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Correlation of *Texas Health Skills for High School* ©2023 to the Texas Essential Knowledge and Skills, Health I

Standard 1A: analyze health information based on health-related standards;

Breakout	Narrative	Activity
(i) analyze health information based on health-related standards	Text Pages: 42 (Locating Health Information section), 44–45 (Evaluating Health Information section)	Text Pages: 43 (Practice Your Skills), 49 (Lesson 2.2 Review #7), 49 (Real World Health Skills)

Standard 1B: develop and analyze strategies to prevent communicable and non-communicable diseases; and

Breakout	Narrative	Activity
(i) develop strategies to prevent communicable diseases	Text Pages: 661–665 (Preventing Communicable Diseases section)	Text Pages: 665 (Practice Your Skills), 670 (Chapter 18 Skills Assessment, Critical Thinking Skills #8)
(ii) develop strategies to prevent non-communicable diseases	Text Pages: 712–713 (Preventing Cardiovascular Diseases section), 719–720 (Preventing and Treating Cancer section)	Text Pages: 714 (Lesson 20.2 Review #7), 730 (Chapter 20 Skills Assessment, Critical Thinking Skills #2)
(iii) analyze strategies to prevent communicable diseases	Text Pages: 661–665 (Preventing Communicable Diseases section)	Text Pages: 663 (Practice Your Skills), 665 (Practice Your Skills)
(iv) analyze strategies to prevent non-communicable diseases	Text Pages: 712–713 (Preventing Cardiovascular Diseases section), 719–720 (Preventing and Treating Cancer section)	Text Pages: 713 (Practice Your Skills), 730 (Chapter 20 Skills Assessment, Critical Thinking Skills #6)

Standard 1C: discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.

Breakout	Narrative	Activity
(i) discuss the importance of early detection that prompt individuals of all ages to seek health care	Text Pages: 54–55 (Getting Regular Checkups and Screenings section), 720 (Paragraph starting	Text Pages: 730 (Chapter 20 Skills Assessment, Critical Thinking Skills #2)



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Breakout	Narrative	Activity
	with “Early detection”), 746 (Local and Global Health)	
(ii) discuss the importance of early warning signs that prompt individuals of all ages to seek health care	Text Pages: 55 (Seeking Treatment for a Health Condition section), 312-313 (Treating Eating Disorders and Disordered Eating section), 236 (Recognize Warning Signs section)	Text Pages: 66 (Chapter 2 Skills Assessment, Critical Thinking Skills #10), 730 (Chapter 20 Skills Assessment, Critical Thinking Skills #9)

Standard 2A: discuss and demonstrate perspective-taking and ways to show respect for others’ feelings and express empathy toward others; and

Breakout	Narrative	Activity
(i) discuss perspective-taking	Text Pages: 162 (The Importance of Empathy section), 165 (Read a Book section)	Text Pages: 169 (Real World Health Skills), 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #9)
(ii) discuss ways to show respect for others’ feelings	Text Pages: 164 (Listen Well section)	Text Pages: 169 (Real World Health Skills)
(iii) discuss ways to express empathy toward others	Text Pages: 162 (Figure 5.12), 164-165 (Pay Attention, Listen Well, Value Diversity, and Read a Book sections)	Text Pages: 169 (Lesson 5.3 Review #2), 169 (Real World Health Skills)
(iv) demonstrate perspective-taking	Text Pages: 162 (The Importance of Empathy section), 164-165 (Value Diversity section)	Text Pages: 169 (Real World Health Skills), 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #9)
(v) demonstrate ways to show respect for others’ feelings	Text Pages: 164 (Listen Well section)	Text Pages: 169 (Real World Health Skills)
(vi) demonstrate ways to express empathy toward others	Text Pages: 162 (Figure 5.12), 164-165 (Pay Attention, Listen Well, Value Diversity, and Read a Book sections)	Text Pages: 169 (Real World Health Skills), 191 (Real World Health Skills)

Standard 2B: analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.

Breakout	Narrative	Activity
(i) analyze forms of communication	Text Pages: 75 (Be Assertive section)	Text Pages: 76 (Practice Your Skills), 79 (Lesson 3.1 Review #7)
(ii) analyze [the] impact [of forms of communication] on conflict resolution	Text Pages: 82–83 (Resolving Conflicts section)	Text Pages:



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Breakout	Narrative	Activity
		86 (Real World Health Skills), 96 (Chapter 3 Skills Assessment, Critical Thinking Skills #2)

Standard 3A: explain and demonstrate decision-making skills based on health information.

Breakout	Narrative	Activity
(i) explain decision-making skills based on health information	Text Pages: 35–38 (Making Healthy Decisions section)	Text Pages: 40 (Lesson 2.1 Review #1), 40 (Real World Health Skills)
(ii) demonstrate decision-making skills based on health information	Text Pages: 35–38 (Making Healthy Decisions section)	Text Pages: 40 (Real World Health Skills), 127 (Real World Health Skills)

Standard 4A: analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness.

Breakout	Narrative	Activity
(i) analyze how adverse childhood experiences can influence brain development	Text Pages: 180 (Paragraph starting with “Trauma”), 189 (Research in Action), 542 (Paragraph starting with “Adverse”)	Text Pages: 189 (Practice Your Skills)
(ii) analyze how to recognize negative events for overall mental health	Text Pages: 151 (Three paragraphs starting with “People who go,” “People who approach,” and “People who have”), 166–169 (Building Resilience section)	Text Pages: 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #13)
(iii) analyze how to recognize negative events for overall wellness	Text Pages: 151 (Three paragraphs starting with “People who go,” “People who approach,” and “People who have”), 166–169 (Building Resilience section)	Text Pages: 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #13)
(iv) analyze how to process negative events for overall mental health	Text Pages: 151 (Three paragraphs starting with “People who go,” “People who approach,” and “People who have”), 166–169 (Building Resilience section)	Text Pages: 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #13)
(v) analyze how to process negative events for overall wellness	Text Pages: 151 (Three paragraphs starting with “People who go,” “People who approach,” and “People who	Text Pages: 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #13)



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Breakout	Narrative	Activity
	have”), 166–169 (Building Resilience section)	
(vi) analyze how to overcome negative events for overall mental health	Text Pages: 151 (Three paragraphs starting with “People who go,” “People who approach,” and “People who have”), 166–169 (Building Resilience section)	Text Pages: 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #11), 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #13)
(vii) analyze how to overcome negative events for overall wellness	Text Pages: 151 (Three paragraphs starting with “People who go,” “People who approach,” and “People who have”), 166–169 (Building Resilience section)	Text Pages: 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #11), 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #13)

Standard 5A: discuss the suicide risk and suicide protective factors 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 signs in self or others; and

Breakout	Narrative	Activity
(i) discuss the suicide risk factors identified by the Centers for Disease Control and Prevention (CDC)	Text Pages: 232–234 (What Factors Affect Risk for Suicide? section, Figure 7.15)	Text Pages: 235 (Practice Your Skills), 243 (Chapter 7 Skills Assessment, Critical Thinking Skills #20)
(ii) discuss the suicide protective factors identified by the Centers for Disease Control and Prevention (CDC)	Text Pages: 232–234 (What Factors Affect Risk for Suicide? section, Figure 7.15)	Text Pages: 243 (Chapter 7 Skills Assessment, Critical Thinking Skills #20)
(iii) discuss the importance of telling a parent or another trusted adult if one observes the warning signs [of suicide] in self or others	Text Pages: 236 (Get Help section), 238 (Paragraph starting with “If you learn”)	Text Pages: 237 (Practice Your Skills), 242 (Chapter 7 Skills Assessment, Critical Thinking Skills #13)

Standard 5B: discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide.

Breakout	Narrative	Activity
(i) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide	Text Pages: 236–237 (Get Help section, Figure 7.18)	Text Pages: 239 (Lesson 7.3 Review #3), 241 (Review and Recall #15)

Standard 6A: evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake;



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Breakout	Narrative	Activity
(i) evaluate food labels to determine the nutritional content of foods	Text Pages: 274–275 (Understanding Nutrition Facts and Food Labels section, Figure 8.20, Figure 8.21)	Text Pages: 255 (Lesson 8.1 Review #6), 294 (Chapter 8 Skills Assessment, Critical Thinking Skills #10)
(ii) evaluate food labels to determine the nutritional value of foods	Text Pages: 274–275 (Understanding Nutrition Facts and Food Labels section, Figure 8.20, Figure 8.21)	Text Pages: 294 (Chapter 8 Skills Assessment, Critical Thinking Skills #10)
(iii) evaluate food labels to make healthy decisions about daily caloric intake	Text Pages: 274 (Servings and Calories section, Figure 8.20)	Text Pages: 293 (Standardized Test Prep #17)
(iv) evaluate menus to determine the nutritional content of foods	Text Pages: 261–263 (Skills for Following a Healthy Eating Pattern section, Figure 8.14)	Text Pages: 279 (Real World Health Skills), 294 (Chapter 8 Skills Assessment, Health and Wellness Skills #15)
(v) evaluate menus to determine the nutritional value of foods	Text Pages: 261–263 (Skills for Following a Healthy Eating Pattern section, Figure 8.14)	Text Pages: 279 (Real World Health Skills), 294 (Chapter 8 Skills Assessment, Health and Wellness Skills #15)
(vi) evaluate menus to make healthy decisions about daily caloric intake	Text Pages: 261 (Pay Attention to Calorie Balance section)	Text Pages: 279 (Real World Health Skills)

Standard 6B: compare and contrast the impact of healthy and unhealthy dietary practices; and

Breakout	Narrative	Activity
(i) compare and contrast the impact of healthy and unhealthy dietary practices	Text Pages: 257 (Paragraphs starting with “When you” and “Healthy dietary”), 267–269 (Consequences of Poor Nutrition section, Local and Global Health)	Text Pages: 269 (Real World Health Skills)

Standard 6C: describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan.

Breakout	Narrative	Activity
(i) describe how a personal dietary plan affects overall health	Text Pages: 257 (Paragraphs starting with “When you” and “Healthy dietary”), 267–269 (Consequences of Poor Nutrition section), 286 (Health Across the Life Span)	Text Pages: 286 (Practice Your Skills), 295 (Chapter 8 Skills Assessment, Health and Wellness Skills #18)
(ii) describe how [a personal dietary] plan might differ over the lifespan	Text Pages: 260–261 (Paragraph starting with “The MyPlate,” Figure 8.11, Skills	Text Pages: 294 (Chapter 8 Skills Assessment, Critical Thinking Skills #6)



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Breakout	Narrative	Activity
	for Following a Healthy Eating Pattern section, Figure 8.12)	

Standard 7A: analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits; and

Breakout	Narrative	Activity
(i) analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental health benefits	Text Pages: 11–12 (The Continuum of Health section), 257 (Paragraph starting with “Healthy dietary”), 330-331 (Improved Mental, Emotional, and Social Health section)	Text Pages: 295 (Chapter 8 Skills Assessment, Health and Wellness Skills #18), 335 (Real World Health Skills)
(ii) analyze the relationships between nutrition, physical activity, and quality of life as they relate to physical health benefits	Text Pages: 11–12 (The Continuum of Health section), 257 (Paragraph starting with “When you”), 329-330 (Lower Risk of Chronic Conditions and Stronger Bones and Muscles sections)	Text Pages: 295 (Chapter 8 Skills Assessment, Health and Wellness Skills #18), 335 (Real World Health Skills)
(iii) analyze the relationships between nutrition, physical activity, and quality of life as they relate to social health benefits	Text Pages: 11–12 (The Continuum of Health section), 257 (Paragraph starting with “Healthy dietary”), 331 (Paragraph starting with “Physical activity is also”)	Text Pages: 295 (Chapter 8 Skills Assessment, Health and Wellness Skills #18), 335 (Real World Health Skills)

Standard 7B: analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity.

Breakout	Narrative	Activity
(i) analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity.	Text Pages: 281–282 (Eating Patterns and Physical Activity section), 284 (Body Composition section)	Text Pages: 291 (Lesson 8.4 Review #2), 295 (Chapter 8 Skills Assessment, Health and Wellness Skills #17)

Standard 8A: evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods; and

Breakout	Narrative	Activity
(i) evaluate the nutritional differences between preparing	Text Pages:	Text Pages: 279 (Lesson 8.3 Review #4)



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Breakout	Narrative	Activity
and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods	276 (Preparing Nutritious Foods section, Figure 8.22)	

Standard 8B: evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions.

Breakout	Narrative	Activity
(i) evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions.	Text Pages: 257 (Paragraphs starting with “When you” and “Healthy dietary”), 329–330 (Lower Risk of Chronic Conditions section)	Text Pages: 269 (Real World Health Skills), 335 (Lesson 10.1 Review #6), 730 (Chapter 20 Skills Assessment, Critical Thinking Skills #1)

Standard 9A: demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).

Breakout	Narrative	Activity
(i) demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR)	Text Pages: 598–599 (Cardiopulmonary Resuscitation section)	Text Pages: 606 (Chapter 16 Skills Assessment, Critical Thinking Skills #13)
(ii) demonstrate basic first-aid procedures, including how to perform choking rescue	Text Pages: 601–602 (Choking section, Figure 16.31)	Text Pages: 603 (Lesson 16.4 Review #9), 606 (Chapter 16 Skills Assessment, Critical Thinking Skills #13)
(iii) demonstrate basic first-aid procedures, including how to use an automated external defibrillator (AED)	Text Pages: 599 (Figure 16.28)	Text Pages: 606 (Chapter 16 Skills Assessment, Critical Thinking Skills #13)

Standard 10A: formulate strategies for avoiding violence, gangs, weapons, and human trafficking; and

Breakout	Narrative	Activity
(i) formulate strategies for avoiding violence	Text Pages: 524–526 (Ways to Prevent Bullying and Cyberbullying section), 532–534 (Preventing Sexual Assault section), 543–546 (Preventing and Responding to Abuse section)	Text Pages: 536 (Lesson 15.2 Review #8), 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #4)



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Breakout	Narrative	Activity
(ii) formulate strategies for avoiding gangs	Text Pages: 549 (bulleted list)	Text Pages: 555 (Lesson 15.4 Review #7), 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #11)
(iii) formulate strategies for avoiding weapons	Text Pages: 566 (Weapons Safety section)	Text Pages: 571 (Lesson 16.1 Review #5)
(iv) formulate strategies for avoiding human trafficking	Text Pages: 552 (Preventing and Responding to Human Trafficking section)	Text Pages: 558 (Chapter 15 Skills Assessment, Health and Wellness Skills #14)

Standard 10B: assess the dynamics of gang behaviors

Breakout	Narrative	Activity
(i) assess the dynamics of gang behaviors	Text Pages: 548–549 (Gang Violence section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #11)

Standard 11A: develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and

Breakout	Narrative	Activity
(i) develop strategies to resist inappropriate digital communication	Text Pages: 588–591 (Inappropriate Content section, Figure 16.18, Figure 16.20)	Text Pages: 590 (Practice Your Skills), 591 (Lesson 16.3 Review # 4)
(ii) develop strategies to resist inappropriate online communication	Text Pages: 588–591 (Inappropriate Content section, Figure 16.18, Figure 16.20)	Text Pages: 590 (Practice Your Skills), 591 (Lesson 16.3 Review # 4)

Standard 11B: identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.

Breakout	Narrative	Activity
(i) identify appropriate responses to situations in which digital safety [is] at risk, including identity protection	Text Pages: 584–587 (Privacy section, Figure 16.15)	Text Pages: 606 (Chapter 16 Skills Assessment, Health and Wellness Skills #16)
(ii) identify appropriate responses to situations in which digital safety [is] at risk,	Text Pages: 585 (Three paragraphs starting with “Internet predators,” “To	Text Pages: 606 (Chapter 16 Skills Assessment, Health and Wellness Skills #16)



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Breakout	Narrative	Activity
including recognition of predators	protect yourself,” and “When talking”)	
(iii) identify appropriate responses to situations in which online safety [is] at risk, including identity protection	Text Pages: 584–587 (Privacy section, Figure 16.15)	Text Pages: 606 (Chapter 16 Skills Assessment, Health and Wellness Skills #16)
(iv) identify appropriate responses to situations in which online safety [is] at risk, including recognition of predators	Text Pages: 585 (Three paragraphs starting with “Internet predators,” “To protect yourself,” and “When talking”)	Text Pages: 606 (Chapter 16 Skills Assessment, Health and Wellness Skills #16)

Standard 12A: research and analyze how exposure to family violence can influence cyclical behavioral patterns;

Breakout	Narrative	Activity
(i) research how exposure to family violence can influence cyclical behavioral patterns	Text Pages: 544 (Increase Protective Factors section, first bullet), 546 (Get Help and Treatment section)	Text Pages: 546 (Lesson 15.3 Review #8)
(ii) analyze how exposure to family violence can influence cyclical behavioral patterns	Text Pages: 544 (Increase Protective Factors section, first bullet), 546 (Get Help and Treatment section)	Text Pages: 546 (Lesson 15.3 Review #8)

Standard 12B: create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and

Breakout	Narrative	Activity
(i) create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment	Text Pages: 521 (Responding to Bullying and Harassment section), 523 (Skills for Health and Wellness), 524 (Responding to Cyberbullying section)	Text Pages: 520 (Practice Your Skills), 536 (Real World Health Skills)

Standard 12C: describe the ramifications of bullying behavior.

Breakout	Narrative	Activity
(i) describe the ramifications of bullying behavior.	Text Pages: 518–520 (Effects of Bullying section)	Text Pages: 526 (Lesson 15.1 Review #3), 526 (Lesson 15.1 Review #5), 558 (Chapter 15 Skills Assessment, Health and Wellness Skills #15)



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Standard 13A: examine examples of drug labels to determine the drug category and intended use;

Breakout	Narrative	Activity
(i) examine examples of drug labels to determine the drug category	Text Pages: 428 (Figure 13.4)	Text Pages: 465 (Chapter 13 Skills Assessment, Health and Wellness Skills #19)
(ii) examine examples of drug labels to determine the intended use	Text Pages: 428 (Figure 13.4)	Text Pages: 465 (Chapter 13 Skills Assessment, Health and Wellness Skills #19)

Standard 13B: identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs; and

Breakout	Narrative	Activity
(i) identify the importance of the safe storage of prescription drugs	Text Pages: 429 (Bullets and paragraphs starting with “It is important” and “Always store”)	Text Pages: 429 (Lesson 13.1 Review #3)
(ii) identify the importance of the safe storage of over-the-counter drugs	Text Pages: 429 (Bullets and paragraphs starting with “It is important” and “Always store”)	Text Pages: 429 (Lesson 13.1 Review #3)
(iii) identify the importance of the proper disposal of prescription drugs	Text Pages: 429 (Bullets and paragraphs starting with “It is important” and “Always store”)	Text Pages: 429 (Lesson 13.1 Review #3)
(iv) identify the importance of the proper disposal of over-the-counter drugs	Text Pages: 429 (Bullets and paragraphs starting with “It is important” and “Always store”)	Text Pages: 429 (Lesson 13.1 Review #3)
(v) describe the importance of the safe storage of prescription drugs	Text Pages: 429 (Bullets and paragraphs starting with “It is important” and “Always store”)	Text Pages: 429 (Lesson 13.1 Review #3)
(vi) describe the importance of the safe storage of over-the-counter drugs	Text Pages: 429 (Bullets and paragraphs starting with “It is important” and “Always store”)	Text Pages: 429 (Lesson 13.1 Review #3)
(vii) describe the importance of the proper disposal of prescription drugs	Text Pages: 429 (Bullets and paragraphs starting with “It is important” and “Always store”)	Text Pages: 429 (Lesson 13.1 Review #3)
(viii) describe the importance of the proper disposal of over-the-counter drugs	Text Pages: 429 (Bullets and paragraphs starting with “It is important” and “Always store”)	Text Pages: 429 (Lesson 13.1 Review #3)



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Standard 13C: develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.

Breakout	Narrative	Activity
(i) develop strategies for preventing the misuse of prescription drugs, including recognizing the negative effects of combining drugs	Text Pages: 426–427 (Medication Interactions section), 456–459 (Preventing Medication and Drug Misuse and Abuse section)	Text Pages: 429 (Lesson 13.1 Review #5), 464 (Chapter 13 Skills Assessment Critical Thinking Skills #12)
(ii) develop strategies for preventing the misuse of over-the-counter drugs, including recognizing the negative effects of combining drugs	Text Pages: 426–427 (Medication Interactions section), 456–459 (Preventing Medication and Drug Misuse and Abuse section)	Text Pages: 429 (Lesson 13.1 Review #5), 464 (Chapter 13 Skills Assessment Critical Thinking Skills #12)

Standard 14A: describe the interrelatedness of alcohol and other drugs to health problems.

Breakout	Narrative	Activity
(i) describe the interrelatedness of alcohol to health problems	Text Pages: 403–404 (Long-Term Brain Damage section, Other Physical Health Effects section)	Text Pages: 402 (Practice Your Skills)
(ii) describe the interrelatedness of other drugs to health problems	Text Pages: 432 (Other Health Effects section), 443 (Communicable Diseases and Long-Term Damage section, Overdose section)	Text Pages: 465 (Hands-On Skills Activity)

Standard 15A: investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs; and

Breakout	Narrative	Activity
(i) investigate treatment options for substance abuse, including prescription drugs	Text Pages: 459–460 (Treating Substance Use, Addiction, and Misuse section, Figure 13.29)	Text Pages: 464 (Chapter 13 Skills Assessment, Critical Thinking Skills #13)
(ii) investigate treatment options for substance addiction, including prescription drugs	Text Pages: 459–460 (Treating Substance Use, Addiction, and Misuse section, Figure 13.29)	Text Pages: 464 (Chapter 13 Skills Assessment, Critical Thinking Skills #13)
(iii) investigate treatment options for substance misuse, including prescription drugs	Text Pages: 459–460 (Treating Substance Use, Addiction, and Misuse section, Figure 13.29)	Text Pages: 464 (Chapter 13 Skills Assessment, Critical Thinking Skills #13)



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Breakout	Narrative	Activity
(iv) identify treatment options for substance abuse, including prescription drugs	Text Pages: 459–460 (Treating Substance Use, Addiction, and Misuse section, Figure 13.29)	Text Pages: 464 (Chapter 13 Skills Assessment, Critical Thinking Skills #13)
(v) identify treatment options for substance addiction, including prescription drugs	Text Pages: 459–460 (Treating Substance Use, Addiction, and Misuse section, Figure 13.29)	Text Pages: 464 (Chapter 13 Skills Assessment, Critical Thinking Skills #13)
(vi) identify treatment options for substance misuse, including prescription drugs	Text Pages: 459–460 (Treating Substance Use, Addiction, and Misuse section, Figure 13.29)	Text Pages: 464 (Chapter 13 Skills Assessment, Critical Thinking Skills #13)

Standard 15B: explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.

Breakout	Narrative	Activity
(i) explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.	Text Pages: 416 (Skills for Health and Wellness)	Text Pages: 416 (Practice Your Skills)

Standard 16A: compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors;

Breakout	Narrative	Activity
(i) compare and contrast physical and social influences on alcohol use behaviors	Text Pages: 411–413 (Factors Affecting Alcohol Use and Misuse section)	Text Pages: 417 (Lesson 12.2 Review #6), 417 (Lesson 12.2 Review #7)
(ii) compare and contrast physical and social influences on tobacco use behaviors	Text Pages: 380–382 (Factors Affecting Tobacco Use and Misuse section)	Text Pages: 389 (Lesson 11.2 Review #1), 389 (Lesson 11.2 Review # 6)
(iii) compare and contrast physical and social influences on other drug use behaviors	Text Pages: 455–456 (Factors Affecting Medication and Drug Misuse and Abuse section)	Text Pages: 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)

Standard 16B: design materials for health advocacy such as promoting a substance-free life; and

Breakout	Narrative	Activity
(i) design materials for health advocacy such as promoting a substance-free life	Text Pages: 458–459 (Participate in Prevention Programs section)	Text Pages: 465 (Chapter 13 Skills Assessment, Health and Wellness)



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Breakout	Narrative	Activity
		Skills #20), 465 (Hands-On Skills Activity)

Standard 16C: discuss ways to participate in school-related efforts to address health-risk behaviors.

Breakout	Narrative	Activity
(i) discuss ways to participate in school-related efforts to address health-risk behaviors	Text Pages: 414–415 (Participate in Education and Prevention Programs section), 458–459 (Participate in Prevention Programs section)	Text Pages: 420 (Chapter 12 Skills Assessment, Critical Thinking Skills #10)

Standard 17A: analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs; and

Breakout	Narrative	Activity
(i) analyze the relationship between the use of refusal skills and the avoidance of alcohol	Text Pages: 414 (Develop Refusal Skills section, Figure 12.17)	Text Pages: 420 (Chapter 12 Skills Assessment, Critical Thinking Skills #8)
(ii) analyze the relationship between the use of refusal skills and the avoidance of tobacco	Text Pages: 385 (Use Refusal Skills section), 388 (Skills for Health and Wellness)	Text Pages: 388 (Practice Your Skills), 389 (Lesson 11.2 Review #7)
(iii) analyze the relationship between the use of refusal skills and the avoidance of other drugs	Text Pages: 458 (Just Say No section, Figure 13.28)	Text Pages: 461 (Lesson 13.4 Review #6)

Standard 17B: analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault.

Breakout	Narrative	Activity
(i) analyze the role that alcohol play[s] in unsafe situations, including sexual abuse	Text Pages: 405 (Risky Behaviors section, Figure 12.11)	Text Pages: 409 (Lesson 12.1 Review #6)
(ii) analyze the role that alcohol play[s] in unsafe situations, including assault	Text Pages: 405 (Risky Behaviors section, Figure 12.11)	Text Pages: 409 (Lesson 12.1 Review #6)
(iii) analyze the role that other drugs play in unsafe situations, including sexual abuse	Text Pages: 444 (Mental, Social, and Legal Consequences section, first paragraph)	Text Pages: 453 (Lesson 13.3 Review #9)



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Breakout	Narrative	Activity
(iv) analyze the role that other drugs play in unsafe situations, including assault	Text Pages: 444 (Mental, Social, and Legal Consequences section, first paragraph)	Text Pages: 453 (Lesson 13.3 Review #9)

Standard 18A: analyze how friendships provide a foundation for healthy dating/romantic relationships;

Breakout	Narrative	Activity
(i) analyze how friendships provide a foundation for healthy dating/romantic relationships	Text Pages: 499–500 (Skills for Healthy Romantic Relationships section)	Text Pages: 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #9)

Standard 18B: identify character traits that promote healthy dating/romantic relationships and marriage; and

Breakout	Narrative	Activity
(i) identify character traits that promote healthy dating/romantic relationships	Text Pages: 471–474 (Characteristics of Healthy Relationships section), 495–497 (Characteristics of Healthy Romantic Relationships section)	Text Pages: 475 (Practice Your Skills), 502 (Lesson 14.4 Review #6)
(ii) identify character traits that promote healthy marriage	Text Pages: 471–474 (Characteristics of Healthy Relationships section), 495–497 (Characteristics of Healthy Romantic Relationships section)	Text Pages: 475 (Practice Your Skills), 502 (Lesson 14.4 Review #6)

Standard 18C: describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.

Breakout	Narrative	Activity
(i) describe how a healthy marriage can provide a supportive environment for the nurturing of children	Text Pages: 477–479 (Family Relationships section), 773 (Differences in Development section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #1)
(ii) describe how a healthy marriage can provide a supportive environment for the development of children	Text Pages: 477–479 (Family Relationships section), 773 (Differences in Development section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #1)



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Standard 19A: describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence;

Breakout	Narrative	Activity
(i) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence	Text Pages: 550 (Human Trafficking section), 552 (Preventing and Responding to Human Trafficking section), 553 (Figure 15.26)	Text Pages: 558 (Chapter 15 Skills Assessment, Health and Wellness Skills #14)

Standard 19B: analyze the characteristics of harmful relationships that can lead to dating violence;

Breakout	Narrative	Activity
(i) analyze the characteristics of harmful relationships that can lead to dating violence	Text Pages: 501 (Paragraph starting with “It is,” bullets, and paragraph starting with “If you recognize”), 540 (Intimate Partner Violence section)	Text Pages: 502 (Lesson 14.4 Review #5)

Standard 19C: analyze healthy strategies for preventing physical, sexual, and emotional abuse;

Breakout	Narrative	Activity
(i) analyze healthy strategies for preventing physical abuse	Text Pages: 543–544 (Preventing and Responding to Abuse section, Figure 15.21)	Text Pages: 559 (Chapter 15 Skills Assessment, Health and Wellness Skills #19), 559 (Hands-On Skills Activity)
(ii) analyze healthy strategies for preventing sexual abuse	Text Pages: 543–544 (Preventing and Responding to Abuse section, Figure 15.21)	Text Pages: 559 (Chapter 15 Skills Assessment, Health and Wellness Skills #19), 559 (Hands-On Skills Activity)
(iii) analyze healthy strategies for preventing emotional abuse	Text Pages: 543–544 (Preventing and Responding to Abuse section, Figure 15.21)	Text Pages: 559 (Chapter 15 Skills Assessment, Health and Wellness Skills #19), 559 (Hands-On Skills Activity)

Standard 19D: analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;



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Breakout	Narrative	Activity
(i) analyze how a healthy sense of self promote[s] healthy dating/romantic relationships	Text Pages: 495 (Individuality section), 500 (Enforce Your Boundaries section)	Text Pages: 138 (Chapter 4 Skills Assessment, Critical Thinking Skills #7), 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #11)
(ii) analyze how making decisions about safe boundaries promote[s] healthy dating/romantic relationships	Text Pages: 500 (Enforce Your Boundaries section, Figure 14.21), 506–507 (Discuss Your Decision section)	Text Pages: 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #11)
(iii) analyze how making decisions about limits promote[s] healthy dating/romantic relationships	Text Pages: 500 (Enforce Your Boundaries section, Figure 14.21), 506–507 (Discuss Your Decision section)	Text Pages: 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #11)
(iv) analyze how respecting decisions about safe boundaries promote[s] healthy dating/romantic relationships	Text Pages: 500 (Enforce Your Boundaries section, Figure 14.21), 506–507 (Discuss Your Decision section)	Text Pages: 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #11)
(v) analyze how respecting decisions about limits promote[s] healthy dating/romantic relationships	Text Pages: 500 (Enforce Your Boundaries section, Figure 14.21), 506–507 (Discuss Your Decision section)	Text Pages: 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #11)

Standard 19E: explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships;

Breakout	Narrative	Activity
(i) explain how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships	Text Pages: 500 (Enforce Your Boundaries section, Figure 14.21), 508 (Practice Refusal Skills section, Figure 14.26)	Text Pages: 509 (Lesson 14.5 Review #5)
(ii) demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships	Text Pages: 500 (Enforce Your Boundaries section, Figure 14.21), 508 (Practice Refusal Skills section, Figure 14.26)	Text Pages: 509 (Lesson 14.5 Review #5)

Standard 19F: examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries;

Breakout	Narrative	Activity
(i) examine factors, including alcohol, that increase sexual risk	Text Pages: 506 (Paragraph starting with "Another Challenge"), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 409 (Lesson 12.1 Review #6), 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)



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Breakout	Narrative	Activity
(ii) examine factors, including alcohol, that affect setting boundaries	Text Pages: 506 (Paragraph starting with “Another Challenge”), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(iii) examine factors, including alcohol, that affect perceiving boundaries	Text Pages: 506 (Paragraph starting with “Another Challenge”), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(iv) examine factors, including alcohol, that affect respecting boundaries	Text Pages: 506 (Paragraph starting with “Another Challenge”), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(v) examine factors, including alcohol, that affect making decisions about boundaries	Text Pages: 506 (Paragraph starting with “Another Challenge”), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(vi) examine factors, including other substances, that increase sexual risk	Text Pages: 506 (Paragraph starting with “Another Challenge”), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 453 (Lesson 13.3 Review #9), 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(vii) examine factors, including other substances, that affect setting boundaries	Text Pages: 506 (Paragraph starting with “Another Challenge”), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(viii) examine factors, including other substances, that affect perceiving boundaries	Text Pages: 506 (Paragraph starting with “Another Challenge”), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 453 (Lesson 13.3 Review #9), 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(ix) examine factors, including other substances, that affect respecting boundaries	Text Pages: 506 (Paragraph starting with “Another Challenge”), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 453 (Lesson 13.3 Review #9), 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(x) examine factors, including other substances, that affect making decisions about boundaries	Text Pages: 506 (Paragraph starting with “Another Challenge”), 528 (Figure 15.8), 533 (Avoid Risky Situations section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)

Standard 19G: examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person’s boundaries and manipulate or threaten someone into sexual activity; and



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Breakout	Narrative	Activity
(i) examine influences to become sexually active	Text Pages: 505–507 (Challenges to Abstinence section, Strategies for Practicing Abstinence section)	Text Pages: 509 (Lesson 14.5 Review #4), 512 (Chapter 14 Skills Assessment, Health and Wellness Skills #14)
(ii) examine pressures to become sexually active	Text Pages: 505–507 (Challenges to Abstinence section, Strategies for Practicing Abstinence section)	Text Pages: 509 (Lesson 14.5 Review #4), 512 (Chapter 14 Skills Assessment, Health and Wellness Skills #14)
(iii) discuss influences to become sexually active	Text Pages: 505–507 (Challenges to Abstinence section, Strategies for Practicing Abstinence section)	Text Pages: 509 (Lesson 14.5 Review #4), 512 (Chapter 14 Skills Assessment, Health and Wellness Skills #14)
(iv) discuss pressures to become sexually active	Text Pages: 505–507 (Challenges to Abstinence section, Strategies for Practicing Abstinence section)	Text Pages: 509 (Lesson 14.5 Review #4), 512 (Chapter 14 Skills Assessment, Health and Wellness Skills #14)
(v) examine why it is wrong to violate another person’s boundaries	Text Pages: 507 (Paragraph starting with “Some teens”), 529 (Paragraph starting with “Sexual violence is”), 532–533 (Effects of Sexual Assault section, Preventing Sexual Assault section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(vi) discuss why it is wrong to violate another person’s boundaries	Text Pages: 507 (Paragraph starting with “Some teens”), 529 (Paragraph starting with “Sexual violence is”), 532–533 (Effects of Sexual Assault section, Preventing Sexual Assault section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(vii) examine why it is wrong to manipulate or threaten someone into sexual activity	Text Pages: 507 (Paragraph starting with “Some teens”), 529 (Paragraph starting with “Sexual violence is”), 532–533 (Effects of Sexual Assault section, Preventing Sexual Assault section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(viii) discuss why it is wrong to manipulate or threaten someone into sexual activity	Text Pages: 507 (Paragraph starting with “Some teens”), 529 (Paragraph starting with “Sexual violence is”), 532–533 (Effects of Sexual Assault section, Preventing Sexual Assault section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)

Standard 19H: explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.



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Breakout	Narrative	Activity
(i) explain the importance of reporting to a parent or another trusted adult sexual harassment involving self or others	Text Pages: 530–531 (Preventing and Responding to Sexual Harassment section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #5)
(ii) explain the importance of reporting to a parent or another trusted adult sexual abuse involving self or others	Text Pages: 544–546 (Recognize and Report Abusive Behavior section)	Text Pages: 546 (Real World Health Skills)
(iii) explain the importance of reporting to a parent or another trusted adult sexual assault involving self or others	Text Pages: 534–536 (Responding to Sexual Assault section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #5)
(iv) explain the importance of reporting to a parent or another trusted adult dating violence involving self or others	Text Pages: 544–545 (Recognize and Report Abusive Behavior section)	Text Pages: 546 (Real World Health Skills)

Standard 20A: analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur.

Breakout	Narrative	Activity
(i) analyze the importance of telling a parent or another trusted adult if signs of pregnancy occur	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section)	Text Pages: 765 (Lesson 21.4 Review #5)
(ii) analyze the importance of obtaining early pregnancy testing if signs of pregnancy occur	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section)	Text Pages: 765 (Lesson 21.4 Review #5)
(iii) analyze the importance of seeking prenatal care if signs of pregnancy occur	Text Pages: 754–755 (Pregnancy Changes section), 764 (Challenges of Teen Pregnancy and Parenthood section)	Text Pages: 765 (Lesson 21.4 Review #5)

Standard 21A: research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals;

Breakout	Narrative	Activity
(i) research the educational impacts of pregnancy on teen parents, including considering the effects on one's personal life goals	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)



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Breakout	Narrative	Activity
(ii) research the educational impacts of pregnancy on the child	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(iii) research the educational impacts of pregnancy on families	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(iv) research the educational impacts of pregnancy on society	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(v) research the financial impacts of pregnancy on teen parents, including considering the effects on one's personal life goals	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10), 768 (Chapter 21 Skills Assessment, Critical Thinking Skills #13)
(vi) research the financial impacts of pregnancy on the child	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(vii) research the financial impacts of pregnancy on families	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(viii) research the financial impacts of pregnancy on society	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(ix) analyze the educational impacts of pregnancy on teen parents, including considering the effects on one's personal life goals	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(x) analyze the educational impacts of pregnancy on the child	Text Pages: 764 (Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xi) analyze the educational impacts of pregnancy on families	Text Pages: 764 (Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xii) analyze the educational impacts of pregnancy on society	Text Pages: 764 (Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xiii) analyze the financial impacts of pregnancy on teen parents, including considering the effects on one's personal life goals	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10), 768 (Chapter 21 Skills Assessment, Critical Thinking Skills #13)
(xiv) analyze the financial impacts of pregnancy on the child	Text Pages: 764 (Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)



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Breakout	Narrative	Activity
(xv) analyze the financial impacts of pregnancy on families	Text Pages: 764 (Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xvi) analyze the financial impacts of pregnancy on society	Text Pages: 764 (Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xvii) research the social impacts of pregnancy on teen parents, including considering the effects on one's personal life goals	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xviii) research the social impacts of pregnancy on the child	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xix) research the social impacts of pregnancy on families	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xx) research the social impacts of pregnancy on society	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xxi) analyze the social impacts of pregnancy on teen parents, including considering the effects on one's personal life goals	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xxii) analyze the social impacts of pregnancy on the child	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xxiii) analyze the social impacts of pregnancy on families	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)
(xxiv) analyze the social impacts of pregnancy on society	Text Pages: 764 (Challenges of Teen Pregnancy and Parenthood section, Figure 21.20)	Text Pages: 765 (Lesson 21.4 Review #10)

Standard 21B: describe various modes of transmission of STDs/STIs;

Breakout	Narrative	Activity
(i) describe various modes of transmission of STDs/STIs;	Text Pages: 675 (What Are STIs? section), 691–692 (HIV Transmission section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Health and Wellness Skills #16)



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Standard 21C: investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;

Breakout	Narrative	Activity
(i) investigate the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	Text Pages: 676 (Chlamydia section), 677 (Gonorrhea section, Syphilis section), 680 (Genital Herpes section)	Text Pages: 684 (Practice Your Skills), 698 (Chapter 19 Skills Assessment, Health and Wellness Skills #15)
(ii) summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	Text Pages: 676 (Chlamydia section), 677 (Gonorrhea section, Syphilis section), 680 (Genital Herpes section)	Text Pages: 684 (Practice Your Skills), 698 (Chapter 19 Skills Assessment, Health and Wellness Skills #15)

Standard 21D: describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms;

Breakout	Narrative	Activity
(i) describe signs of STDs/STIs, including human papillomavirus (HPV)	Text Pages: 681 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(ii) describe signs of STDs/STIs, including human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS)	Text Pages: 690–691 (Signs and Symptoms of HIV/AIDS section)	Text Pages: 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(iii) describe signs of STDs/STIs, including chlamydia	Text Pages: 676–677 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(iv) describe signs of STDs/STIs, including syphilis	Text Pages: 678 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(v) describe signs of STDs/STIs, including gonorrhea	Text Pages: 677 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(vi) describe signs of STDs/STIs, including herpes	Text Pages:	Text Pages:



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Breakout	Narrative	Activity
	680 (Signs and Symptoms section)	682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(vii) describe signs of STDs/STIs, including trichomoniasis	Text Pages: 679 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(viii) describe symptoms of STDs/STIs, including human papillomavirus (HPV)	Text Pages: 681 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(ix) describe symptoms of STDs/STIs, including human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS)	Text Pages: 690–691 (Signs and Symptoms of HIV/AIDS section)	Text Pages: 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(x) describe symptoms of STDs/STIs, including chlamydia	Text Pages: 676–677 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(xi) describe symptoms of STDs/STIs, including syphilis	Text Pages: 678 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(xii) describe symptoms of STDs/STIs, including gonorrhea	Text Pages: 677 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(xiii) describe symptoms of STDs/STIs, including herpes	Text Pages: 680 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(xiv) describe symptoms of STDs/STIs, including trichomoniasis	Text Pages: 679 (Signs and Symptoms section)	Text Pages: 682 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #4)
(xv) identify that not all STDs/STIs show symptoms	Text Pages: 675 (Paragraph starting with “Some STIs are”)	Text Pages: 682 (Lesson 19.1 Review #2)



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Standard 21E: analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern;

Breakout	Narrative	Activity
(i) analyze the importance of STD/STI screening for sexually active people, including during yearly physicals or if there is a concern	Text Pages: 687 (Treating STIs section), 693 (Testing for HIV section)	Text Pages: 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #6)
(ii) analyze the importance of STD/STI testing for sexually active people, including during yearly physicals or if there is a concern	Text Pages: 687 (Treating STIs section), 693 (Testing for HIV section)	Text Pages: 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #6)
(iii) analyze the importance of STD/STI early treatment for sexually active people, including during yearly physicals or if there is a concern	Text Pages: 687–688 (Treating STIs section, Figure 19.9), 693–694 (Treatment for HIV/AIDS section)	Text Pages: 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #6)

Standard 21F: analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;

Breakout	Narrative	Activity
(i) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress	Text Pages: 504 (Paragraph starting with “Sexual activity for unmarried”), 505 (Bullet starting with “Abstinence avoids emotional”)	Text Pages: 512 (Chapter 14 Skills Assessment, Health and Wellness Skills #14)
(ii) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including anxiety	Text Pages: 504 (Paragraph starting with “Sexual activity for unmarried”), 505 (Bullet starting with “Abstinence avoids emotional”)	Text Pages: 512 (Chapter 14 Skills Assessment, Health and Wellness Skills #14)
(iii) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including depression	Text Pages: 504 (Paragraph starting with “Sexual activity for unmarried”), 505 (Bullet starting with “Abstinence avoids emotional”)	Text Pages: 512 (Chapter 14 Skills Assessment, Health and Wellness Skills #14)

Standard 21G: analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs;



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Breakout	Narrative	Activity
(i) analyze the importance of abstinence from sexual activity as it relates to emotional health	Text Pages: 505 (Bullet starting with “Abstinence avoids emotional”), 685 (Figure 19.7)	Text Pages: 509 (Lesson 14.5 Review #1), 512 (Chapter 14 Skills Assessment, Health and Wellness Skills #14)
(ii) analyze the importance of abstinence from sexual activity as it relates to the prevention of pregnancy	Text Pages: 504 (Bullet starting with “Abstinence prevents pregnancy”), 685 (Figure 19.7)	Text Pages: 509 (Lesson 14.5 Review #1)
(iii) analyze the importance of abstinence from sexual activity as it relates to the prevention of STDs/STIs	Text Pages: 505 (Bullet starting with “Abstinence prevents STIs”), 684–685 (Sexual Abstinence section, Figure 19.7)	Text Pages: 509 (Lesson 14.5 Review #1)
(iv) analyze the benefits of abstinence from sexual activity as it relates to emotional health	Text Pages: 505 (Bullet starting with “Abstinence avoids emotional”), 685 (Figure 19.7)	Text Pages: 509 (Lesson 14.5 Review #1), 512 (Chapter 14 Skills Assessment, Health and Wellness Skills #14)
(v) analyze the benefits of abstinence from sexual activity as it relates to the prevention of pregnancy	Text Pages: 504 (Bullet starting with “Abstinence prevents pregnancy”), 685 (Figure 19.7)	Text Pages: 509 (Lesson 14.5 Review #1)
(vi) analyze the benefits of abstinence from sexual activity as it relates to the prevention of STDs/STIs	Text Pages: 505 (Bullet starting with “Abstinence prevents STIs”), 684–685 (Sexual Abstinence section, Figure 19.7)	Text Pages: 509 (Lesson 14.5 Review #1)

Standard 21H: identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active;

Breakout	Narrative	Activity
(i) identify support from parents to be abstinent or for return to abstinence if sexually active	Text Pages: 508 (Talk with a Trusted Adult section)	Text Pages: 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #12)
(ii) identify support from other trusted adults to be abstinent or for return to abstinence if sexually active	Text Pages: 508 (Talk with a Trusted Adult section)	Text Pages: 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #12)
(iii) create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active	Text Pages: 506–508 (Strategies for Practicing Abstinence section)	Text Pages: 509 (Practice Your Skills), 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #12)

Standard 21I: analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy; and



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Breakout	Narrative	Activity
(i) analyze the effectiveness of barrier protection, including how they work to reduce the risk of STDs/STIs	Text Pages: 686–687 (Condoms section, Figure 19.8)	Text Pages: 688 (Lesson 19.2 Review #2), 688 (Lesson 19.2 Review #6)
(ii) analyze the effectiveness of barrier protection, including how they work to reduce the risk of pregnancy	Text Pages: 759 (Figure 21.17)	Text Pages: 765 (Lesson 21.4 Review #8)
(iii) analyze the effectiveness of other contraceptive methods, including how they work to reduce the risk of STDs/STIs	Text Pages: 684 (Preventing STIs/STDs, 1 st paragraph), 686 (Paragraph starting with “Although abstinence”)	Text Pages: 688 (Lesson 19.2 Review #6)
(iv) analyze the effectiveness of other contraceptive methods, including how they work to reduce the risk of pregnancy	Text Pages: 759 (Figure 21.17)	Text Pages: 765 (Lesson 21.4 Review #8)
(v) analyze the risks of barrier protection	Text Pages: 686 (Paragraph starting with “Condoms are risky”), 687 (Figure 19.8), 759 (Figure 21.17)	Text Pages: 688 (Lesson 19.2 Review #6), 765 (Lesson 21.4 Review #8)
(vi) analyze the risks of other contraceptive methods	Text Pages: 684 (Preventing STIs/STDs, 1 st paragraph), 759 (Figure 21.17)	Text Pages: 688 (Lesson 19.2 Review #6), 765 (Lesson 21.4 Review #8)
(vii) analyze the failure rates (human-use reality rates) of barrier protection	Text Pages: 686 (Paragraph starting with “Condoms are risky”), 759 (Figure 21.17)	Text Pages: 688 (Lesson 19.2 Review #6), 765 (Lesson 21.4 Review #8)
(viii) analyze the failure rates (human-use reality rates) of other contraceptive methods	Text Pages: 759 (Figure 21.17)	Text Pages: 688 (Lesson 19.2 Review #6), 765 (Lesson 21.4 Review #8)

Standard 121J: explain the legal responsibilities related to teen pregnancy, including child support and acknowledgment of paternity.

Breakout	Narrative	Activity
(i) explain the legal responsibilities related to teen pregnancy, including child support	Text Pages: 761 (Paragraph starting with “In this situation”)	Text Pages: 765 (Real World Health Skills), 767 (Review and Recall #14)
(ii) explain the legal responsibilities related to teen pregnancy, including acknowledgment of paternity	Text Pages: 760 (Paragraph starting with “Parents are a child’s”)	Text Pages: 765 (Lesson 21.4 Review #2)