



<b>Goodheart-Willcox Correlation of            Comprehensive Health Skills HS © (2021)            to Michigan Health Education            Course: Michigan Merit Curriculum-High School</b>		
<b>Standard</b>		<b>Correlating Textbook Pages</b>
<b>STRAND 1: NUTRITION AND PHYSICAL ACTIVITY</b>		
<b>Standard 1: Core Concepts</b>		
1.1	Distinguish between unhealthy and healthy ways to manage weight.	287-291, 330, 437
<b>Standard 2: Access Information</b>		
1.2	Locate resources in one’s community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns; and assess the validity of the resources.	23, 43, 44-45, 47, (Health in the Media), 257-264, 267 (Case Study), 273 (Health in the Media), 287-291, 300-304, 300 (Case Study), 302 (Local and Global Health), 316-317, 320, 330, 352 (Health in the Media), 384, 437, 815
<b>Standard 3: Health Behaviors</b>		
1.3	Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.	276-277
1.4	Prepare meal plans according to the federal dietary guidelines.	257-260
<b>Standard 5: Goal Setting</b>		
1.5	Assess one’s personal nutrition needs and level of physical activity according to the federal dietary guidelines.	257-260, 336-337
1.6	Assess one’s personal preferences regarding healthy eating and physical activity.	271-273, 272 (Research In Action), 273 (Health in the Media), 336-347, 338 (Local and Global Health), 342 (Case Study), 346 (Skills for Health and Wellness)



Standard		Correlating Textbook Pages
1.7	Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.	271-273, 272 (Research In Action), 273 (Health in the Media)
1.8	Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.	257-260, 287-291, 330, 336-337, 346 (Skills for Health and Wellness)
<b>Standard 6: Decision Making</b>		
1.9	Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.	16-17, 148, 267-269, 285, 311-312, 328-331, 331 (Research In Action)
<b>Standard 8: Advocacy</b>		
1.10	Advocate for nutritional food choices and physical activity at school.	257-260, 336-347, 338 (Local and Global Health), 342 (Case Study), 346 (Skills for Health and Wellness)
<b>RECOMMENDED:</b>		
<b>Standard 1: Core Concepts</b>		
1.11	Distinguish between facts and myths regarding nutrition practices, products, and physical performance.	43, 44-45, 47 (Health in the Media), 257-264, 267 (Case Study), 287-291, 300-304, 300 (Case Study), 302 (Local and Global Health), 316-317 320, 330, 331 (Research In Action), 352 (Health in the Media), 437
1.12	Describe nutrition practices that are important for the health of a pregnant woman and her baby.	267, 755-756
<b>Standard 3: Health Behaviors</b>		
1.13	Demonstrate proper use of safety gear during physical activity.	348-355, 352 (Health in the Media)
1.14	Demonstrate strategies for protection from cold, heat, and sun during physical activity.	351-353 , 717, 720, 868
<b>STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS</b>		
<b>Standard 1: Core Concepts</b>		



Standard		Correlating Textbook Pages
2.1	Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use.	17, 366-373, 370 (Case Study), 400-404, 402 (Local and Global Health), 441-445, 442 (Research In Action), 443 (Health in the Media)
2.2	Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	370 (Case Study), 371, 373-375, 374 (Research In Action), 405-409, 408 (Health Across the Life Span), 412 (Health in the Media), 444-445
<b>Standard 2: Access Information</b>		
2.3	Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources.	382-385 , 388 (Skills for Health and Wellness), 413-415
2.4	Apply strategies to access and get help for self or others.	385-389, 388 (Skills for Health and Wellness), 416-417, 459-460, 461 (Skills for Health and Wellness)
<b>Standard 3: Health Behaviors</b>		
2.5	Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.	382-385 , 388 (Skills for Health and Wellness), 413-415, 456-459
<b>Standard 4: Influences</b>		
2.6	Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.	373-375, 374 (Research In Action), 413-415, 456-459
2.7	Analyze internal and external pressures to use alcohol, tobacco, and other drugs.	380-382, 381 (Local and Global Health), 388 (Skills for Health and Wellness), 411-413, 411 (Research In Action), 412 (Health in the Media), 455-456
<b>Standard 6: Decision Making</b>		
2.8	Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.	35-38, 82-86, 83(Research In Action), 85 (Skills for Health and Wellness)



Standard		Correlating Textbook Pages
<b>Standard 7: Social Skills</b>		
2.9	Demonstrate ways to support others who want to stop using alcohol or tobacco.	385-389, 388 (Skills for Health and Wellness), 416-417
<b>Standard 8: Advocacy</b>		
2.10	Advocate for ways schools and communities can promote a tobacco-free environment.	382-385
2.11	Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.	382-385, 413-415, 456-459
<b>STRAND 3: SAFETY</b>		
Standard 1: Core Concepts		
3.1	Explain the effects of violence on individuals, families, communities, and our nation.	517-524, 519 (Research In Action), 520 (Case Study), 523 (Skills for Health and Wellness), 531-532, 538-543, 548-555, 551 (Local and Global Health)
3.2	Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities.	457, 507-508, 533-534, 552
3.3	Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities.	517-526, 519 (Research In Action), 520 (Case Study), 523 (Skills for Health and Wellness), 530-532
3.4	Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment	544, 809
<b>Standard 2: Access Information</b>		
3.5	Locate resources in one's community and on the Internet for information and services regarding harassment, violence, and abusive relationships; and assess the validity of these resources.	516-555, 519 (Research In Action), 520 (Case Study), 523 (Skills for Health and Wellness), 505 (Health in the Media), 551 (Local and Global Health)
3.6	Apply strategies to access and get help for self or others.	305-389, 388 (Skills for Health and Wellness), 416-417, 459-460, 461 (Skills for Health and Wellness)
<b>Standard 3: Health Behaviors</b>		



Standard		Correlating Textbook Pages
3.7	Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.	457, 507-508, 533-534, 548-549, 552, 554, 566, 573
3.8	Demonstrate strategies to stay safe in a violent situation.	457, 507-508, 533-534, 548, 552, 554, 566, 573, 575
3.9	Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet.	528-535, 535 (Health in the Media)
3.10	Assess characteristics of hypothetical relationships for warning signs of harm or abuse.	457, 507-508, 533-534, 548, 552, 554, 566, 573, 575
<b>Standard 4: Influences</b>		
3.11	Analyze social pressures to refrain from telling on others or reporting dangerous situations.	457, 507-508, 533-534, 548, 552
3.12	Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence.	89, 91-93, 414, 516-517, 519 (Research In Action), 543
<b>Standard 7: Social Skills</b>		
3.13	Demonstrate the ability to use conflict resolution skills.	80-86, 83 (Research In Action), 85 (Skills for Health and Wellness)
<b>RECOMMENDED:</b>		
<b>Standard 1: Core Concepts</b>		
3.14	Evaluate the characteristics of a conflict which must be managed rather than resolved.	80-81
<b>Standard 4: Influences</b>		
3.15	Evaluate the impact of media on the prevalence of violence.	107-108, 235 (Health in the Media), 535 (Health in the Media)
<b>Standard 4: Influences</b>		
3.16	Apply strategies to stop or de-escalate a conflict	80-86, 83 (Research In Action), 85 (Skills for Health and Wellness)



Standard		Correlating Textbook Pages
3.17	Apply strategies to hypothetical situations involving abusive relationships.	507-508, 533-534, 548, 552, 575
<b>STRAND 4: SOCIAL AND EMOTIONAL HEALTH</b>		
<b>Standard 1: Core Concepts</b>		
4.1	Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.	91, 145, 147, 159-160, 177, 383, 470-471, 495-499, 498 (Health Across the Life Span), 814
4.2	Describe the warning signs, risk factors, and protective factors for depression and suicide.	216, 232-239 , 235 (Health in the Media), 237 (Skills for Health and Wellness)
<b>Standard 2: Access Information</b>		
4.3	Locate resources in one’s community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.	216, 232-239 , 235 (Health in the Media), 237 (Skills for Health and Wellness)
4.4	Demonstrate how to seek help for self or others when suicide may be a risk	234-238 , 235 (Health in the Media), 237 (Skills for Health and Wellness)
<b>Standard 3: Health Behaviors</b>		
4.5	Demonstrate the ability to express emotions constructively, including use of anger management skills.	130-133, 131 (Health in the Media), 198, 239, 473, 482
<b>Standard 5: Goal Setting</b>		
4.6	Develop short-term and long-term personal goals and aspirations.	39-40
<b>Standard 6: Decision Making</b>		
4.7	Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one’s health or safety at risk.	35-38, 82-86, 83 (Research In Action), 85 (Skills for Health and Wellness)



Standard		Correlating Textbook Pages
4.8	Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).	35-38, 82-86, 83 (Research In Action), 85 (Skills for Health and Wellness)
<b>Standard 7: Social Skills</b>		
4.9	Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.	73-77, 74 (Local and Global Health), 76 (Quiz)
4.10	Demonstrate how to respond constructively to the anger of others.	80-86, 83 (Research In Action), 85 (Skills for Health and Wellness)
<b>RECOMMENDED:</b>		
<b>Standard 1: Core Concepts</b>		
4.11	Describe the impact of showing empathy for another person's emotions and point of view.	134 , 165, 163 (Quiz)
<b>Standard 3: Health Behaviors</b>		
4.12	Assess one's personal behavior and how one demonstrates character traits.	102-111, 110 (Skills for Health and Wellness), 112-114, 115-116, 117-120, 118 (Case Study), 121-127, 124 (Quiz)
<b>Standard 5: Goal Setting</b>		
4.13	Develop a personal plan for maintaining or improving one's demonstration of character traits.	102-111, 110 (Skills for Health and Wellness), 112-114, 115-116, 117-120, 118 (Case Study), 121-127, 124 (Quiz)
<b>Standard 6: Decision Making</b>		
4.14	Evaluate the effectiveness of health-related decisions.	16-18, 25-27, 26 (Skills for Health and Wellness), 106, 108-109
<b>STRAND 5: PERSONAL HEALTH AND WELLNESS</b>		
<b>Standard 1: Core Concepts</b>		
5.1	Describe how common infectious diseases are transmitted.	15, 277-279, 443, 646-667, 652 (Local and Global Health), 663 (Case Study), 664 (Health in the Media), 665 (Skills for Health and Wellness), 666 (Research In Action), 674-695, 679 (Research In



Standard		Correlating Textbook Pages
		Action), 681 (Case Study), 684 (Skills for Health and Wellness), 686 (Health in the Media), 692 (Local and Global Health)
5.2	Explain the importance of regular health screenings or exams.	54
5.3	Analyze the importance of rest and sleep for personal health.	17, 330, 873-874
<b>Standard 2: Access Information</b>		
5.4	Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.	23, 43 (Research In Action), 44-45, 47 (Health in the Media), 273 (Health in the Media), 352 (Health in the Media), 384, 387 (Health in the Media), 412 (Health in the Media), 815
5.5	Demonstrate the ability to access accurate information about personal health products.	45-47, 47 (Health in the Media), 352 (Health in the Media)
<b>Standard 3: Health Behaviors</b>		
5.6	Describe health practices that can prevent the spread of illness.	277-279, 443, 691-667, 652 (Local and Global Health), 663 (Case Study), 664 (Health in the Media), 665 (Skills for Health and Wellness), 666 (Research In Action), 683-688, 684 (Skills for Health and Wellness), 686 (Health in the Media), 694-695
5.7	Apply knowledge about symptoms of illness to determine whether medical care is required.	592-607, 726-727, 726 (Case Study)
5.8	Describe personal strategies for minimizing potential harm from exposure to the sun	351, 717, 720, 868
<b>Standard 4: Influences</b>		
5.9	Analyze the social influences that encourage or discourage a person to practice sun safety.	351, 717, 720, 868
<b>Standard 5: Goal Setting</b>		





Standard		Correlating Textbook Pages
5.10	Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.	17, 330, 873-874
<b>RECOMMENDED:</b>		
<b>Standard 1: Core Concepts</b>		
5.11	Describe the dangers of exposure to UV light, lead, asbestos, pesticides, and unclean air and water, and strategies for avoiding exposure	616-628, 623 (Research In Action), 626 (Case Study)
<b>Standard 3: Health Behaviors</b>		
5.12	Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver)	354-355, 592-603
<b>Standard 4: Influences</b>		
5.13	Analyze the influence of media on selection of personal health care products	45-47, 47 (Health in the Media), 352 (Health in the Media)
<b>STRAND 6: HIV AND OTHER STIs PREVENTION</b>		
<b>Standard 1: Core Concepts</b>		
6.1	Analyze the rates of sexually transmitted infections (STIs) among teens	674-682, 679 (Research In Action), 681 (Case Study)
6.2	Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.	674-682, 679 (Research In Action), 681 (Case Study), 689-695, 692 (Local and Global Health)
6.3	Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.	674-682, 679 (Research In Action), 681 (Case Study), 689-695, 692 (Local and Global Health)
<b>Standard 2: Access Information</b>		
6.4	Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.	674-682, 679 (Research In Action), 681 (Case Study), 689-695, 692 (Local and Global Health)



Standard		Correlating Textbook Pages
<b>Standard 3: Health Behaviors</b>		
6.5	Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.	684-687, 686 (Health in the Media), 694-695
6.6	Evaluate one's personal perception of risk for HIV and other STIs	676-682, 679 (Research In Action), 681 (Case Study), 690-692, 692 (Local and Global Health)
<b>Standard 7: Social Skills</b>		
6.7	Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.	73-79, 74 (Local and Global Health), 76 (Quiz), 82-86, 83 (Research In Action), 85 (Skills for Health and Wellness), 91-92, 508
<b>RECOMMENDED:</b>		
<b>Standard 7: Social Skills</b>		
6.8	Demonstrate acceptance for individuals living with HIV	689-695, 692 (Local and Global Health)
<b>STRAND 5: PERSONAL HEALTH AND WELLNESS</b>		
<b>Standard 1: Core Concepts</b>		
7.1	Summarize and explain laws related to the sexual behavior of young people.	544, 809
7.2	Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.	504, 758-759, 826-851, 826 (Health in the Media), 829 (Case Study), 831 (Skills for Health and Wellness), 841 (Local and Global Health), 844 (Research In Action)
7.3	Describe routine medical screening and examinations for maintaining reproductive health, and medical tests for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care.	54
<b>Standard 2: Access Information</b>		



Standard		Correlating Textbook Pages
7.4	Identify resources that provide Information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources.	531-536, 535 (Health in the Media), 760-763, 761 (Health in the Media), 762 (Case Study)
<b>Standard 3: Health Behaviors</b>		
7.5	Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs	504, 684-687, 686 (Health in the Media), 694-695, 758-759, 826-851, 826 (Health in the Media), 829 (Case Study), 831 (Skills for Health and Wellness), 841 (Local and Global Health), 844 (Research In Action)
<b>Standard 4: Influences</b>		
7.6	Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.	457, 507, 533-534, 552, 813-818, 816 (Health in the Media), 817 (Skills for Health and Wellness)
7.7	Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members.	17, 675-682, 679 R 8, 681 (Case Study), 689-692, 692 (Local and Global Health), 763-765, 815-816, 816 (Health in the Media)
<b>Standard 5: Goal Setting</b>		
7.8	Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances.	39-40
<b>Standard 6: Decision Making</b>		



Standard		Correlating Textbook Pages
7.9	Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.	35-38
<b>Standard 7: Social Skills</b>		
7.10	Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.	494-502, 498 (Health Across the Life Span), 501 (Case Study)