

**Goodheart-Willcox Publisher
 Correlation of
 Comprehensive Health Skills © (2021)
 to Maryland Department of Education
 Course: High School Health Education Grade (HS2)**



Standard		Correlating Textbook Pages
Standard 1a: Mental and Emotional Health.		
Wellness		
1a.HS2.1	Analyze how pro-social behaviors can benefit overall health.	124-127, 124 (Quiz), 156, 157 (Skills for Health and Wellness), 158, 525, 781
1a.HS2.2	Evaluate the interrelationship of physical, mental, emotional, social, environmental, and spiritual health.	8-10, 773, 781-784
1a.HS2.3	Evaluate a variety of strategies to improve personal wellness.	39-40, 52, 146-47, 287, 815
1a.HS2.4	Apply strategies to improve personal wellness.	39-40, 52, 146-47, 287, 815
Emotions, feelings, and relationships		
Self and social awareness		
1a.HS1.6	Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy.	133, 198, 482
1a.HS2.5	Explore the impact of empathy on mental and emotional health.	162-165
1a.HS2.6	Describe how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy.	133, 198, 482
1a.HS2.7	Develop strategies to promote personal growth, increased self-awareness, and persistence through challenges.	133, 198, 482
Trusted adults		
1a.HS2.8	Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult.	257-269, 267 (Case Study), 291, 337-343, 346 (Skills for Health and Wellness)
Stress and anxiety		
1a.HS2.9	Evaluate personal stressors at home, in school, and with friends.	177-178, 193
1a.HS2.10	Analyze the causes, symptoms, and effects of anxiety.	212-214
1a.HS2.11	Evaluate effective strategies for dealing with stress, anxiety, and anger.	212-214
Depression awareness		
1a.HS2.13	Evaluate causes, symptoms, and effects of depression.	224-231, 225 (Spotlight on Health and Wellness Careers), 227 (Case Study), 229 (Local and Global Health)
Suicide prevention		



Standard		Correlating Textbook Pages
1a.HS2.14	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
Social media		
1a.HS2.15	Analyze the impact of social media on the dimensions of wellness.	13-18, 13 Warm-Up Activity, 18 Review: Know and Understand 1-3, Think Critically 4-5, 18 Real Health World Skills
Body image		
Disordered eating		
1a.HS2.16	Explain the effects of eating disorders on health.	312-314
1a.HS2.17	Differentiate between a positive and negative body image.	298-306, 300 (Case Study), 302 (Local and Global Health), 305 (Research in Action)
1a.HS2.18	Evaluate the potential mental and physical consequences of disordered eating and why it is important to seek professional help.	257-269, 267 (Case Study), 291, 337-343, 346 (Skills for Health and Wellness)
Grief and loss		
1a.HS2.19	Summarize stages of grief and loss and explore coping strategies for self and others.	224-231, 225 (Spotlight on Health and Wellness Careers), 227 (Case Study), 229 (Local and Global Health)
Addiction		
1a.HS2.20	Evaluate the effects of addiction on self and others.	373-375, 405-409, 444-445
1a.HS2.21	Evaluate 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)
1a.HS2.22	Evaluate 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		
1a.HS2.23	Identify local and community resources and services to help someone who is self-harming.	109-111 , 203 , 221-223, 228-231 , 313
Help seeking behaviors		
1a.HS2.24	Summarize local and community facilities and services for assistance with mental and emotional health challenges.	109-111 , 203 , 221-223, 228-231 , 313
Standard 1b: Substance Abuse Prevention		
Medicine : Alcohol, opioids, nicotine products, marijuana products, performance- enhancing substances, and other trending drugs or substances		
1b.HS2.1	Evaluate 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
1b.HS2.2	Analyze the risks associated with and dangers of driving while under the influence of alcohol, opioids, marijuana products, performance-enhancing substances, and other trending drugs or substances.	405-406, 408 (Health Across The Lifespan) , 446, 463, 567-569



Standard		Correlating Textbook Pages
1b.HS2.3	Explain the risks associated with using alcohol, opioids, marijuana products, performance-enhancing substances, or other trending drugs or substance while driving a motor vehicle.	405-406, 408 (Health Across The Lifespan) , 446, 463, 567-569
1b.HS2.4	Analyze 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.HS2.5	Analyze 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.HS2.6	Describe the legal issues related to using drugs and substances.	433
1b.HS2.7	Explain the effects of using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances during pregnancy.	368 ,404, 755
1b.HS2.8	Analyze the relationship between using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances with other health risks, such as unintentional injuries, violence, suicide, and sexual risk behaviors.	368-375, 374 (Research in Action), 400-409, 406 (Case Study), 426-427,431-433, 441-445, 444 (Health in the Media)
Local Support services		
1b.HS2.9	Compare and contrast community resources for substance use/abuse to meet the needs of individuals and families affected by addiction.	91-93
Environmental Literacy		
1b.HS2.10	Investigate the safe disposal and negative environmental impact of medicines, nicotine products, and other drugs.	385-389, 387 (Health in the Media), 415-417, 416 (Skills for Health and Wellness), 459-461, 461 (Skills for Health and Wellness)
Standard 1c: Family Life and Human Sexuality		
Healthy relationships and consent		
1c.HS2.1	Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence self-concept, body image, and self-esteem.	114-115 , 471-476, 494-502, 804-810
1c.HS2.2	Describe effective ways to communicate consent, personal boundaries, and preferences as they relate to sexual behavior.	471-476, 494-502, 528-529
1c.HS2.3	Evaluate the potentially positive and negative roles of technology and social media in relationships.	72, 78-79, 444, 581, 583-590, 586 (Case Study), 590 (Research In Action)
1c.HS2.4	Describe effective ways to communicate consent, personal boundaries, intimacy, and sexual limits.	471-476, 494-502, 528-529
1c.HS2.5	Analyze factors that can influence the ability to give and receive sexual consent.	471-476, 494-502, 528-529



Standard		Correlating Textbook Pages
Gender identity and expression		
Sexual orientation and identity		
1c.HS2.6	Differentiate between sexual orientation, sexual behavior, and sexual identity.	114-115, 803-810, 809 (Research in Action)
1c.HS2.7	Analyze 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.HS2.8	Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions.	114-115
Sexual health		
1c.HS2.9	Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized groups.	530-531, 534-536, 535 (Health in the Media), 553, 809 (Research in Action)
1c.HS2.10	Summarize 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.HS2.11	Demonstrate 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.HS2.12	Identify the efficacy of biomedical approaches to prevent STIs, including HIV (e.g., hepatitis B vaccine, HPV vaccine, and PrEP, PEP).	675-682, 679 (Research in Action), 681 (Case Study), 684-685, 684 (Skills for Health and Wellness), 692 (Local and Global Health)
1c.HS2.13	Summarize 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.HS2.14	Explain 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.HS2.15	Evaluate 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.HS2.16	Analyze the federal and state laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media.	590-591
Standard 1d: Safety and Violence Prevention		
Technology safety		
1d.HS2.1	Analyze the impact of media influences on discrimination, intimidating behaviors, and violence.	518, 521, 524-526, 513-531
Discrimination and violence		
1d.HS2.2	Analyze the consequences of prejudice, discrimination,	165, 517, 553, 693, 807-808



Standard		Correlating Textbook Pages
	racism, sexism, and hate crimes.	
1d.HS2.3	Analyze how involvement in gangs and hate crimes contribute to violence.	548-549
1d.HS2.4	Advocate for safe environments that encourage dignified, respectful, and appropriate behavior.	48-49, 58-59, 60-61, 62-63
1d.HS2.5	Identify the influence of power and cultural differences on interpersonal relationships.	497, 517
Abuse and assault Abuse		
1d.HS2.6	Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, child sexual abuse images (child pornography), and human sex trafficking that are designed to protect young people.	527-536, 535 (Health in the Media), 550-552, 551 (Local and Global Health)
1d.HS2.7	Identify multiple ways to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human sex trafficking.	527-536, 535 (Health in the Media), 550-552, 551 (Local and Global Health), 591
1d.HS2.8	Investigate community resources for victims of sexual violence.	531-536
Bystander intervention and compassion for victims		
1d.HS2.9	Advocate for the innocence of a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited.	532, 534-536
Standard 1e: Healthy Eating		
Nutritious foods and beverages		
1e.HS2.1	Utilize the U.S. Dietary Guidelines for Americans to plan a balanced eating routine.	257-291, 267 (Case Study), 273 (Health in the Media), 328-347, 331 (Research in Action), 346 (Skills for Health and Wellness)
Sugar sweetened beverages		
Food Choices		
1e.HS2.2	Summarize the importance of balanced eating and physical activity in optimizing personal health.	257-279, 267 (Case Study), 268 (Local and Global Health), 273 (Health in the Media)
1e.HS2.3	Describe the impact of food production and preparation methods on food nutrient value.	42, 44
1e.HS2.4	Explain how to incorporate eating a variety of nutrient-dense foods to meet daily nutrient requirements.	261-263
Nutrition facts labels		
1e.HS2.5	Evaluate similar food choices using nutrition facts labels.	274-276
Environmental literacy		
1e.HS2.6	Analyze how food choices impact the environment.	271-273
Standard 1f: Disease Prevention and Control		
Disease Prevention		



Standard		Correlating Textbook Pages
1f.HS2.1	Evaluate important health screenings and assessments, immunizations, checkups, and examinations to maintain good health.	54, 660, 663-665, 664 (Health in the Media), 665 (Skills for Health and Wellness), 754-756, 787-793
1f.HS2.2	Explain why it is important to know the STI/HIV status of oneself and of a potential sexual partner.	693-696
1f.HS2.3	Evaluate the roles of the individual and society in disease prevention.	15, 277-279, 443, 646-667 663 (Case Study), 665 (Skills for Health and Wellness), 674, 695, 679 (Research In Action)
Sun and fads		
1f.HS2.4	Summarize the potential health and social consequences of popular fads or trends such as tanning beds, body piercing, and tattooing.	869
Organ donation		
1f.HS2.5	Analyze choices related to organ donation.	21, 58-59, 61, 177, 411-413, 455-456, 516-517, 519, 543, 654-659, 676-682, 689-690
Environmental literacy		
1f.HS2.6	Examine the impact of human-induced environmental change on health and wellbeing.	612-615
Standard 2: Analyzing Influences		
2.HS.a	Analyze how family influences the health of individuals.	21-22, 470-471, 814
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



Standard		Correlating Textbook Pages
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
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



Standard		Correlating Textbook Pages
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