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Correlation of *Texas Health Skills for Middle School* ©2023

to the Texas Essential Knowledge and Skills, Health Grade 6

Standard 1A: explain how to maintain the healthy status of body systems.

Breakout	Narrative	Activity
(i) explain how to maintain the healthy status of body systems	Text Pages: 396–400 (Preventing Noncommunicable Diseases section)	Text Pages: 45 (Hands-On Activity), 53 (Hands-On Activity), 61 (Hands-On Activity), 70 (Hands-On Activity)

Standard 2A: compare immediate and long-term effects of personal health care choices such as personal and dental hygiene;

Breakout	Narrative	Activity
(i) compare immediate and long-term effects of personal health care choices such as personal and dental hygiene	Text Pages: 88–91 (Caring for Your Mouth and Teeth section, Common Mouth and Teeth Conditions section)	Text Pages: 98 (Check Your Knowledge #6)

Standard 2B: develop criteria for evaluating the validity of health information and sources;

Breakout	Narrative	Activity
(i) develop criteria for evaluating the validity of health information	Text Pages: 26–29 (Accessing and Evaluating Health Information and Services section)	Text Pages: 99 (Develop Your Skills #22)
(ii) develop criteria for evaluating the validity of health sources	Text Pages: 26–29 (Accessing and Evaluating Health Information and Services section)	Text Pages: 73 (Develop Your Skills #23)

Standard 2C: describe ways to demonstrate decision-making skills based on health information;



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Breakout	Narrative	Activity
(i) describe ways to demonstrate decision-making skills based on health information	Text Pages: 23–24 (Making Healthy Decisions section)	Text Pages: 469 (Develop Your Skills #22)

Standard 2D: identify current health-related issues and recommendations or guidelines;

Breakout	Narrative	Activity
(i) identify current health-related issues	Text Pages: 246 (Getting Enough Physical Activity section)	Text Pages: 286 (Hands-On Activity)
(ii) identify current health-related recommendations or guidelines	Text Pages: 246 (Getting Enough Physical Activity section)	Text Pages: 216 (Lesson 7.2 Review #1)

Standard 2E: explain the role of preventive health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention;

Breakout	Narrative	Activity
(i) explain the role of preventive health measures in disease prevention	Text Pages: 10 (How Healthcare Promotes Personal Health section)	Text Pages: 11 (Thinking Critically #1), 11 (Thinking Critically #2)
(ii) explain the role of preventive immunizations in disease prevention	Text Pages: 395–396 (Vaccines section)	Text Pages: 400 (Lesson 12.3 Review #1), 400 (Lesson 12.3 Review #4)
(iii) explain the role of preventive treatment in disease prevention	Text Pages: 10 (How Healthcare Promotes Personal Health section)	Text Pages: 11 (Thinking Critically #1)

Standard 2F: describe actions that should be taken when illness occurs, including asthma, diabetes, and epilepsy; and

Breakout	Narrative	Activity
(i) describe actions that should be taken when illness occurs, including asthma	Text Pages: 388–389 (Treating Noncommunicable Diseases section, Figure 12.20)	Text Pages: 389 (Hands-On Activity)
(ii) describe actions that should be taken when illness occurs, including diabetes	Text Pages: 387–389 (Type 1 Diabetes Mellitus section, Type 2 Diabetes Mellitus section)	Text Pages: 389 (Hands-On Activity)
(iii) describe actions that should be taken when illness occurs, including epilepsy	Text Pages:	Text Pages: 389 (Hands-On Activity)



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Breakout	Narrative	Activity
	388–389 (Epilepsy section, Treating Noncommunicable Diseases section, Figure 12.20)	

Standard 2G: describe and recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.

Breakout	Narrative	Activity
(i) describe the signs of vector-borne illnesses	Text Pages: 373–374 [Lyme Disease section, West Nile Virus (WNV) Disease section]	Text Pages: 376 (Lesson 12.1 Review #4)
(ii) describe the symptoms of vector-borne illnesses	Text Pages: 373–374 [Lyme Disease section, West Nile Virus (WNV) Disease section]	Text Pages: 376 (Lesson 12.1 Review #4)
(iii) describe the treatments of vector-borne illnesses	Text Pages: 373–374 [Lyme Disease section, West Nile Virus (WNV) Disease section]	Text Pages: 376 (Lesson 12.1 Review #4)
(iv) recognize the signs of vector-borne illnesses	Text Pages: 373–374 [Lyme Disease section, West Nile Virus (WNV) Disease section]	Text Pages: 376 (Lesson 12.1 Review #4)
(v) recognize the symptoms of vector-borne illnesses	Text Pages: 373–374 [Lyme Disease section, West Nile Virus (WNV) Disease section]	Text Pages: 376 (Lesson 12.1 Review #4)
(vi) recognize the treatments of vector-borne illnesses	Text Pages: 373–374 [Lyme Disease section, West Nile Virus (WNV) Disease section]	Text Pages: 376 (Lesson 12.1 Review #4)

Standard 3A: demonstrate healthy methods for communicating emotions in a variety of scenarios;

Breakout	Narrative	Activity
(i) demonstrate healthy methods for communicating emotions in a variety of scenarios	Text Pages: 480–483 (Clearly Express Your Needs and Preferences section, Be Assertive section, Use I-Statements section)	Text Pages: 545 (Develop Your Skills #23)

Standard 3B: assess and demonstrate healthy ways of responding to conflict;



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Breakout	Narrative	Activity
(i) assess healthy ways of responding to conflict	Text Pages: 484–487 (Conflict Resolution Skills section)	Text Pages: 545 (Develop Your Skills #23)
(ii) demonstrate healthy ways of responding to conflict	Text Pages: 484–487 (Conflict Resolution Skills section)	Text Pages: 125 (Develop Your Skills #23)

Standard 3C: differentiate between positive and negative peer influence;

Breakout	Narrative	Activity
(i) differentiate between positive and negative peer influence	Text Pages: 503–504 (Peer Pressure section)	Text Pages: 569 (Role Play: Positive and Negative activity)

Standard 3D: describe methods for communicating important issues with and understanding perspectives of parents and peers;

Breakout	Narrative	Activity
(i) describe methods for communicating important issues with parents	Text Pages: 492–493 (Maintaining Healthy Relationships with Parents or Guardians section)	Text Pages: 175 (Conversations That Make a Difference activity)
(ii) describe methods for communicating important issues with peers	Text Pages: 178–179 (Helping Someone with a Mental Illness section, Figure 6.11)	Text Pages: 365 (Develop Your Skills #20)
(iii) describe methods for understanding perspectives of parents	Text Pages: 492 (Maintaining Healthy Relationships with parents or Guardians first bullet)	Text Pages: 495 (Hands-On Activity)
(iv) describe methods for understanding perspectives of peers	Text Pages: 499 (Be a Good Friend section)	Text Pages: 512 (Check Your Knowledge #7)

Standard 3E: discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and

Breakout	Narrative	Activity
(i) discuss how to listen [to] others' feelings in a variety of scenarios	Text Pages: 480 (Use Active Listening section)	Text Pages: 487 (Lesson 15.1 Review #3)
(ii) discuss how to listen [to] others' perspectives in a variety of scenarios	Text Pages: 485–486 (Listen section)	Text Pages: 331 (Develop Your Skills #19)



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Breakout	Narrative	Activity
(iii) discuss how to respect others' feelings in a variety of scenarios	Text Pages: 476 (Mutual respect section)	Text Pages: 305 (Develop Your Skills #20)
(iv) discuss how to respect others' perspectives in a variety of scenarios	Text Pages: 480 (Use Active Listening section), 497–498 (Types of Friendships second paragraph)	Text Pages: 305 (Develop Your Skills #20)
(v) demonstrate how to listen [to] others' feelings in a variety of scenarios	Text Pages: 480 (Use Active Listening section)	Text Pages: 125 (Develop Your Skills #23)
(vi) demonstrate how to listen [to] others' perspectives in a variety of scenarios	Text Pages: 485–486 (Listen section)	Text Pages: 125 (Develop Your Skills #23)
(vii) demonstrate how to respect others' feelings in a variety of scenarios	Text Pages: 480 (Use Active Listening section)	Text Pages: 99 (Develop Your Skills #23)
(viii) demonstrate how to respect others' perspectives in a variety of scenarios	Text Pages: 480 (Use Active Listening section)	Text Pages: 305 (Develop Your Skills #20)

Standard 3F: identify strategies for using non-violent conflict resolution skills.

Breakout	Narrative	Activity
(i) identify strategies for using non-violent conflict resolution skills	Text Pages: 484–487 (Conflict Resolution Skills section)	Text Pages: 512 (Check Your Knowledge #3)

Standard 4A: identify how physical and social changes impact self-esteem;

Breakout	Narrative	Activity
(i) identify how physical changes impact self-esteem	Text Pages: 245 (infographic)	Text Pages: 79 (Thinking Critically #1)
(ii) identify how social changes impact self-esteem	Text Pages: 134–135 (Factors That Affect Self-Esteem section, Figure 5.5, Building Your Skills section)	Text Pages: 161 (Develop Your Skills #20)

Standard 4B: identify possible health benefits of setting and implementing long-term personal goals;

Breakout	Narrative	Activity
(i) identify possible health benefits of setting long-term personal goals	Text Pages: 24–25 (Setting and Achieving Goals section)	Text Pages: 400 (Hands-On Activity)



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Breakout	Narrative	Activity
(ii) identify possible health benefits of implementing long-term personal goals	Text Pages: 24–25 (Setting and Achieving Goals section)	Text Pages: 400 (Hands-On Activity)

Standard 4C: create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and

Breakout	Narrative	Activity
(i) create personal life goals that one wishes to achieve	Companion Text Pages: 635 (Building Your Skills feature)	Companion Text Pages: 635 (Building Your Skills #1)
(ii) discuss personal life goals that one wishes to achieve	Companion Text Pages: 635 (Building Your Skills feature)	Companion Text Pages: 639 (Develop Your Skills #24)
(iii) consider the financial impact of graduating from high school	Companion Text Pages: 634 (last two paragraphs before Resources for Teen Parents section)	Companion Text Pages: 636 (Hands-On Activity)
(iv) consider the financial impact of having a full-time job	Text Pages: 19 (Economic Environment section)	Companion Text Pages: 636 (Hands-On Activity)
(v) consider the financial impact of waiting until marriage if one plans to have children	Text Pages: 507 (paragraph beginning "Healthy romantic relationships")	Companion Text Pages: 636 (Hands-On Activity)

Standard 4D: explain the steps in the decision-making process and the importance of following the steps.

Breakout	Narrative	Activity
(i) explain the steps in the decision-making process	Text Pages: 23–24 (Making Healthy Decisions section)	Text Pages: 32 (Lesson 1.3 Review #1)
(ii) explain the importance of following the steps [of the decision-making process]	Text Pages: 324 (Building Your Skills feature)	Text Pages: 99 (Develop Your Skills #24)

Standard 5A: identify and discuss how adolescent brain development influences emotions, decision making, and logic; and

Breakout	Narrative	Activity
(i) identify how adolescent brain development influences emotions	Text Pages: 141 (Controlling Your Emotions section first paragraph)	Text Pages: 148 (Lesson 5.2 Review #2)



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Breakout	Narrative	Activity
(ii) identify how adolescent brain development influences decision making	Text Pages: 567–568 (Intellectual Development section)	Text Pages: 580 (Check Your Knowledge #8)
(iii) identify how adolescent brain development influences logic	Text Pages: 567–568 (Intellectual Development section)	Text Pages: 580 (Check Your Knowledge #8)
(iv) discuss how adolescent brain development influences emotions	Text Pages: 141 (Controlling Your Emotions section first paragraph)	Text Pages: 148 (Lesson 5.2 Review #2)
(v) discuss how adolescent brain development influences decision making	Text Pages: 567–568 (Intellectual Development section)	Text Pages: 580 (Check Your Knowledge #8)
(vi) discuss how adolescent brain development influences logic	Text Pages: 567–568 (Intellectual Development section)	Text Pages: 580 (Check Your Knowledge #8)

Standard 5B: relate physical environmental factors such as school climate and availability of resources to individual, family, and community health.

Breakout	Narrative	Activity
(i) relate physical environmental factors to individual health	Text Pages: 17 (Environmental Factors section), 30 (Building Your Skills feature)	Text Pages: 30 (Be a Health Advocate at School #1), 30 (Be a Health Advocate at School #2)
(ii) relate physical environmental factors to family health	Text Pages: 451–453 (Chemicals section)	Text Pages: 469 (Develop Your Skills #22)
(iii) relate physical environmental factors to community health	Text Pages: 31–32 (three paragraphs beginning “You can also advocate...”, Figure 1.17, Figure 1.18)	Text Pages: 454 (Hands-On Activity)

Standard 6A: examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others;

Breakout	Narrative	Activity
(i) examine the outcomes of healthy methods for managing challenges related to long-term health conditions of self	Text Pages: 389 (Figure 12.20)	Text Pages: 403 (Think Critically #19)
(ii) examine the outcomes of healthy methods for managing challenges related to long-term health conditions of others	Text Pages: 389 (Figure 12.20)	Text Pages: 403 (Think Critically #19)
(iii) examine the outcomes of unhealthy methods for	Text Pages:	Text Pages: 403 (Think Critically #19)



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Breakout	Narrative	Activity
managing challenges related to long-term health conditions of self	355–356 (Why Do Some People Misuse or Abuse Medications and Drugs? section)	
(iv) examine the outcomes of unhealthy methods for managing challenges related to long-term health conditions of others	Text Pages: 355–356 (Why Do Some People Misuse or Abuse Medications and Drugs? section)	Text Pages: 403 (Think Critically #19)

Standard 6B: identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues;

Breakout	Narrative	Activity
(i) identify lifetime strategies for managing conditions that impact learning	Text Pages: 558–559 (Differences in Development section)	Text Pages: 562 (Lesson 17.2 Review #6)
(ii) describe lifetime strategies for managing conditions that impact learning	Text Pages: 174–179 (Recognize When You Need Help section, Find Treatment section)	Text Pages: 562 (Lesson 17.2 Review #6)

Standard 6C: identify how to respond positively to develop resiliency;

Breakout	Narrative	Activity
(i) identify how to respond positively to develop resiliency	Text Pages: 148 (Show Resilience section)	Text Pages: 160 (Check Your Knowledge #9)

Standard 6D: describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;

Breakout	Narrative	Activity
(i) describe healthy self-management strategies for stress	Text Pages: 152–158 (Strategies for Managing Stress section)	Text Pages: 158 (Lesson 5.3 Review #4), 158 (Lesson 5.3 Review #5), 158 (Hands-On Activity)
(ii) describe healthy self-management strategies for anxiety	Text Pages: 167 (Using Mindfulness to Manage Social Media Anxiety infographic)	Text Pages: 189 (Think Critically #19)
(iii) describe healthy self-management strategies for depression	Text Pages: 185 (Advocate for Mental Health section), 245 (Benefits of Physical	Text Pages: 160 (Check Your Knowledge #9)



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Breakout	Narrative	Activity
	Activity on Mental Health infographic)	
(iv) describe healthy self-management strategies for trauma	Text Pages: 148 (Show Resilience section)	Text Pages: 160 (Check Your Knowledge #9)
(v) describe healthy self-management strategies for loss	Text Pages: 578 (two paragraphs beginning with “The end of the human life cycle”)	Text Pages: 581 (Think Critically #17)
(vi) describe healthy self-management strategies for grief	Text Pages: 578 (two paragraphs beginning with “The end of the human life cycle”)	Text Pages: 581 (Think Critically #17)
(vii) describe unhealthy self-management strategies for stress	Text Pages: 297 (Learn to Manage Stress section)	Text Pages: 302 (Lesson 9.3 Review #2)
(viii) describe unhealthy self-management strategies for anxiety	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs? fourth paragraph)	Text Pages: 330 (Check Your Knowledge #7)
(ix) describe unhealthy self-management strategies for depression	Text Pages: 347 (Figure 11.9)	Text Pages: 330 (Check Your Knowledge #7)
(x) describe unhealthy self-management strategies for trauma	Companion Text Pages: 620 (Impact on Emotional Health section)	Companion Text Pages: 622 (Lesson 19.2 Review #3)
(xi) describe unhealthy self-management strategies for loss	Text Pages: 578 (paragraph beginning “Grieving is a normal ...”)	Text Pages: 581 (Think Critically #17)
(xii) describe unhealthy self-management strategies for grief	Text Pages: 578 (paragraph beginning “Grieving is a normal ...”)	Text Pages: 581 (Think Critically #17)

Standard 6E: identify causes and effects associated with disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating;

Breakout	Narrative	Activity
(i) identify causes associated with disordered eating	Text Pages: 232 (Risk Factors for Disordered Eating and Eating Disorders section)	Text Pages: 236 (Lesson 7.4 Review #2)
(ii) identify causes associated with eating disorders	Text Pages: 232 (Risk Factors for Disordered Eating and Eating Disorders section)	Text Pages: 236 (Lesson 7.4 Review #2)
(iii) identify effects associated with disordered eating	Text Pages:	Text Pages: 238 (Check Your Knowledge #11)



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Breakout	Narrative	Activity
	232–233 (Health Consequences of Disordered Eating and Eating Disorders section)	
(iv) identify effects associated with eating disorders	Text Pages: 232–233 (Health Consequences of Disordered Eating and Eating Disorders section)	Text Pages: 238 (Check Your Knowledge #11)
(v) identify the importance of seeking help from a parent or other trusted adult for oneself or others related to disordered eating	Text Pages: 234 (Treating Eating Disorders and Disordered Eating section)	Text Pages: 239 (Think Critically #19)

Standard 6F: discuss the suicide risk and suicide protective factors as identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or other trusted adult if one observes the warning signs in self or others;

Breakout	Narrative	Activity
(i) discuss the suicide risk factors as identified by the Centers for Disease Control and Prevention (CDC)	Text Pages: 181–183 (Recognize Risk and Protective Factors of Suicide section)	Text Pages: 186 (Lesson 6.3 Review #2)
(ii) discuss the suicide protective factors as identified by the Centers for Disease Control and Prevention (CDC)	Text Pages: 183 (Protective Factors section)	Text Pages: 186 (Lesson 6.3 Review #2)
(iii) discuss the importance of telling a parent or other trusted adult if one observes the warning signs [of suicide] in self or another	Text Pages: 184 (Take Steps to Help Prevent Suicide section)	Text Pages: 189 (Think Critically #17)

Standard 6G: explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions; and

Breakout	Narrative	Activity
(i) explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions	Text Pages: 185 (Advocate for Mental Health second paragraph, Figure 6.16)	Text Pages: 179 (Lesson 6.2 Review #2)

Standard 6H: identify suicide prevention resources such as the National Suicide Prevention Hotline.



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Breakout	Narrative	Activity
(i) identify suicide prevention resources such as the National Suicide Prevention Hotline	Text Pages: 184 (Take Steps to Help prevent Suicide fourth and fifth paragraphs, Figure 6.15)	Text Pages: 189 (Develop Your Skills #22), 189 (Develop Your Skills #23)

Standard 7A: define micronutrients, including calcium and iron, and their recommended daily allowances;

Breakout	Narrative	Activity
(i) define micronutrients, including calcium	Text Pages: 196 (paragraph beginning “Your body requires ...”), 202–203 (Minerals section, Figure 7.9)	Text Pages: 203 (Lesson 7.1 Review #2)
(ii) define micronutrients, including iron,	Text Pages: 196 (paragraph beginning “Your body requires ...”), 202–203 (Minerals section, Figure 7.9)	Text Pages: 203 (Lesson 7.1 Review #2)
(iii) define recommended daily allowances [for micronutrients, including calcium]	Text Pages: 203 (paragraph beginning “It needs calcium ...”)	Text Pages: 203 (Lesson 7.1 Review #2)
(iv) define recommended daily allowances [for micronutrients, including iron]	Text Pages: 203 (paragraph beginning “It needs calcium ...”)	Text Pages: 203 (Lesson 7.1 Review #2)

Standard 7B: compare and contrast common food labels and menus for nutritional content and calories;

Breakout	Narrative	Activity
(i) compare and contrast common food labels for nutritional content	Text Pages: 213 (Understanding Nutrition Facts and Food Labels second paragraph)	Text Pages: 239 (Develop Your Skills #21)
(ii) compare and contrast common food labels for calories	Text Pages: 213 (Understanding Nutrition Facts and Food Labels second paragraph)	Text Pages: 239 (Develop Your Skills #21)
(iii) compare and contrast common menus for nutritional content	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 239 (Develop Your Skills #21)
(iv) compare and contrast common menus for calories	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 239 (Develop Your Skills #21)

Standard 7C: describe healthy and unhealthy dietary practices;



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Breakout	Narrative	Activity
(i) describe healthy dietary practices	Text Pages: 211–216 (Skills for Following a Healthy Eating Pattern section)	Text Pages: 238 (Check Your Knowledge #6)
(ii) describe unhealthy dietary practices	Text Pages: 223–225 (Avoid Unhealthy Strategies section)	Text Pages: 227 (Lesson 7.3 Review #6)

Standard 7D: explain the importance of a realistic personal dietary plan; and

Breakout	Narrative	Activity
(i) explain the importance of a realistic personal dietary plan	Text Pages: 210 (Poor Nutrition first paragraph)	Text Pages: 239 (Think Critically #16)

Standard 7E: evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables.

Breakout	Narrative	Activity
(i) evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables	Text Pages: 212 (Limit Added Sugars, Saturated Fats, and Sodium section)	Text Pages: 216 (Hands-On Activity)

Standard 8A: identify the CDC guidelines for daily physical activity throughout the lifespan; and

Breakout	Narrative	Activity
(i) identify the CDC guidelines for daily physical activity throughout the lifespan	Text Pages: 246 (Getting Enough Physical Activity section)	Text Pages: 271 (Develop Your Skills #18)

Standard 8B: analyze the benefits of regular physical activity on mental, physical, and social health.

Breakout	Narrative	Activity
(i) analyze the benefits of regular physical activity on mental health	Text Pages: 245 (Benefits of Physical Activity on Mental Health infographic)	Text Pages: 271 (Develop Your Skills #18)
(ii) analyze the benefits of regular physical activity on physical health	Text Pages: 244 (The Benefits of Physical Activity section)	Text Pages: 271 (Develop Your Skills #18)



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Breakout	Narrative	Activity
(iii) analyze the benefits of regular physical activity on social health	Text Pages: 244 (The Benefits of Physical Activity section)	Text Pages: 271 (Develop Your Skills #18)

Standard 9A: make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels; and

Breakout	Narrative	Activity
(i) make a variety of healthy personal food choices	Text Pages: 211–216 (Skills for Following a Healthy Eating Pattern section)	Text Pages: 239 (Develop Your Skills #22), 239 (Develop Your Skills #24)
(ii) develop short-term goals to achieve appropriate levels of physical activity	Text Pages: 222 (Set and Reward Realistic Goals section)	Text Pages: 263 (Setting a SMART Physical Activity Goal activity)
(iii) develop short-term goals to improve personal physical fitness levels	Text Pages: 263–265 (Setting Your Goals section, Building Your Skills feature)	Text Pages: 263 (Setting a SMART Physical Activity Goal activity)
(iv) develop long-term goals to achieve appropriate levels of physical activity	Text Pages: 263–265 (Setting Your Goals section, Building Your Skills feature)	Text Pages: 263 (Setting a SMART Physical Activity Goal activity)
(v) develop long-term goals to improve personal physical fitness levels	Text Pages: 263–265 (Setting Your Goals section, Building Your Skills feature)	Text Pages: 263 (Setting a SMART Physical Activity Goal activity)

Standard 9B: explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices.

Breakout	Narrative	Activity
(i) explain the role of media in influencing individual health related to physical activity	Text Pages: 246–247 (Factors That Influence Physical Activity section)	Text Pages: 247 (Lesson 8.1 Review #4)
(ii) explain the role of media in influencing individual health related to nutritional choices	Text Pages: 214–215 (Analyzing Influences on Food Choices section, Figure 2.17)	Text Pages: 247 (Lesson 8.1 Review #4)
(iii) explain the role of media in influencing community health related to physical activity	Text Pages: 246–247 (Factors That Influence Physical Activity section)	Text Pages: 247 (Lesson 8.1 Review #4)
(iv) explain the role of media in influencing community health related to nutritional choices	Text Pages: 214 (Analyzing Influences on Food Choices section)	Text Pages: 247 (Lesson 8.1 Review #4)
(v) explain the role of technology in influencing	Text Pages:	Text Pages: 247 (Lesson 8.1 Review #4)



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Breakout	Narrative	Activity
individual health related to physical activity	246–247 (Factors That Influence Physical Activity section)	
(vi) explain the role of technology in influencing individual health related to nutritional choices	Text Pages: 246 (Figure 8.2)	Text Pages: 247 (Lesson 8.1 Review #4)
(vii) explain the role of technology in influencing community health related to physical activity	Text Pages: 246–247 (Factors That Influence Physical Activity section)	Text Pages: 271 (Develop Your Skills #19)
(viii) explain the role of technology in influencing community health related to nutritional choices	Text Pages: 246 (Figure 8.2)	Text Pages: 247 (Lesson 8.1 Review #4)

Standard 10A: analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes;

Breakout	Narrative	Activity
(i) analyze the impact of moderate physical activity on the prevention of obesity	Text Pages: 243–244 (Figure 8.1, The Benefits of Physical Activity section)	Text Pages: 400 (Lesson 12.3 Review #5)
(ii) analyze the impact of moderate physical activity on the prevention of heart disease	Text Pages: 398 (Heart Disease section)	Text Pages: 400 (Lesson 12.3 Review #5)
(iii) analyze the impact of moderate physical activity on the prevention of diabetes	Text Pages: 400 (Diabetes section)	Text Pages: 400 (Lesson 12.3 Review #5)
(iv) analyze the impact of dietary choices on the prevention of obesity	Text Pages: 222–227 (paragraph beginning “To avoid the health risks...”, Strategies for Healthy Weight Management section)	Text Pages: 239 (Think Critically #16)
(v) analyze the impact of dietary choices on the prevention of heart disease	Text Pages: 398 (Heart Disease)	Text Pages: 400 (Lesson 12.3 Review #5)
(vi) analyze the impact of dietary choices on the prevention of diabetes	Text Pages: 400 (Diabetes)	Text Pages: 400 (Lesson 12.3 Review #5)

Standard 10B: identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.

Breakout	Narrative	Activity
(i) identify strategies to adopt healthy behaviors to reduce	Text Pages:	Text Pages: 227 (Lesson 7.3 Review #4)



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Breakout	Narrative	Activity
the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes	211–215 (Skills for Following a Healthy Eating Pattern section)	

Standard 10C: analyze internal and external factors that influence healthy eating and physical activity behaviors; and

Breakout	Narrative	Activity
(i) analyze internal factors that influence healthy eating behaviors	Text Pages: 214–215 (Analyzing Influences on Food Choices section, Figure 7.21)	Text Pages: 239 (Think Critically #15)
(ii) analyze internal factors that influence healthy physical activity behaviors	Text Pages: 246–247 (Factors That Influence Physical Activity section)	Text Pages: 271 (Think Critically #16), 271 (Develop Your Skills #20)
(iii) analyze external factors that influence healthy eating behaviors	Text Pages: 214–215 (Analyzing Influences on Food Choices section, Figure 7.21)	Text Pages: 239 (Think Critically #15)
(iv) analyze external factors that influence healthy physical activity behaviors	Text Pages: 246–247 (Factors That Influence Physical Activity section)	Text Pages: 271 (Think Critically #16), 271 (Develop Your Skills #20)

Standard 10D: discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods.

Breakout	Narrative	Activity
(i) discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods	Text Pages: 215 (Preparing Nutritious Foods section)	Text Pages: 239 (Develop Your Skills #22)

Standard 11A: describe basic first-aid procedures.

Breakout	Narrative	Activity
(i) describe basic first-aid procedures	Text Pages: 427–438 (Knowing Basic First Aid, Lesson 13.3)	Text Pages: 441 (Develop Your Skills #23)



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Standard 12A: discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking;

Breakout	Narrative	Activity
(i) discuss strategies for avoiding violence	Text Pages: 542 (Violence Prevention section)	Text Pages: 545 (Develop Your Skills #25)
(ii) discuss strategies for avoiding gangs	Text Pages: 539 (paragraph beginning "Communities often...", Figure 16.19)	Text Pages: 542 (Lesson 16.3 Review #5)
(iii) discuss strategies for avoiding weapons	Text Pages: 408–409 (Weapons Safety, Figure 13.3)	Text Pages: 440 (Check Your Knowledge #1)
(iv) discuss strategies for avoiding human trafficking	Text Pages: 539 (Human Trafficking section)	Text Pages: 542 (Lesson 16.3 Review #2)
(v) demonstrate strategies for avoiding violence	Text Pages: 542 (Violence Prevention section)	Text Pages: 545 (Develop Your Skills #25)
(vi) demonstrate strategies for avoiding gangs	Text Pages: 539 (paragraph beginning "Communities often...", Figure 16.19)	Text Pages: 542 (Lesson 16.3 Review #5)
(vii) demonstrate strategies for avoiding weapons	Text Pages: 408–409 (Weapons Safety, Figure 13.3)	Text Pages: 440 (Check Your Knowledge #1)
(viii) demonstrate strategies for avoiding human trafficking	Text Pages: 539 (Human Trafficking section)	Text Pages: 542 (Lesson 16.3 Review #2)

Standard 12B: define safe haven and identify dedicated safe haven locations in the community;

Breakout	Narrative	Activity
(i) define safe haven	Text Pages: 535 (Get Help and Treatment first paragraph)	Text Pages: 545 (Develop Your Skills #24)
(ii) identify dedicated safe haven locations in the community	Text Pages: 535 (Get Help and Treatment first paragraph)	Text Pages: 545 (Develop Your Skills #24)

Standard 12C: describe the dangers associated with a variety of weapons;

Breakout	Narrative	Activity
(i) describe the dangers associated with a variety of weapons	Text Pages: 408 (Weapons Safety section)	Text Pages: 416 (Lesson 13.1 Review #4)



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Standard 12D: explain the importance of complying with rules prohibiting possession of weapons; and

Breakout	Narrative	Activity
(i) explain the importance of complying with rules prohibiting possession of weapons	Text Pages: 408–409 (Weapons Safety section, Figure 13.3)	Text Pages: 416 (Lesson Review #4)

Standard 12E: create a personal safety plan.

Breakout	Narrative	Activity
(i) create a personal safety plan	Text Pages: 409 (Fire Prevention and Safety first paragraph), 414 (paragraph beginning “After assembling emergency ...”)	Text Pages: 441 (Develop Your Skills #22)

Standard 13A: discuss appropriate personal digital and online communication boundaries;

Breakout	Narrative	Activity
(i) discuss appropriate personal digital communication boundaries	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 426 (Lesson 13.2 Review #5)
(ii) discuss appropriate personal online communication boundaries	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 426 (Lesson Review #5)

Standard 13B: develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

Breakout	Narrative	Activity
(i) develop strategies to resist inappropriate digital communication	Text Pages: 421–423 (Thinking Before You Post section, Staying Safe on Social Media section)	Text Pages: 441 (Develop Your Skills #20)
(ii) develop strategies to resist inappropriate online communication	Text Pages: 421–423 (Thinking Before You Post section, Staying Safe on Social Media section)	Text Pages: 441 (Develop Your Skills #20)



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Standard 13C: discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

Breakout	Narrative	Activity
(i) discuss consequences resulting from inappropriate digital communication	Companion Text Pages: 610 (Figure 19.5)	Text Pages: 426 (Lesson 13.2 Review #5)
(ii) discuss consequences resulting from inappropriate online communication	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 426 (Lesson 13.2 Review #5)
(iii) analyze consequences resulting from inappropriate digital communication	Companion Text Pages: 610 (Figure 19.5)	Text Pages: 426 (Lesson 13.2 Review #5)
(iv) analyze consequences resulting from inappropriate online communication	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 426 (Lesson 13.2 Review #5)

Standard 13D: discuss strategies and techniques for identity protection in digital and online environments;

Breakout	Narrative	Activity
(i) discuss strategies for identity protection in digital environments	Text Pages: 420–421 (Privacy section)	Text Pages: 441 (Think Critically #18), 441 (Develop Your Skills #20)
(ii) discuss strategies for identity protection in online environments	Text Pages: 420–421 (Privacy section)	Text Pages: 441 (Think Critically #18), 441 (Develop Your Skills #20)
(iii) discuss techniques for identity protection in digital environments	Text Pages: 420–421 (Privacy section)	Text Pages: 441 (Think Critically #18), 441 (Develop Your Skills #20)
(iv) discuss techniques for identity protection in online environments	Text Pages: 420–421 (Privacy section)	Text Pages: 441 (Think Critically #18), 441 (Develop Your Skills #20)

Standard 13E: identify how technology is used to recruit or manipulate potential victims of sex trafficking; and

Breakout	Narrative	Activity
(i) identify how technology is used to recruit or manipulate potential victims of sex trafficking	Text Pages: 539 (Human Trafficking second paragraph)	Text Pages: 544 (Check Your Knowledge #11)



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Standard 13F: identify the current legal consequences of cyberbullying and inappropriate digital and online communication.

Breakout	Narrative	Activity
(i) identify the current legal consequences of cyberbullying	Text Pages: 524 (paragraph beginning “Remember that man ...”)	Text Pages: 545 (Develop Your Skills #22)
(ii) identify the current legal consequences of inappropriate digital communication	Text Pages: 423 (paragraph beginning “As young people”)	Text Pages: 426 (Lesson 13.2 Review #5)
(iii) identify the current legal consequences inappropriate online communication	Text Pages: 423 (paragraph beginning “As young people”)	Text Pages: 426 (Lesson 13.2 Review #5)

Standard 14A: identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse;

Breakout	Narrative	Activity
(i) identify how exposure to family violence can influence behavior	Text Pages: 531 (Effects of Child Abuse and Neglect section)	Text Pages: 545 (Think Critically #17)
(ii) identify the importance of reporting suspected abuse	Text Pages: 533–534 (Report Abuse section)	Text Pages: 545 (Think Critically #18)

Standard 14B: assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school;

Breakout	Narrative	Activity
(i) assess healthy ways of responding to bullying, including behavior that takes place at school	Text Pages: 520–521 (Strategies for Responding to Bullying section)	Text Pages: 519 (Strategies for Responding to Rumors last paragraph)
(ii) assess healthy ways of responding to cyberbullying, including behavior that takes place at school	Text Pages: 524–525 (Strategies for Responding to Cyberbullying section)	Text Pages: 526 (Lesson 16.1 Review #5)
(iii) assess healthy ways of discouraging bullying, including behavior that takes place at school	Text Pages: 525 (Bullying and Cyberbullying Prevention section)	Text Pages: 519 (Strategies for Responding to Rumors last paragraph)
(iv) assess healthy ways of discouraging cyberbullying, including behavior that takes place at school	Text Pages: 525 (Bullying and Cyberbullying Prevention section)	Text Pages: 526 (Lesson 16.1 Review #5)
(v) assess appropriate ways of responding to bullying,	Text Pages:	Text Pages:



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Breakout	Narrative	Activity
including behavior that takes place at school	520–521 (Strategies for Responding to Bullying section)	519 (Strategies for Responding to Rumors last paragraph)
(vi) assess appropriate ways of responding to cyberbullying, including behavior that takes place at school	Text Pages: 524–525 (Strategies for Responding to Cyberbullying section)	Text Pages: 526 (Lesson 16.1 Review #5)
(vii) assess appropriate ways of discouraging bullying, including behavior that takes place at school	Text Pages: 520–521 (Strategies for Responding to Bullying section)	Text Pages: 545 (Develop Your Skills #23)
(viii) assess appropriate ways of discouraging cyberbullying, including behavior that takes place at school	Text Pages: 524–526 (Strategies for Responding to Cyberbullying, Bullying Prevention sections)	Text Pages: 526 (Lesson 16.1 Review #5)

Standard 14C: analyze the impact that bullying has on both victims and bullies;

Breakout	Narrative	Activity
(i) analyze the impact that bullying has on victims	Text Pages: 520 (Consequences of Bullying section)	Text Pages: 545 (Think Critically #16)
(ii) analyze the impact that bullying has on bullies	Text Pages: 165 (Figure 6.1)	Text Pages: 544 (Check Your Knowledge #3)

Standard 14D: identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual; and

Breakout	Narrative	Activity
(i) identify strategies for prevention of all forms of bullying	Text Pages: 525–526 (Bullying and Cyberbullying Prevention)	Text Pages: 526 (Lesson 16.1 Review #5)
(ii) identify strategies for prevention of all forms of cyberbullying	Text Pages: 525–526 (Bullying and Cyberbullying Prevention)	Text Pages: 526 (Lesson 16.1 Review #5)
(iii) identify strategies for intervention of all forms of bullying	Text Pages: 520–521 (Strategies for Responding to Bullying section)	Text Pages: 526 (Lesson 16.1 Review #5)
(iv) identify strategies for intervention of all forms of cyberbullying	Text Pages: 524–525 (Strategies for Responding to Cyberbullying section)	Text Pages: 526 (Lesson 16.1 Review #5)

Standard 14E: discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying.



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Breakout	Narrative	Activity
(i) discuss ways to seek the input of parents in problem solving issues relating to violence	Text Pages: 541 (What to Do If You Experience Violence section)	Text Pages: 545 (Think Critically #20)
(ii) discuss ways to seek the input of parents in problem solving issues relating to bullying	Text Pages: 526 (bullet beginning “If you see signs ...”, paragraph beginning “In addition to these”)	Text Pages: 545 (Think Critically #20)
(iii) discuss ways to seek the input of other trusted adults in problem solving issues relating to violence	Text Pages: 541 (What to Do If You Experience Violence section)	Text Pages: 545 (Think Critically #20)
(iv) discuss ways to seek the input of other trusted adults in problem solving issues relating to bullying	Text Pages: 526 (bullet beginning “If you see signs ...”, paragraph beginning “In addition to these”)	Text Pages: 545 (Think Critically #20)

Standard 15A: describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each;

Breakout	Narrative	Activity
(i) describe the misuse of prescription drugs, including combining drugs	Text Pages: 339 (Medication Misuse and Abuse section)	Text Pages: 342 (Lesson 11.1 Review #3)
(ii) describe the misuse of over-the-counter drugs, including combining drugs	Text Pages: 339 (Medication Misuse and Abuse section)	Text Pages: 342 (Lesson 11.1 Review #3)
(iii) describe the abuse of prescription drugs, including combining drugs	Text Pages: 339 (Medication Misuse and Abuse section)	Text Pages: 342 (Lesson 11.1 Review #4)
(iv) describe the abuse of over-the-counter drugs, including combining drugs	Text Pages: 339 (Medication Misuse and Abuse section)	Text Pages: 342 (Lesson 11.1 Review #4)
(v) describe the dangers associated with [the misuse of prescription drugs, including combining drugs]	Text Pages: 339–341 (Health Effects of Medication Misuse and Abuse section, Commonly Misused and Abused Medications section)	Text Pages: 342 (Lesson 11.1 Review #4)
(vi) describe the dangers associated with [the misuse of over-the-counter drugs, including combining drugs]	Text Pages: 339–341 (Health Effects of Medication Misuse and Abuse section, Commonly Misused and Abused Medications section)	Text Pages: 342 (Lesson 11.1 Review #4)
(vii) describe the dangers associated with [the abuse of prescription drugs, including combining drugs]	Text Pages: 339–341 (Health Effects of Medication Misuse and Abuse section, Commonly Misused and Abused Medications section)	Text Pages: 342 (Lesson 11.1 Review #4)



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Breakout	Narrative	Activity
(viii) describe the dangers associated with [the abuse of over-the-counter drugs, including combining drugs]	Text Pages: 339–341 (Health Effects of Medication Misuse and Abuse section, Commonly Misused and Abused Medications section)	Text Pages: 342 (Lesson 11.1 Review #4)

Standard 15B: compare and contrast examples of prescription and over-the-counter drug labels;

Breakout	Narrative	Activity
(i) compare and contrast examples of prescription and over-the-counter drug labels	Text Pages: 337–338 (Figure 11.3, Figure 11.4)	Text Pages: 342 (Hands-On Activity)

Standard 15C: identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; and

Breakout	Narrative	Activity
(i) identify practices used to safely store prescription drugs	Text Pages: 338 (bullet beginning “Store medications ...”)	Text Pages: 342 (Hands-On Activity)
(ii) identify practices used to safely store over-the-counter drugs	Text Pages: 338 (bullet beginning “Store medications ...”)	Text Pages: 342 (Hands-On Activity)
(iii) identify practices used to properly dispose of prescription drugs	Text Pages: 359 (Educate and Advocate fourth paragraph, Figure 11.21)	Text Pages: 342 (Hands-On Activity)
(iv) identify practices used to properly dispose of over-the-counter drugs	Text Pages: 338 (bullet beginning “Check expiration dates”)	Text Pages: 342 (Hands-On Activity)
(v) describe practices used to safely store prescription drugs	Text Pages: 338 (bullet beginning “Store medications ...”)	Text Pages: 342 (Hands-On Activity)
(vi) describe practices used to safely store over-the-counter drugs	Text Pages: 338 (bullet beginning “Store medications ...”)	Text Pages: 342 (Hands-On Activity)
(vii) describe practices used to properly dispose of prescription drugs	Text Pages: 359 (Educate and Advocate fourth paragraph, Figure 11.21)	Text Pages: 342 (Hands-On Activity)
(viii) describe practices used to properly dispose of over-the-counter drugs	Text Pages: 338 (bullet beginning “Store medications ...”)	Text Pages: 342 (Hands-On Activity)

Standard 15D: describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances.



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Breakout	Narrative	Activity
(i) describe substance abuse	Text Pages: 288–290 (Substance Use Disorder section)	Text Pages: 294 (Lesson 9.2 Review #4), 294 (Lesson 9.2 Review #5)
(ii) describe addiction to alcohol	Text Pages: 312 (paragraph beginning “People with an alcohol addiction...”)	Text Pages: 319 (Lesson 10.1 Review #3)
(iii) describe addiction to vaping products	Text Pages: 290 (Addiction section)	Text Pages: 294 (Lesson 9.2 Review #4), 294 (Lesson 9.2 Review #5)
(iv) describe addiction to tobacco	Text Pages: 290 (Addiction section)	Text Pages: 294 (Lesson 9.2 Review #4), 294 (Lesson 9.2 Review #5)
(v) describe addiction to other drugs	Text Pages: 344–345 (Health Effects of Drug Abuse section)	Text Pages: 353 (Lesson 11.1 Review #4)
(vi) describe addiction to dangerous substances	Text Pages: 344–345 (Health Effects of Drug Abuse section)	Text Pages: 353 (Lesson 11.1 Review #4)

Standard 16A: describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders; and

Breakout	Narrative	Activity
(i) describe the short-term health consequences of prescription drug misuse	Text Pages: 341 (paragraph beginning “Medication misuse and abuse...”)	Text Pages: 365 (Think Critically #17)
(ii) describe the short-term health consequences of over-the-counter drug misuse	Text Pages: 341 (paragraph beginning “Medication misuse and abuse...”)	Text Pages: 365 (Think Critically #17)
(iii) describe the short-term health consequences of substance use disorders	Text Pages: 312–313 (Immediate Health Effects section)	Text Pages: 305 (Think Critically #17)
(iv) describe the long-term health consequences of prescription drug misuse	Text Pages: 341 (three paragraphs beginning at “Medication misuse and abuse...”)	Text Pages: 365 (Think Critically #17)
(v) describe the long-term health consequences of over-the-counter drug misuse	Text Pages: 341 (three paragraphs beginning at “Medication misuse and abuse...”)	Text Pages: 365 (Think Critically #17)
(vi) describe the long-term health consequences of substance use disorders	Text Pages: 313–316 (Long-Term Health Effects section)	Text Pages: 305 (Think Critically #17)



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Standard 16B: discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs.

Breakout	Narrative	Activity
(i) discuss the legal consequences related to the use of drugs, including prescription drugs	Text Pages: 346 (The Consequences of Medication Drug Abuse infographic)	Text Pages: 353 (Hands-On Activity)
(ii) discuss the legal consequences related to the misuse of drugs, including prescription drugs	Text Pages: 346 (The Consequences of Medication Drug Abuse infographic)	Text Pages: 342 (Hands-On Activity)
(iii) discuss the legal consequences related to the possession of drugs, including prescription drugs	Text Pages: 347 (two paragraphs beginning at “People who abuse ...”)	Text Pages: 353 (Hands-On Activity)

Standard 17A: identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult;

Breakout	Narrative	Activity
(i) identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult	Text Pages: 361–362 (Helping Someone with a Substance Use Disorder section)	Text Pages: 362 (Lesson 11.3 Review #5)

Standard 17B: identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended;

Breakout	Narrative	Activity
(i) identify signs of alcohol use	Text Pages: 312 (two paragraphs beginning at “Dependence occurs ...”, Immediate Health Effects section), 313 (Hangover Symptoms and Alcohol Poisoning section)	Text Pages: 319 (Lesson 10.1 Review #4)
(ii) identify signs of tobacco use	Text Pages: 279–280 (Health Effects of Nicotine section, Health Effects of Cigarettes section)	Text Pages: 305 (Develop Your Skills #22)
(iii) identify signs of drug use, including prescription drugs	Text Pages: 339–342 (Health Effects of Medication Misuse and Abuse)	Text Pages: 353 (Lesson 11.2 Review #2)



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Breakout	Narrative	Activity
	section, Commonly Misused and Abused Medications section)	
(iv) identify signs of other substance use	Text Pages: 348 (Negative Health Effects section)	Text Pages: 364 (Check Your Knowledge #4), 364 (Check Your Knowledge #5)
(v) identify signs of alcohol misuse	Text Pages: 312–313 (Immediate Health Effects section)	Text Pages: 319 (Lesson 10.1 Review #4)
(vi) identify signs of tobacco misuse	Text Pages: 279–282 (Health Effects of Tobacco Use section)	Text Pages: 286 (Lesson 9.1 Review #2)
(vii) identify signs of drug misuse, including prescription drugs	Text Pages: 339–342 (bulleted section, Medication Misuse and Abuse section, Commonly Misused and Abused Medications section)	Text Pages: 342 (Hands-On Activity)
(viii) identify signs of other substance misuse	Text Pages: 348 (Negative Health Effects section)	Text Pages: 364 (Check Your Knowledge #4), 364 (Check Your Knowledge #5)
(ix) identify symptoms of alcohol use	Text Pages: 312–313 (Immediate Health Effects section)	Text Pages: 319 (Lesson 10.1 Review #4)
(x) identify symptoms of tobacco use	Text Pages: 279–280 (Health Effects of Nicotine section, Health Effects of Cigarettes section)	Text Pages: 305 (Develop Your Skills #22)
(xi) identify symptoms of drug use, including prescription drugs	Text Pages: 339–342 (Health Effects of Medication Misuse and Abuse section, Commonly Misused and Abused Medications section)	Text Pages: 353 (Lesson 11.2 Review #2)
(xii) identify symptoms of other substance use	Text Pages: 348 (Negative Health Effects section)	Text Pages: 364 (Check Your Knowledge #4), 364 (Check Your Knowledge #5)
(xiii) identify symptoms of alcohol misuse	Text Pages: 312–313 (Immediate Health Effects section)	Text Pages: 319 (Lesson 10.1 Review #4)
(xiv) identify symptoms of tobacco misuse	Text Pages: 279–282 (Health Effects of Tobacco Use section)	Text Pages: 286 (Lesson 9.1 Review #2)
(xv) identify symptoms of drug misuse, including prescription drugs	Text Pages: 339–342 (bulleted section, Medication Misuse and Abuse section, Commonly Misused and Abused Medications section)	Text Pages: 342 (Hands-On Activity)
(xvi) identify symptoms of other substance misuse	Text Pages: 348 (Negative Health Effects section)	Text Pages: 364 (Check Your Knowledge #4), 364 (Check Your Knowledge #5)



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Standard 17C: identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.

Breakout	Narrative	Activity
(i) identify examples of who to get help [from] related to unsafe situations regarding the use of alcohol	Text Pages: 326–328 (Treating Alcohol Use section, Helping Someone with an Alcohol Use Disorder section)	Text Pages: 331 (Develop Your Skills #20)
(ii) identify examples of who to get help [from] related to unsafe situations regarding the use of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(iii) identify examples of who to get help [from] related to unsafe situations regarding the use of drugs, including prescription drugs	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(iv) identify examples of who to get help [from] related to unsafe situations regarding the use of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(v) identify examples of who to get help [from] related to unsafe situations regarding the misuse of alcohol	Text Pages: 326–328 (Treating Alcohol Use section, Helping Someone with an Alcohol Use Disorder section)	Text Pages: 331 (Develop Your Skills #20)
(vi) identify examples of who to get help [from] related to unsafe situations regarding the misuse of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(vii) identify examples of who to get help [from] related to unsafe situations regarding the misuse of drugs, including prescription drugs	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(viii) identify examples of who to get help [from] related to unsafe situations regarding the misuse of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(ix) identify examples of when to get help related to unsafe situations regarding the use of alcohol	Text Pages: 288 (Substance Use Disorder section), 326 (Treating Alcohol Use section)	Text Pages: 331 (Develop Your Skills #20)
(x) identify examples of when to get help related to unsafe situations regarding the use of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(xi) identify examples of when to get help related to unsafe situations regarding the use of	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)



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Breakout	Narrative	Activity
drugs, including prescription drugs		
(xii) identify examples of when to get help related to unsafe situations regarding the use of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(xiii) identify examples of when to get help related to unsafe situations regarding the misuse of alcohol	Text Pages: 288 (Substance Use Disorder section), 326 (Treating Alcohol Use section)	Text Pages: 331 (Develop Your Skills #20)
(xiv) identify examples of when to get help related to unsafe situations regarding the misuse of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(xv) identify examples of when to get help related to unsafe situations regarding the misuse of drugs, including prescription drugs	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(xvi) identify examples of when to get help related to unsafe situations regarding the misuse of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(xvii) identify examples of where to get help related to unsafe situations regarding the use of alcohol	Text Pages: 326–328 (Treating Alcohol Use section, Helping Someone with an Alcohol Use Disorder section)	Text Pages: 331 (Develop Your Skills #20)
(xviii) identify examples of where to get help related to unsafe situations regarding the use of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(xix) identify examples of where to get help related to unsafe situations regarding the use of drugs, including prescription drugs	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(xx) identify examples of where to get help related to unsafe situations regarding the use of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(xxi) identify examples of where to get help related to unsafe situations regarding the misuse of alcohol	Text Pages: 326–327 (Treating Alcohol Use section)	Text Pages: 331 (Think Critically #18)
(xxii) identify examples of where to get help related to unsafe situations regarding the misuse of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(xxiii) identify examples of where to get help related to unsafe situations regarding the	Text Pages:	Text Pages: 365 (Develop Your Skills #21)



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Breakout	Narrative	Activity
misuse of drugs, including prescription drugs	360–361 (Treating Medication and Drug Misuse and Abuse section)	
(xxiv) identify examples of where to get help related to unsafe situations regarding the misuse of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(xxv) identify examples of how to get help related to unsafe situations regarding the use of alcohol	Text Pages: 326–328 (Treating Alcohol Use section, Helping Someone with an Alcohol Use Disorder section)	Text Pages: 331 (Think Critically #18), 331 (Develop Your Skills #20)
(xxvi) identify examples of how to get help related to unsafe situations regarding the use of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(xxvii) identify examples of how to get help related to unsafe situations regarding the use of drugs, including prescription drugs	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(xxviii) identify examples of how to get help related to unsafe situations regarding the use of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(xxix) identify examples of how to get help related to unsafe situations regarding the misuse of alcohol	Text Pages: 326–328 (Treating Alcohol Use section, Helping Someone with an Alcohol Use Disorder section)	Text Pages: 331 (Think Critically #18), 331 (Develop Your Skills #20)
(xxx) identify examples of how to get help related to unsafe situations regarding the misuse of tobacco	Text Pages: 300–301 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(xxxii) identify examples of how to get help related to unsafe situations regarding the misuse of drugs, including prescription drugs	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section, Helping Someone with a Substance Use Disorder section)	Text Pages: 365 (Develop Your Skills #21)
(xxxii) identify examples of how to get help related to unsafe situations regarding the misuse of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)

Standard 18A: explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;

Breakout	Narrative	Activity
(i) explain the impact of peer influence on decision making regarding the use of alcohol	Text Pages:	Text Pages: 331 (Think Critically #16)



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Breakout	Narrative	Activity
	322–323 (Influences on Drinking infographic, Peer Pressure section)	
(ii) explain the impact of peer influence on decision making regarding the use of tobacco	Text Pages: 292–293 (Peer Pressure section, Figure 9.17)	Text Pages: 294 (Hands-On Activity)
(iii) explain the impact of peer influence on decision making regarding the use of other drugs	Text Pages: 358 (Building Your Skills feature)	Text Pages: 365 (Think Critically #16)

Standard 18B: describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;

Breakout	Narrative	Activity
(i) describe methods for differentiating between positive and negative relationships that can influence alcohol use	Text Pages: 503 (Positive Peer Pressure section, Negative Peer Pressure section)	Text Pages: 328 (Lesson 10.2 Review #1)
(ii) describe methods for differentiating between positive and negative relationships that can influence tobacco use	Text Pages: 297 (Build Healthy Relationships section)	Text Pages: 294 (Hands-On Activity)
(iii) describe methods for differentiating between positive and negative relationships that can influence other drug use	Text Pages: 358–359 (Using Refusal Skills)	Text Pages: 365 (Think Critically #16)

Standard 18C: identify physical and social influences on alcohol, tobacco, and other drug use behaviors; and

Breakout	Narrative	Activity
(i) identify physical influences on alcohol use behaviors	Text Pages: 321 (Individual Factors section)	Text Pages: 331 (Think Critically #16)
(ii) identify physical influences on tobacco use behaviors	Text Pages: 291–292 (Individual Factors section)	Text Pages: 294 (Lesson 9.2 Review #1)
(iii) identify physical influences on other drug use behaviors	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs? section)	Text Pages: 342 (Lesson 11.1 Review #5)
(iv) identify social influences on alcohol use behaviors	Text Pages: 321–324 (Family section, Peer Pressure section, Media Messages section)	Text Pages: 331 (Think Critically #16), 331 (Develop Your Skills #21)
(v) identify social influences on tobacco use behaviors	Text Pages:	Text Pages: 294 (Hands-On Activity)



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Breakout	Narrative	Activity
	292–293 (Family section, Peer Pressure section, Media Messages section)	
(vi) identify social influences on other drug use behaviors	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs? section)	Text Pages: 365 (Think Critically #16)

Standard 18D: explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving.

Breakout	Narrative	Activity
(i) explain the relationships between alcohol, tobacco, drugs, and other substances	Text Pages: 317 (Mental Consequences third paragraph), 348 (Negative Health Effects first paragraph)	Text Pages: 330 (Check Your Knowledge #6)
(ii) explain the role [alcohol] can play in unsafe situations	Text Pages: 318–319 (Alcohol Use and Risky Behaviors section)	Text Pages: 331 (Develop Your Skills #20)
(iii) explain the role [tobacco] can play in unsafe situations	Text Pages: 284 (Mental Consequences second paragraph)	Text Pages: 291 (Thinking Critically #1)
(iv) explain the role [drugs] can play in unsafe situations	Text Pages: 344 (How Drugs Affect the Brain section)	Text Pages: 353 (Hands-On Activity)
(v) explain the role [other substances] can play in unsafe situations	Text Pages: 345 (Case Study feature)	Text Pages: 345 (Thinking Critically #1), 345 (Thinking Critically #3)

Standard 19A: identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;

Breakout	Narrative	Activity
(i) identify ways to prevent or avoid the use of alcohol	Text Pages: 325–326 (Preventing Alcohol Use section)	Text Pages: 328 (Lesson 10.2 Review #3)
(ii) identify ways to prevent or avoid the use of tobacco	Text Pages: 296–300 (Preventing Tobacco Use section)	Text Pages: 304 (Check Your Knowledge #10)
(iii) identify ways to prevent or avoid the use of drugs	Text Pages: 356–360 (Preventing Medication and Drug Misuse and Abuse section)	Text Pages: 358 (Educating Your Peers activity)
(iv) identify ways to prevent or avoid the use of other substances	Text Pages: 356–360 (Preventing Medication and Drug Misuse and Abuse section)	Text Pages: 345 (Thinking Critically #2)



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Standard 19B: demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; and

Breakout	Narrative	Activity
(i) demonstrate refusal skills in various scenarios where alcohol may be present	Text Pages: 325 (Education Programs and Refusal Skills third paragraph, Figure 10.15)	Text Pages: 331 (Develop Your Skills #21)
(ii) demonstrate refusal skills in various scenarios where tobacco may be present	Text Pages: 299–300 (Use Refusal Skills section)	Text Pages: 302 (Hands-On Activity)
(iii) demonstrate refusal skills in various scenarios where other drugs may be present	Text Pages: 358–359 (Using Refusal Skills section)	Text Pages: 328 (Lesson 10.2 Review #3)

Standard 19C: identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.

Breakout	Narrative	Activity
(i) identify strategies for avoiding alcohol	Text Pages: 325–326 (Preventing Alcohol Use section)	Text Pages: 328 (Lesson 10.2 Review #3)
(ii) identify strategies for avoiding tobacco	Text Pages: 296–300 (Preventing Tobacco Use section)	Text Pages: 304 (Check Your Knowledge #10)
(iii) identify strategies for avoiding other drugs, including opioids	Text Pages: 356–360 (Preventing Medication and Drug Misuse and Abuse section)	Text Pages: 358 (Educating Your Peers activity)
(iv) describe strategies for avoiding alcohol	Text Pages: 325–326 (Preventing Alcohol Use section)	Text Pages: 328 (Lesson 10.2 Review #3)
(v) describe strategies for avoiding tobacco	Text Pages: 296–300 (Preventing Tobacco Use section)	Text Pages: 304 (Check Your Knowledge #10)
(vi) describe strategies for avoiding other drugs, including opioids	Text Pages: 356–360 (Preventing Medication and Drug Misuse and Abuse section)	Text Pages: 358 (Educating Your Peers activity)

Standard 20A: define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage;

Breakout	Narrative	Activity
(i) define friendship	Text Pages:	Text Pages: 513 (Think Critically #16)



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Breakout	Narrative	Activity
	497 (Types of Friendships first paragraph)	
(ii) define infatuation	Text Pages: 506 (Attraction bullet point)	Text Pages: 513 (Think Critically #16)
(iii) define dating/romantic relationships	Text Pages: 506 (introductory paragraphs)	Text Pages: 512 (Check Your Knowledge #1)
(iv) define marriage	Text Pages: 574 (Young Adulthood fourth paragraph)	Text Pages: 513 (Think Critically #16)
(v) distinguish between friendship, infatuation, dating/romantic relationships, and marriage	Text Pages: 506–507 (introductory paragraphs, Characteristics of Healthy Dating Relationships section)	Text Pages: 513 (Think Critically #16)

Standard 20B: describe how friendships provide a foundation for healthy dating/romantic relationships;

Breakout	Narrative	Activity
(i) describe how friendships provide a foundation for healthy dating/romantic relationships	Text Pages: 506 (Closeness bullet)	Text Pages: 513 (Think Critically #17)

Standard 20C: list healthy ways to express friendship, affection, and love;

Breakout	Narrative	Activity
(i) list healthy ways to express friendship	Text Pages: 499 (Be a Good Friend section)	Text Pages: 513 (Think Critically #14)
(ii) list healthy ways to express affection	Companion Text Pages: 611 (Abstinence second paragraph)	Companion Text Pages: 628 (Thinking Critically #4)
(iii) list healthy ways to express love	Companion Text Pages: 611 (Abstinence second paragraph)	Text Pages: 513 (Think Critically #14)

Standard 20D: describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility;

Breakout	Narrative	Activity
(i) describe characteristics of healthy dating/romantic relationships, including sharing	Text Pages: 506 (Characteristics of Healthy Dating Relationships section, Closeness bullet)	Text Pages: 512 (Check Your Knowledge #1)



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Breakout	Narrative	Activity
(ii) describe characteristics of healthy dating/romantic relationships, including kindness	Text Pages: 477 (Understanding bullet)	Text Pages: 504 (Hands-On Activity)
(iii) describe characteristics of healthy dating/romantic relationships, including honesty	Text Pages: 506 (Characteristics of Healthy Dating Relationships section)	Text Pages: 512 (Check Your Knowledge #1)
(iv) describe characteristics of healthy dating/romantic relationships, including respect	Text Pages: 506 (Characteristics of Healthy Dating Relationships section)	Text Pages: 512 (Check Your Knowledge #1)
(v) describe characteristics of healthy dating/romantic relationships, including trust	Text Pages: 506 (Characteristics of Healthy Dating Relationships section)	Text Pages: 512 (Check Your Knowledge #1)
(vi) describe characteristics of healthy dating/romantic relationships, including patience	Text Pages: 477 (Emotional control bullet)	Text Pages: 512 (Check Your Knowledge #1))
(vii) describe characteristics of healthy dating/romantic relationships, including communication	Text Pages: 506 (Characteristics of Healthy Dating Relationships section)	Text Pages: 512 (Check Your Knowledge #1)
(viii) describe characteristics of healthy dating/romantic relationships, including compatibility	Text Pages: 507 (Compatibility bullet), 508 (Strategies for Forming Healthy dating Relationships first bullet)	Text Pages: 512 (Check Your Knowledge #1)
(ix) describe characteristics of healthy marriage, including sharing	Text Pages: 476 (Honesty bullet)	Text Pages: 512 (Check Your Knowledge #1)
(x) describe characteristics of healthy marriage, including kindness	Text Pages: 477 (Understanding bullet)	Text Pages: 504 (Hands-On Activity)
(xi) describe characteristics of healthy marriage, including honesty	Text Pages: 476 (Honesty bullet)	Text Pages: 512 (Check Your Knowledge #1)
(xii) describe characteristics of healthy marriage, including respect	Text Pages: 476–477 (Mutual respect bullet)	Text Pages: 512 (Check Your Knowledge #1)
(xiii) describe characteristics of healthy marriage, including trust	Text Pages: 476 (Trust bullet)	Text Pages: 512 (Check Your Knowledge #1)
(xiv) describe characteristics of healthy marriage, including patience	Text Pages: 477 (Emotional control bullet)	Text Pages: 512 (Check Your Knowledge #1)
(xv) describe characteristics of healthy marriage, including communication	Text Pages: 477 (Good interpersonal skills bullet)	Text Pages: 512 (Check Your Knowledge #1)
(xvi) describe characteristics of healthy marriage, including compatibility	Text Pages: 507 (Compatibility bullet), 508 (Strategies for Forming Healthy Dating Relationships first bullet)	Text Pages: 512 (Check Your Knowledge #1)



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Standard 20E: explain that each person in a dating/romantic relationship should be treated with dignity and respect; and

Breakout	Narrative	Activity
(i) explain that each person in a dating/romantic relationship should be treated with dignity	Text Pages: 476–477 (Mutual respect bullet)	Text Pages: 513 (Develop Your Skills #18)
(ii) explain that each person in a dating/romantic relationship should be treated with respect	Text Pages: 476–477 (Mutual respect bullet)	Text Pages: 513 (Develop Your Skills #18)

Standard 20F: describe how healthy marriages can contribute to healthy families and communities.

Breakout	Narrative	Activity
(i) describe how healthy marriages can contribute to healthy families	Text Pages: 507 (paragraph beginning “Healthy romantic relationships provide...”)	Text Pages: 513 (Develop Your Skills #18)
(ii) describe how healthy marriages can contribute to healthy communities	Text Pages: 507 (paragraph beginning “Healthy romantic relationships provide...”)	Text Pages: 513 (Develop Your Skills #18)

Standard 21A: identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;

Breakout	Narrative	Activity
(i) identify that physical abuse [is a] form of abuse	Text Pages: 528 (Types of Abuse section)	Text Pages: 535 (Lesson 16.2 Review #1)
(ii) identify that emotional abuse [is a] form of abuse	Text Pages: 528 (Types of Abuse section)	Text Pages: 535 (Lesson 16.2 Review #1)
(iii) identify that sexual abuse [is a] form of abuse	Text Pages: 528 (Types of Abuse section)	Text Pages: 535 (Lesson 16.2 Review #1)
(iv) identify that exploitation [is a] form of abuse	Text Pages: 528 (Sexual abuse and Financial abuse bullets)	Text Pages: 535 (Lesson 16.2 Review #1)

Standard 21B: identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;

Breakout	Narrative	Activity
(i) identify the social impacts of sexual harassment	Companion Text Pages: 617 (Figure 19.13)	Companion Text Pages: 622 (Lesson 19.2 Review #5)



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Breakout	Narrative	Activity
(ii) identify the social impacts of sexual abuse	Text Pages: 531 (Effects of Child Neglect or Abuse section)	Companion Text Pages: 622 (Lesson 192. Review #5)
(iii) identify the social impacts of sexual assault	Companion Text Pages: 620 (Impact on Social Health section)	Companion Text Pages: 622 (Lesson 192. Review #5)
(iv) identify the social impacts of sex trafficking	Text Pages: 539–540 (Human Trafficking third paragraph, Figure 16.20)	Text Pages: 544 (Check Your Knowledge #10)
(v) identify the emotional impacts of sexual harassment	Companion Text Pages: 617 (Figure 19.13)	Companion Text Pages: 622 (Lesson 192. Review #5)
(vi) identify the emotional impacts of sexual abuse	Text Pages: 531 (Effects of Child Neglect or Abuse section)	Companion Text Pages: 622 (Lesson 192. Review #5)
(vii) identify the emotional impacts of sexual assault	Companion Text Pages: 620 (Impact on Emotional Health section)	Companion Text Pages: 622 (Lesson 192. Review #5)
(viii) identify the emotional impacts of sex trafficking	Text Pages: 539–540 (Human Trafficking third paragraph, Figure 16.20)	Text Pages: 544 (Check Your Knowledge #10)

Standard 21C: list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;

Breakout	Narrative	Activity
(i) list the characteristics of unhealthy or harmful relationships, including anger	Text Pages: 477 (Figure 15.3)	Text Pages: 487 (Lesson 15.1 Review #1)
(ii) list the characteristics of unhealthy or harmful relationships, including controlling behavior	Text Pages: 528 (Emotional abuse bullet), 529 (Intimate Partner Violence section)	Text Pages: 487 (Lesson 15.1 Review #1), 535 (Lesson 16.2 Review #2)
(iii) list the characteristics of unhealthy or harmful relationships, including jealousy	Text Pages: 477 (Figure 15.3)	Text Pages: 487 (Lesson 15.1 Review #1)
(iv) list the characteristics of unhealthy or harmful relationships, including manipulation	Text Pages: 529 (Intimate Partner Violence section, Figure 16.10)	Text Pages: 535 (Lesson 16.2 Review #2)
(v) list the characteristics of unhealthy or harmful relationships, including isolation	Text Pages: 477 (Figure 15.3)	Text Pages: 487 (Lesson 15.1 Review #1)

Standard 21D: identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;



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Breakout	Narrative	Activity
(i) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult	Text Pages: 533–534 (Reporting Abuse section)	Text Pages: 535 (Lesson 16.2 Review #5)

Standard 21E: explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;

Breakout	Narrative	Activity
(i) explain how a healthy sense of self promote[s] healthy dating/romantic relationships	Text Pages: 507–508 (Intimacy and Abstinence third and fourth paragraphs)	Text Pages: 510 (Lesson 15.4 Review #4)
(ii) explain how making decisions about safe boundaries promote[s] healthy dating/romantic relationships	Text Pages: 507–508 (Intimacy and Abstinence third and fourth paragraphs, Figure 15.30)	Text Pages: 510 (Lesson 15.4 Review #4)
(iii) explain how making decisions about safe limits promote[s] healthy dating/romantic relationships	Text Pages: 507–508 (Intimacy and Abstinence third and fourth paragraphs, Figure 15.30)	Text Pages: 510 (Lesson 15.4 Review #4)
(iv) explain how respecting decisions about safe boundaries promote[s] healthy dating/romantic relationships	Text Pages: 507–508 (Intimacy and Abstinence third and fourth paragraphs, Figure 15.30)	Text Pages: 510 (Hands-On Activity)
(v) explain how a respecting decisions about safe limits promote[s] healthy dating/romantic relationships	Text Pages: 507–508 (Intimacy and Abstinence third and fourth paragraphs, Figure 15.30)	Text Pages: 510 (Lesson 15.4 Review #2)

Standard 21F: identify communication and refusal skills and how they can be applied in dating/romantic relationships; and

Breakout	Narrative	Activity
(i) identify communication skills	Text Pages: 478–483 (Communication Skills section)	Text Pages: 487 (Hands-On Activity), 513 (Think Critically #15)
(ii) identify refusal skills	Text Pages: 25 (Using Refusal Skills section)	Text Pages: 32 (Hands-On Activity)
(iii) identify how [communication skills] can be applied in dating/romantic relationships	Text Pages: 506 (Open communication, honesty, and respect bullet), 508 (Figure 15.30)	Text Pages: 513 (Think Critically #15)
(iv) identify how [refusal skills] can be applied in dating/romantic relationships	Text Pages: 590–591 (Practicing Abstinence section, Figure 18.9)	Companion Text Pages: 639 (Develop Your Skills #23)



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Standard 21G: explain the importance of clearly communicating and respecting personal boundaries, and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing.

Breakout	Narrative	Activity
(i) explain the importance of clearly communicating personal boundaries	Text Pages: 477 (Safety bullet), 508 (Figure 15.30)	Companion Text Pages: 639 (Develop Your Skills #23)
(ii) explain the importance of respecting personal boundaries	Text Pages: 477 (Safety bullet)	Companion Text Pages: 639 (Develop Your Skills #23)
(iii) explain the importance of using refusal skills related to physical intimacy	Text Pages: 507–508 (Intimacy and Abstinence third paragraph), 590–591 (Practicing Abstinence section)	Companion Text Pages: 639 (Develop Your Skills #23)

Standard 22A: describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals;

Breakout	Narrative	Activity
(i) describe changes in male anatomy during puberty	Text Pages: 564–566 (Puberty in Males section)	Text Pages: 571 (Hands-On Activity)
(ii) describe changes in male physiology during puberty	Text Pages: 564–566 (Puberty in Males section)	Text Pages: 571 (Lesson 17.3 Review #2), 571 Hands-On Activity)
(iii) describe changes in female anatomy during puberty	Text Pages: 567 (Puberty in Females section)	Text Pages: 571 (Hands-On Activity)
(iv) describe changes in female physiology during puberty	Text Pages: 567 (Puberty in Females section)	Text Pages: 571 (Lesson 17.3 Review #2), 571 Hands-On Activity)
(v) describe how rates of development can vary between individuals	Text Pages: 558 (Differences in Development section)	Text Pages: 562 (Lesson 17.2 Review #6)
(vi) describe how patterns of development can vary between individuals	Text Pages: 558 (Differences in Development section)	Text Pages: 562 (Lesson 17.2 Review #6)

Standard 22B: describe the process, characteristics, and variations of the menstrual cycle;

Breakout	Narrative	Activity
(i) describe the process of the menstrual cycle	Text Pages:	Text Pages: 555 (Lesson 17.1 Review #1)



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Breakout	Narrative	Activity
	552–553 (The Female Reproductive System fourth paragraph)	
(ii) describe the characteristics of the menstrual cycle	Text Pages: 552–553 (The Female Reproductive System fourth paragraph)	Text Pages: 555 (Lesson 17.1 Review #1)
(iii) describe the variations of the menstrual cycle	Text Pages: 553 (paragraph beginning “Females have menstrual cycles ...”)	Text Pages: 555 (Lesson 17.1 Review #2)

Standard 22C: analyze the role of hormones related to growth and development and personal health;

Breakout	Narrative	Activity
(i) analyze the role of hormones related to growth	Text Pages: 564–567 (Physical Development and Puberty section)	Text Pages: 571 (Lesson 17.3 Review #2)
(ii) analyze the role of hormones related to development	Text Pages: 564–567 (Physical Development and Puberty section)	Text Pages: 571 (Lesson 17.3 Review #2)
(iii) analyze the role of hormones related to personal health	Text Pages: 68–70 (Endocrine System section), 105–106 (The Science of Sleep section)	Text Pages: 108 (Lesson 4.1 Review #3)

Standard 22D: describe the cellular process of fertilization in human reproduction; and

Breakout	Narrative	Activity
(i) describe the cellular process of fertilization in human reproduction	Text Pages: 553 (Human Sexual Reproduction section)	Text Pages: 555 (Lesson 17.1 Review #5), 555 Hands-On Activity)

Standard 22E: explain significant milestones of fetal development.

Breakout	Narrative	Activity
(i) explain significant milestones of fetal development	Text Pages: 553–554 (Prenatal Development section)	Text Pages: 555 (Lesson 17.1 Review #3), 555 (Lesson 17.1 Review #4)

Standard 23A: identify teen pregnancy as a possible outcome of sexual activity;



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Breakout	Narrative	Activity
(i) identify teen pregnancy as a possible outcome of sexual activity	Text Pages: 570 (Teen Pregnancy section)	Text Pages: 581 (Think Critically #16)

Standard 23B: identify life goals that one wishes to achieve prior to becoming a parent;

Breakout	Narrative	Activity
(i) identify life goals that one wishes to achieve prior to becoming a parent	Text Pages: 570–571 (Teen Pregnancy third and fourth paragraphs)	Companion Text Pages: 639 (Develop Your Skills #24)

Standard 23C: define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity;

Breakout	Narrative	Activity
(i) define sexually transmitted infections (STIs) as infections that are spread through sex or sexual activity	Text Pages: 585 (How People Contract STIs section)	Text Pages: 602 (Check Your Knowledge #1), 602 (Check Your Knowledge #2)
(ii) define sexually transmitted diseases (STDs) as diseases that are spread through sex or sexual activity	Text Pages: 585 (How People Contract STIs section)	Text Pages: 602 (Check Your Knowledge #1), 602 (Check Your Knowledge #2)

Standard 23D: identify what emotional risks are associated with sexual activity between unmarried persons of school age;

Breakout	Narrative	Activity
(i) identify what emotional risks are associated with sexual activity between unmarried persons of school age	Companion Text Pages: 610–611 (Emotional and Social Consequences section)	Companion Text Pages: 614 (Lesson 19.1 Review #4), 614 (Lesson 19.1 Review #5)

Standard 23E: define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent;

Breakout	Narrative	Activity
(i) define abstinence as refraining from all forms of sexual activity between individuals	Text Pages: 590 (Practicing Abstinence section)	Text Pages: 603 (Develop Your Skills #19)



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Breakout	Narrative	Activity
(ii) define abstinence as refraining from all forms of genital contact between individuals	Text Pages: 590 (Practicing Abstinence section)	Text Pages: 603 (Develop Your Skills #19)
(iii) discuss the importance of seeking support from parents to be abstinent	Companion Text Pages: 612 (paragraph beginning “If you are not sure...”)	Companion Text Pages: 639 (Develop Your Skills #22)
(iv) discuss the importance of seeking support from other trusted adults to be abstinent	Companion Text Pages: 612 (paragraph beginning “If you are not sure...”)	Companion Text Pages: 639 (Develop Your Skills #22)
(v) discuss the importance of seeking support from peers to be abstinent	Companion Text Pages: 613 (Dealing with Sexual Pressure third paragraph)	Companion Text Pages: 639 (Develop Your Skills #22)

Standard 23F: explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

Breakout	Narrative	Activity
(i) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	Companion Text Pages: 627 (Figure 19.23)	Text Pages: 512 (Check Your Knowledge #11)

Standard 23G: identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity;

Breakout	Narrative	Activity
(i) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy	Text Pages: 507 (Intimacy and Abstinence, second paragraph) Companion Text Pages: 611 (Abstinence first paragraph)	Text Pages: 603 (Develop Your Skills #19)
(ii) identify why abstinence from sexual activity is the only method that is 100% effective in preventing STDs/STIs, including human immunodeficiency virus (HIV)	Text Pages: 590 (Practicing Abstinence section), 599 (HIV Prevention section)	Text Pages: 603 (Develop Your Skills #19)
(iii) identify why abstinence from sexual activity is the only method that is 100% effective in preventing STDs/STIs, including acquired	Text Pages: 590 (Practicing Abstinence section), 599 (HIV Prevention section)	Text Pages: 603 (Develop Your Skills #19)



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Breakout	Narrative	Activity
immunodeficiency syndrome (AIDS)		
(iv) identify the emotional risks associated with adolescent sexual activity	Companion Text Pages: 610–611 (Emotional and Social Consequences section)	Companion Text Pages: 614 (Lesson 19.1 Review #5)

Standard 23H: list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values; and

Breakout	Narrative	Activity
(i) list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values	Companion Text Pages: 611–612 (Abstinence section)	Text Pages: 603 (Develop Your Skills #19) Companion Text Pages: 636 (Hands-On Activity)

Standard 23I: explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.

Breakout	Narrative	Activity
(i) explain how laws protect victims of sexual harassment	Companion Text Pages: 618 (Preventing and Responding to Harassment second paragraph)	Companion Text Pages: 639 (Think Critically #16)
(ii) explain how laws protect victims of sexual abuse	Text Pages: 530 (paragraph beginning “Abuse and violence are not part...”), 533 (Report Abuse section)	Text Pages: 545 (Develop Your Skills #22)
(iii) explain how laws protect victims of sexual assault	Companion Text Pages: 621 (Responding to Sexual Assault third paragraph)	Companion Text Pages: 639 (Think Critically #16)