



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Goodheart-Willcox Publisher

Correlation of *Texas Health Skills for Middle School* ©2023 to the Texas Essential Knowledge and Skills, Health Grades 7–8

Standard 1A: describe the relationships among the body systems.

Breakout	Narrative	Activity
(i) describe the relationships among the body systems	Text Pages: 40 (1st and second paragraphs)	Text Pages: 45 (Lesson Review #5), 73 (Think Critically #17–19)

Standard 2A: list specific resources or facilities where members of the community can obtain medical care;

Breakout	Narrative	Activity
(i) list specific resources or facilities where members of the community can obtain medical care	Text Pages: 12 (Healthcare Settings section)	Text Pages: 13 (Lesson Review #4)

Standard 2B: explain ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or cardiopulmonary resuscitation (CPR);

Breakout	Narrative	Activity
(i) explain ways to use health information to help self, including seizure awareness	Text Pages: 380 (2nd paragraph), 388 (Epilepsy section, 2nd paragraph)	Text Pages: 389 (Hands-On Activity)
(ii) explain ways to use health information to help self, including diabetes education	Text Pages: 380 (2nd paragraph), 386–388 (Type 1 Diabetes Mellitus section, Type 2 Diabetes Mellitus section), 400 (Diabetes section)	Text Pages: 403 (Develop Your Skills #21)
(iii) explain ways to use health information to help self, including response plans	Text Pages: 431 (1st and last paragraph), 432 (Severe Bleeding section), 434 (last paragraph)	Text Pages: 438 (Hands-On Activity), 441 (Develop Your Skills #23)
(iv) explain ways to use health information to help others, including seizure awareness	Text Pages: 380 (2nd paragraph), 388 (Epilepsy section, 2nd paragraph)	Text Pages: 389 (Hands-On Activity)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(v) explain ways to use health information to help others, including diabetes education	Text Pages: 380 (2nd paragraph), 386–388 (Type 1 Diabetes Mellitus section, Type 2 Diabetes Mellitus section), 400 (Diabetes section)	Text Pages: 11f (Thinking Critically #1), 403 (Develop Your Skills #21)
(vi) explain ways to use health information to help others, including response plans	Text Pages: 430 (Determine If You Can Help section), 432 (Severe Bleeding section), 434–438 (Respond to Medical Emergencies section)	Text Pages: 438 (Hands-On Activity), 441 (Develop Your Skills #23)

Standard 2C: identify barriers related to solving health problems and ways to overcome barriers; and

Breakout	Narrative	Activity
(i) identify barriers related to solving health problems	Text Pages: 13 (1st paragraph), 177–178 (Overcome Barriers section), 590 (Abstinence section, 2nd paragraph)	Text Pages: 179 (Lesson Review #4), 239 (Develop Your Skills #24), 271 (Develop Your Skills #20)
(ii) identify ways to overcome barriers [related to solving health problems]	Text Pages: 177–178 (Overcome Barriers section)	Text Pages: 239 (Develop Your Skills #24), 271 (Develop Your Skills #20)

Standard 2D: explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.

Breakout	Narrative	Activity
(i) explain the course of vector-borne illnesses	Text Pages: 373 (Lyme Disease section), 373-374 (West Nile Virus Disease section)	Text Pages: 376 (Lesson Review #4)
(ii) explain the signs of vector-borne illnesses	Text Pages: 373 (Lyme Disease section), 373-374 (West Nile Virus Disease section)	Text Pages: 376 (Lesson Review #4)
(iii) explain the symptoms of vector-borne illnesses	Text Pages: 373 (Lyme Disease section), 373-374 (West Nile Virus Disease section)	Text Pages: 376 (Lesson Review #4)
(iv) explain the treatments of vector-borne illnesses	Text Pages: 373 (Lyme Disease section), 373-374 (West Nile Virus Disease section)	Text Pages: 376 (Lesson Review #4)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 3A: identify and analyze different emotions and causal thoughts in self;

Breakout	Narrative	Activity
(i) identify different emotions in self	Text Pages: 140–141 (Understanding Your Emotions section)	Text Pages: 125 (Develop Your Skills #23), 161 (Develop Your Skills #22)
(ii) identify casual thoughts in self	Text Pages: 140–141 (Understanding Your Emotions section)	Text Pages: 125 (Develop Your Skills #23), 161 (Develop Your Skills #22)
(iii) analyze different emotions in self	Text Pages: 140–141 (Understanding Your Emotions section)	Text Pages: 161 (Develop Your Skills #22)
(iv) analyze causal thoughts in self	Text Pages: 140–141 (Understanding Your Emotions section)	Text Pages: 161 (Develop Your Skills #22)

Standard 3B: analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;

Breakout	Narrative	Activity
(i) analyze the relationship between thoughts, feelings, and behaviors	Text Pages: 140 (Understanding Your Emotions section)	Text Pages: 125 (Develop Your Skills #23)
(ii) demonstrate healthy techniques for managing reactions in times of emotional stress	Text Pages: 141–145 (Controlling Your Emotions section), 152–158 (Strategies for Managing Stress section), 484–487 (Conflict Resolution Skills section)	Text Pages: 125 (Develop Your Skills #23), 148 (Hands-On Activity)

Standard 3C: evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;

Breakout	Narrative	Activity
(i) evaluate the importance of social groups	Text Pages: 475–476 (The Importance of Relationships section), 489–490 (Functions of Family Relationships section), 497 (1st paragraph)	Text Pages: 513 (Think Critically #14)
(ii) evaluate the importance of peer influences	Text Pages: 497–498 (Types of Friendships section)	Text Pages: 513 (Think Critically #14)
(iii) explain how [social groups] can affect individual mental health	Text Pages: 134–135 (Determining Your Level of Self-Esteem section),	Text Pages: 513 (Think Critically #14)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	150 (Sources of Stress section, 1st paragraph, Figure 5.16), 476 (Healthy Versus Unhealthy Relationships, 1st paragraph)	
(iv) explain how [social groups] can affect individual wellness	Text Pages: 475 (The Importance of Relationships section)	Text Pages: 513 (Think Critically #14)
(v) explain how [peer influences] can affect individual mental health	Text Pages: 134–135 (Determining Your Level of Self-Esteem section), 182 (Environmental Risk Factors section)	Text Pages: 513 (Think Critically #14)
(vi) explain how [peer influences] can affect individual wellness	Text Pages: 25 (Using Refusal Skills, last paragraph and Figure 1.12), 293 (1st two full paragraphs), 323 (Peer Pressure section)	Text Pages: 305 (Think Critically #16), 358f (Educating Your Peers)

Standard 3D: demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;

Breakout	Narrative	Activity
(i) demonstrate perspective-taking skills for building healthy relationships	Text Pages: 146 (1st paragraph), 477 (Understanding bullet)	Text Pages: 513 (Develop Your Skills #20)
(ii) demonstrate perspective-taking skills for maintaining healthy relationships	Text Pages: 146 (1st paragraph), 477 (Understanding bullet)	Text Pages: 513 (Develop Your Skills #20)
(iii) demonstrate perspective-taking skills for determining when to end unhealthy relationships	Text Pages: 509 (The End of a Dating Relationship section)	Text Pages: 512 (Check Your Knowledge #12)
(iv) demonstrate perspective-taking skills for determining how to end unhealthy relationships	Text Pages: 509 (The End of a Dating Relationship section)	Text Pages: 512 (Check Your Knowledge #12)
(v) demonstrate communication skills for building healthy relationships	Text Pages: 478–483 (Communication Skills section), 484–487 (Conflict Resolution Skills section)	Text Pages: 487 (Lesson Review #5), 504 (Lesson Review #5), 513 (Think Critically #15)
(vi) demonstrate communication skills for maintaining healthy relationships	Text Pages: 478–483 (Communication Skills section), 484–487 (Conflict Resolution Skills section), 492–493 (Maintaining Healthy Relationships with	Text Pages: 495 (Hands-On Activity), 504 (Lesson Review #5), 513 (Think Critically #15)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	Parents and Guardians section)	
(vii) demonstrate communication skills for determining when to end unhealthy relationships	Text Pages: 477 (last paragraph), 509 (2nd paragraph)	Text Pages: 487 (Lesson Review #1)
(viii) demonstrate communication skills for determining how to end unhealthy relationships	Text Pages: 477 (last paragraph)	Text Pages: 487 (Lesson Review #1)

Standard 3E: analyze similarities and differences between one's own and others' perspectives; and

Breakout	Narrative	Activity
(i) analyze similarities between one's own and others' perspectives	Text Pages: 485–486 (Listen section)	Text Pages: 125 (Develop Your Skills #23), 331 (Develop Your Skills #19), 365 (Develop Your Skills #20)
(ii) analyze differences between one's own and others' perspectives	Text Pages: 485–486 (Listen section)	Text Pages: 125 (Develop Your Skills #23), 331 (Develop Your Skills #19), 365 (Develop Your Skills #20)

Standard 3F: practice conflict resolution and mediation skills.

Breakout	Narrative	Activity
(i) practice conflict resolution skills	Text Pages: 25-26 (Resolving Conflicts section), 484–487 (Conflict Resolution Skills section)	Text Pages: 125 (Develop Your Skills #23), 545 (Develop Your Skills #23)
(ii) practice mediation skills	Text Pages: 26 (3rd full paragraph), 486–487 (Mediation section)	Text Pages: 545 (Develop Your Skills #23)

Standard 4A: describe how internal and external factors influence self-esteem;

Breakout	Narrative	Activity
(i) describe how internal factors influence self-esteem	Text Pages: 134–135 (Determining Your Level of Self-Esteem section), 245 (Benefits of Physical Activity on Mental Health infographic)	Text Pages: 79f (Thinking Critically #1), 161 (Develop Your Skills #20)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(ii) describe how external factors influence self-esteem	Text Pages: 134–135 (Determining Your Level of Self-Esteem section), 500 (Damage Control: The Negative Effects of Gossip and Rumors infographic), 522 (Consequences of Cyberbullying section)	Text Pages: 161 (Develop Your Skills #20)

Standard 4B: identify and develop strategies for setting long-term personal goals;

Breakout	Narrative	Activity
(i) identify strategies for setting long-term personal goals	Text Pages: 24–25 (Setting and Achieving Goals section)	Text Pages: 403 (Develop Your Skills #23)
(ii) develop strategies for setting long-term personal goals	Text Pages: 24–25 (Setting and Achieving Goals section), 263 (Building Your Skills)	Text Pages: 35 (Develop Your Skills #20), 239 (Develop Your Skills #24), 403 (Develop Your Skills #23)

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	Text Pages: 263 (Building Your Skills) Companion Text Pages: 635 (Building Your Skills)	Companion Text Pages: 635 (Building Your Skills), 639 (Develop Your Skills #24)
(ii) discuss personal life goals that one wishes to achieve	Text Pages: 263 (Building Your Skills) Companion Text Pages: 635 (Building Your Skills)	Companion Text Pages: 635 (Building Your Skills), 639 (Develop Your Skills #24)
(iii) consider the financial impact of graduating from high school	Companion Text Pages: 633 (last paragraph), 634 (2nd and third paragraphs)	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: 633 (last paragraph)	Companion Text Pages: 636 (Hands-On Activity)
(v) consider the financial impact of waiting until marriage if one plans to have children	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 4D: identify decision-making skills that promote individual, family, and community mental health.

Breakout	Narrative	Activity
(i) identify decision-making skills that promote individual mental health	Text Pages: 23–24 (Making Healthy Decisions section), 324 (Building Your Skills)	Text Pages: 125 (Develop Your Skills #22), 324 (Building Your Skills), 331 (Develop Your Skills #23)
(ii) identify decision-making skills that promote family mental health	Text Pages: 23–24 (Making Healthy Decisions section), 415 (Building Your Skills)	Text Pages: 175 (Building Your Skills), 415 (Building Your Skills #2)
(iii) identify decision-making skills that promote community mental health	Text Pages: 31 (1st and second paragraph)	Text Pages: 271 (Develop Your Skills #21), 331 (Develop Your Skills #20), 469 (Develop Your Skills #22)

Standard 5A: explain how adolescent brain development influences cognitive processing, emotions, and decision making;

Breakout	Narrative	Activity
(i) explain how adolescent brain development influences cognitive processing	Text Pages: 567–568 (Intellectual Development section)	Text Pages: 580 (Check Your Knowledge #8)
(ii) explain how adolescent brain development influences emotions	Text Pages: 141 (Controlling Your Emotions section, 1st paragraph), 568 (1st paragraph)	Text Pages: 148 (Lesson Review #2)
(iii) explain how adolescent brain development influences decision making	Text Pages: 567–568 (Intellectual Development section)	Text Pages: 580 (Check Your Knowledge #8)

Standard 5B: identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health; and

Breakout	Narrative	Activity
(i) identify how environmental influences can affect an individual's mental health	Text Pages: 17 (Environmental Factors section), 170 (Seasonal Affective Disorder section)	Text Pages: 454 (Lesson Review #4)
(ii) describe how environmental influences can affect an individual's mental health	Text Pages: 17 (Environmental Factors section), 170 (Seasonal Affective Disorder section)	Text Pages: 454 (Lesson Review #4)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 5C: discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.

Breakout	Narrative	Activity
(i) discuss the influence of childhood trauma	Text Pages: 151 (1st paragraph)	Text Pages: 160 (Check Your Knowledge #11)
(ii) discuss how to recognize negative events	Text Pages: 151 (1st paragraph)	Text Pages: 160 (Check Your Knowledge #9-10), 161 (Develop Your Skills #22)
(iii) discuss how to process negative events	Text Pages: 135 (2nd and last paragraphs), 152–158 (Strategies for Managing Stress section)	Text Pages: 160 (Check Your Knowledge #9)
(iv) discuss how to overcome negative events	Text Pages: 152–158 (Strategies for Managing Stress section), 326 (2nd paragraph)	Text Pages: 160 (Check Your Knowledge #9), 161 (Develop Your Skills #21)

Standard 6A: describe methods to support others who have long-term physical health conditions;

Breakout	Narrative	Activity
(i) describe methods to support others who have long-term physical health conditions	Text Pages: 389 (last paragraph, Figure 12.20)	Text Pages: 384 (Thinking Critically #2)

Standard 6B: examine ways to influence peers positively and promote resiliency in others in stressful situations;

Breakout	Narrative	Activity
(i) examine ways to influence peers positively in stressful situations	Text Pages: 293 (1st paragraph, Figure 9.17), 503 (Positive Peer Pressure section)	Text Pages: 298 (Building Your Skills), 358 (Building Your Skills)
(ii) examine ways to promote resiliency in others in stressful situations	Text Pages: 148 (Show Resilience section)	Text Pages: 160 (Check Your Knowledge #9)

Standard 6C: differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) differentiate between healthy and unhealthy self-management strategies for stress	Text Pages: 297-298 (Learn to Manage Stress section), 345 (Case Study)	Text Pages: 11 (Thinking Critically #3)
(ii) differentiate between healthy and unhealthy self-management strategies for anxiety	Text Pages: 154 (Maintain a Positive Attitude section, 1st paragraph)	Text Pages: 189 (Think Critically #19)
(iii) differentiate between healthy and unhealthy self-management strategies for depression	Text Pages: 170 (2nd paragraph)	Text Pages: 189 (Think Critically #19)
(iv) differentiate between healthy and unhealthy self-management strategies for trauma	Companion Text Pages: 620–622 (Preventing and Responding to Sexual Assault section)	Text Pages: 160 (Check Your Knowledge #9) Companion Text Pages: 622 (Lesson Review #3)
(v) differentiate between healthy and unhealthy self-management strategies for loss	Text Pages: 578 (2nd paragraph and bullets)	Text Pages: 581 (Think Critically #17)
(vi) differentiate between healthy and unhealthy self-management strategies for grief	Text Pages: 578 (2nd paragraph and bullets)	Text Pages: 581 (Think Critically #17)

Standard 6D: describe the consequences of 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) describe the consequences of disordered eating	Text Pages: 232-233 (Health Consequences of Disordered Eating and Eating Disorders section)	Text Pages: 238 (Check Your Knowledge #11)
(ii) describe the consequences of eating disorders	Text Pages: 232-233 (Health Consequences of Disordered Eating and Eating Disorders section)	Text Pages: 238 (Check Your Knowledge #11)
(iii) describe the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating	Text Pages: 234 (3rd paragraph)	Text Pages: 239 (Think Critically #19)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 6E: 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 another trusted adult if one observes the warning sign 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 Factors and Protective Factors of Suicide section)	Text Pages: 186 (Lesson 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 Review #2)
(iii) discuss the importance of telling a parent or other trusted adult if one observes the warning sign [of suicide] in self or others	Text Pages: 184 (4th paragraph)	Text Pages: 189 (Think Critically #17)

Standard 6F: research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors; and

Breakout	Narrative	Activity
(i) research protective factors to avoid self-harming behaviors	Text Pages: 174–175 (last paragraph on 174 and first paragraph on 175)	Text Pages: 189 (Develop Your Skills #22)
(ii) research healthy self-management strategies to avoid self-harming behaviors	Text Pages: 176–177 (Find Treatment section), 184–185 (Take Steps to Help Prevent Suicide section, Advocate for Mental Health section)	Text Pages: 189 (Think Critically #19)
(iii) discuss protective factors to avoid self-harming behaviors	Text Pages: 183 (Protective Factors section)	Text Pages: 189 (Think Critically #17)
(iv) discuss healthy self-management strategies to avoid self-harming behaviors	Text Pages: 176–178 (Find Treatment section, Overcome Barriers section), 183–185 (Protective Factors section, Take Steps to Help Prevent Suicide section, Advocate for Mental Health section)	Text Pages: 189 (Think Critically #19)

Standard 6G: examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide	Text Pages: 184 (last paragraph, Figure 6.15)	Text Pages: 189 (Develop Your Skills #20), 189 (Develop Your Skills #23)

Standard 7A: analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake;

Breakout	Narrative	Activity
(i) analyze food labels to determine the nutritional value of foods	Text Pages: 213 (Understanding Nutrition Facts and Food Labels section)	Text Pages: 239 (Develop Your Skills #21)
(ii) analyze menus to determine the nutritional value of foods	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 216 (Hands-On Activity), 239 (Develop Your Skills #21)
(iii) analyze food labels to make healthy decisions about daily caloric intake	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 239 (Develop Your Skills #21)
(iv) analyze menus to make healthy decisions about daily caloric intake	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 239 (Develop Your Skills #21)

Standard 7B: develop a personal dietary plan; and

Breakout	Narrative	Activity
(i) develop a personal dietary plan	Text Pages: 205–209 (Guidelines for Forming a Healthy Eating Pattern section, MyPlate Food Guidance System section), 211–216 (Skills for Following a Healthy Eating Pattern section)	Text Pages: 216 (Hands-On Activity), 239 (Develop Your Skills #22)

Standard 7C: identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.

Breakout	Narrative	Activity
(i) identify strategies for choosing healthy foods in diverse social environments, including at home	Text Pages: 211-216 (Skills for Following a Healthy Eating Pattern section)	Text Pages: 239 (Develop Your Skills #22)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(ii) identify strategies for choosing healthy foods in diverse social environments, including at school	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 239 (Develop Your Skills #21)
(iii) identify strategies for choosing healthy foods in diverse social environments, including while dining out	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 238 (Check Your Knowledge #6)
(iv) identify strategies for choosing healthy beverages in diverse social environments, including at home	Text Pages: 203 (Water section), 205 (second to last paragraph and Figure 7.11)	Text Pages: 125 (Develop Your Skills #21), 211 (Evaluating Your Food Choices)
(vii) practice strategies for choosing healthy foods in diverse social environments, including at home	Text Pages: 205 (Guidelines for Forming a Healthy Eating Pattern section), 211-216 (Skills for Following a Healthy Eating Pattern section)	Text Pages: 125 (Develop Your Skills #21), 211 (Evaluating Your Food Choices)
(viii) practice strategies for choosing healthy foods in diverse social environments, including at school	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 239 (Develop Your Skills #21)
(ix) practice strategies for choosing healthy foods in diverse social environments, including while dining out	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 238 (Check Your Knowledge #6)
(x) practice strategies for choosing healthy beverages in diverse social environments, including at home	Text Pages: 203 (Water section), 205 (second to last paragraph and Figure 7.11)	Text Pages: 125 (Develop Your Skills #21), 211 (Evaluating Your Food Choices)
(xi) practice strategies for choosing healthy beverages in diverse social environments, including at school	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 30 (Be a Health Advocate at School)
(xii) practice strategies for choosing healthy beverages in diverse social environments, including while dining out	Text Pages: 214 (Eating Healthy Meals Away from Home section)	Text Pages: 238 (Check Your Knowledge #6)

Standard 8A: explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits;

Breakout	Narrative	Activity
(i) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental benefits	Text Pages: 196 (3rd paragraph), 244 (The Benefits of Physical Activity section), 245 (infographic)	Text Pages: 244 (Thinking Critically #1), 271 (Develop Your Skills #18)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(ii) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their physical benefits	Text Pages: 196 (3rd paragraph), 244 (The Benefits of Physical Activity section)	Text Pages: 244 (Thinking Critically #1), 271 (Develop Your Skills #18)
(iii) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their social benefits	Text Pages: 196 (3rd paragraph), 244 (The Benefits of Physical Activity section)	Text Pages: 244 (Thinking Critically #1), 271 (Develop Your Skills #18)

Standard 8B: identify how to balance caloric intake and physical activity; and

Breakout	Narrative	Activity
(i) identify how to balance caloric intake and physical activity	Text Pages: 222 (Set and Reward Realistic Goals section)	Text Pages: 227 (Lesson Review #3)

Standard 8C: apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology.

Breakout	Narrative	Activity
(i) apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology	Text Pages: 246 (2nd paragraph and bullets)	Text Pages: 247 (Lesson Review #3), 271 (Develop Your Skills #20)

Standard 9A: develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices; and

Breakout	Narrative	Activity
(i) develop short-term goals toward achieving appropriate levels of physical activity	Text Pages: 222 (Set and Reward Realistic Goals section), 263–265 (Setting Your Goals section)	Text Pages: 263 (Building Your Skills), 271 (Develop Your Skills #20)
(ii) develop short-term goals toward improving personal physical fitness level	Text Pages: 263–265 (Setting Your Goals section)	Text Pages: 263 (Building Your Skills), 271 (Develop Your Skills #20)
(iii) develop short-term goals toward making healthy personal food choices	Text Pages: 222 (Set and Reward Realistic Goals section)	Text Pages: 239 (Develop Your Skills #24)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(iv) develop long-term goals toward achieving appropriate levels of physical activity	Text Pages: 222 (Set and Reward Realistic Goals section), 263–265 (Setting Your Goals section)	Text Pages: 263 (Building Your Skills), 271 (Develop Your Skills #20)
(v) develop long-term goals toward improving personal physical fitness level	Text Pages: 263–265 (Setting Your Goals section)	Text Pages: 263 (Building Your Skills), 271 (Develop Your Skills #20)
(vi) develop long-term goals toward making healthy personal food choices	Text Pages: 222 (Set and Reward Realistic Goals section)	Text Pages: 239 (Develop Your Skills #24)
(vii) examine progress of short-term goals toward achieving appropriate levels of physical activity	Text Pages: 222 (Set and Reward Realistic Goals section), 265 (Maximizing Your Workouts section, 1st paragraph)	Text Pages: 263 (Building Your Skills), 271 (Develop Your Skills #20)
(viii) examine progress of short-term goals toward improving personal physical fitness level	Text Pages: 265 (Maximizing Your Workouts section, 1st paragraph)	Text Pages: 263 (Building Your Skills), 271 (Develop Your Skills #20)
(ix) examine progress of short-term goals toward making healthy personal food choices	Text Pages: 222 (Set and Reward Realistic Goals section, 2 nd paragraph)	Text Pages: 239 (Develop Your Skills #24)
(x) examine progress of long-term goals toward achieving appropriate levels of physical activity	Text Pages: 222 (Set and Reward Realistic Goals section, 2 nd paragraph), 265 (Maximizing Your Workouts section, 1st paragraph)	Text Pages: 263 (Building Your Skills), 271 (Develop Your Skills #20)
(xi) examine progress of long-term goals toward improving personal physical fitness level	Text Pages: 265 (Maximizing Your Workouts section, 1st paragraph)	Text Pages: 263 (Building Your Skills), 271 (Develop Your Skills #20)
(xii) examine progress of long-term goals toward making healthy personal food choices	Text Pages: 222 (Set and Reward Realistic Goals section, 2 nd paragraph)	Text Pages: 239 (Develop Your Skills #24)

Standard 9B: explain how media influences buying decisions regarding physical fitness equipment or nutritional products.

Breakout	Narrative	Activity
(i) explain how media influences buying decisions regarding physical fitness equipment or nutritional products	Text Pages: 214-215 (last paragraph, Figure 7.21), 247 (3rd paragraph)	Text Pages: 247 (Lesson Review #4)

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



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) analyze the impact of moderate physical activity in the prevention of obesity	Text Pages: 243 (last paragraph, Figure 8.1), 244 (2nd bullet)	Text Pages: 271 (Develop Your Skills #18)
(ii) analyze the impact of moderate physical activity in the prevention of heart disease	Text Pages: 243 (last paragraph, Figure 8.1), 398 (1st paragraph)	Text Pages: 271 (Develop Your Skills #18)
(iii) analyze the impact of moderate physical activity in the prevention of diabetes	Text Pages: 243 (last paragraph, Figure 8.1), 400 (Diabetes section)	Text Pages: 271 (Develop Your Skills #18)
(iv) analyze the impact of healthy dietary practices in the prevention of obesity	Text Pages: 212 (2nd paragraph), 222 (1st paragraph), 380-381 (last and 1st paragraph)	Text Pages: 239 (Think Critically #19)
(v) analyze the impact of healthy dietary practices in the prevention of heart disease	Text Pages: 398 (Heart Disease section)	Text Pages: 239 (Think Critically #19)
(vi) analyze the impact of healthy dietary practices in the prevention of diabetes	Text Pages: 400 (Diabetes section)	Text Pages: 239 (Think Critically #19)

Standard 10B: analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions;

Breakout	Narrative	Activity
(i) analyze risk factors that may lead to the development of chronic conditions	Text Pages: 314-315 (Chronic Diseases section), 379–380 (Risk Factors for Noncommunicable Diseases section)	Text Pages: 389 (Lesson Review #1), 403 (Develop Your Skills #21)
(ii) formulate strategies to reduce the likelihood of developing chronic conditions	Text Pages: 396–400 (Preventing Noncommunicable Diseases section)	Text Pages: 400 (Lesson Review #5), 403 (Develop Your Skills #21)

Standard 10C: identify community and digital resources that can assist in developing healthy eating and physical activity behaviors; and

Breakout	Narrative	Activity
(i) identify community resources that can assist in developing healthy eating behaviors	Text Pages: 206 (MyPlate Food Guidance System section), 215 (1st paragraph)	Text Pages: 239 (Think Critically #20)
(ii) identify community resources that can assist in developing physical activity behaviors	Text Pages: 247 (2nd paragraph)	Text Pages: 271 (Develop Your Skills #20)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(iii) identify digital resources that can assist in developing healthy eating behaviors	Text Pages: 209 (1st paragraph and Figure 7.16), 213 (2nd paragraph)	Text Pages: 211 (Evaluating Your Food Choices)
(iv) identify digital resources that can assist in developing physical activity	Text Pages: 262 (Checking Your Health-Related Fitness Level section), 267 (2nd paragraph)	Text Pages: 271 (Develop Your Skills #19)

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

Breakout	Narrative	Activity
(i) investigate the nutritional differences between preparing fresh or minimally processed food and serving commercially prepared or highly processed foods	Text Pages: 212 (1st paragraph)	Text Pages: 239 (Develop Your Skills #22)
(ii) compare the nutritional differences between preparing fresh or minimally processed food and serving commercially prepared or highly processed foods	Text Pages: 212 (1st paragraph)	Text Pages: 239 (Develop Your Skills #22)

Standard 11A: demonstrate basic first-aid procedures, including CPR and the choking rescue.

Breakout	Narrative	Activity
(i) demonstrate basic first-aid procedures, including CPR	Text Pages: 437–438 (Cardiopulmonary Resuscitation section)	Text Pages: 438 (Hands-On Activity), 441 (Develop Your Skills #23)
(ii) demonstrate basic first-aid procedures, including the choking rescue	Text Pages: 435–436 (Choking section)	Text Pages: 438 (Hands-On Activity), 441 (Develop Your Skills #23)

Standard 12A: analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking;

Breakout	Narrative	Activity
(i) analyze strategies for avoiding violence	Text Pages: 542 (Violence Prevention section)	Text Pages: 545 (Develop Your Skills #25)
(ii) analyze strategies for avoiding gangs	Text Pages:	Text Pages: 542 (Lesson Review #5)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	538–539 (Gang Violence section)	
(iii) analyze strategies for avoiding weapons	Text Pages: 408–409 (Weapons Safety section)	Text Pages: 440 (Check Your Knowledge #1)
(iv) analyze strategies for avoiding human trafficking	Text Pages: 539 (Human Trafficking section)	Text Pages: 545 (Think Critically #19)
(v) analyze the benefits of avoiding violence	Text Pages: 542 (last paragraph)	Text Pages: 542 (Hands-On Activity)
(vi) analyze the benefits of avoiding gangs	Text Pages: 538–539 (Gang Violence section), 542 (last paragraph)	Text Pages: 542 (Lesson Review #5), 542 (Hands-On Activity)
(vii) analyze the benefits of avoiding weapons	Text Pages: 540 (last paragraph), 542 (last paragraph)	Text Pages: 542 (Hands-On Activity)
(viii) analyze the benefits of avoiding human trafficking	Text Pages: 539–540 (Human Trafficking section), 542 (last paragraph)	Text Pages: 542 (Hands-On Activity)

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

Breakout	Narrative	Activity
(i) define safe haven	Text Pages: 361 (1st paragraph), 535 (1st paragraph) Companion Text Pages: 630 (last paragraph)	Text Pages: 365 (Think Critically #15), 545 (Develop Your Skills, #24)
(ii) identify designated safe haven locations in the community	Text Pages: 361 (1st paragraph), 535 (1st paragraph) Companion Text Pages: 630 (last paragraph)	Text Pages: 365 (Think Critically #15), 545 (Develop Your Skills, #24)

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

Breakout	Narrative	Activity
(i) evaluate the dangers associated with a variety of weapons	Text Pages: 408 (Weapons Safety section, 1st paragraph), 537 (School Violence section, 1st paragraph), 540 (Homicide section, 1st paragraph)	Text Pages: 416 (Lesson Review #4)

Standard 12D: evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons; and



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) evaluate the importance of complying with rules prohibiting possession of weapons	Text Pages: 408–409 (Weapons Safety section), 537–538 (School Violence section)	Text Pages: 416 (Lesson Review #4)
(ii) evaluate the importance of complying with rules prohibiting the improper use of weapons	Text Pages: 408–409 (Weapons Safety section)	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 (1st paragraph), 414 (2nd paragraph)	Text Pages: 441 (Develop Your Skills #22)

Standard 13A: 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: 420–423 (Staying Safe on the Internet section)	Text Pages: 441 (Develop Your Skills #20)
(ii) develop strategies to resist inappropriate online communication	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 441 (Develop Your Skills #20)

Standard 13B: discuss and analyze the 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 the consequences resulting from inappropriate digital communication	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 426 (Lesson Review #5)
(ii) discuss the consequences resulting from inappropriate online communication	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 426 (Lesson Review #5)
(iii) analyze the consequences resulting from inappropriate digital communication	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 426 (Lesson Review #5)
(iv) analyze the consequences resulting from inappropriate online communication	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 426 (Lesson Review #5)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 13C: evaluate strategies and techniques for identity protection in digital and online environments;

Breakout	Narrative	Activity
(i) evaluate strategies for identity protection in digital environments	Text Pages: 420–421 (Staying Safe on the Internet section)	Text Pages: 441 (Think Critically #18), 441 (Develop Your Skills #20)
(ii) evaluate strategies for identity protection in online environments	Text Pages: 420–421 (Staying Safe on the Internet section)	Text Pages: 441 (Think Critically #18), 441 (Develop Your Skills #20)
(iii) evaluate techniques for identity protection in digital environments	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 441 (Think Critically #18), 441 (Develop Your Skills #20)
(iv) evaluate techniques for identity protection in online environments	Text Pages: 420–423 (Staying Safe on the Internet section)	Text Pages: 441 (Think Critically #18), 441 (Develop Your Skills #20)

Standard 13D: 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 section, 2nd paragraph)	Text Pages: 544 (Check Your Knowledge #11)

Standard 13E: research the current legal consequences of cyberbullying and inappropriate digital and online communication.

Breakout	Narrative	Activity
(i) research the current legal consequences of cyberbullying	Text Pages: 524 (2nd paragraph)	Text Pages: 545 (Develop Your Skills #22)
(ii) research the current legal consequences of inappropriate digital communication	Text Pages: 423 (1st paragraph)	Text Pages: 426 (Lesson Review #5)
(iii) research the current legal consequences of inappropriate online communication	Text Pages: 423 (1st paragraph)	Text Pages: 426 (Lesson Review #5)

Standard 14A: identify forms of family violence, including physical, mental, and emotional violence;



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) identify forms of family violence, including physical violence	Text Pages: 528-532 (Types of Abuse, Intimate Partner Violence, Child Abuse, Sibling Abuse, Elder Abuse sections)	Text Pages: 545 (Think Critically #16)
(ii) identify forms of family violence, including mental violence	Text Pages: 528-532 (Types of Abuse, Intimate Partner Violence, Child Abuse, Sibling Abuse, Elder Abuse sections)	Text Pages: 545 (Think Critically #16)
(iii) identify forms of family violence, including emotional violence	Text Pages: 528-532 (Types of Abuse, Intimate Partner Violence, Child Abuse, Sibling Abuse, Elder Abuse sections)	Text Pages: 545 (Think Critically #16)

Standard 14B: describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual;

Breakout	Narrative	Activity
(i) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual	Text Pages: 520 (Consequences of Bullying section), 522 (Consequences of Cyberbullying section)	Text Pages: 545 (Think Critically #16)

Standard 14C: explain the responsibility to report bullying behavior, including cyberbullying;

Breakout	Narrative	Activity
(i) explain the responsibility to report bullying behavior, including cyberbullying	Text Pages: 524-526 (Strategies for Responding to Cyberbullying, Bullying and Cyberbullying Prevention sections)	Text Pages: 526 (Lesson Review #5), 545 (Think Critically #20)

Standard 14D: describe the seriousness of various forms of bullying such as harassment;

Breakout	Narrative	Activity
(i) describe the seriousness of various forms of bullying such as harassment	Text Pages: 520 (Consequences of Bullying section), 522 (Consequences of Cyberbullying section)	Text Pages: 526 (Hands-On Activity)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

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

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

Standard 14F: summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety.

Breakout	Narrative	Activity
(i) summarize the advantages of seeking advice regarding the use of decision-making skills related to personal safety	Text Pages: 419 (last paragraph), 421 (Thinking Before You Post section)	Text Pages: 441 (Develop Your Skills #21)
(ii) summarize the advantages of seeking advice regarding the use of problem-solving skills related to personal safety	Text Pages: 421 (Thinking Before You Post section)	Text Pages: 441 (Develop Your Skills #21)
(iii) summarize the advantages of seeking feedback regarding the use of decision-making skills related to personal safety	Text Pages: 421 (Thinking Before You Post section)	Text Pages: 441 (Develop Your Skills #21)
(iv) summarize the advantages of seeking feedback regarding the use of problem-solving skills related to personal safety	Text Pages: 421 (Thinking Before You Post section)	Text Pages: 441 (Develop Your Skills #21)

Standard 15A: differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs, including combining drugs, and the outcomes of each;



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) differentiate between appropriate and inappropriate use of prescription drugs, including combining drugs	Text Pages: 337–342 (Strategies for Using Medications Safely, Medication Misuse and Abuse sections)	Text Pages: 342 (Hands-On Activity)
(ii) differentiate between appropriate and inappropriate use of over-the-counter drugs, including combining drugs	Text Pages: 337–342 (Strategies for Using Medications Safely, Medication Misuse and Abuse sections)	Text Pages: 342 (Hands-On Activity)
(iii) differentiate between the outcomes of [appropriate and inappropriate use of prescription drugs, including combining drugs]	Text Pages: 339-341 (last bullet, Medication Misuse and Abuse section)	Text Pages: 342 (Hands-On Activity)
(iv) differentiate between the outcomes of [appropriate and inappropriate use of over-the-counter drugs, including combining drugs]	Text Pages: 339-341 (last bullet, Medication Misuse and Abuse section)	Text Pages: 342 (Hands-On Activity)

Standard 15B: identify and describe the categories of prescription drugs and their proper uses;

Breakout	Narrative	Activity
(i) identify the categories of prescription drugs	Text Pages: 336 (Prescription Medications section and Figure 11.2)	Text Pages: 364 (Check Your Knowledge #2)
(ii) describe the categories of prescription drugs	Text Pages: 336 (Prescription Medications section and Figure 11.2)	Text Pages: 364 (Check Your Knowledge #2)
(iii) identify [the] proper uses [of the categories of prescription drugs]	Text Pages: 336 (Prescription Medications section and Figure 11.2)	Text Pages: 364 (Check Your Knowledge #2)
(iv) describe [the] proper uses [of the categories of prescription drugs]	Text Pages: 336 (Prescription Medications section and Figure 11.2)	Text Pages: 364 (Check Your Knowledge #2)

Standard 15C: identify and explain the importance of each component of an over-the-counter drug warning label; and

Breakout	Narrative	Activity
(i) identify the importance of each component of an over-the-counter drug warning label	Text Pages: 337–338 (Strategies for Using Medications Safely section)	Text Pages: 342 (Hands-On Activity)
(ii) explain the importance of each component of an over-the-counter drug warning label	Text Pages: 337–338 (Strategies for Using Medications Safely section)	Text Pages: 342 (Hands-On Activity)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 15D: describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain.

Breakout	Narrative	Activity
(i) describe how substance misuse affect[s] the body systems	Text Pages: 339-341 (Medication Misuse and Abuse section)	Text Pages: 365 (Think Critically #17)
(ii) describe how substance misuse affect[s] the brain	Text Pages: 339 (last paragraph)	Text Pages: 365 (Think Critically #17)
(iii) describe how addiction to alcohol affect[s] the body systems	Text Pages: 312–318 (Health Effects of Alcohol Use and Alcohol Use Disorders, Consequences of Alcohol Use and Alcohol Use Disorders sections)	Text Pages: 319 (Hands-On Activity)
(iv) describe how addiction to alcohol affect[s] the brain	Text Pages: 312–314 (Health Effects of Alcohol Use and Alcohol Use Disorders section)	Text Pages: 319 (Hands-On Activity)
(v) describe how addiction to tobacco affect[s] the body systems	Text Pages: 280–282 (Health Effects of Cigarettes, Health Effects of Vaping Devices, Health Effects of Smokeless Tobacco sections)	Text Pages: 305 (Think Critically #17), 305 (Develop Your Skills #20)
(vi) describe how addiction to tobacco affect[s] the brain	Text Pages: 279 (4th paragraph), 280 (Figure 9.4)	Text Pages: 305 (Think Critically #17)
(vii) describe how addiction to vaping products affect the body systems	Text Pages: 281–282 (Health Effects of Vaping Devices section)	Text Pages: 286 (Hands-On Activity), 305 (Think Critically #17), 305 (Develop Your Skills #20)
(viii) describe how addiction to vaping products affect the brain	Text Pages: 279 (4th paragraph), 288–290 (Stages of Substance Use section)	Text Pages: 286 (Hands-On Activity)
(ix) describe how addiction to drugs affect the body systems	Text Pages: 344–353 (Health Effects of Drug Abuse, Commonly Abused Drugs sections)	Text Pages: 365 (Think Critically #17)
(x) describe how addiction to drugs affect the brain	Text Pages: 344 (How Drugs Affect the Brain section)	Text Pages: 365 (Think Critically #17)
(xi) describe how addiction to other substances, including prescription drugs, affect the body systems	Text Pages: 339–342 (Medication Misuse and Abuse section)	Text Pages: 342 (Hands-On Activity)
(xii) describe how addiction to other substances, including	Text Pages: 339–342 (Medication Misuse and Abuse section)	Text Pages: 342 (Lesson Review #4)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
prescription drugs, affect the brain		

Standard 16A: analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;

Breakout	Narrative	Activity
(i) analyze the short-term health consequences of addiction to alcohol	Text Pages: 312-313 (Immediate Health Effects section), 316-318 (Consequences of Alcohol Use and Alcohol Use Disorders section)	Text Pages: 319 (Hands-On Activity), 331 (Develop Your Skills #20)
(ii) analyze the short-term health consequences of addiction to tobacco	Text Pages: 279-282 (Health Effects of Tobacco Use section)	Text Pages: 305 (Develop Your Skills #22)
(iii) analyze the short-term health consequences of prescription drug misuse	Text Pages: 339-341 (Health Effects of Medication Misuse and Abuse section)	Text Pages: 365 (Think Critically #17)
(iv) analyze the short-term health consequences of over-the-counter drug misuse	Text Pages: 339-341 (Health Effects of Medication Misuse and Abuse section)	Text Pages: 365 (Think Critically #17)
(v) analyze the short-term health consequences of substance use disorders	Text Pages: 288-290 (Substance Use Disorder section), 311–312 (Alcohol Use Disorder section)	Text Pages: 305 (Think Critically #17)
(vi) analyze the long-term health consequences of addiction to alcohol	Text Pages: 313-316 (Long-Term Health Effects section), 316-318 (Consequences of Alcohol Use and Alcohol Use Disorders section)	Text Pages: 319 (Hands-On Activity), 331 (Develop Your Skills #20)
(vii) analyze the long-term health consequences of addiction to tobacco	Text Pages: 279-282 (Health Effects of Tobacco Use section)	Text Pages: 305 (Develop Your Skills #22)
(viii) analyze the long-term health consequences of prescription drug misuse	Text Pages: 339-341 (Health Effects of Medication Misuse and Abuse section)	Text Pages: 365 (Think Critically #17)
(ix) analyze the long-term health consequences of over-the-counter drug misuse	Text Pages: 339-341 (Health Effects of Medication Misuse and Abuse section)	Text Pages: 365 (Think Critically #17)
(x) analyze the long-term health consequences of substance use disorders	Text Pages: 288-290 (Substance Use Disorder section), 311–312	Text Pages: 305 (Think Critically #17)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	(Alcohol Use Disorder section), 341 (1st paragraph)	
(xi) explain the short-term health consequences of addiction to alcohol	Text Pages: 312-313 (Immediate Health Effects section), 316-318 (Consequences of Alcohol Use and Alcohol Use Disorders section)	Text Pages: 319 (Hands-On Activity), 331 (Develop Your Skills #20)
(xii) explain the short-term health consequences of addiction to tobacco	Text Pages: 279-282 (Health Effects of Tobacco Use section)	Text Pages: 305 (Develop Your Skills #22)
(xiii) explain the short-term health consequences of prescription drug misuse	Text Pages: 339-341 (Health Effects of Medication Misuse and Abuse section)	Text Pages: 365 (Think Critically #17)
(xiv) explain the short-term health consequences of over-the-counter drug misuse	Text Pages: 339-341 (Health Effects of Medication Misuse and Abuse section)	Text Pages: 365 (Think Critically #17)
(xv) explain the short-term health consequences of substance use disorders	Text Pages: 288-290 (Substance Use Disorder section), 311–312 (Alcohol Use Disorder section), 341 (1st paragraph)	Text Pages: 305 (Think Critically #17)
(xvi) explain the long-term health consequences of addiction to alcohol	Text Pages: 312-313 (Immediate Health Effects section), 316-318 (Consequences of Alcohol Use and Alcohol Use Disorders section)	Text Pages: 319 (Hands-On Activity), 331 (Develop Your Skills #20)
(xvii) explain the long-term health consequences of addiction to tobacco	Text Pages: 279-282 (Health Effects of Tobacco Use section)	Text Pages: 305 (Develop Your Skills #22)
(xviii) explain the long-term health consequences of prescription drug misuse	Text Pages: 339-341 (Health Effects of Medication Misuse and Abuse section)	Text Pages: 365 (Think Critically #17)
(xix) explain the long-term health consequences of over-the-counter drug misuse	Text Pages: 339-341 (Health Effects of Medication Misuse and Abuse section)	Text Pages: 365 (Think Critically #17)
(xx) explain the long-term health consequences of substance use disorders	Text Pages: 288-290 (Substance Use Disorder section), 311–312 (Alcohol Use Disorder section), 341 (1st paragraph)	Text Pages: 305 (Think Critically #17)

Standard 16B: analyze the importance of alternative activities to drug and substance use and misuse on mental and social health; and



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) analyze the importance of alternative activities to drug use on mental health	Text Pages: 347 (last paragraph before Commonly Abused Drugs), 356 (Promote Mental Health section)	Text Pages: 365 (Develop Your Skills #20)
(ii) analyze the importance of alternative activities to substance use on mental health	Text Pages: 347 (last paragraph before Commonly Abused Drugs), 356 (Promote Mental Health section)	Text Pages: 365 (Develop Your Skills #20)
(iii) analyze the importance of alternative activities to drug misuse on mental health	Text Pages: 347 (last paragraph before Commonly Abused Drugs), 356 (Promote Mental Health section)	Text Pages: 365 (Develop Your Skills #20)
(iv) analyze the importance of alternative activities to substance misuse on mental health	Text Pages: 326 (Pay Attention to Mental Health section), 347 (last paragraph before Commonly Abused Drugs)	Text Pages: 365 (Develop Your Skills #20)
(v) analyze the importance of alternative activities to drug use on social health	Text Pages: 347 (last paragraph before Commonly Abused Drugs)	Text Pages: 365 (Develop Your Skills #20)
(vi) analyze the importance of alternative activities to substance use on social health	Text Pages: 347 (last paragraph before Commonly Abused Drugs)	Text Pages: 365 (Develop Your Skills #20)
(vii) analyze the importance of alternative activities to drug misuse on social health	Text Pages: 347 (last paragraph before Commonly Abused Drugs)	Text Pages: 365 (Develop Your Skills #20)
(viii) analyze the importance of alternative activities to substance misuse on social health	Text Pages: 347 (last paragraph before Commonly Abused Drugs)	Text Pages: 365 (Develop Your Skills #20)

Standard 16C: analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.

Breakout	Narrative	Activity
(i) analyze the legal consequences of the use of alcohol	Text Pages: 315 (infographic), 318 (Legal Consequences section)	Text Pages: 319 (Hands-On Activity), 331 (Develop Your Skills #20)
(ii) analyze the legal consequences of the use of tobacco	Text Pages: 284–285 (Legal Consequences section)	Text Pages: 286 (Hands-On Activity), 305 (Develop Your Skills #22)
(iii) analyze the legal consequences of the use of drugs, including prescription drugs	Text Pages: 341 (3rd paragraph), 345–347 (Mental, Social, and Legal Consequences section)	Text Pages: 342 (Hands-On Activity), 353 (Hands-On Activity)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(iv) analyze the legal consequences of the use of other substances	Text Pages: 284-285 (Legal Consequences section), 349 (Legalization of Marijuana section)	Text Pages: 286 (Hands-On Activity), 305 (Develop Your Skills #22), 353 (Hands-On Activity)
(v) analyze the legal consequences of the misuse of alcohol	Text Pages: 315 (infographic), 318 (Legal Consequences section)	Text Pages: 319 (Hands-On Activity), 331 (Develop Your Skills #20)
(vi) analyze the legal consequences of the misuse of tobacco	Text Pages: 284–285 (Legal Consequences section)	Text Pages: 286 (Hands-On Activity), 305 (Develop Your Skills #22)
(vii) analyze the legal consequences of the misuse of drugs, including prescription drugs	Text Pages: 341 (3rd paragraph), 345–347 (Mental, Social, and Legal Consequences section)	Text Pages: 342 (Hands-On Activity), 353 (Hands-On Activity)
(viii) analyze the legal consequences of the misuse of other substances	Text Pages: 284-285 (Legal Consequences section), 349 (Legalization of Marijuana section)	Text Pages: 286 (Hands-On Activity), 305 (Develop Your Skills #22), 353 (Hands-On Activity)

Standard 17A: identify and describe treatment options for substance abuse and addiction;

Breakout	Narrative	Activity
(i) identify treatment options for substance abuse	Text Pages: 300–302 (Treating Tobacco Use section), 326–328 (Treating Alcohol Use, Helping Someone with an Alcohol Use Disorder sections), 360–362 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 364 (Check Your Knowledge #10)
(ii) identify treatment options for addiction	Text Pages: 300–302 (Treating Tobacco Use section), 326–328 (Treating Alcohol Use, Helping Someone with an Alcohol Use Disorder sections), 360–362 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 331 (Think Critically #18)
(iii) describe treatment options for substance abuse	Text Pages: 300–302 (Treating Tobacco Use section), 326–328 (Treating Alcohol Use, Helping Someone with an Alcohol Use Disorder sections), 360–362 (Treating Medication and Drug Misuse and Abuse, Helping Someone with a Substance Use Disorder sections)	Text Pages: 328 (Lesson Review #5), 365 (Develop Your Skills #21)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(iv) describe treatment options for addiction	Text Pages: 300–302 (Treating Tobacco Use section), 326–328 (Treating Alcohol Use, Helping Someone with an Alcohol Use Disorder sections), 360–362 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 328 (Lesson 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; and

Breakout	Narrative	Activity
(i) identify signs of alcohol use	Text Pages: 311–312 (Alcohol Use Disorder section)	Text Pages: 319 (Lesson Review #4)
(ii) identify signs of tobacco use	Text Pages: 279–282 (Health Effects of Tobacco Use section)	Text Pages: 305 (Develop Your Skills #22)
(iii) identify signs of drug use, including prescription drugs	Text Pages: 341–342 (Commonly Misused and Abused Medications section), 344–345 (Health Effects of Drug Abuse section)	Text Pages: 342 (Hands-On Activity), 353 (Lesson Review #2), 364 (Check Your Knowledge #6)
(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: 311–312 (Alcohol Use Disorder section)	Text Pages: 319 (Lesson Review #4)
(vi) identify signs of tobacco misuse	Text Pages: 279–282 (Health Effects of Tobacco Use section)	Text Pages: 305 (Develop Your Skills #22)
(vii) identify signs of drug misuse, including prescription drugs	Text Pages: 341–342 (Commonly Misused and Abused Medications section), 344–345 (Health Effects of Drug Abuse section)	Text Pages: 342 (Hands-On Activity), 353 (Lesson Review #2), 364 (Check Your Knowledge #6)
(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: 311–312 (Alcohol Use Disorder section)	Text Pages: 319 (Lesson Review #4)
(x) identify symptoms of tobacco use	Text Pages:	Text Pages: 305 (Develop Your Skills #22)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	279–282 (Health Effects of Tobacco Use section)	
(xi) identify symptoms of drug use, including prescription drugs	Text Pages: 341–342 (Commonly Misused and Abused Medications section), 344–345 (Health Effects of Drug Abuse section)	Text Pages: 342 (Hands-On Activity), 353 (Lesson Review #2), 364 (Check Your Knowledge #6)
(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: 311–312 (Alcohol Use Disorder section)	Text Pages: 319 (Lesson Review #4)
(xiv) identify symptoms of tobacco misuse	Text Pages: 279–282 (Health Effects of Tobacco Use section)	Text Pages: 305 (Develop Your Skills #22)
(xv) identify symptoms of drug misuse, including prescription drugs	Text Pages: 341–342 (Commonly Misused and Abused Medications section), 344–345 (Health Effects of Drug Abuse section)	Text Pages: 342 (Hands-On Activity), 353 (Lesson Review #2), 364 (Check Your Knowledge #6)
(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)

Standard 17C: identify at least one example of who, when, where, and how to get help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.

Breakout	Narrative	Activity
(i) identify at least one example of who to get help [from] related to the use of alcohol	Text Pages: 326–328 (Treating Alcohol Use, Helping Someone with an Alcohol Use Disorder sections)	Text Pages: 331 (Develop Your Skills #20)
(ii) identify at least one example of who to get help [from] related to the use of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(iii) identify at least one example of who to get help [from] related to the use of drugs, including prescription drugs	Text Pages: 361 (1st three paragraphs and bullets), 361 (Helping Someone with a Substance Use Disorder section)	Text Pages: 365 (Develop Your Skills #21)
(iv) identify at least one example of who to get help [from] related to the use of other substances	Text Pages: 361 (1st three paragraphs and bullets), 361 (Helping	Text Pages: 365 (Develop Your Skills #21)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	Someone with a Substance Use Disorder section)	
(v) identify at least one example of when to get help related to the use of alcohol	Text Pages: 326 (Treating Alcohol Use, 1st paragraph)	Text Pages: 331 (Develop Your Skills #20)
(vi) identify at least one example of when to get help related to the use of tobacco	Text Pages: 300 (Treating Tobacco Use section, 1st paragraph)	Text Pages: 305 (Develop Your Skills #21)
(vii) identify at least one example of when to get help related to 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)
(viii) identify at least one example of when to get help related to the use of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(ix) identify at least one example of where to get help related to the use of alcohol	Text Pages: 326–327 (Treating Alcohol Use section)	Text Pages: 331 (Develop Your Skills #18), 331 (Develop Your Skills #20)
(x) identify at least one example of where to get help related to the use of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(xi) identify at least one example of where to get help related to 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)
(xii) identify at least one example of where to get help related to 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 at least one example of how to get help related to the use of alcohol	Text Pages: 326–328 (Treating Alcohol Use, Helping Someone with an Alcohol Use Disorder sections)	Text Pages: 331 (Develop Your Skills #20)
(xiv) identify at least one example of how to get help related to the use of tobacco	Text Pages: 301–302 (Nicotine Replacement, Medications, Self-Management Strategies sections)	Text Pages: 305 (Develop Your Skills #21)
(xv) identify at least one example of how to get help related to the use of drugs, including prescription drugs	Text Pages: 360–362 (Treating Medication and Drug Misuse and Abuse, Helping Someone with a Substance Use Disorder sections)	Text Pages: 362 (Lesson Review #5), 365 (Develop Your Skills #21)
(xvi) identify at least one example of how to get help related to the use of other substances	Text Pages: 360–361 (Treating Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #21)
(xvii) identify at least one example of who to get help	Text Pages:	Text Pages: 331 (Develop Your Skills #20)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
[from] related to the misuse of alcohol	326–328 (Treating Alcohol Use, Helping Someone with an Alcohol Use Disorder sections)	
(xviii) identify at least one example of who to get help [from] related to the misuse of tobacco	Text Pages: 300 (Treating Tobacco Use section)	Text Pages: 305 (Develop Your Skills #21)
(xix) identify at least one example of who to get help [from] related to the misuse of drugs, including prescription drugs	Text Pages: 361 (1st three paragraphs and bullets), 361 (Helping Someone with a Substance Use Disorder section)	Text Pages: 365 (Develop Your Skills #21)
(xx) identify at least one example of who to get help [from] related to the misuse of other substances	Text Pages: 361 (1st three paragraphs and bullets), 361 (Helping Someone with a Substance Use Disorder section)	Text Pages: 365 (Develop Your Skills #21)
(xxi) identify at least one example of when to get help related to the misuse of alcohol	Text Pages: 326 (Treating Alcohol Use section, 1st paragraph)	Text Pages: 331 (Develop Your Skills #20)
(xxii) identify at least one example of when to get help related to the misuse of tobacco	Text Pages: 300 (Treating Tobacco Use section, 1st paragraph)	Text Pages: 305 (Develop Your Skills #21)
(xxiii) identify at least one example of when to get help related to 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)
(xxiv) identify at least one example of when to get help related to 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 at least one example of how to get help related to the misuse of alcohol	Text Pages: 326–328 (Treating Alcohol Use, Helping Someone with an Alcohol Use Disorder sections)	Text Pages: 331 (Develop Your Skills #20)
(xxvi) identify at least one example of how to get help related to the misuse of tobacco	Text Pages: 301–302 (Nicotine Replacement, Medications, Self-Management Strategies sections)	Text Pages: 305 (Develop Your Skills #21)
(xxvii) identify at least one example of how to get help related to the misuse of drugs, including prescription drugs	Text Pages: 360–362 (Treating Medication and Drug Misuse and Abuse, Helping Someone with a Substance Use Disorder sections)	Text Pages: 362 (Lesson Review #5), 365 (Develop Your Skills #21)
(xxviii) identify at least one example of how to get help	Text Pages:	Text Pages: 365 (Develop Your Skills #21)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
related to the misuse of other substances	360–361 (Treating Medication and Drug Misuse and Abuse section)	

Standard 18A: examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;

Breakout	Narrative	Activity
(i) examine the effects of peer influence on decision making regarding the use of alcohol	Text Pages: 323 (Peer Pressure section)	Text Pages: 331 (Think Critically #16)
(ii) examine the effects of peer influence on decision making regarding the use of tobacco	Text Pages: 292 (last paragraph)	Text Pages: 294 (Hands-On Activity), 305 (Think Critically #16)
(iii) examine the effects of peer influence on decision making regarding the use of other drugs	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs?, 3rd paragraph), 358 (Building Your Skills)	Text Pages: 365 (Think Critically #16)
(iv) examine the role of peer influence on decision making regarding the use of alcohol	Text Pages: 323 (Peer Pressure section)	Text Pages: 331 (Think Critically #16)
(v) examine the role of peer influence on decision making regarding the use of tobacco	Text Pages: 292 (last paragraph)	Text Pages: 294 (Hands-On Activity), 305 (Think Critically #16)
(vi) examine the role of peer influence on decision making regarding the use of other drugs	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs?, 3rd paragraph), 358 (Building Your Skills)	Text Pages: 365 (Think Critically #16)
(vii) examine the effects of peer influence on problem solving regarding the use of alcohol	Text Pages: 323 (Peer Pressure section)	Text Pages: 331 (Think Critically #16)
(viii) examine the effects of peer influence on problem solving regarding the use of tobacco	Text Pages: 292 (last paragraph)	Text Pages: 294 (Hands-On Activity), 305 (Think Critically #16)
(ix) examine the effects of peer influence on problem solving regarding the use of other drugs	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs?, 3rd paragraph), 358 (Building Your Skills)	Text Pages: 365 (Think Critically #16)
(x) examine the effects of peer influence on decision making	Text Pages: 323 (Peer Pressure section)	Text Pages: 331 (Think Critically #16)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
regarding the misuse of alcohol		
(xi) examine the effects of peer influence on decision making regarding the misuse of tobacco	Text Pages: 292 (last paragraph)	Text Pages: 294 (Hands-On Activity), 305 (Think Critically #16)
(xii) examine the effects of peer influence on decision making regarding the misuse of other drugs	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs?, 3rd paragraph)	Text Pages: 365 (Think Critically #16)
(xiii) examine the effects of peer influence on problem solving regarding the misuse of alcohol	Text Pages: 323 (Peer Pressure section)	Text Pages: 331 (Think Critically #16)
(xiv) examine the effects of peer influence on problem solving regarding the misuse of tobacco	Text Pages: 292 (last paragraph)	Text Pages: 294 (Hands-On Activity), 305 (Think Critically #16)
(xv) examine the effects of peer influence on problem solving regarding the misuse of other drugs	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs?, 3rd paragraph)	Text Pages: 365 (Think Critically #16)
(xvi) examine the role of peer influence on decision making regarding the misuse of alcohol	Text Pages: 323 (Peer Pressure section)	Text Pages: 331 (Think Critically #16)
(xvii) examine the role of peer influence on decision making regarding the misuse of tobacco	Text Pages: 292 (last paragraph)	Text Pages: 294 (Hands-On Activity), 305 (Think Critically #16)
(xviii) examine the role of peer influence on decision making regarding the misuse of other drugs	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs?, 3rd paragraph)	Text Pages: 365 (Think Critically #16)
(xix) examine the role of peer influence on problem solving regarding the misuse of alcohol	Text Pages: 323 (Peer Pressure section)	Text Pages: 331 (Think Critically #16)
(xx) examine the role of peer influence on problem solving regarding the misuse of tobacco	Text Pages: 292 (last paragraph)	Text Pages: 294 (Hands-On Activity), 305 (Think Critically #16)
(xxi) examine the role of peer influence on problem solving regarding the misuse of other drugs	Text Pages: 355 (Why Do Some People Misuse and Abuse Medications and Drugs?, 3rd paragraph)	Text Pages: 365 (Think Critically #16)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

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

Breakout	Narrative	Activity
(i) examine physical influences on alcohol use behaviors	Text Pages: 321 (Individual Factors, 1st paragraph)	Text Pages: 331 (Think Critically #16)
(ii) examine physical influences on tobacco use behaviors	Text Pages: 291 (Individual Factors, 1st paragraph)	Text Pages: 305 (Think Critically #16)
(iii) examine 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 Review #5)
(iv) examine social influences on alcohol use behaviors	Text Pages: 321 (Family section), 323 (1st three paragraphs and Peer Pressure section), 324 (Media Messages section)	Text Pages: 331 (Develop Your Skills #21)
(v) examine social influences on tobacco use behaviors	Text Pages: 292-293 (Family, Peer Pressure sections)	Text Pages: 294 (Hands-On Activity), 305 (Think Critically #16), 305 (Develop Your Skills #19)
(vi) examine social influences on other drug use behaviors	Text Pages: 355 (6th paragraph)	Text Pages: 342 (Lesson Review #5), 365 (Develop Your Skills #16)

Standard 18C: differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and

Breakout	Narrative	Activity
(i) differentiate among the relationships of alcohol, tobacco, drugs, and other substances	Text Pages: 348 (3rd paragraph), 355 (3rd paragraph)	Text Pages: 365 (Think Critically #15)
(ii) differentiate among the roles [alcohol, tobacco, drugs, and other substances] play in unsafe situations	Text Pages: 284 (3rd paragraph), 316-318 (Consequences of Alcohol Use and Alcohol Use Disorders section), 344 (How Drugs Affect the Brain section)	Text Pages: 353 (Hands-On Activity)

Standard 18D: identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or other trusted adult.



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) identify support systems to report the suspected abuse of drugs to a parent, school administrator, teacher, or other trusted adult	Text Pages: 360 (3rd paragraph), 361-362 (Helping Someone with a Substance Use Disorder section)	Text Pages: 365 (Develop Your Skills #19)
(ii) describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or other trusted adult	Text Pages: 361-362 (Helping Someone with a Substance Use Disorder section)	Text Pages: 365 (Develop Your Skills #19)

Standard 19A: develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios.

Breakout	Narrative	Activity
(i) develop strategies, including demonstrating refusal skills, for avoiding alcohol in various scenarios	Text Pages: 325–326 (Preventing Alcohol Use section)	Text Pages: 331 (Develop Your Skills #20), 331 (Develop Your Skills #21)
(ii) develop strategies, including demonstrating refusal skills, for avoiding tobacco in various scenarios	Text Pages: 296–300 (Preventing Tobacco Use section)	Text Pages: 305 (Develop Your Skills #22)
(iii) develop strategies, including demonstrating refusal skills, for avoiding other drugs in various scenarios	Text Pages: 356–360 (Preventing Medication and Drug Misuse and Abuse section)	Text Pages: 365 (Develop Your Skills #19), 365 (Develop Your Skills #20)
(iv) apply strategies, including demonstrating refusal skills, for avoiding alcohol in various scenarios	Text Pages: 325–326 (Preventing Alcohol Use section)	Text Pages: 331 (Develop Your Skills #21)
(v) apply strategies, including demonstrating refusal skills, for avoiding tobacco in various scenarios	Text Pages: 296–300 (Preventing Tobacco Use section)	Text Pages: 302 (Hands-On Activity)
(vi) apply strategies, including demonstrating refusal skills, for avoiding other drugs in various scenarios	Text Pages: 356–360 (Preventing Medication and Drug Misuse and Abuse section)	Text Pages: 362 (Hands-On Activity)

Standard 20A: compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;

Breakout	Narrative	Activity
(i) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage	Text Pages: 506 (1st paragraph), 506 (Closeness bullet), 506 (Attraction bullet)	Text Pages: 513 (Develop Your Skills #16)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

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

Breakout	Narrative	Activity
(i) explain how friendships provide a foundation for healthy dating/romantic relationships	Text Pages: 506 (Closeness bullet)	Text Pages: 513 (Develop Your Skills #17)

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

Breakout	Narrative	Activity
(i) describe healthy ways to express friendship	Text Pages: 499 (Be a Good Friend section)	Text Pages: 513 (Develop Your Skills #14)
(ii) describe healthy ways to express affection	Companion Text Pages: 611 (2nd full paragraph)	Text Pages: 513 (Develop Your Skills #14)
(iii) describe healthy ways to express love	Companion Text Pages: 611 (2nd full paragraph)	Text Pages: 513 (Develop Your Skills #14)

Standard 20D: describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage;

Breakout	Narrative	Activity
(i) describe appropriate methods of communicating emotions in healthy dating/romantic relationships	Text Pages: 509 (1st paragraph)	Text Pages: 513 (Develop Your Skills #15)
(ii) describe appropriate methods of communicating emotions in marriage	Text Pages: 509 (1st paragraph)	Text Pages: 513 (Develop Your Skills #15)
(iii) describe effective methods of communicating emotions in healthy dating/romantic relationships	Text Pages: 509 (1st paragraph)	Text Pages: 513 (Develop Your Skills #15)
(iv) describe effective methods of communicating emotions in marriage	Text Pages: 509 (1st paragraph)	Text Pages: 513 (Develop Your Skills #15)

Standard 20E: evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage;



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) evaluate the importance of mutual respect in healthy dating/romantic relationships	Text Pages: 476-477 (Mutual respect bullet)	Text Pages: 513 (Develop Your Skills #18)
(ii) evaluate the importance of trust in healthy dating/romantic relationships	Text Pages: 476 (Trust bullet)	Text Pages: 513 (Develop Your Skills #18)
(iii) evaluate the importance of support in healthy dating/romantic relationships	Text Pages: 506 (Support bullet)	Text Pages: 513 (Develop Your Skills #18)
(iv) evaluate the importance of honesty in healthy dating/romantic relationships	Text Pages: 476 (Honesty bullet)	Text Pages: 513 (Develop Your Skills #18)
(v) evaluate the importance of commitment in healthy dating/romantic relationships	Text Pages: 507 (2nd full paragraph)	Text Pages: 513 (Develop Your Skills #18)
(vi) evaluate the importance of reliability in healthy dating/romantic relationships	Text Pages: 507 (Reliability bullet)	Text Pages: 513 (Develop Your Skills #18)
(vii) evaluate the importance of mutual respect in marriage	Text Pages: 477 (Mutual respect bullet), 506 (Open communication, honesty, and respect bullet)	Text Pages: 513 (Develop Your Skills #18)
(viii) evaluate the importance of trust in marriage	Text Pages: 476 (Trust bullet)	Text Pages: 513 (Develop Your Skills #18)
(ix) evaluate the importance of support in marriage	Text Pages: 506 (Support bullet)	Text Pages: 513 (Develop Your Skills #18)
(x) evaluate the importance of honesty in marriage	Text Pages: 476 (Honesty bullet)	Text Pages: 513 (Develop Your Skills #18)
(xi) evaluate the importance of commitment in marriage	Text Pages: 507 (2nd and third full paragraphs)	Text Pages: 513 (Develop Your Skills #18)
(xii) evaluate the importance of reliability in marriage	Text Pages: 507 (Reliability bullet)	Text Pages: 513 (Develop Your Skills #18)

Standard 20F: describe behaviors in dating/romantic relationships that enhance dignity and respect; and

Breakout	Narrative	Activity
(i) describe behaviors in dating/romantic relationships that enhance dignity	Text Pages: 476-477 (Mutual respect bullet)	Text Pages: 513 (Develop Your Skills #18)
(ii) describe behaviors in dating/romantic relationships that enhance respect	Text Pages: 476-477 (Mutual respect bullet)	Text Pages: 513 (Develop Your Skills #18)

Standard 20G: describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) describe the benefits of healthy marriages, including companionship	Text Pages: 507 (3rd full paragraph)	Text Pages: 513 (Develop Your Skills #18)
(ii) describe the benefits of healthy marriages, including social benefits	Text Pages: 507 (3rd full paragraph)	Text Pages: 513 (Develop Your Skills #18)
(iii) describe the benefits of healthy marriages, including emotional benefits	Text Pages: 507 (3rd full paragraph)	Text Pages: 513 (Develop Your Skills #18)
(iv) describe the benefits of healthy marriages, including financial benefits	Text Pages: 507 (3rd full paragraph)	Text Pages: 513 (Develop Your Skills #18)
(v) describe the benefits of healthy marriages, including health benefits	Text Pages: 507 (3rd full paragraph)	Text Pages: 513 (Develop Your Skills #18)

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

Breakout	Narrative	Activity
(i) explain that physical abuse [is a] form of abuse	Text Pages: 528 (Physical abuse bullet)	Text Pages: 535 (Lesson Review #1)
(ii) explain that emotional abuse [is a] form of abuse	Text Pages: 528 (Emotional abuse bullet)	Text Pages: 535 (Lesson Review #1)
(iii) explain that sexual abuse [is a] form of abuse	Text Pages: 528 (Sexual abuse bullet)	Text Pages: 535 (Lesson Review #1)
(iv) explain that sexual exploitation [is a] form of abuse	Text Pages: 528 (Sexual abuse bullet)	Text Pages: 535 (Lesson Review #1), 535 (Lesson Review #5)

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

Breakout	Narrative	Activity
(i) explain the social impacts of sexual harassment	Companion Text Pages: 617 (Sexual Harassment section)	Companion Text Pages: 622 (Lesson Review #5)
(ii) explain the social impacts of sexual abuse	Text Pages: 531 (Figure 16.13) Companion Text Pages: 620 (Impact on Social Health section)	Companion Text Pages: 622 (Lesson Review #5)
(iii) explain the social impacts of sexual assault	Companion Text Pages: 620 (Impact on Social Health section)	Companion Text Pages: 622 (Lesson Review #5)
(iv) explain the social impacts of sex trafficking	Text Pages:	Text Pages:



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	539 (Human Trafficking, 3rd paragraph)	544 (Check Your Knowledge #10)
(v) explain the emotional impacts of sexual harassment	Companion Text Pages: 617 (Figure 19.13)	Companion Text Pages: 622 (Lesson Review #5)
(vi) explain the emotional impacts of sexual abuse	Text Pages: 531 (Figure 16.13) Companion Text Pages: 620 (Impact on Emotional Health section)	Companion Text Pages: 622 (Lesson Review #5)
(vii) explain the emotional impacts of sexual assault	Companion Text Pages: 620 (Impact on Emotional Health section)	Companion Text Pages: 622 (Lesson Review #5)
(viii) explain the emotional impacts of sex trafficking	Text Pages: 539 (Human Trafficking, 3rd paragraph)	Text Pages: 544 (Check Your Knowledge #10)

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

Breakout	Narrative	Activity
(i) define dating violence	Text Pages: 529–530 (Intimate Partner Violence section)	Text Pages: 535 (Lesson Review #2)
(ii) define the characteristics of unhealthy or harmful relationships, including anger	Text Pages: 477 (Emotional Control bullet), 529 (Figure 16.10)	Text Pages: 487 (Lesson Review #1), 535 (Lesson Review #2)
(iii) define the characteristics of unhealthy or harmful relationships, including controlling behavior	Text Pages: 501 (Figure 15.24), 528 (Emotional abuse bullet)	Text Pages: 535 (Lesson Review #2)
(iv) define the characteristics of unhealthy or harmful relationships, including jealousy	Text Pages: 477 (Figure 15.3), 501–502 (Jealousy section)	Text Pages: 487 (Lesson Review #1), 535 (Lesson Review #2)
(v) define the characteristics of unhealthy or harmful relationships, including manipulation	Text Pages: 529 (Figure 16.10)	Text Pages: 535 (Lesson Review #2)
(vi) define the characteristics of unhealthy or harmful relationships, including isolation	Text Pages: 477 (Figure 15.3), 529 (Intimate Partner Violence section, 2nd paragraph)	Text Pages: 487 (Lesson Review #1), 535 (Lesson Review #2)

Standard 21D: identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence;



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment	Companion Text Pages: 618 (Preventing and Responding to Harassment section)	Companion Text Pages: 639 (Think Critically #17)
(ii) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual abuse	Text Pages: 533 (4th bullet)	Text Pages: 545 (Think Critically #19)
(iii) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual assault	Companion Text Pages: 620–621 (Preventing and Responding to Sexual Assault section)	Companion Text Pages: 639 (Think Critically #17)
(iv) identify protective strategies for avoiding unsafe situations that heighten the risk of sex trafficking	Text Pages: 539 (Human Trafficking section)	Text Pages: 545 (Think Critically #19)
(v) identify protective strategies for avoiding unsafe situations that heighten the risk of teen dating violence	Text Pages: 533 (4th bullet)	Text Pages: 545 (Think Critically #19)

Standard 21E: explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others;

Breakout	Narrative	Activity
(i) explain the importance of reporting to a parent or another trusted adult sexual harassment involving self or others	Companion Text Pages: 618 (Preventing and Responding to Harassment section)	Companion Text Pages: 639 (Think Critically #16)
(ii) explain the importance of reporting to a parent or another trusted adult sexual abuse involving self or others	Text Pages: 533–534 (Report Abuse section)	Text Pages: 535 (Lesson Review #5)
(iii) explain the importance of reporting to a parent or another trusted adult sexual assault involving self or others	Companion Text Pages: 621–622 (Responding to Sexual Assault section)	Companion Text Pages: 639 (Think Critically #16)
(iv) explain the importance of reporting to a parent or another trusted adult sex trafficking involving self or others	Text Pages: 539–540 (Human Trafficking section)	Text Pages: 542 (Lesson Review #2)
(v) explain the importance of reporting to a parent or another trusted adult dating violence involving self or others	Text Pages: 533–534 (Report Abuse section)	Text Pages: 535 (Lesson Review #5)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 21F: describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships;

Breakout	Narrative	Activity
(i) describe how a healthy sense of self regarding setting personal boundaries promote[s] healthy dating/romantic relationships	Text Pages: 506 (Individuality bullet), 507-508 (last paragraph on 507)	Text Pages: 510 (Lesson Review #4)
(ii) describe how a healthy sense of self regarding respecting personal boundaries promote[s] healthy dating/romantic relationships	Text Pages: 506 (Individuality bullet), 507-508 (last paragraph on 507)	Text Pages: 510 (Lesson Review #4)
(iii) describe how a healthy sense of making decisions regarding setting personal boundaries promote[s] healthy dating/romantic relationships	Text Pages: 507-508 (last paragraph on 507)	Text Pages: 510 (Lesson Review #4), 513 (Think Critically #15)
(iv) describe how a healthy sense of making decisions regarding respecting personal boundaries promote[s] healthy dating/romantic relationships	Text Pages: 507-508 (last paragraph on 507)	Text Pages: 510 (Lesson Review #4), 513 (Think Critically #15)

Standard 21G: discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships; and

Breakout	Narrative	Activity
(i) discuss how refusal skills can be used to resist negative peer influences to avoid dangerous situations that increase sexual risk in dating/romantic relationships	Text Pages: 590 (last paragraph), 591 (Figure 18.9)	Companion Text Pages: 639 (Develop Your Skills #23)
(ii) discuss how refusal skills can be used to resist negative peer influences to avoid dangerous behaviors that increase sexual risk in dating/romantic relationships	Text Pages: 590 (last paragraph), 591 (Figure 18.9)	Text Pages: 513 (Think Critically #15)
(iii) discuss how refusal skills can be used to reinforce personal boundaries to avoid dangerous situations that increase sexual risk in dating/romantic relationships	Companion Text Pages: 621 (Avoid Risky Situations section)	Text Pages: 513 (Think Critically #15) Companion Text Pages: 622 (Hands-On Activity)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(iv) discuss how refusal skills can be used to reinforce personal boundaries to avoid dangerous behaviors that increase sexual risk in dating/romantic relationships	Text Pages: 508 (Figure 15.30)	Text Pages: 513 (Think Critically #15)
(v) practice how refusal skills can be used to resist negative peer influences to avoid dangerous situations that increase sexual risk in dating/romantic relationships	Text Pages: 590 (last paragraph), 591 (Figure 18.9)	Companion Text Pages: 639 (Develop Your Skills #23)
(vi) practice how refusal skills can be used to resist negative peer influences to avoid dangerous behaviors that increase sexual risk in dating/romantic relationships	Text Pages: 590 (last paragraph), 591 (Figure 18.9)	Companion Text Pages: 639 (Develop Your Skills #23)
(vii) practice how refusal skills can be used to reinforce personal boundaries to avoid dangerous situations that increase sexual risk in dating/romantic relationships	Companion Text Pages: 621 (Avoid Risky Situations section)	Companion Text Pages: 622 (Hands-On Activity), 639 (Develop Your Skills #23)
(viii) practice how refusal skills can be used to reinforce personal boundaries to avoid dangerous behaviors that increase sexual risk in dating/romantic relationships	Text Pages: 508 (Figure 15.30)	Companion Text Pages: 639 (Develop Your Skills #23)

Standard 21H: explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact.

Breakout	Narrative	Activity
(i) explain the importance of clearly communicating personal boundaries	Text Pages: 507-508 (Intimacy and Abstinence section)	Companion Text Pages: 622 (Hands-On Activity), 639 (Develop Your Skills #23)
(ii) explain the importance of respecting personal boundaries	Text Pages: 477 (Safety bullet), 507-508 (Intimacy and Abstinence section)	Companion Text Pages: 622 (Hands-On Activity), 639 (Develop Your Skills #23)
(iii) explain the importance of why individuals have the right to refuse sexual contact	Companion Text Pages: 614 (Using Refusal Skills section), 616 (What Is Sexual Violence? section)	Companion Text Pages: 639 (Develop Your Skills #23)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 22A: compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence;

Breakout	Narrative	Activity
(i) compare and contrast the physical changes in males and females that occur during puberty	Text Pages: 564–567 (Physical Development and Puberty section)	Text Pages: 571 (Hands-On Activity)
(ii) compare and contrast the hormonal changes in males and females that occur during puberty	Text Pages: 564 (Physical Development and Puberty, 2nd paragraph), 567 (1st paragraph)	Text Pages: 571 (Lesson Review #2), 571 (Hands-On Activity)
(iii) compare and contrast the emotional changes in males and females that occur during puberty	Text Pages: 568 (Emotional and Social Development section)	Text Pages: 571 (Hands-On Activity)
(iv) compare and contrast the physical changes in males and females that occur during adolescence	Text Pages: 564–567 (Physical Development and Puberty section)	Text Pages: 571 (Hands-On Activity)
(v) compare and contrast the hormonal changes in males and females that occur during adolescence	Text Pages: 564 (Physical Development and Puberty, 2nd paragraph), 567 (1st paragraph)	Text Pages: 571 (Lesson Review #2), 571 (Hands-On Activity)
(vi) compare and contrast the emotional changes in males and females that occur during adolescence	Text Pages: 568 (Emotional and Social Development section)	Text Pages: 571 (Hands-On Activity)

Standard 22B: identify how the process of fertilization occurs between a man and a woman through sexual intercourse;

Breakout	Narrative	Activity
(i) identify how the process of fertilization occurs between a man and a woman through sexual intercourse	Text Pages: 553 (Human Sexual Reproduction section)	Text Pages: 555 (Lesson Review #5), 555 (Hands-On Activity)

Standard 22C: explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead;

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



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(ii) explain the harmful effects on the fetus of certain substances	Text Pages: 316 (Alcohol and Pregnancy section), 345 (2nd paragraph)	Text Pages: 581 (Develop Your Skills #22)
(iii) explain the harmful effects on the fetus of certain environmental hazards	Text Pages: 451 (Lead bullet)	Text Pages: 454 (Lesson Review #3)

Standard 22D: describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur; and

Breakout	Narrative	Activity
(i) describe the importance of telling a parent or another trusted adult if signs of pregnancy occur	Text Pages: 553 (Human Sexual Reproduction, 3rd paragraph)	Text Pages: 581 (Develop Your Skills #22)
(ii) describe the importance of obtaining early pregnancy testing if signs of pregnancy occur	Text Pages: 553 (Human Sexual Reproduction, 3rd paragraph)	Text Pages: 581 (Develop Your Skills #22)
(iii) describe the importance of seeking prenatal care if signs of pregnancy occur	Text Pages: 570 (Teen Pregnancy, 2nd paragraph) Companion Text Pages: 633 (1st two paragraphs)	Text Pages: 581 (Develop Your Skills #22)

Standard 22E: define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment.

Breakout	Narrative	Activity
(i) define the emotional changes that may occur during pregnancy	Text Pages: 555 (Changes During Pregnancy, Postpartum Changes and Mood Disorders sections)	Text Pages: 581 (Develop Your Skills #22)
(ii) define the emotional changes that may occur after pregnancy, including postpartum depression	Text Pages: 555 (Changes During Pregnancy, Postpartum Changes and Mood Disorders sections)	Text Pages: 581 (Develop Your Skills #22)
(iii) discuss resources for support [for the emotional changes that may occur during pregnancy]	Text Pages: 555 (Postpartum Changes and Mood Disorders section)	Text Pages: 581 (Develop Your Skills #22)
(iv) discuss resources for treatment [for the emotional changes that may occur during pregnancy]	Text Pages: 555 (Changes During Pregnancy section)	Text Pages: 581 (Develop Your Skills #22)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(v) discuss resources for support [for the emotional changes that may occur after pregnancy, including postpartum depression]	Text Pages: 555 (Postpartum Changes and Mood Disorders section)	Text Pages: 581 (Develop Your Skills #22)
(vi) discuss resources for treatment [for the emotional changes that may occur after pregnancy, including postpartum depression]	Text Pages: 555 (Postpartum Changes and Mood Disorders section)	Text Pages: 581 (Develop Your Skills #22)

Standard 23A: explain how teen pregnancy is a possible outcome of sexual activity;

Breakout	Narrative	Activity
(i) explain how teen pregnancy is a possible outcome of sexual activity	Text Pages: 570 (Teen Pregnancy section) Companion Text Pages: 610 (Physical Consequences section)	Text Pages: 581 (Think Critically #16)

Standard 23B: explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society;

Breakout	Narrative	Activity
(i) explain the short-term educational impacts of pregnancy on teen parents	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity), 639 (Develop Your Skills #24)
(ii) explain the short-term educational impacts of pregnancy on the child	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(iii) explain the short-term educational impacts of pregnancy on families	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(iv) explain the short-term educational impacts of pregnancy on society	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(v) explain the long-term educational impacts of pregnancy on teen parents	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity), 639 (Develop Your Skills #24)
(vi) explain the long-term educational impacts of pregnancy on the child	Companion Text Pages:	Companion Text Pages: 636 (Hands-On Activity)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	632–634 (Challenges of Teen Pregnancy and Parenthood section)	
(vii) explain the long-term educational impacts of pregnancy on families	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(viii) explain the long-term educational impacts of pregnancy on society	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(ix) explain the short-term financial impacts of pregnancy on teen parents	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity), 639 (Develop Your Skills #24)
(x) explain the short-term financial impacts of pregnancy on the child	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(xi) explain the short-term financial impacts of pregnancy on families	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(xii) explain the short-term financial impacts of pregnancy on society	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(xiii) explain the long-term financial impact of pregnancy on teen parents	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity), 639 (Develop Your Skills #24)
(xiv) explain the long-term financial impact of pregnancy on the child	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(xv) explain the long-term financial impact of pregnancy on families	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(xvi) explain the long-term financial impact of pregnancy on society	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(xvii) explain the short-term social impacts of pregnancy on teen parents	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity), 639 (Develop Your Skills #24)
(xviii) explain the short-term social impacts of pregnancy on the child	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section, Figure 19.26)	Companion Text Pages: 636 (Hands-On Activity)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(xix) explain the short-term social impacts of pregnancy on families	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(xx) explain the short-term social impacts of pregnancy on society	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section, Figure 19.26)	Companion Text Pages: 636 (Hands-On Activity)
(xxi) explain the long-term social impacts of pregnancy on teen parents	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity), 639 (Develop Your Skills #24)
(xxii) explain the long-term social impacts of pregnancy on the child	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section, Figure 19.26)	Companion Text Pages: 636 (Hands-On Activity)
(xxiii) explain the long-term social impacts of pregnancy on families	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section)	Companion Text Pages: 636 (Hands-On Activity)
(xxiv) explain the long-term social impacts of pregnancy on society	Companion Text Pages: 632–634 (Challenges of Teen Pregnancy and Parenthood section, Figure 19.26)	Companion Text Pages: 636 (Hands-On Activity)

Standard 23C: identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer;

Breakout	Narrative	Activity
(i) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer	Text Pages: 585–589 (Common STIs section), 592 (Building Your Skills)	Text Pages: 593 (Lesson Review #5), 602 (Check Your Knowledge #3), 602 (Check Your Knowledge #6)

Standard 23D: describe various modes of transmission of STDs/STIs;

Breakout	Narrative	Activity
(i) describe various modes of transmission of STDs/STIs	Text Pages: 585 (How People Contract STIs section), 596 (HIV Transmission section)	Text Pages: 602 (Check Your Knowledge #2)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 23E: identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;

Breakout	Narrative	Activity
(i) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	Text Pages: 593 (1st partial paragraph)	Text Pages: 603 (Develop Your Skills #21)

Standard 23F: list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially;

Breakout	Narrative	Activity
(i) list the signs of STDs/STIs, including human papillomavirus (HPV)	Text Pages: 588–589 (Human Papillomavirus section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(ii) list the signs of STDs/STIs, including human immunodeficiency virus (HIV)	Text Pages: 596–597 (Signs and Symptoms of HIV/AIDS section)	Text Pages: 603 (Think Critically #17)
(iii) list the signs of STDs/STIs, including acquired immunodeficiency syndrome (AIDS)	Text Pages: 596–597 (Signs and Symptoms of HIV/AIDS section)	Text Pages: 603 (Think Critically #17)
(iv) list the signs of STDs/STIs, including chlamydia	Text Pages: 585–586 (Chlamydia section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(v) list the signs of STDs/STIs, including syphilis	Text Pages: 587 (Syphilis section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(vi) list the signs of STDs/STIs, including gonorrhea	Text Pages: 586 (Gonorrhea section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(vii) list the signs of STDs/STIs, including herpes	Text Pages: 588 (Genital Herpes section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(viii) list the signs of STDs/STIs, including trichomoniasis	Text Pages: 587–588 (Trichomoniasis section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(ix) list the symptoms of STDs/STIs, including human papillomavirus (HPV)	Text Pages: 588–589 (Human Papillomavirus section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(x) list the symptoms of STDs/STIs, including human immunodeficiency virus (HIV)	Text Pages:	Text Pages: 603 (Think Critically #17)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	596–597 (Signs and Symptoms of HIV/AIDS section)	
(xi) list the symptoms of STDs/STIs, including acquired immunodeficiency syndrome (AIDS)	Text Pages: 596–597 (Signs and Symptoms of HIV/AIDS section)	Text Pages: 603 (Think Critically #17)
(xii) list the symptoms of STDs/STIs, including chlamydia	Text Pages: 585–586 (Chlamydia section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(xiii) list the symptoms of STDs/STIs, including syphilis	Text Pages: 587 (Syphilis section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(xiv) list the symptoms of STDs/STIs, including gonorrhea	Text Pages: 586 (Gonorrhea section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(xv) list the symptoms of STDs/STIs, including herpes	Text Pages: 588 (Genital Herpes section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(xvi) list the symptoms of STDs/STIs, including trichomoniasis	Text Pages: 587–588 (Trichomoniasis section), 590 (Figure 18.8)	Text Pages: 603 (Think Critically #17)
(xvii) explain why not all STDs/STIs show symptoms initially	Text Pages: 585 (Common STIs section)	Text Pages: 603 (Think Critically #17)

Standard 23G: explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern;

Breakout	Narrative	Activity
(i) explain the importance of STD/STI screening for sexually active individuals, including during yearly physicals or if there is a concern	Text Pages: 592 (Treatment of STIs section)	Text Pages: 603 (Check Your Knowledge #15)
(ii) explain the importance of STD/STI testing for sexually active individuals, including during yearly physicals or if there is a concern	Text Pages: 592 (Treatment of STIs section) 598 (3rd full paragraph)	Text Pages: 603 (Check Your Knowledge #15)
(iii) explain the importance of STD/STI early treatment for sexually active individuals, including during yearly physicals or if there is a concern	Text Pages: 592 (Treatment of STIs section)	Text Pages: 602 (Check Your Knowledge #7)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Standard 23H: identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment;

Breakout	Narrative	Activity
(i) identify community resources for STD/STI testing	Text Pages: 592 (Treatment of STIs section)	Text Pages: 603 (Develop Your Skills #21)
(ii) identify community resources for STD/STI treatment	Text Pages: 592–593 (Treatment of STIs section)	Text Pages: 603 (Develop Your Skills #21)
(iii) identify a minor's right to consent under certain circumstances for STD/STI testing	Text Pages: 592 (Building Your Skills)	Text Pages: 592 (Access Community Resources), 603 (Develop Your Skills #21)
(iv) identify a minor's right to consent under certain circumstances for STD/STI treatment	Text Pages: 592 (Building Your Skills)	Text Pages: 592 (Access Community Resources), 603 (Develop Your Skills #21)
(v) identify the importance of parent or other trusted adult support for STD/STI testing	Text Pages: 593 (last paragraph)	Text Pages: 603 (Develop Your Skills #21)
(vi) identify the importance of parent or other trusted adult support for STD/STI treatment	Text Pages: 592 (Treatment of STIs section), 593 (last paragraph)	Text Pages: 603 (Develop Your Skills #21)

Standard 23I: identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;

Breakout	Narrative	Activity
(i) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress	Companion Text Pages: 610 (Emotional and Social Consequences, 1st paragraph)	Companion Text Pages: 614 (Lesson Review #4), 614 (Lesson Review #5)
(ii) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including anxiety	Companion Text Pages: 610 (Emotional and Social Consequences, 1st paragraph)	Companion Text Pages: 614 (Lesson Review #4)
(iii) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including depression	Companion Text Pages: 610 (Emotional and Social Consequences, 1st paragraph)	Companion Text Pages: 614 (Lesson Review #4)

Standard 23J: identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent;



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(i) identify support from parents to be abstinent from sexual activity	Companion Text Pages: 612 (2nd paragraph)	Companion Text Pages: 639 (Develop Your Skills #22)
(ii) identify support from other trusted adults to be abstinent from sexual activity	Companion Text Pages: 612 (2nd paragraph)	Companion Text Pages: 639 (Develop Your Skills #22)
(iii) identify support from parents to create strategies for building peer support to be abstinent	Companion Text Pages: 612 (2nd paragraph)	Companion Text Pages: 639 (Develop Your Skills #22)
(iv) identify support from other trusted adults to create strategies for building peer support to be abstinent	Companion Text Pages: 612 (2nd paragraph)	Companion Text Pages: 639 (Develop Your Skills #22)

Standard 23K: analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

Breakout	Narrative	Activity
(i) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	Text Pages: 507 (Intimacy and Abstinence section) Companion Text Pages: 627 (Figure 19.23)	Text Pages: 512 (Check Your Knowledge #11)

Standard 23L: analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy;

Breakout	Narrative	Activity
(i) analyze the effectiveness of barrier protection in the prevention of STDs/STIs	Text Pages: 591 (Using Condoms section) Companion Text Pages: 626 (last paragraph)	Companion Text Pages: 639 (Think Critically #19)
(ii) analyze the effectiveness of other contraceptive methods in the prevention of STDs/STIs	Companion Text Pages: 626 (last paragraph)	Companion Text Pages: 639 (Think Critically #19)
(iii) analyze the effectiveness of barrier protection in the prevention of pregnancy	Companion Text Pages: 626 (last paragraph), 627 (Figure 19.23)	Companion Text Pages: 639 (Think Critically #19)
(iv) analyze the effectiveness of other contraceptive methods in the prevention of pregnancy	Companion Text Pages: 626 (last paragraph), 627 (Figure 19.23)	Companion Text Pages: 639 (Think Critically #19)
(v) analyze the risks of barrier protection in the prevention of STDs/STIs	Text Pages: 591 (Using Condoms section) Companion Text Pages:	Companion Text Pages: 639 (Think Critically #19)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
	626 (last paragraph)	
(vi) analyze the risks of barrier protection in the prevention of pregnancy	Companion Text Pages: 626 (last paragraph), 627 (Figure 19.23)	Companion Text Pages: 639 (Think Critically #19)
(vii) analyze the risks of other contraceptive methods in the prevention of STDs/STIs	Companion Text Pages: 626 (last paragraph)	Companion Text Pages: 639 (Think Critically #19)
(viii) analyze the risks of other contraceptive methods in the prevention of pregnancy	Companion Text Pages: 626 (last paragraph), 627 (Figure 19.23)	Companion Text Pages: 639 (Think Critically #19)
(ix) analyze the failure rates (human-use reality rates) of barrier protection in the prevention of STDs/STIs	Text Pages: 591 (Using Condoms section) Companion Text Pages: 626 (last paragraph)	Companion Text Pages: 639 (Think Critically #19)
(x) analyze the failure rates (human-use reality rates) of barrier protection in the prevention of pregnancy	Companion Text Pages: 626 (last paragraph), 627 (Figure 19.23)	Companion Text Pages: 639 (Think Critically #19)
(xi) analyze the failure rates (human-use reality rates) of other contraceptive methods in the prevention of STDs/STIs	Companion Text Pages: 626 (last paragraph)	Companion Text Pages: 639 (Think Critically #19)
(xii) analyze the failure rates (human-use reality rates) of other contraceptive methods in the prevention of pregnancy	Companion Text Pages: 626 (last paragraph), 627 (Figure 19.23)	Companion Text Pages: 639 (Think Critically #19)

Standard 23M: explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females;

Breakout	Narrative	Activity
(i) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts	Text Pages: 588–589 (Human Papillomavirus section)	Text Pages: 593 (Lesson Review #2)
(ii) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause cervical cancer	Text Pages: 588–589 (Human Papillomavirus section)	Text Pages: 593 (Lesson Review #2)
(iii) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause other cancers in males	Text Pages: 588–589 (Human Papillomavirus section)	Text Pages: 593 (Lesson Review #2)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
(iv) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause other cancers in females	Text Pages: 588–589 (Human Papillomavirus section)	Text Pages: 593 (Lesson Review #2)

Standard 23N: research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement;

Breakout	Narrative	Activity
(i) research the benefits of abstinence from sexual activity	Text Pages: 507 (Intimacy and Abstinence, 2nd paragraph) Companion Text Pages: 626 (Birth Control Methods, 2nd and third paragraphs)	Companion Text Pages: 639 (Develop Your Skills #22)
(ii) explain the benefits of abstinence from sexual activity	Text Pages: 507 (Intimacy and Abstinence, 2nd paragraph) Companion Text Pages: 626 (Birth Control Methods, 2nd and third paragraphs)	Text Pages: 510 (Lesson Review #5) Companion Text Pages: 639 (Develop Your Skills #22)

Standard 23O: define legal implications of teen pregnancy, including the legal effects of acknowledgment and proof of paternity;

Breakout	Narrative	Activity
(i) define legal implications of teen pregnancy, including the legal effects of acknowledgment of paternity	Companion Text Pages: 628 (last paragraph), 630 (paragraphs)	Companion Text Pages: 639 (Think Critically #20)
(ii) define legal implications of teen pregnancy, including proof of paternity	Companion Text Pages: 628 (last paragraph), 630 (paragraphs)	Companion Text Pages: 639 (Think Critically #20)

Standard 23P: describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child; and

Breakout	Narrative	Activity
(i) describe legal aspects of sexual activity with a minor	Companion Text Pages: 616 (What Is Sexual Violence? section)	Companion Text Pages: 639 (Think Critically #16)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Breakout	Narrative	Activity
person, including the legal age of consent		
(ii) describe legal aspects of sexual activity with a minor person, including statutory rape	Companion Text Pages: 619 (1st full paragraph)	Companion Text Pages: 639 (Think Critically #16)
(iii) describe legal aspects of sexual activity with a minor person, including aggravated sexual assault	Companion Text Pages: 618-619 (Sexual Assault section, 1st paragraph)	Companion Text Pages: 639 (Think Critically #16)
(iv) describe legal aspects of sexual activity with a minor person, including sexual assault	Companion Text Pages: 618-619 (Sexual Assault section, 1st two paragraphs), 621 (Responding to Sexual Assault section, last paragraph)	Companion Text Pages: 639 (Think Critically #16)
(v) describe legal aspects of sexual activity with a minor person, including sexual abuse	Text Pages: 530 (Figure 16.11), 534 (1st two paragraphs)	Text Pages: 545 (Develop Your Skills #22) Companion Text Pages: 639 (Think Critically #16)
(vi) describe legal aspects of sexual activity with a minor person, including indecency with a child	Companion Text Pages: 618–619 (Sexual Assault section)	Companion Text Pages: 639 (Think Critically #16)

Standard 23Q: examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault.

Breakout	Narrative	Activity
(i) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault	Text Pages: 534 (1st two paragraphs) Companion Text Pages: 618 (Preventing and Responding to Harassment, 2nd paragraph)	Text Pages: 545 (Develop Your Skills #22) Companion Text Pages: 639 (Think Critically #16)