



Goodheart-Willcox Correlation of Comprehensive Health Skills®(2021) to Virginia Standards for Public Schools Course: Health Education – Grades 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
Nutrition		
10.1.b	Identify a variety of diets (e.g., typical American, Mediterranean, vegetarian, vegan).	258-264
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.	17, 330, 873-874
Disease Prevention/Health Promotion		
10.1.d	Identify technologies individuals can use to assess, monitor, improve, and maintain health.	42-45, 43 (Research In Action)
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, 660, 663-665, 664 (Health in the Media), 665 (Skills for Health and Wellness), 754-756, 787-793
10.1.f	Identify and research a selected personal, community, or global health issue.	13-27, 23 (Local and Global Health), 24 (Health in the Media), 26 (Skills for Health and Wellness), 59, 375, 377, 617-628
Substance Abuse Prevention		
10.1.g	Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes),	380-382, 387, 411-413, 411 (Research In Action), 455-456

Standard		Correlating Textbook Pages
	opioids, and other drugs and their impact on the community.	
10.1.h	Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.	17, 373, 370 (Case Study), 400-404, 402 (Local And Global Health), 441-445, 1242 (Research In Action)
10.1.i	Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle.	405-406, 408 (Health Across The Lifespan) , 446, 463, 567-569
Safety/Injury Prevention		
10.1.j	List examples and describe the risks of sharing/posting personal information online.	72, 78-79, 444, 581, 583-590, 586 (Case Study), 590 (Research In Action)
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.	105-109, 105 (Research In Action), 143-145
10.1.l	Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.	471-474, 475 (Health in the Media), 495 – 501, 498 (Health Across The Lifespan), 501 (Case Study)
10.1.m	Identify health professionals and types of services available for mental illnesses and emotional challenges.	109, 110 (Skills for Health and Wellness), 111, 203, 221-229, 227 (Case Study) 229 (Local and Global Health), 313
10.1.n	Identify different personal relationships teens are involved in and the characteristics of each.	87-93, 88 (Health in the Media), 90 (Case Study), 477-486, 487-502, 481 (Local and Global Health), 498 (Health Across the Life Span), 501(Case Study)
Violence Prevention		
10.1.o	Identify the skills needed to effectively navigate peer pressure situations	91-93, 414, 787
10.1.p	Identify the consequences of using acts of violence to settle disputes.	518-519, 523-524, 530, 532, 541, 552



Standard		Correlating Textbook Pages
10.1.q	Compare and contrast assertive and aggressive communication and how they affect conflict resolution.	75-77, 76 (Quiz)
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
Community/Environmental Health		
10.1.s	Investigate natural disasters and emergency situations that affect the community.	576-579, 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.	610-637, 612 (Local and Global Health), 623 (Research In Action), 626 (Case Study), 632 (Health in the Media), 635 (Skills for Health and Wellness)
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.	21, 58-59, 61, 177, 411-413, 455-456, 516-517, 519, 543, 654-659, 676-682, 689-690
10.1.v	Analyze how health literacy and health-science skills prepare one to become a productive citizen.	41-55, 43 (Research In Action), 47 (Health In The Media), 48 (Case Study) , 52 (Skills For Health And Wellness), 55 (Local And Global Health)
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.	34-40
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.	862-863
Nutrition		



Standard		Correlating Textbook Pages
10.2.b	Compare and contrast diverse diets (e.g., typical American, Mediterranean, vegetarian, vegan).	258-264
Physical Health		
10.2.c	Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases.	13-27, 22 (Local And Global Health) , 24 (Health In The Media), 26 (Skills For Health And Wellness)
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.	23-25, 24 (Health In The Media), 42-45, 43 Research In Action
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, 660, 663-665, 664 (Health In The Media), 665 (Skills For Health And Wellness), 754-756, 787-793
10.2.f	Explain the impact of the social determinants of health on a selected personal, community, or global health issue.	610-637, 612 (Local And Global Health), 623 (Research In Action), 626 (Case Study), 632 (Health In The Media), 635 (Skills For Health And Wellness)
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.	117, 380- 382, 387, 411-413, 411 (Research In Action), 455-456
10.2.h	Evaluate protective factors needed to prevent gang involvement.	548-549
10.2.i	Explain the role of the environment, individual behavior, social norms, legislation, and polices in preventing motor vehicle-related injuries.	405-406, 408 (Health Across The Lifespan), 446, 463, 567-569
Safety/Injury Prevention		
10.2.j	Identify what needs to be considered before posting pictures, videos, and communicating with others online.	72, 78-79, 444, 581, 583-590, 586 (Case Study), 590 (Research In Action)
Mental Wellness/Social and Emotional Skills		

Standard		Correlating Textbook Pages
10.2.k	Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior.	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)
10.2.l	Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.	114-115, 158-159, 164-165, 305, 318-319, 478, 484, 535, 553, 775, 804-810
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).	109, 110 (Skills For Health And Wellness), 111, 203, 221-231, 227 (Case Study) 229 (Local And Global Health), 313
10.2.n	Evaluate potentially harmful and abusive relationships, including dangerous dating situations.	471-474, 475 (Health In The Media), 495-501, 498 (Health Across The Lifespan), 501 (Case Study)
Violence Prevention		
10.2.o	Examine the influences of peer approval and peer pressure on decision-making.	22, 35-38, 88-93, 88 (Health in the Media), 90 (Case Study)
10.2.p	Identify protective factors and strategies that may prevent acts of violence.	516-517 , 519, 543
10.2.q	Identify strategies for the peaceful resolution of conflict.	80-86
10.2. r	Evaluate protective factors needed to prevent gang involvement.	548-549
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, 578 (Local And Global Health), 598-602
10.2 t	Explain the role of health, wellness, education, safety, and business professionals in addressing environmental health concerns.	610-637, 612 (Local And Global Health), 623 (Research In Action), 626 (Case Study), 632 (Health In The Media), 635 (Skills For Health And Wellness)

Standard		Correlating Textbook Pages
10.2 u	Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.	21, 58-59, 61, 177, 411-413, 455-456, 516-517, 519, 543, 654-659, 676-682, 689-690
10.2 v	Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life.	41-55, 43 (Research In Action), 47 (Health In The Media), 48 (Case Study), 52 (Skills For Health And Wellness), 55 (Local And Global Health)
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).	42, 44
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.	707-708, 859-861, 852-863
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.	16-17 248-255 , 257-269, 267 (Case Study), 268 (Local And Global Health) 271-279 , 272 (Research In Action), 273 (Health In The Media), 278 (Skills For Health And Wellness), 285, 288
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.	13-27, 22 (Local And Global Health), 24 (Health In The Media), 26 Skills For Health And Wellness), 105-109, 105 (Research In Action), 330, 346, 739, 747-748, 748 (Skills For Health And Wellness), 868-874



Standard		Correlating Textbook Pages
Disease Prevention/Health Promotion		
10.3.d	Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health.	23-25, 24 (Health in the Media), 42-45, 43 (Research In Action)
10.3.e	Determine strategies for improving access to health care and medical services for different stages of life.	54, 660, 663-665, 664 health in the media, 55 deals with health and Wellness, 754-756, 787-793
10.3.f	Design strategies to address and communicate to others about a selected personal, community, or global health issue.	610-637, 612 (Local And Global Health), 623 (Research In Action), 626 (Case Study), 632 (Health In The Media), 635 (Skills For Health And Wellness)
Substance Abuse Prevention		
10.3.g	Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.	75-77, 76 (Quiz)
10.3.h	Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.	365-368, 371-375, 374 (Research In Action), 377-378, 380- 389, 381 (Local And Global Health), 387 (Health In The Media), 388 (Skills For Health And Wellness) , 443, 446
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	82-85, 3 (Research In Action), 85 (Skills For Health And Wellness), 91-92, 414, 458, 508, 569
Safety/Injury Prevention		
10.3.j	Promote safe practices related to online communication and in-person interactions with individuals one meets online	72, 78-79, 444, 581, 583-590, 586 (Case Study), 590 (Research In Action)
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.	230-231

Standard		Correlating Textbook Pages
10.3.l	Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships.	70-86, 74 (Local And Global Health), 76 (Quiz), 83 (Research In Action), 85 (Skills For Health And Wellness), 471-474, 475 (Health In The Media), 495-499, 498 (Health Across The Lifespan), 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.	109-111, 110 (Skills For Health And Wellness), 203, 221-229, 227 (Case Study), 229 (Local And Global Health)
10.3.n	Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.	70-86, 74 (Local In Global Health), 76 (Quiz), 83 (Research In Action), 85 (Skills For Health And Wellness), 471-474, 475 (Health In The Media), 495-499, 498 (Health Across The Lifespan) , 501 (Case Study)
Violence Prevention		
10.3.o	Demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval.	71- 79 74 (Local And Global Health), 76 (Quiz), 82-86, 85 (Skills For Health And Wellness), 87-93, 88 (Health In The Media), 90 (Case Study)
10.3.p	Describe methods to avoid violent acts of aggression and use of weapons.	516-536 , 519 (Research In Action), 520 (Case Study), 523 (Skills For Health And Wellness), 535 (Health In The Media), 538-546, 548-555, 551 (Local And Global Health)
10.3 q	Practice procedures for peaceful resolution of conflict.	80-86, 83 (Research In Action), 85 (Skills For Health And Wellness)
10.3 r	Describe and demonstrate methods of avoiding gang-related activity and gang involvement.	548-549 80
Community/Environmental Health		
10.3 s	Design crisis-management strategies for natural disasters and emergency situations.	80-86, 83 (Research In Action), 85 (Skills For Health And Wellness), 577-579, 578 (Local And Global Health)



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Standard		Correlating Textbook Pages
10.3 t	Describe strategies to reduce risk to environmental health, and establish goals for improving environmental health.	610-637, 612 (Local And Global Health), 623 (Research In Action), 626 (Case Study), 632 (Health In The Media), 635 (Skills For Health And Wellness)
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.	21, 58-59, 61, 177, 411-413, 455-456, 516-517, 519, 543, 654-659, 676-682, 679 (Research In Action), 681 (Case Study)
10.3 v	Identify health promotion opportunities to enhance the health and wellness of oneself and others.	248-291, 298-321, 328-355
10.3 w	Identify high school courses that lead to health and medical science industry certifications.	42, 44