Goodheart–Willcox Publisher Correlation of *Essential Health Skills for High School* and *Human Development and Relationships* ©2025 to the National Health Education Standards (Grades 9–12)

The following correlation shows performance indicators for the National Health Education Standards and their correlating page numbers in the Essential Health Skills for High School *and* Human Development and Relationships *text. For a comprehensive list of the program's activities by standard, see the Standard Scope and Sequence documents in the Course Planning section of the Online Instructor Resources.*

Standard 1—Use functional health information to support health and well–being of self and others.

Standards	Correlating Pages
1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well–being.	*Essential Health Skills for High School*: 26, 94, 101–102, 110–111, 127
1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes.	*Essential Health Skills for High School*: 3–6, 10–14, 27, 162, 199, 208, 233–234, 369–373, 404 *Human Development and Relationships*: 22, 28, 38–43, 55–59, 71–72
1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries.	*Essential Health Skills for High School*: 24–30, 43–44, 175–187, 207–229, 239–252, 257–260, 316–321, 328–336, 392–402, 407–411, 432–436 *Human Development and Relationships*: 23–25, 43, 61–66, 130–131, 133–137
1.12.4 Evaluate practices and behaviors that support health and well–being, including how to manage health conditions.	*Essential Health Skills for High School*: 24–38, 43–44, 54–76, 101–103, 109–113, 115–118, 125–131, 133–138, 151–160, 208–229, 239–246, 423, 476–483, 485–490
1.12.5 Examine connections between individual health literacy, organizational health literacy, and health outcomes.	*Essential Health Skills for High School*: 31–38, 46–53, 223–229, 236–237, 254–260, 331, 422, 427, 435–436, 438 *Human Development and Relationships*: 4, 16, 128–130
1.12.6 Analyze how individual, interpersonal, community, societal, and	*Essential Health Skills for High School*: 10–23, 46–49, 56, 82–85, 105–108, 184–185, 188–191, 221–

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Standards	Correlating Pages
environmental factors are interrelated and impact health outcomes.	223, 312–316, 359, 369–373, 414 *Human Development and Relationships*: 55–59, 113
1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.	*Essential Health Skills for High School*: 184–185, 208, 221–222, 231–234, 242, 403–404 *Human Development and Relationships*: 55–61
1.12.8 Examine how self–efficacy, perceived susceptibility, and perceived severity affect health behaviors.	*Essential Health Skills for High School*: 13–14, 18, 24–25, 71–73, 79, 84, 98–100, 122–125, 142, 155, 184–185, 188–189, 221, 262, 312–316, 420–421 *Human Development and Relationships*: 56–59, 84, 103–105, 109, 113, 125, 129, 137–139
1.12.9 Analyze the relationship between access to health care and overall health and well–being.	*Essential Health Skills for High School*: 22, 49, 185, 414 *Human Development and Relationships*: 14, 24, 113

Standard 2— Analyze influences that affect health and well–being of self and others.

Standards	Correlating Pages
2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well–being.	*Essential Health Skills for High School*: 10–23, 46–48, 71–73, 82–85, 105–108, 123, 221–222, 312–316 *Human Development and Relationships*: 28, 30, 55–59, 69, 84, 113, 149
2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.	*Essential Health Skills for High School*: 21–22, 47–49, 83, 199, 221–222, 242, 414 *Human Development and Relationships*: 14, 24, 69
2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.	*Essential Health Skills for High School*: 21–22, 47–49, 199, 221–222, 242, 414 *Human Development and Relationships*: 14, 24
2.12.4 Formulate strategies to manage influences that impact health and well–	*Essential Health Skills for High School*: 15–16, 23, 112, 326

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Standards	Correlating Pages
being.	*Human Development and Relationships*: 26, 66, 84, 124
2.12.5 Use resources to manage influences that impact health and well–being.	*Essential Health Skills for High School*: 15, 23, 84, 112

Standard 3—Access valid and reliable resources to support health and well–being of self and others.

Standards	Correlating Pages
3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well–being.	*Essential Health Skills for High School*: 34, 39–44, 49, 87, 159, 176–177, 180, 193, 208, 322–323, 351–353, 431 *Human Development and Relationships*: 16, 52–53, 90, 99–101, 150, 160
3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.	*Essential Health Skills for High School*: 33, 42, 49, 184–185, 275, 427, 459 *Human Development and Relationships*: 58, 149
3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.	*Essential Health Skills for High School*: 31–38, 40–41, 103, 223–226, 247, 259, 316, 427, 459 *Human Development and Relationships*: 16, 59, 150, 160
3.12.4 Use valid and reliable sources of health information, products, services, and other resources.	*Essential Health Skills for High School*: 31–38, 40–41, 87, 180, 193–194, 223–226, 247, 259, 316 *Human Development and Relationships*: 16, 121, 164
3.12.5 Apply strategies to manage misinformation and disinformation.	*Essential Health Skills for High School*: 33–36, 109–110, 215, 427, 247, 275, 316, 459

Standard 4—Use interpersonal communication skills to support health and well–being of self and others.

Standards	Correlating Pages
4.12.1 Apply effective communication	*Essential Health Skills for High School*: 54–70, 75–

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Standards	Correlating Pages
skills across multiple modes of communication and media formats to support health and well–being of self and others.	76, 113, 150, 172, 187, 193–194, 219, 268, 296, 311, 319–320, 325, 363–364, 483 *Human Development and Relationships*: 51–52, 62–63, 72–73, 76–78, 99–100, 135
4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.	*Essential Health Skills for High School*: 54–70, 75–76, 150, 172, 187, 193–194, 219, 268, 311, 319–320, 325, 363–364, 483 *Human Development and Relationships*: 51–52, 62–63,72–73, 76–77, 80–83, 101
4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	*Essential Health Skills for High School*: 76, 159, 172, 187, 193–194, 268, 325 *Human Development and Relationships*: 52–53, 65, 90, 99–100, 116
4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.	*Essential Health Skills for High School*: 54–62, 75, 153 *Human Development and Relationships*: 51–52, 62–65, 80–83, 135
4.12.5 Apply refusal skills and strategies in a variety of situations.	*Essential Health Skills for High School*: 75, 319–320 *Human Development and Relationships*: 65
4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.	*Essential Health Skills for High School*: 63–70, 160, 473 *Human Development and Relationships*: 72–73, 76–77
4.12.7 Demonstrate collaboration skills in a variety of situations.	*Essential Health Skills for High School*: 63–70, 350, 473
4.12.8 Demonstrate negotiation skills in a variety of situations.	*Essential Health Skills for High School*: 63–70, 160, 222, 473 *Human Development and Relationships*: 62–63

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Standards	Correlating Pages
4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.	*Essential Health Skills for High School*: 54–62, 63–70, 113, 150, 172, 187, 193–194, 219, 268, 296, 311, 319–320, 325, 380, 483 *Human Development and Relationships*: 17, 51–52, 62–65, 72–73, 76–77, 135
4.12.10 Communicate with empathy and compassion.	*Essential Health Skills for High School*: 54–62, 63–70, 133–135, 138, 150, 172, 193–194, 311 *Human Development and Relationships*: 36, 62–63, 72–73, 135

Standard 5—Use a decision–making process to support health and well–being of self and others.

Standards	Correlating Pages
5.12.1 Analyze how health–related decisions may affect personal and community health and well–being from a variety of perspectives.	*Essential Health Skills for High School*: 13–15, 24–25, 30, 138, 208, 218–219, 231–234, 273 *Human Development and Relationships*: 60–61, 64, 71–72, 92, 142
5.12.2 Determine when and why health–related situations require the application of a thoughtful decision–making process.	*Essential Health Skills for High School*: 24–25, 30, 208, 273 *Human Development and Relationships*: 37, 44, 51–52, 60–61, 64, 79, 92, 142
5.12.3 Apply an individual, supported, or collaborative decision–making process to maintain or improve health and well–being.	*Essential Health Skills for High School*: 24–28, 30, 45, 177, 233, 260, 273, 311, 326, 356, 407 *Human Development and Relationships*: 44, 52–53, 64, 92, 140, 142, 144
5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health–related decision.	*Essential Health Skills for High School*: 25–26, 30, 120, 138, 211–215, 233, 239–246, 273, 311, 316–321, 326, 356, 407 *Human Development and Relationships*: 61–65, 72–73, 92, 133–137, 142
5.12.5 Analyze the potential impact of a decision on the health and well–being at	*Essential Health Skills for High School*: 13–15, 25–26, 30, 138, 208, 218–219, 231–234, 273, 311, 326,

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Standards	Correlating Pages
individual, interpersonal, community, societal, and environmental levels.	336, 356, 407 *Human Development and Relationships*: 60–61, 64, 71–72, 92, 142
5.12.6 Develop a plan of action to implement a health–related decision.	*Essential Health Skills for High School*: 24–28, 30, 260, 273, 311, 326, 356, 407 *Human Development and Relationships*: 61–65, 92, 140, 142
5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.	*Essential Health Skills for High School*: 24–28, 30, 45, 71–73, 76, 99–100, 221–222, 312–316, 356, 407 *Human Development and Relationships*: 55–59, 64, 82, 142
5.12.8 Evaluate the effectiveness of health–related decisions.	*Essential Health Skills for High School*: 25–26, 30, 273, 336, 356 *Human Development and Relationships*: 64, 72, 134–136, 143

Standard 6—Use a goal–setting process to support health and well–being of self and others.

Standards	Correlating Pages
6.12.1 Assess personal health, well–being, and factors for engaging in a goal–setting process.	*Essential Health Skills for High School*: 28–29, 44, 53, 125, 243, 412, 446
6.12.2 Use an individual, supported, or collaborative goal–setting process as appropriate.	*Essential Health Skills for High School*: 28–29, 44, 160, 243, 311, 336, 434 *Human Development and Relationships*: 44, 52, 140
6.12.3 Develop a goal and analyze how it supports health and well–being.	*Essential Health Skills for High School*: 28–29, 44, 53, 73, 120, 125, 160, 229, 243, 263, 275, 311, 336, 359, 412, 434, 446, 473 *Human Development and Relationships*: 44, 52
6.12.4 Implement a plan that addresses supports and barriers to attaining a health–	*Essential Health Skills for High School*: 28–29, 44,

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Standards	Correlating Pages
related goal.	73, 120, 243, 263, 275, 359, 446 *Human Development and Relationships*: 125
6.12.5 Monitor progress and adjust the goal or plan as appropriate.	*Essential Health Skills for High School*: 28–29, 44, 73, 120, 243, 359, 446
6.12.6 Evaluate the goal–setting process and outcomes on health and well–being.	*Essential Health Skills for High School*: 28–29, 44, 73, 120, 229, 243, 275, 359, 446

Standard 7—Demonstrate practices and behaviors to support health and well–being of self and others.

Standards	Correlating Pages
7.12.1 Analyze supports and barriers to engaging in health–related practices and behaviors.	*Essential Health Skills for High School*: 10–23, 26, 53, 56, 80–85, 100, 147–149, 169, 177, 221–222, 242, 264, 281, 288–290, 293–294, 298, 301–302, 312–316, 331, 409–410 *Human Development and Relationships*: 55–59
7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well–being.	*Essential Health Skills for High School*: 26, 43–45, 57–62, 65–69, 73–76, 101–103, 109–113, 115–118, 125–130, 133–137, 151–159, 178–180, 191–194, 211–215, 223–228, 237, 239–251, 257–260, 316–321, 329–348, 351–356, 359–366, 383–389, 392–402, 407–412, 432–436, 447–448, 455–456, 464, 476–483, 485–490 *Human Development and Relationships*: 6–7, 14–16, 23–25, 49–53, 61–65, 72–73, 76–78, 85–90, 98–101, 104–106, 130–137
7.12.3 Adapt practices and behaviors to support individual and collective health and well–being.	*Essential Health Skills for High School*: 56, 60–61, 65, 76, 128, 137, 158, 216–217, 227, 240–244, 320, 347, 356, 412, 490 *Human Development and Relationships*: 18, 66, 72, 101, 124, 132
7.12.4 Demonstrate a variety of practices and behaviors supporting individual and	*Essential Health Skills for High School*: 43–44, 57–62, 65–69, 73–76, 101–103, 109–113, 115–118, 125–130, 133–137, 151–159, 178–180, 191–194,

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Standards	Correlating Pages
collective health and well–being.	211–215, 223–229, 239–251, 257–260, 316–321, 329–348, 351–356, 359–366, 383–389, 392–402, 407–412, 432–436, 447–448, 455–456, 464, 476–483, 485–490 *Human Development and Relationships*: 6–7, 14–16, 23–25, 49–53, 61–65, 72–73, 76–78, 85–90, 98–101, 104–106, 130–137

Standard 8—Advocate to promote health and well–being of self and others.

Standards	Correlating Pages
8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.	*Essential Health Skills for High School*: 16–22, 46–49, 84, 95, 105–108, 185, 219, 221–222, 301, 382 *Human Development and Relationships*: 14, 84, 129, 139, 158
8.12.2 Advocate for health issues either collaboratively or individually to promote health and well–being.	*Essential Health Skills for High School*: 20, 49–51, 62, 84, 95, 103, 112–113, 120, 160, 177, 185, 206, 225, 295, 301, 367, 370, 382, 387, 436, 462, 486 *Human Development and Relationships*: 14, 35, 84, 129, 139, 157–159
8.12.3 Customize advocacy skills and strategies for varying audiences and contexts.	*Essential Health Skills for High School*: 20, 49–51, 62, 84, 103, 120, 160, 177, 185, 219, 225, 252, 301, 349, 367, 370, 382, 387, 436, 462, 486 *Human Development and Relationships*: 14, 35, 84, 129, 139, 158
8.12.4 Demonstrate self–advocacy skills and strategies to promote health and well–being.	*Essential Health Skills for High School*: 35–37, 42–43, 95, 118, 129–130, 179–180
8.12.5 Demonstrate advocacy skills and strategies to promote health and well–being at interpersonal, community, societal, and environmental levels.	*Essential Health Skills for High School*: 20, 49–51, 62, 84, 103, 110, 112–113, 120, 129–130, 160, 177, 185, 206, 215, 225, 252, 295, 301, 319–321, 349, 367, 370, 382, 387, 389, 436, 462, 486 *Human Development and Relationships*: 14, 35, 84,

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Standards	Correlating Pages
	129, 139, 157–159
8.12.6 Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels.	*Essential Health Skills for High School*: 53, 103, 110, 112–113, 120, 185, 206, 252, 349, 387, 436 *Human Development and Relationships*: 14, 35, 84, 129, 139
8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.	*Essential Health Skills for High School*: 49–51, 103, 112–113, 185, 267, 295, 370, 422, 473 *Human Development and Relationships*: 14, 44, 101–102, 129, 150

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