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

Standard 1A: analyze the cost, availability, and accessibility of health care services;

Breakout	Narrative	Activity
(i) analyze the cost of health care services	Text Pages: 52 (paragraph beginning “Healthcare services ...”), 55 (Local and Global Health)	Text Pages: 30 (Chapter 1 Skills Assessment, Critical Thinking Skills #13), 55 (Practice Your Skills)
(ii) analyze the availability of health care services	Text Pages: 26–27 (Access to Health Services section), 55 (Local and Global Health)	Text Pages: 30 (Chapter 1 Skills Assessment, Critical Thinking Skills #13), 55 (Practice Your Skills)
(iii) analyze the accessibility of health care services	Text Pages: 26–27 (Access to Health Services section), 55 (Local and Global Health)	Text Pages: 30 (Chapter 1 Skills Assessment, Critical Thinking Skills #13), 55 (Practice Your Skills)

Standard 1B: analyze methods of overcoming barriers related to solving health problems; and

Breakout	Narrative	Activity
(i) analyze methods of overcoming barriers related to solving health problems	Text Pages: 228–229 (Overcome Barriers section)	Text Pages: 56 (Real World Health Skills), 243 (Health and Wellness Skills #18)

Standard 1C: analyze the influence of laws, policies, and practices, including those related to disease prevention, on health-related issues.

Breakout	Narrative	Activity
(i) analyze the influence of laws, including those related to disease prevention, on health-related issues	Text Pages: 383 (Figure 11.13), 661 (Preventing Communicable Diseases section)	Text Pages: 667 (Real World Health Skills), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #10)
(ii) analyze the influence of policies, including those	Text Pages: 406 (Top two paragraphs starting with the one that	Text Pages: 420 (Chapter 12 Skills Assessment, Critical Thinking



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Breakout	Narrative	Activity
related to disease prevention, on health-related issues	begins “For people 21 years of age...”), 661 Preventing Communicable Diseases section), 665 (paragraph beginning, “In the US, children ...”)	Skills #5), 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #15), 667 (Real World Health Skills)
(iii) analyze the influence of practices, including those related to disease prevention, on health-related issues	Text Pages: 661–665 (Preventing Communicable Diseases section), 684–686 (Preventing STIs/STDs section)	Text Pages: 667 (Real World Health Skills), 670 (Chapter 18 Skills Assessment, Critical Thinking Skills #4)

Standard 2A: evaluate positive and negative effects of various relationships on physical, emotional, and social health;

Breakout	Narrative	Activity
(i) evaluate positive effects of various relationships on physical health	Text Pages: 21–23 (Social Environment section), 470–471 (Why Are Relationships Important?, Characteristics of Healthy Relationships sections)	Text Pages: 476 (Lesson 14.1 Review #1)
(ii) evaluate positive effects of various relationships on emotional health	Text Pages: 21–23 (Social Environment section), 470–471 (Why Are Relationships Important?, Characteristics of Healthy Relationships sections)	Text Pages: 476 (Lesson 14.1 Review #1)
(iii) evaluate positive effects of various relationships on social health	Text Pages: 21–23 (Social Environment section), 470–471 (Why Are Relationships Important?, Characteristics of Healthy Relationships sections)	Text Pages: 476 (Lesson 14.1 Review #1)
(iv) evaluate negative effects of various relationships on physical health	Text Pages: 22–23 (paragraph beginning “Family relationships ...”, Peers section, Culture and Community section), 518 (Effects of Bullying section)	Text Pages: 476 (Lesson 14.1 Review #1)
(v) evaluate negative effects of various relationships on emotional health	Text Pages: 22–23 (paragraph beginning “Family relationships ...”, Peers section, Culture and Community section), 519 (Figure 15.3), 520 (two paragraphs starting with the one that begins “Socially and academically ...”)	Text Pages: 476 (Lesson 14.1 Review #1)



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Breakout	Narrative	Activity
(vi) evaluate negative effects of various relationships on social health	Text Pages: 21–23 (Social Environment section), 520 (paragraph beginning “Socially and academically ...”), 542 (paragraph beginning “Log-term, these experiences ...”)	Text Pages: 476 (Lesson 14.1 Review #1)

Standard 2B: apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and

Breakout	Narrative	Activity
(i) apply communication skills that demonstrate consideration for individual differences	Text Pages: 74 (Local and Global Health), 82–84 (Resolving Conflict section)	Text Pages: 74 (Practice Your Skills), 97 (Health and Wellness Skills #16)
(ii) apply communication skills that demonstrate consideration for individual perspectives	Text Pages: 74 (Local and Global Health), 82–84 (Resolving Conflict section)	Text Pages: 74 (Practice Your Skills), 97 (Health and Wellness Skills #16)
(iii) apply communication skills that demonstrate respect for individual differences	Text Pages: 74 (Local and Global Health), 82–84 (Resolving Conflict section)	Text Pages: 74 (Practice Your Skills), 97 (Health and Wellness Skills #16)
(iv) apply communication skills that demonstrate respect for individual perspectives	Text Pages: 74 (Local and Global Health), 82–84 (Resolving Conflict section)	Text Pages: 74 (Practice Your Skills), 97 (Health and Wellness Skills #16)

Standard 2C: evaluate the effectiveness of conflict resolution techniques in various situations.

Breakout	Narrative	Activity
(i) evaluate the effectiveness of conflict resolution techniques in various situations	Text Pages: 82–86 (Resolving Conflicts section, Using Mediation section)	Text Pages: 85 (Practice Your Skills), 86 (Real World Health Skills)

Standard 3A: describe how internal and external factors influence self-esteem.

Breakout	Narrative	Activity
(i) describe how internal factors influence self-esteem	Text Pages: 125 (paragraph beginning “Personal perceptions ...”), 125–127 (Improving Self-Esteem section)	Text Pages: 127 (Lesson 4.3 Review #5), 127 (Lesson 4.3 Review #8)



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Breakout	Narrative	Activity
(ii) describe how external factors influence self-esteem	Text Pages: 123 (Factors Affecting Self-Esteem section), 125 (Two paragraphs starting with the one that begins “A person’s environment ...”)	Text Pages: 127 (Lesson 4.3 Review #3), 127 (Lesson 4.3 Review #4)

Standard 4A: formulate strategies for combating environmental factors that have a detrimental effect on mental health.

Breakout	Narrative	Activity
(i) formulate strategies for combating environmental factors that have a detrimental effect on mental health.	Text Pages: 165–169 (The Value of Resilience section, Building Resilience section), 235–236 (Promote a Positive, Respectful Environment section)	Text Pages: 138 (Chapter 4 Skills Assessment, Critical Thinking Skills #4), 169 (Lesson 5.3 Review #8), 239 (Lesson 7.3 Review #8)

Standard 5A: describe the impact of positive stress on building resiliency and promoting mental health and wellness;

Breakout	Narrative	Activity
(i) describe the impact of positive stress on building resiliency	Text Pages: 165–166 (The Value of Resilience section, Research in Action), 178 (Types of Stress section)	Text Pages: 166 (Practice Your Skills), 206 (Chapter 6 Skills Assessment, Critical Thinking Skills #1)
(ii) describe the impact of positive stress on promoting mental health	Text Pages: 165–166 (The Value of Resilience section, Research in Action), 178 (Types of Stress section), 196 (Maintain a Positive Attitude section)	Text Pages: 166 (Practice Your Skills), 206 (Chapter 6 Skills Assessment, Critical Thinking Skills #1)
(iii) describe the impact of positive stress on promoting wellness	Text Pages: 165–166 (The Value of Resilience section, Research in Action), 178 (Types of Stress section), 196 (Maintain a Positive Attitude section)	Text Pages: 166 (Practice Your Skills), 206 (Chapter 6 Skills Assessment, Critical Thinking Skills #1)

Standard 5B: discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness;



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Breakout	Narrative	Activity
(i) discuss the impact of choosing healthy self-management strategies for stress on mental health	Text Pages: 193 (two paragraphs starting with the one that begins “Stress is a normal part of life.”), 193–201 (Identify Stressors section, Reduce Stress section, Handle Stressful Situations section)	Text Pages: 206 (Chapter 6 Skills Assessment, Critical Thinking Skills #14)
(ii) discuss the impact of choosing healthy self-management strategies for stress on wellness	Text Pages: 193 (two paragraphs starting with the one that begins “Stress is a normal part of life.”), 193–201 (Identify Stressors section, Reduce Stress section, Handle Stressful Situations section)	Text Pages: 200 (Practice Your Skills), 206 (Chapter 6 Skills Assessment, Critical Thinking Skills #14)
(iii) discuss the impact of choosing healthy self-management strategies for anxiety on mental health	Text Pages: 153–160 (Pursuing a Positive Mind-Set section), 166–168 (Building Resilience section), 221–223 (Deciding to Seek Treatment section)	Text Pages: 160 (Lesson 5.2 Review #8), 207 (Health and Wellness Skills #22)
(iv) discuss the impact of choosing healthy self-management strategies for anxiety on wellness	Text Pages: 153–160 (Pursuing a Positive Mind-Set section), 166–168 (Building Resilience section), 221–223 (Deciding to Seek Treatment section)	Text Pages: 160 (Lesson 5.2 Review #8), 207 (Health and Wellness Skills #22)
(v) discuss the impact of choosing healthy self-management strategies for depression on mental health	Text Pages: 153–160 (Pursuing a Positive Mind-Set section), 166–168 (Building Resilience section), 221–223 (Deciding to Seek Treatment section)	Text Pages: 160 (Lesson 5.2 Review #8), 243 (Health and Wellness Skills #20)
(vi) discuss the impact of choosing healthy self-management strategies for depression on wellness	Text Pages: 153–160 (Pursuing a Positive Mind-Set section), 166–168 (Building Resilience section), 221–223 (Deciding to Seek Treatment section)	Text Pages: 160 (Lesson 5.2 Review #8), 243 (Health and Wellness Skills #20)
(vii) discuss the impact of choosing healthy self-management strategies for trauma on mental health	Text Pages: 166–169 (Building Resilience section), 203 (Seek Professional Help When Needed section)	Text Pages: 169 (Lesson 5.3 Review #8), 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #13)
(viii) discuss the impact of choosing healthy self-management strategies for trauma on wellness	Text Pages: 166–169 (Building Resilience section), 203 (Seek Professional Help When Needed section)	Text Pages: 169 (Lesson 5.3 Review #8), 172 (Chapter 5 Skills Assessment, Critical Thinking Skills #13)
(ix) discuss the impact of choosing healthy self-	Text Pages:	Text Pages:



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Breakout	Narrative	Activity
management strategies for loss on mental health	239 (paragraph and bulleted section beginning with “Focus on what you need...”), 794–795 (Loss and Grief section, Skills for Health and Wellness)	242 (Chapter 7 Skills Assessment, Critical Thinking Skills #14), 794 (Practice Your Skills)
(x) discuss the impact of choosing healthy self-management strategies for loss on wellness	Text Pages: 239 (paragraph and bulleted section beginning with “Focus on what you need...”), 794–795 (Loss and Grief section, Skills for Health and Wellness)	Text Pages: 242 (Chapter 7 Skills Assessment, Critical Thinking Skills #14), 794 (Practice Your Skills)
(xi) discuss the impact of choosing healthy self-management strategies for grief on mental health	Text Pages: 239 (paragraph and bulleted section beginning with “Focus on what you need...”), 794–795 (Loss and Grief section, Skills for Health and Wellness)	Text Pages: 242 (Chapter 7 Skills Assessment, Critical Thinking Skills #14), 794 (Practice Your Skills)
(xii) discuss the impact of choosing healthy self-management strategies for grief on wellness	Text Pages: 239 (paragraph and bulleted section beginning with “Focus on what you need...”), 794–795 (Loss and Grief section, Skills for Health and Wellness)	Text Pages: 242 (Chapter 7 Skills Assessment, Critical Thinking Skills #14), 794 (Practice Your Skills)

Standard 5C: research and explain the behaviors associated with eating disorders and their impact on health;

Breakout	Narrative	Activity
(i) research the behaviors associated with eating disorders	Text Pages: 308 (Disordered Eating section), 312 (Figure 9.10)	Text Pages: 307 (Warm-Up Activity)
(ii) explain the behaviors associated with eating disorders	Text Pages: 308 (Disordered Eating section), 312 (Figure 9.10)	Text Pages: 307 (Warm-Up Activity)
(iii) research [the] impact [of eating disorders] on health	Text Pages: 311–312 (Health Effects of Eating Disorders section)	Text Pages: 307 (Warm-Up Activity)
(iv) explain [the] impact [of eating disorders] on health	Text Pages: 311–312 (Health Effects of Eating Disorders section)	Text Pages: 307 (Warm-Up Activity)

Standard 5D: discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide; and

Breakout	Narrative	Activity
(i) discuss how the use of suicide prevention resources	Text Pages:	Text Pages:



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Breakout	Narrative	Activity
such as the National Suicide Prevention Hotline reduces the likelihood of suicide	236–237 (Get Help section, Figure 7.18)	239 (Lesson 7.3 Review #3), 241 (Review and Recall #15)

Standard 5E: research and discuss data on and prevalence of local, state, and national suicide rates among various groups.

Breakout	Narrative	Activity
(i) research data on local suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(ii) research data on state suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(iii) research data on national suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(iv) research [the] prevalence of local suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(v) research [the] prevalence of state suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(vi) research [the] prevalence of national suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(vii) discuss data on local suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(viii) discuss data on state suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(ix) discuss data on national suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(x) discuss [the] prevalence of local suicide rates among various groups	Text Pages: 233 (paragraph beginning “People in some groups...”)	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)



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Breakout	Narrative	Activity
(xi) discuss [the] prevalence of state suicide rates among various groups	Text Pages: 233 (paragraph beginning "People in some groups...")	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)
(xii) discuss [the] prevalence of national suicide rates among various groups	Text Pages: 233 (paragraph beginning "People in some groups...")	Text Pages: 242 (Chapter 7 Skills Assessment, Health and Wellness Skills #16)

Standard 6A: design a realistic, long-term personal dietary plan that promotes individual and family health.

Breakout	Narrative	Activity
(i) design a realistic, long-term personal dietary plan that promotes individual health	Text Pages: 257–260 (Guidelines for a Nutritionally Balanced Eating Pattern section), 261–264 (Skills for Following a Healthy Eating Pattern section)	Text Pages: 286 (Practice Your Skills), 294 (Chapter 8 Skills Assessment, Critical Thinking Skills #4)
(ii) design a realistic, long-term personal dietary plan that promotes family health	Text Pages: 257–260 (Guidelines for a Nutritionally Balanced Eating Pattern section), 261–264 (Skills for Following a Healthy Eating Pattern section)	Text Pages: 294–295 (Chapter 8 Skills Assessment, Health and Wellness Skills #16)

Standard 7A: compare and contrast the impact of active and sedentary lifestyles on overall health; and

Breakout	Narrative	Activity
(i) compare and contrast the impact of active and sedentary lifestyles on overall health	Text Pages: 328–331 (What Are the Benefits of Physical Activity? section), 336–337 (How Much Physical Activity Should You Get? section)	Text Pages: 335 (Lesson 10.1 Review #7), 359 (Hands-On Skills Activity)

Standard 7B: develop a physical fitness profile using appropriate technology.

Breakout	Narrative	Activity
(i) develop a physical fitness profile using appropriate technology.	Text Pages: 346 (Skills for Health and Wellness)	Text Pages: 346 (Practice Your Skills)



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Standard 8A: analyze the progress of short- and long-term goals in achieving appropriate levels of physical activity, improving personal physical fitness levels, and making healthy personal food choices; and

Breakout	Narrative	Activity
(i) analyze the progress of short-term goals in achieving appropriate levels of physical activity	Text Pages: 339–340 (Integrate Physical Activity into Your Daily Life section)	Text Pages: 333 (Practice Your Skills), 336 (Warm-Up Activity), 359 (Health and Wellness Skills #17)
(ii) analyze the progress of short-term goals in improving personal physical fitness levels	Text Pages: 346 (Skills for Health and Wellness)	Text Pages: 346 (Practice Your Skills), 359 (Health and Wellness Skills #17)
(iii) analyze the progress of short-term goals in making healthy personal food choices	Text Pages: 287 (Set and Reward Realistic Goals section), 289–290 (Monitor Eating section)	Text Pages: 291 (Real World Health Skills), 295 (Health and Wellness Skills #18)
(iv) analyze the progress of long-term goals in achieving appropriate levels of physical activity	Text Pages: 339–340 (Integrate Physical Activity into Your Daily Life section)	Text Pages: 333 (Practice Your Skills), 359 (Health and Wellness Skills #17)
(v) analyze the progress of long-term goals in improving personal physical fitness levels	Text Pages: 346 (Skills for Health and Wellness)	Text Pages: 346 (Practice Your Skills), 359 (Health and Wellness Skills #17)
(vi) analyze the progress of long-term goals in making healthy personal food choices	Text Pages: 287 (Set and Reward Realistic Goals section), 289–290 (Monitor Eating section)	Text Pages: 286 (Practice Your Skills), 291 (Real World Health Skills)

Standard 8B: analyze marketing and advertising techniques in health product and service promotion.

Breakout	Narrative	Activity
(i) analyze marketing techniques in health product promotion	Text Pages: 45–46 (Health Products and Services section), 47 (Health in the Media)	Text Pages: 47 (Practice Your Skills), 67 (Health and Wellness Skills #17)
(ii) analyze marketing techniques in health service promotion	Text Pages: 45–46 (Health Products and Services section), 47 (Health in the Media)	Text Pages: 47 (Practice Your Skills), 67 (Health and Wellness Skills #17)
(iii) analyze advertising techniques in health product promotion	Text Pages: 45–46 (Health Products and Services section), 47 (Health in the Media)	Text Pages: 47 (Practice Your Skills), 67 (Health and Wellness Skills #17)



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Breakout	Narrative	Activity
(iv) analyze advertising techniques in health service promotion	Text Pages: 45–46 (Health Products and Services section), 47 (Health in the Media)	Text Pages: 47 (Practice Your Skills), 67 (Health and Wellness Skills #17)

Standard 9A: research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes; and

Breakout	Narrative	Activity
(i) research the social impact of chronic conditions, including obesity	Text Pages: 285 (Figure 8.28), 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)
(ii) research the social impact of chronic conditions, including heart disease	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)
(iii) research the social impact of chronic conditions, including diabetes	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph), 726 (Case Study)	Text Pages: 705 (Lesson 20.1 Review #4)
(iv) research the economic impact of chronic conditions, including obesity	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)
(v) research the economic impact of chronic conditions, including heart disease	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)
(vi) research the economic impact of chronic conditions, including diabetes	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)
(vii) discuss the social impact of chronic conditions, including obesity	Text Pages: 285 (Figure 8.28), 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)
(viii) discuss the social impact of chronic conditions, including heart disease	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)
(ix) discuss the social impact of chronic conditions, including diabetes	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph), 726 (Case Study)	Text Pages: 705 (Lesson 20.1 Review #4)



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Breakout	Narrative	Activity
(x) discuss the economic impact of chronic conditions, including obesity	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)
(xi) discuss the economic impact of chronic conditions, including heart disease	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)
(xii) discuss the economic impact of chronic conditions, including diabetes	Text Pages: 704 (How Do Noncommunicable Diseases Progress third paragraph)	Text Pages: 705 (Lesson 20.1 Review #4)

Standard 9B: create a plan for accessing community and digital resources that can assist in developing healthy eating and physical activity behaviors.

Breakout	Narrative	Activity
(i) create a plan for accessing community resources that can assist in developing healthy eating behaviors	Text Pages: 48 (Case Study), 60 (Use Community Resources section), 273 (paragraph beginning “In addition to food preferences...”)	Text Pages: 48 (Practice Your Skills)
(ii) create a plan for accessing community resources that can assist in developing physical activity behaviors	Text Pages: 346–347 (Take Advantage of School and Community Programs section)	Text Pages: 347 (Lesson 10.2 Review #9)
(iii) create a plan for accessing digital resources that can assist in developing healthy eating behaviors	Text Pages: 257–260 (Guidelines for a Nutritionally Balanced Eating Pattern)	Text Pages: 269 (Lesson 8.2 Review #2), 279 (Real World Health Skills)
(iv) create a plan for accessing digital resources that can assist in developing physical activity behaviors	Text Pages: 346 (Skills for Health and Wellness)	Text Pages: 346 (Practice Your Skills)

Standard 10A: discuss risk-taking behaviors, including driving under the influence and distracted driving, and their associated consequences.

Breakout	Narrative	Activity
(i) discuss risk-taking behaviors, including driving under the influence	Text Pages: 405–406 (Accidents section), 408 (Health Across the Life Span), 569 (bullet beginning “Do not drive under the influence.”)	Text Pages: 408 (Practice Your Skills), 421 (Health and Wellness Skills #19), 453 (Real World Health Skills)



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Breakout	Narrative	Activity
(ii) discuss risk-taking behaviors, including distracted driving	Text Pages: 568 (Give Driving Your Full Attention bullet; Figure 16.5)	Text Pages: 571 (Lesson 16.1 Review #2), 571 (Real World Health Skills)
(iii) discuss associated consequences [of risk-taking behaviors, including driving under the influence]	Text Pages: 405–406 (Accidents section), 408 (Health Across the Life Span), 569 (bullet beginning “Do not drive under the influence.”)	Text Pages: 408 (Practice Your Skills), 421 (Health and Wellness Skills #19), 453 (Real World Health Skills)
(iv) discuss associated consequences [of risk-taking behaviors, including distracted driving]	Text Pages: 568 (Give Driving Your Full Attention bullet; Figure 16.5)	Text Pages: 571 (Lesson 16.1 Review #2), 571 (Real World Health Skills)

Standard 11A: discuss and evaluate ways to respond to harmful situations that involve weapons; and

Breakout	Narrative	Activity
(i) discuss ways to respond to harmful situations that involve weapons	Text Pages: 566 (Weapons Safety section), 573 (Staying Safe at School section, and Figure 16.8)	Text Pages: 571 (Lesson 16.1 Review #5)
(ii) evaluate ways to respond to harmful situations that involve weapons	Text Pages: 566 (Weapons Safety section), 573 (Staying Safe at School section, and Figure 16.8)	Text Pages: 571 (Lesson 16.1 Review #5), 606 (Chapter 16 Skills Assessment, Critical Thinking Skill #5)

Standard 11B: develop educational safety models for children and adults for use at home, school, and in the community.

Breakout	Narrative	Activity
(i) develop educational safety models for children for use at home	Text Pages: 572 (1 st paragraph), 573 (Staying Safe at Home section)	Text Pages: 579 (Lesson 16.2 Review #5), 607 (Chapter 16 Skills Assessment, Health and Wellness Skills #19)
(ii) develop educational safety models for children for use at school	Text Pages: 572 (1 st paragraph) 573 (Staying Safe at School section)	Text Pages: 579 (Lesson 16.2 Review #5), 606 (Chapter 16 Skills Assessment, Critical Thinking Skills #6)
(iii) develop educational safety models for children for use in the community	Text Pages: 572 (1 st paragraph), 575 (Staying Safe in the Community section)	Text Pages: 579 (Lesson 16.2 Review #5), 607 (Hands-On Skills Activity)



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Breakout	Narrative	Activity
(iv) develop educational safety models for adults for use at home	Text Pages: 572 (1 st paragraph), 573 (Staying Safe at Home section)	Text Pages: 579 (Lesson 16.2 Review #5), 607 (Chapter 16 Skills Assessment, Health and Wellness Skills #19)
(v) develop educational safety models for adults for use at school	Text Pages: 572 (1 st paragraph) 573 (Staying Safe at School section)	Text Pages: 579 (Lesson 16.2 Review #5), 606 (Chapter 16 Skills Assessment, Critical Thinking Skills #6)
(vi) develop educational safety models for adults for use in the community	Text Pages: 572 (1 st paragraph), 575 (Staying Safe in the Community section)	Text Pages: 579 (Lesson 16.2 Review #5), 607 (Hands-On Skills Activity)

Standard 12A: discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography; and

Breakout	Narrative	Activity
(i) discuss consequences resulting from inappropriate digital communication	Text Pages: 588–591 (Inappropriate Content section)	Text Pages: 591 (Lesson 16.3 Review #5), 591 (Lesson 16.3 Review #10)
(ii) discuss consequences resulting from inappropriate online communication	Text Pages: 588–591 (Inappropriate Content section)	Text Pages: 591 (Lesson 16.3 Review #5), 591 (Lesson 16.3 Review #10)
(iii) analyze consequences resulting from inappropriate digital communication	Text Pages: 588–591 (Inappropriate Content section)	Text Pages: 591 (Lesson 16.3 Review #5), 591 (Lesson 16.3 Review #10)
(iv) analyze consequences resulting from inappropriate online communication	Text Pages: 588–591 (Inappropriate Content section)	Text Pages: 591 (Lesson 16.3 Review #5), 591 (Lesson 16.3 Review #10)

Standard 12B: assess the legal and ethical ramifications of unacceptable behaviors in digital and online environments.

Breakout	Narrative	Activity
(i) assess the legal ramifications of unacceptable behaviors in digital environments	Text Pages: 588–591 (Inappropriate Content section)	Text Pages: 591 (Lesson 16.3 Review #5), 591 (Lesson 16.3 Review #10)
(ii) assess the legal ramifications of unacceptable behaviors in online environments	Text Pages: 588–591 (Inappropriate Content section)	Text Pages: 591 (Lesson 16.3 Review #5), 591 (Lesson 16.3 Review #10)
(iii) assess the ethical ramifications of unacceptable	Text Pages: 588–591 (Inappropriate Content section)	Text Pages: 591 (Lesson 16.3 Review #10)



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Breakout	Narrative	Activity
behaviors in digital environments		
(iv) assess the ethical ramifications of unacceptable behaviors in online environments	Text Pages: 588–591 (Inappropriate Content section)	Text Pages: 591 (Lesson 16.3 Review #10)

Standard 13A: identify and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment; and

Breakout	Narrative	Activity
(i) identify situations requiring intervention for victims of bullying, cyberbullying, or harassment	Text Pages: 517–518 (Types of Bullying section), 522 (Types of Cyberbullying section), 523 (Skills for Health and Wellness)	Text Pages: 523 (Practice Your Skills), 526 (Lesson 15.1 Review #8)
(ii) respond to situations requiring intervention for victims of 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: 523 (Practice Your Skills), 536 (Real World Health Skills), 558 (Chapter 15 Skills Assessment, Health and Wellness Skills #15)

Standard 13B: promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.

Breakout	Narrative	Activity
(i) promote strategies for prevention of all forms of bullying	Text Pages: 524-526 (Ways to Prevent Bullying and Cyberbullying section)	Text Pages: 526 (Lesson 15.1 Review #8), 559 (Hands-On Skills Activity)
(ii) promote strategies for prevention of all forms of cyberbullying	Text Pages: 524-526 (Ways to Prevent Bullying and Cyberbullying section)	Text Pages: 526 (Lesson 15.1 Review #8), 559 (Hands-On Skills Activity)
(iii) promote strategies for intervention of all forms of bullying	Text Pages: 521 (Responding to Bullying and Harassment section), 523 (Skills for Health and Wellness)	Text Pages: 523 (Practice Your Skills), 526 (Lesson 15.1 Review #8), 559 (Hands-On Skills Activity)
(iv) promote strategies for intervention of all forms of cyberbullying	Text Pages: 523 (Skills for Health and Wellness), 524 (Responding to Cyberbullying section)	Text Pages: 523 (Practice Your Skills), 526 (Lesson 15.1 Review #8), 559 (Hands-On Skills Activity)



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Standard 14A: analyze how substance misuse and addiction to alcohol, tobacco, drugs, and other substances impacts family and community health;

Breakout	Narrative	Activity
(i) analyze how substance misuse impacts family health	Text Pages: 433 (2nd paragraph), 435 (Local and Global Health)	Text Pages: 439 (Lesson 13.2 Review #7), 465 (Hands-On Skills Activity)
(ii) analyze how substance misuse impacts community health	Text Pages: 433 (2nd paragraph), 435 (Local and Global Health)	Text Pages: 439 (Lesson 13.2 Review #7), 465 (Hands-On Skills Activity)
(iii) analyze how addiction to alcohol impacts family health	Text Pages: 405 (4th paragraph), 407 (Social Consequences section)	Text Pages: 409 (Lesson 12.1 Review #9), 420 (Chapter 12 Skills Assessment, Critical Thinking Skills #7)
(iv) analyze how addiction to alcohol impacts community health	Text Pages: 405 (last paragraph), 407 (Social Consequences section)	Text Pages: 409 (Lesson 12.1 Review #9), 420 (Chapter 12 Skills Assessment, Critical Thinking Skills #7)
(v) analyze how addiction to tobacco impacts family health	Text Pages: 374–375 (Social Consequences section, Secondhand Smoke and Aerosol section)	Text Pages: 378 (Lesson 11.1 Review #9)
(vi) analyze how addiction to tobacco impacts community health	Text Pages: 374–378 (Social Consequences section, Secondhand Smoke and Aerosol section, Thirdhand Smoke and Aerosol section)	Text Pages: 378 (Lesson 11.1 Review #11)
(vii) analyze how addiction to drugs impacts family health	Text Pages: 433 (2nd paragraph), 435 (Local and Global Health), 444–445 (Mental, Social, and Legal Consequences section)	Text Pages: 439 (Lesson 13.2 Review #7), 465 (Hands-On Skills Activity)
(viii) analyze how addiction to drugs impacts community health	Text Pages: 433 (2nd paragraph), 435 (Local and Global Health), 444–445 (Mental, Social, and Legal Consequences section)	Text Pages: 465 (Hands-On Skills Activity)
(ix) analyze how addiction to other substances impacts family health	Text Pages: 433 (2nd paragraph), 444–445 (Mental, Social, and Legal Consequences section)	Text Pages: 465 (Hands-On Skills Activity)
(x) analyze how addiction to other substances impacts community health	Text Pages: 433 (2nd paragraph), 444–445 (Mental, Social, and Legal Consequences section)	Text Pages: 465 (Hands-On Skills Activity)



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Standard 14B: analyze the importance of alternative activities to drug and substance misuse and abuse; and

Breakout	Narrative	Activity
(i) analyze the importance of alternative activities to drug misuse	Text Pages: 456–457 (Preventing Medication Drug Misuse and Abuse section)	Text Pages: 465 (Health and Wellness Skills #20)
(ii) analyze the importance of alternative activities to drug abuse	Text Pages: 456–457 (Preventing Medication Drug Misuse and Abuse section)	Text Pages: 465 (Health and Wellness Skills #20)
(iii) analyze the importance of alternative activities to substance misuse	Text Pages: 456–457 (Preventing Medication Drug Misuse and Abuse section)	Text Pages: 465 (Health and Wellness Skills #20)
(iv) analyze the importance of alternative activities to substance abuse	Text Pages: 456–457 (Preventing Medication Drug Misuse and Abuse section)	Text Pages: 465 (Health and Wellness Skills #20)

Standard 14C: identify individual and community protective factors and skills that prevent substance misuse and substance use disorders.

Breakout	Narrative	Activity
(i) identify individual protective factors that prevent substance misuse	Text Pages: 455–456 (Factors Affecting Medication and Drug Misuse and Abuse section)	Text Pages: 411 (Practice Your Skills), 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)
(ii) identify individual protective factors that prevent substance use disorders	Text Pages: 455–456 (Factors Affecting Medication and Drug Misuse and Abuse section)	Text Pages: 411 (Practice Your Skills), 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)
(iii) identify individual protective skills that prevent substance misuse	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)
(iv) identify individual protective skills that prevent substance use disorders	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)
(v) identify community protective factors that prevent substance misuse	Text Pages: 456 (Environment section)	Text Pages: 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)



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Breakout	Narrative	Activity
(vi) identify community protective factors that prevent substance use disorders	Text Pages: 456 (Environment section)	Text Pages: 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)
(vii) identify community protective skills that prevent substance misuse	Text Pages: 458–459 (Participate in Prevention Programs section)	Text Pages: 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)
(viii) identify community protective skills that prevent substance use disorders	Text Pages: 458–459 (Participate in Prevention Programs section)	Text Pages: 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)

Standard 15A: evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances on self and community.

Breakout	Narrative	Activity
(i) evaluate the impact of laws relating to the use of prescription drugs on self	Text Pages: 433 (3rd paragraph)	Text Pages: 439 (Lesson 13.2 Review #11)
(ii) evaluate the impact of laws relating to the use of prescription drugs on [the] community	Text Pages: 424–425 (last paragraph on 424 and first paragraph on 425)	Text Pages: 439 (Lesson 13.2 Review #11)
(iii) evaluate the impact of laws relating to the misuse of prescription drugs on self	Text Pages: 433 (3rd paragraph)	Text Pages: 439 (Lesson 13.2 Review #11)
(iv) evaluate the impact of laws relating to the misuse of prescription drugs on [the] community	Text Pages: 433 (3rd paragraph)	Text Pages: 439 (Lesson 13.2 Review #11)
(v) evaluate the impact of laws relating to the use of over-the-counter drugs on self	Text Pages: 433 (3rd paragraph)	Text Pages: 439 (Lesson 13.2 Review #11)
(vi) evaluate the impact of laws relating to the use over-the-counter drugs on [the] community	Text Pages: 424–425 (last paragraph on 424 and first paragraph on 425)	Text Pages: 439 (Lesson 13.2 Review #11)
(vii) evaluate the impact of laws relating to the misuse of over-the-counter drugs on self	Text Pages: 433 (3rd paragraph)	Text Pages: 439 (Lesson 13.2 Review #11)
(viii) evaluate the impact of laws relating to the misuse of over-the-counter drugs on [the] community	Text Pages: 433 (3rd paragraph)	Text Pages: 439 (Lesson 13.2 Review #11)
(ix) evaluate the impact of laws relating to the use of alcohol on self	Text Pages: 406 (1st two paragraphs), 409 (Legal Consequences section), 413 (Figure 12.16)	Text Pages: 409 (Lesson 12.1 Review #10)



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Breakout	Narrative	Activity
(x) evaluate the impact of laws relating to the use of alcohol on [the] community	Text Pages: 406 (1st two paragraphs), 409 (Legal Consequences section), 413 (Figure 12.16)	Text Pages: 409 (Lesson 12.1 Review #10)
(xi) evaluate the impact of laws relating to the misuse of alcohol on self	Text Pages: 406 (1st two paragraphs), 409 (Legal Consequences section), 413 (Figure 12.16)	Text Pages: 409 (Lesson 12.1 Review #10)
(xii) evaluate the impact of laws relating to the misuse of alcohol on [the] community	Text Pages: 406 (1st two paragraphs), 409 (Legal Consequences section), 413 (Figure 12.16)	Text Pages: 409 (Lesson 12.1 Review #10)
(xiii) evaluate the impact of laws relating to the use of tobacco on self	Text Pages: 375 (Legal Consequences section), 383 (Figure 11.13)	Text Pages: 378 (Lesson 11.1 Review #10), 392 (Chapter 11 Skills Assessment, Critical Thinking Skills #10)
(xiv) evaluate the impact of laws relating to the use of tobacco on [the] community	Text Pages: 377 (2 nd paragraph), 383 (Figure 11.13)	Text Pages: 392 (Chapter 11 Skills Assessment, Critical Thinking Skills #10)
(xv) evaluate the impact of laws relating to the misuse of tobacco on self	Text Pages: 375 (Legal Consequences section), 383 (Figure 11.13)	Text Pages: 378 (Lesson 11.1 Review #10), 392 (Chapter 11 Skills Assessment, Critical Thinking Skills #10)
(xvi) evaluate the impact of laws relating to the misuse of tobacco on [the] community	Text Pages: 377 (2 nd paragraph), 383 (Figure 11.13)	Text Pages: 392 (Chapter 11 Skills Assessment, Critical Thinking Skills #10)
(xvii) evaluate the impact of laws relating to the use of other substances on self	Text Pages: 445 (1st paragraph and bullets), 447 (Legalization of Marijuana section, Figure 13.16)	Text Pages: 439 (Lesson 13.2 Review #11)
(xviii) evaluate the impact of laws relating to the use of other substances [the] community	Text Pages: 445 (1st paragraph and bullets), 447 (Legalization of Marijuana section, Figure 13.16)	Text Pages: 439 (Lesson 13.2 Review #11)
(xix) evaluate the impact of laws relating to the misuse of other substances on self	Text Pages: 445 (1st paragraph and bullets), 447 (Legalization of Marijuana section, Figure 13.16)	Text Pages: 439 (Lesson 13.2 Review #11)
(xx) evaluate the impact of laws relating to the misuse of other substances on [the] community	Text Pages: 445 (1st paragraph and bullets), 447 (Legalization of Marijuana section, Figure 13.16)	Text Pages: 439 (Lesson 13.2 Review #11)



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Standard 16A: identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse.

Breakout	Narrative	Activity
(i) identify ways to support someone who shows signs of alcohol, tobacco, or drug use	Text Pages: 389 (last paragraph), 417 (Providing Assistance and Support section), 461 (Skills for Health and Wellness)	Text Pages: 393 (Health and Wellness Skills #18), 417 (Lesson 12.2 Review #9), 461 (Practice Your Skills)
(ii) identify ways to support someone who shows signs of alcohol, tobacco, or drug misuse	Text Pages: 389 (last paragraph), 417 (Providing Assistance and Support section), 461 (Skills for Health and Wellness)	Text Pages: 393 (Health and Wellness Skills #18), 417 (Lesson 12.2 Review #9), 461 (Practice Your Skills)
(iii) identify ways to support someone who shows symptoms of alcohol, tobacco, or drug use	Text Pages: 389 (last paragraph), 417 (Providing Assistance and Support section), 461 (Skills for Health and Wellness)	Text Pages: 393 (Health and Wellness Skills #18), 417 (Lesson 12.2 Review #9), 461 (Practice Your Skills)
(iv) identify ways to support someone who shows symptoms of alcohol, tobacco, or drug misuse	Text Pages: 389 (last paragraph), 417 (Providing Assistance and Support section), 461 (Skills for Health and Wellness)	Text Pages: 393 (Health and Wellness Skills #18), 417 (Lesson 12.2 Review #9), 461 (Practice Your Skills)
(v) identify ways to assist someone who shows signs of alcohol, tobacco, or drug use	Text Pages: 389 (last paragraph), 417 (Providing Assistance and Support section), 461 (Skills for Health and Wellness)	Text Pages: 393 (Health and Wellness Skills #18), 417 (Lesson 12.2 Review #9), 461 (Practice Your Skills)
(vi) identify ways to assist someone who shows signs of alcohol, tobacco, or drug misuse	Text Pages: 389 (last paragraph), 417 (Providing Assistance and Support section), 461 (Skills for Health and Wellness)	Text Pages: 393 (Health and Wellness Skills #18), 417 (Lesson 12.2 Review #9), 461 (Practice Your Skills)
(vii) identify ways to assist someone who shows symptoms of alcohol, tobacco, or drug use	Text Pages: 389 (last paragraph), 417 (Providing Assistance and Support section), 461 (Skills for Health and Wellness)	Text Pages: 393 (Health and Wellness Skills #18), 417 (Lesson 12.2 Review #9), 461 (Practice Your Skills)
(viii) identify ways to assist someone who shows symptoms of alcohol, tobacco, or drug misuse	Text Pages: 389 (last paragraph), 417 (Providing Assistance and Support section), 461 (Skills for Health and Wellness)	Text Pages: 393 (Health and Wellness Skills #18), 417 (Lesson 12.2 Review #9), 461 (Practice Your Skills)

Standard 17A: discuss risk-taking behaviors such as drinking and driving with their associated legal, social, and physical consequences;



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Breakout	Narrative	Activity
(i) discuss risk-taking behaviors with their associated legal consequences	Text Pages: 405–406 (Risky Behaviors section, Accidents section), 408 (Health Across the Life Span), 409 (Legal Consequences section)	Text Pages: 408 (Practice Your Skills), 421 (Health and Wellness Skills #19)
(ii) discuss risk-taking behaviors with their associated social consequences	Text Pages: 407 (Social Consequences section), 408 (Health Across the Life Span)	Text Pages: 408 (Practice Your Skills), 453 (Real World Health Skills)
(iii) discuss risk-taking behaviors with their associated physical consequences	Text Pages: 405–406 (Risky Behaviors section, Accidents section), 408 (Health Across the Life Span)	Text Pages: 408 (Practice Your Skills), 453 (Real World Health Skills)

Standard 17B: analyze physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, or entertainment; and

Breakout	Narrative	Activity
(i) analyze physical environmental influences on the misuse of prescription drugs in places	Text Pages: 456 (Environment section)	Text Pages: 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)
(ii) analyze physical environmental influences on the abuse of prescription drugs in places	Text Pages: 456 (Environment section)	Text Pages: 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)
(iii) analyze social environmental influences on the misuse of prescription drugs in places	Text Pages: 456 (Environment section)	Text Pages: 440 (Warm-Up Activity), 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)
(iv) analyze social environmental influences on the abuse of prescription drugs in places	Text Pages: 456 (Environment section)	Text Pages: 440 (Warm-Up Activity), 464 (Chapter 13 Skills Assessment, Health and Wellness Skills #14)

Standard 17C: design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors.

Breakout	Narrative	Activity
(i) design a public health information campaign related to safe havens, where to go for	Text Pages: 416 (Skills for Health and Wellness), 459 (3rd full	Text Pages: 416 (Practice Your Skills), 465 (Hands-On Skills Activity)



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Breakout	Narrative	Activity
help, or reporting drug-related behaviors	paragraph), 461 (Skills for Health and Wellness)	

Standard 18A: develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids.

Breakout	Narrative	Activity
(i) develop strategies for preventing use or misuse of alcohol	Text Pages: 413–415 (Preventing Alcohol Use and Misuse section)	Text Pages: 420 (Chapter 12 Skills Assessment, Critical Thinking Skills #8)
(ii) develop strategies for preventing use or misuse of tobacco	Text Pages: 382–385 (Preventing Tobacco Use and Misuse section)	Text Pages: 389 (Lesson 11.2 Review #3), 393 (Health and Wellness Skills #19)
(iii) develop strategies for preventing use or misuse of other drugs, including opioids	Text Pages: 456–459 (Preventing Medication and Drug Misuse and Abuse section)	Text Pages: 435 (Practice Your Skills), 465 (Health and Wellness Skills #20)

Standard 19A: compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage;

Breakout	Narrative	Activity
(i) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships	Text Pages: 73–79 (Skills for Effective Communication section), 133 (Express Your Emotions section), 473 (Emotional Control section)	Text Pages: 79 (Real World Health Skills), 135 (Lesson 4.4 Review #5)
(ii) compare and contrast effective and ineffective methods of communicating emotions in marriage	Text Pages: 73–79 (Skills for Effective Communication section), 133 (Express Your Emotions section), 473 (Emotional Control section)	Text Pages: 79 (Real World Health Skills), 135 (Lesson 4.4 Review #5)

Standard 19B: analyze behaviors in romantic relationships that enhance dignity and respect; and

Breakout	Narrative	Activity
(i) analyze behaviors in romantic relationships that enhance dignity	Text Pages: 499–501 (Skills for Healthy Romantic Relationships section)	Text Pages: 502 (Real World Health Skills)



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Breakout	Narrative	Activity
(ii) analyze behaviors in romantic relationships that enhance respect	Text Pages: 472–473 (Mutual Respect section), 499–501 (Skills for Healthy Romantic Relationships section)	Text Pages: 502 (Real World Health Skills)

Standard 19C: examine how a healthy marriage can provide a supportive environment for the nurturing and development of children.

Breakout	Narrative	Activity
(i) examine 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, 1st paragraph)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #1)
(ii) examine how a healthy marriage can provide a supportive environment for the development of children	Text Pages: 21–22 (Family section), 773 (Differences in Development, 1st paragraph)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #1)

Standard 20A: identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking;

Breakout	Narrative	Activity
(i) identify community resources to support individuals who have experienced sexual harassment	Text Pages: 530 (Preventing and Responding to Sexual Harassment section)	Text Pages: 536 (Real World Health Skills)
(ii) identify community resources to support individuals who have experienced sexual abuse	Text Pages: 545 (1 st two paragraphs, Figure 15.23), 546 (Get Help and Treatment section)	Text Pages: 559 (Health and Wellness Skills #19)
(iii) identify community resources to support individuals who have experienced sexual assault	Text Pages: 534–535 (Get Treatment section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #6)
(iv) identify community resources to support individuals who have experienced dating violence	Text Pages: 545 (1 st two paragraphs, Figure 15.23), 546 (Get Help and Treatment section)	Text Pages: 559 (Health and Wellness Skills #19)
(v) identify community resources to support individuals who have experienced sex trafficking	Text Pages: 552–553 (Preventing and Responding to Human Trafficking)	Text Pages: 558 (Chapter 15 Skills Assessment, Health and Wellness Skills #14)



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Standard 20B: evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others;

Breakout	Narrative	Activity
(i) evaluate 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: 536 (Real World Health Skills), 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #5)
(ii) evaluate the importance of reporting to a parent or another trusted adult sexual abuse involving self or others	Text Pages: 544–545 (Recognize and Report Abusive Behavior section)	Text Pages: 546 (Real World Health Skills), 559 (Health and Wellness Skills #19)
(iii) evaluate the importance of reporting to a parent or another trusted adult sexual assault involving self or others	Text Pages: 534–535 (Get Treatment section)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #5), 559 (Health and Wellness Skills #19)
(iv) evaluate 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), 559 (Health and Wellness Skills #19)

Standard 20C: discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk;

Breakout	Narrative	Activity
(i) discuss how refusal skills can be used to set limits to avoid behaviors that increase sexual risk	Text Pages: 500 (Enforce Your Boundaries section, Figure 14.21), 508 (Practice Refusal Skills section, Figure 14.26)	Text Pages: 502 (Lesson 14.4 Review #4), 509 (Lesson 14.5 Review #5)
(ii) discuss how refusal skills can be used to set boundaries to avoid behaviors that increase sexual risk	Text Pages: 500 (Enforce Your Boundaries section, Figure 14.21), 508 (Practice Refusal Skills section, Figure 14.26)	Text Pages: 502 (Lesson 14.4 Review #4), 509 (Lesson 14.5 Review #5)

Standard 20D: analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; and

Breakout	Narrative	Activity
(i) analyze factors, including alcohol, that increase sexual risk	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)



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Breakout	Narrative	Activity
	Risky Situations section, 1st paragraph)	
(ii) analyze factors, including other substances, that increase sexual risk	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid Risky Situations section, 1st paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(iii) analyze factors, including alcohol, that affect setting decisions about boundaries	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid Risky Situations section, 1st paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(iv) analyze factors, including alcohol, that affect perceiving decisions about boundaries	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid Risky Situations section, 1st paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(v) analyze factors, including alcohol, that affect respecting decisions about boundaries	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid Risky Situations section, 1st paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(vi) analyze factors, including alcohol, that affect making decisions about boundaries	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid Risky Situations section, 1st paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(vii) analyze factors, including other substances, that affect setting decisions about boundaries	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid Risky Situations section, 1st paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(viii) analyze factors, including other substances, that affect perceiving decisions about boundaries	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid Risky Situations section, 1st paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(ix) analyze factors, including other substances, that affect respecting decisions about boundaries	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid Risky Situations section, 1st paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(x) analyze factors, including other substances, that affect making decisions about boundaries	Text Pages: 506 (3rd paragraph), 528 (Figure 15.8), 533 (Avoid Risky Situations section, 1st paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)

Standard 20E: evaluate 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.



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Breakout	Narrative	Activity
(i) evaluate 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)
(ii) evaluate 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)
(iii) evaluate why it is wrong to violate another person's boundaries	Text Pages: 507 (2nd paragraph), 529 (1st full paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)
(iv) evaluate why it is wrong to manipulate or threaten someone into sexual activity	Text Pages: 507 (2nd paragraph), 529 (1st full paragraph)	Text Pages: 558 (Chapter 15 Skills Assessment, Critical Thinking Skills #7)

Standard 21A: analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health;

Breakout	Narrative	Activity
(i) analyze the significance of hormonal changes in males	Text Pages: 782–783 (Physical Development section, Figure 22.7)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(ii) analyze the significance of hormonal changes in females	Text Pages: 782–783 (Physical Development section, Figure 22.7)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(iii) analyze the significance of physical changes in males	Text Pages: 783 (Physical Development in Males section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(iv) analyze the significance of physical changes in females	Text Pages: 783–784 (Physical Development in Females section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(v) analyze the significance of emotional changes in males	Text Pages: 784–785 (Emotional Development section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(vi) analyze the significance of emotional changes in females	Text Pages: 784–785 (Emotional Development section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(vii) analyze the significance of social changes in males	Text Pages:	Text Pages:



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Breakout	Narrative	Activity
	785–786 (Social Development section)	798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8), 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #9)
(viii) analyze the significance of social changes in females	Text Pages: 785–786 (Social Development section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8), 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #9)
(ix) analyze [the] relationship [of hormonal changes in males] to sexual health	Text Pages: 782–783 (Physical Development section, Figure 22.7)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(x) analyze [the] relationship [of hormonal changes in females] to sexual health	Text Pages: 782–783 (Physical Development section, Figure 22.7)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(xi) analyze [the] relationship [of physical changes in males] to sexual health	Text Pages: 783 (Physical Development in Males section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(xii) analyze [the] relationship [of physical changes in females] to sexual health	Text Pages: 783–784 (Physical Development in Females section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(xiii) analyze [the] relationship [of emotional changes in males] to sexual health	Text Pages: 784–785 (Emotional Development section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(xiv) analyze [the] relationship [of emotional changes in females] to sexual health	Text Pages: 784–785 (Emotional Development section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(xv) analyze [the] relationship [of social changes in males] to sexual health	Text Pages: 785–786 (Social Development section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)
(xvi) analyze [the] relationship [of social changes in females] to sexual health	Text Pages: 785–786 (Social Development section)	Text Pages: 798 (Chapter 22 Skills Assessment, Critical Thinking Skills #8)

Standard 21B: list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth; and



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Breakout	Narrative	Activity
(i) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth	Text Pages: 677 (1st paragraph, last paragraph), 755–756 (Healthy Behaviors During Pregnancy section)	Text Pages: 750 (Warm-Up Activity), 757 (Lesson 21.3 Review #3), 757 (Lesson 21.3 Review #4)

Standard 21C: describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment.

Breakout	Narrative	Activity
(i) describe the emotional changes that may occur during pregnancy	Text Pages: 754 (last paragraph)	Text Pages: 757 (Lesson 21.3 Review #8)
(ii) describe the emotional changes that may occur after pregnancy, including postpartum depression	Text Pages: 754 (last paragraph)	Text Pages: 757 (Lesson 21.3 Review #8)
(iii) identify resources for support [for the emotional changes that may occur during pregnancy]	Text Pages: 754 (last paragraph)	Text Pages: 757 (Lesson 21.3 Review #8), 769 (Health and Wellness Skills #20)
(iv) identify resources for support [for the emotional changes that may occur after pregnancy, including postpartum depression]	Text Pages: 754 (last paragraph)	Text Pages: 757 (Lesson 21.3 Review #8), 769 (Health and Wellness Skills #20)
(v) identify resources for treatment [for the emotional changes that may occur during pregnancy]	Text Pages: 754 (last paragraph)	Text Pages: 757 (Lesson 21.3 Review #8), 769 (Health and Wellness Skills #20)
(vi) identify resources for treatment [for the emotional changes that may occur after pregnancy, including postpartum depression]	Text Pages: 754 (last paragraph)	Text Pages: 757 (Lesson 21.3 Review #8), 769 (Health and Wellness Skills #20)

Standard 22A: analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved;

Breakout	Narrative	Activity
(i) analyze the options available to teenage parents	Text Pages: 760–763 (Options If Pregnancy Occurs section)	Text Pages: 765 (Lesson 21.4 Review #3)
(ii) analyze the legal rights of parties involved [in the options available to teenage parents]	Text Pages:	Text Pages: 765 (Lesson 21.4 Review #2), 767 (Review and Recall #14)



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Breakout	Narrative	Activity
	760–763 (Parenting section, Figure 21.18, Choosing Adoption section)	

Standard 22B: evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer;

Breakout	Narrative	Activity
(i) evaluate long-term or lifetime effects of bacterial STDs/STIs, including infertility	Text Pages: 676 (2nd paragraph), 677 (6th paragraph)	Text Pages: 682 (Lesson 19.1 Review #3), 682 (Real World Health Skills)
(ii) evaluate long-term or lifetime effects of bacterial STDs/STIs, including cancer	Text Pages: 676 (2nd paragraph)	Text Pages: 682 (Real World Health Skills)
(iii) evaluate long-term or lifetime effects of viral STDs/STIs, including infertility	Text Pages: 680 (6th paragraph), 681 (2nd full paragraph)	Text Pages: 682 (Real World Health Skills)
(iv) evaluate long-term or lifetime effects of viral STDs/STIs, including cancer	Text Pages: 681 (2nd and 3 rd full paragraphs)	Text Pages: 682 (Real World Health Skills)

Standard 22C: identify community resources, minors' 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: 679 (Research in Action), 684 (Skills for Health and Wellness), 687 (Treating STIs section)	Text Pages: 679 (Practice Your Skills), 684 (Practice Your Skills)
(ii) identify community resources for STD/STI treatment	Text Pages: 684 (Skills for Health and Wellness), 687–688 (Treating STIs section)	Text Pages: 679 (Practice Your Skills), 684 (Practice Your Skills)
(iii) identify minors' right to consent under certain circumstances for STD/STI testing	Text Pages: 53 (Figure 2.13), 687 (2nd full paragraph)	Text Pages: 56 (Lesson 2.3 Review #3), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #10)
(iv) identify minors' right to consent under certain circumstances for STD/STI treatment	Text Pages: 53 (Figure 2.13), 687 (2nd full paragraph)	Text Pages: 56 (Lesson 2.3 Review #3), 698 (Chapter 19 Skills Assessment, Critical Thinking Skills #10)



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Breakout	Narrative	Activity
(v) identify the importance of parent or other trusted adult support for STD/STI testing	Text Pages: 687 (2nd full paragraph)	Text Pages: 688 (Lesson 19.2 Review #7)
(vi) identify the importance of parent or other trusted adult support for STD/STI treatment	Text Pages: 687 (2nd full paragraph)	Text Pages: 688 (Lesson 19.2 Review #7)

Standard 22D: 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;

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: 686 (1st paragraph)	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, 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)
(vi) analyze the risks 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)
(vii) analyze the risks of other contraceptive methods, including how they work to reduce the risk of STDs/STIs	Text Pages: 686 (1st paragraph)	Text Pages: 688 (Lesson 19.2 Review #6)
(viii) analyze the risks 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)
(ix) analyze the failure rates (human-use reality rates) of barrier protection, including	Text Pages: 686–687 (Condoms section, Figure 19.8)	Text Pages: 688 (Lesson 19.2 Review #2), 688 (Lesson 19.2 Review #6)



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Breakout	Narrative	Activity
how they work to reduce the risk of STDs/STIs		
(x) analyze the failure rates (human-use reality rates) 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)
(xi) analyze the failure rates (human-use reality rates) of other contraceptive methods, including how they work to reduce the risk of STDs/STIs	Text Pages: 686 (1st paragraph)	Text Pages: 688 (Lesson 19.2 Review #6)
(xii) analyze the failure rates (human-use reality rates) 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)

Standard 22E: identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer , cervical cancer , anal cancer , or other cancers that may occur in males and females;

Breakout	Narrative	Activity
(i) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer , cervical cancer , anal cancer , or other cancers that may occur in males	Text Pages: 681 (Case Study), 682 (last paragraph)	Text Pages: 681 (Practice Your Skills)
(ii) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer , cervical cancer , anal cancer , or other cancers that may occur in females	Text Pages: 681 (Case Study), 682 (last paragraph)	Text Pages: 681 (Practice Your Skills)

Standard 22F: analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement;



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Breakout	Narrative	Activity
(i) analyze the benefits of abstinence from sexual activity, including focusing on personal development	Text Pages: 504–505 (Figure 14.23, last bullet on 505)	Text Pages: 509 (Lesson 14.5 Review #1)
(ii) analyze the benefits of abstinence from sexual activity, including encouraging individuals to build healthy relationships not complicated by sexual involvement	Text Pages: 504–505 (Figure 14.23, 2nd and 3rd bullets on 505)	Text Pages: 509 (Lesson 14.5 Review #1)

Standard 22G: assess 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) assess 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) assess 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: 508 (1 st paragraph)	Text Pages: 512 (Chapter 14 Skills Assessment, Critical Thinking Skills #12)

Standard 22H: investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child; and

Breakout	Narrative	Activity
(i) investigate legal aspects of sexual activity with a minor person, including the legal age of consent	Text Pages: 528 (What Is Sexual Violence? section)	Text Pages: 536 (Lesson 15.2 Review #6)
(ii) investigate legal aspects of sexual activity with a minor person, including statutory rape	Text Pages: 528 (What Is Sexual Violence? section), 531 (last paragraph)	Text Pages: 536 (Lesson 15.2 Review #6)
(iii) investigate legal aspects of sexual activity with a minor person, including aggravated sexual assault	Text Pages: 528 (What Is Sexual Violence? section), 531 (last two paragraphs)	Text Pages: 536 (Lesson 15.2 Review #6)
(iv) investigate legal aspects of sexual activity with a minor	Text Pages:	Text Pages:



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Breakout	Narrative	Activity
person, including sexual assault	528 (What Is Sexual Violence? section), 531 (Sexual Assault section), 541 (2nd paragraph)	536 (Lesson 15.2 Review #6), 546 (Real World Health Skills)
(v) investigate legal aspects of sexual activity with a minor person, including indecency with a child	Text Pages: 528 (What Is Sexual Violence? section), 531 (Sexual Assault section)	Text Pages: 536 (Lesson 15.2 Review #6)
(vi) summarize legal aspects of sexual activity with a minor person, including the legal age of consent	Text Pages: 528 (What Is Sexual Violence? section)	Text Pages: 536 (Lesson 15.2 Review #6)
(vii) summarize legal aspects of sexual activity with a minor person, including statutory rape	Text Pages: 528 (What Is Sexual Violence? section), 531 (last paragraph)	Text Pages: 536 (Lesson 15.2 Review #6)
(viii) summarize legal aspects of sexual activity with a minor person, including aggravated sexual assault	Text Pages: 528 (What Is Sexual Violence? section), 531 (last two paragraphs)	Text Pages: 536 (Lesson 15.2 Review #6)
(ix) summarize legal aspects of sexual activity with a minor person, including sexual assault	Text Pages: 528 (What Is Sexual Violence? section), 531 (Sexual Assault section), 541 (2nd paragraph)	Text Pages: 536 (Lesson 15.2 Review #6), 546 (Real World Health Skills)
(x) summarize legal aspects of sexual activity with a minor person, including indecency with a child	Text Pages: 528 (What Is Sexual Violence? section), 531 (Sexual Assault section)	Text Pages: 536 (Lesson 15.2 Review #6)

Standard 22l: investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault.

Breakout	Narrative	Activity
(i) investigate current laws relating to sexual offenses	Text Pages: 528 (What Is Sexual Violence? section), 531 (Sexual Assault section), 534 (last paragraph)	Text Pages: 536 (Lesson 15.2 Review #6), 546 (Real World Health Skills)
(ii) summarize current laws relating to sexual offenses	Text Pages: 528 (What Is Sexual Violence? section), 531 (Sexual Assault section), 534 (last paragraph)	Text Pages: 536 (Lesson 15.2 Review #6), 546 (Real World Health Skills)