f.HS1.1	Analyze the factors that contribute to the major chronic diseases such as heart disease, cancer, diabetes, hypertension, osteoporosis, and skin cancer.	13-27, 22 (Local and Global Health), 24 (Health in the Media), 26 (Skills for Health and Wellness), 105-109, 105 (Research In Action), 176-203, 179 (Quiz), 189 (Research In Action), 194 (Case Study)
Disease Prevention		
1f.HS1.2	Summarize personal strategies for reducing diseases that affect the health of adolescents.	54, 660, 663-665, 664 (Health in the Media), 665 (Skills for Health and Wellness), 754-756, 787-793
1f.HS1.3	Explain the importance of STI and HIV testing and counseling if one is sexually active.	675-682, 679 (Research in Action), 681 (Case Study), 684-685, 684 (Skills for Health and Wellness), 692 (Local and Global Health)
1f.HS1.4	Summarize common symptoms (or lack thereof) of STIs, including HIV, as well as treatments for these infections.	675-682, 679 (Research in Action), 681 (Case Study), 684-685, 684 (Skills for Health and Wellness), 692 (Local and Global Health)
1f.HS1.5	Summarize how infectious diseases, including HIV, STIs, foodborne illnesses, and common illnesses, are transmitted and prevented.	279, 594, 654, 667, 676-682, 684-690, 693-695, 703-706, 708-720, 724-727
Sleep		
1f.HS1.6	Analyze the personal physical, emotional, mental, social, educational, and vocational performance benefits of rest and sleep.	13-27, 22 (Local and Global Health), 24 (Health in the Media), 26 (Skills for Health and Wellness), 105-109, 105 (Research In Action)
Sun and fads		
1f.HS1.7	Summarize the symptoms and prevention of skin cancer.	717-718
Standard 2: Analyzing Influences		
2.HS.a	Analyze how family influences the health of	21-22, 470-471, 814



Standard		Correlating Textbook Pages
	individuals.	
2.HS.b	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	23, 107, 116, 146, 152, 181, 229, 271, 302, 814
2.HS.c	Analyze how peers influence healthy and unhealthy behaviors.	88-93, 385, 388, 393, 414, 456-458, 508, 517-526, 787
2.HS.d	Evaluate how the school and community can impact personal health practices and behaviors.	23, 58-61, 107, 223, 347, 483-486, 548, 573
2.HS.e	Evaluate the effect of media on personal and family health.	23-25, 42-45, 47, 107-108, 235, 273, 300-305, 316-317, 320-321, 352, 384, 387, 415, 535, 588, 686, 815-816, 827-829
2.HS.f	Evaluate the impact of technology on personal, family and community health.	17, 23-25, 78, 88, 107-108, 125, 131, 153, 158-159, 177-178, 212, 273, 384, 387, 412, 522-526, 567-569, 581, 583-584, 589-591
2.HS.g	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	39, 113, 815
2.HS.h	Analyze the influence of personal values and beliefs on individual health practices and behaviors.	39, 113, 815
2.HS.i	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	16-18, 703-704, 716-717
2.HS.j	Analyze how public health policies and government regulations can influence health promotion and disease prevention.	45-46, 52-53, 433, 569-570, 630-631, 693, 775, 809
Standard 3: Accessing Information		
3.HS.a	Evaluate the validity of health information, products, and services.	42-49, 352, 384, 664, 719, 828, 831
3.HS.b	Use resources from home, school, and community that provide valid health information.	42-49, 352, 384, 664, 719, 828, 831
3.HS.c	Determine the accessibility of products and services that enhance health.	26-27, 55
3.HS.d	Determine when professional health services may be required.	26-27, 50-56, 687, 693, 740, 748-749
3.HS.e	Access valid and reliable health products and services.	42-49, 352, 384, 664, 719, 828, 831
Standard 4: Interpersonal communication		
4.HS.a	Utilize skills for communicating effectively with family, peers, and others to enhance health.	76-77
4.HS.b	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	38, 82-85, 9-2, 385, 388, 414, 458, 508
4.HS.c	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	80-86



Standard		Correlating Textbook Pages
4.HS.d	Demonstrate how to ask for and offer assistance to enhance the health of self and others.	82-86
Standard 5: Decision-Making		
5.HS.a	Examine barriers that can hinder healthy decision-making.	35-38
5.HS.b	Determine the value of applying a thoughtful decision-making process in health-related situations.	35-38, 400, 817
5.HS.c	Justify when individual or collaborative decision-making is appropriate.	35-38
5.HS.d	Generate alternatives to health-related issues or problems.	35-38, 71-77
5.HS.e	Predict the potential short and long-term impact of each alternative on self and others.	16-18, 703-704, 716-717
5.HS.f	Defend the healthy choice when making decisions.	16-18, 703-704, 716-717
5.HS.g	Evaluate the effectiveness of health-related decisions.	16-18, 703-704, 716-717
Standard 6: Goal-Setting		
6.HS.a	Assess personal health practices and overall health status.	16-18, 703-704, 716-717
6.HS.b	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	39-40, 146-47, 287, 815
6.HS.c	Implement strategies and monitor progress in achieving a personal health goal.	39-40, 146-47, 287, 815
6.HS.d	Formulate an effective long-term personal health plan.	3, 52, 99, 245, 364, 407, 561, 643, 733
Standard 7: Self-Management		
7.HS.a	Analyze the role of individual responsibility in enhancing health.	16-18, 703-704, 716-717
7.HS.b	Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	16-18, 703-704, 716-717
7.HS.c	Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	16-18, 703-704, 716-717
Standard 8: Advocacy		
8.HS.a	Utilize accurate peer and societal norms to formulate a health-enhancing message.	22, 304, 481, 814
8.HS.b	Demonstrate how to influence and support others to make positive health choices.	48-49, 71-77
8.HS.c	Work cooperatively as an advocate for improving personal, family, and community health.	48-49, 57-63, 264
8.HS.d	Adapt health messages and communication techniques to a specific target audience.	16-18, 703-704, 716-717