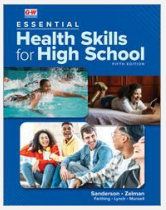
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Correlation of Essential Health Skills for High School© (2025)
with Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health
for the State Of Tennessee
Tennessee Lifetime Wellness Standards
Grades 9-12 (High School)



Standards		Correlating Text Pages
Component: Personal Wellness **Subcomponent: Nutrition**		
HS.PW.1	Identify the relationship between healthy eating and total wellness.	**Instruction**: 199-206, 208-210, 214-215, 218-219 200 Figure 4.1.1 Carbohydrates 201 Figure 4.1.2 Health Benefits of Dietary Fiber 202 Figure 4.1.3 Fats 203 Figure 4.1.4 Types and Functions of Vitamins 204 Figure 4.1.5 Types and Functions of Minerals 208 Figure 4.2.1 MyPlate Food Guidance 209 Figure 4.2.3 Vegetables **Application:** 199 Local and Global Health - Undernutrition: A Global Problem 206 Comprehend Concepts #1, Health and Wellness Skills #1-3 211 Skills for Health and Wellness - Weight and Nutrition 219 Health and Wellness Skills #1-2
HS.PW.2	Evaluate personal nutritional and energy needs.	**Instruction**: 208-217 208 Figure 4.2.1 MyPlate Guidelines 210 Figure 4.2.4 MyPlate Plan 217 Figure 4.2.8 Individual Needs **Application:** 218 Case Study - Individual Dietary Needs 219 Comprehend Concepts #1, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2 220 Warm Up Activity
HS.PW.3	Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).	**Instruction**: 13, 19, 199, 208-215, 218-219 13 Figure 1.2.3 Nutrition and Physical Activity 19 Figure 1.3.3 Cultural Practices That Affect Health and Wellness 208 Figure 4.2.2 MyPlate Food Guidance **Application:** 13 Case Study - Stressed, Sick, and Now What 22 Skills for Health and Wellness - What Factors Affect Your Health 199 Local and Global Health - Undernutrition: A Global Problem 211 Skills for Health and Wellness - Weight and Nutrition 219 Health and Wellness Skills #2



Standards		Correlating Text Pages
Component Extension	Interpret food labels, critique fad diets, and recognize food safety practices.	**Instruction**: 221-228 223 Figure 4.3.2 Understanding Nutrition Facts and Food Labels 224 Figure 4.3.3 Checking the Ingredient List 228 Figure 4.3.5 Preventing Foodborne Illness **Application:** 220 Reading and Notetaking Activity, Warm Up Activity 225 Health in the Media - Be Wary of Celebrity Endorsements 229 Comprehend Concepts #4, Critical Thinking Skills #3, Health and Wellness Skills #1
Component: Personal Wellness **Subcomponent: Fitness**		
HS.PW.4	Implement the health-related and skill-related components of fitness.	**Instruction**: 231-238, 239-251 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Physical Activity Reduces the Risk 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 245 Figure 4.5.6 Do Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Figure 4.5.8 Places to Get Physical Activity 248 Figure 4.5.9 A Warm Up Should Include 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad 251 Figure 4.5.13 Prevent and Treat Injuries **Application:** 230 Reading and Notetaking Activity, Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 237 Health Across the Life Span - Steps to a Healthier Life 238 Comprehend Concepts #1, Critical Thinking Skills #1 239 Reading and Notetaking Activity, Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #2, Critical Thinking Skills #1-2



Standards		Correlating Text Pages
HS.PW.5	Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness.	**Instruction**: 231-238, 239-251 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Physical Activity Reduces the Risk 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 245 Figure 4.5.6 Do Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Figure 4.5.8 Places to Get Physical Activity 248 Figure 4.5.9 A Warm Up Should Include 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad 251 Figure 4.5.13 Prevent and Treat Injuries **Application:** 230 Reading and Notetaking Activity, Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 237 Health Across the Life Span - Steps to a Healthier Life 238 Comprehend Concepts #1, Critical Thinking Skills #1 239 Reading and Notetaking Activity, Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #2, Critical Thinking Skills #1-2
HS.PW.6	Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warm-up/cool-down).	**Instruction**: 234-251 234 Figure 4.4.3 Health Related Fitness 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 244 Figure 4.5.5 Taking a Pulse 245 Figure 4.5.6 Steps for Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Figure 4.5.8 Places to Get Physical Activity



Standards		Correlating Text Pages
		248 Figure 4.5.9 A Warm Up Should Include 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad 251 Figure 4.5.13 Prevent and Treat Injuries **Application:** 230 Reading and Notetaking Activity, Warm Up Activity 237 Health Across the Life Span 238 Comprehend Concepts #1-2 239 Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #2, Critical Thinking Skills #1-2
HS.PW.7	Construct fitness goals (i.e., S.M.A.R.T.)	**Instruction**: 28-29, 239-251 29 Figure 1.4.5 Goals 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 245 Figure 4.5.6 Do Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Figure 4.5.8 Places to Get Physical Activity 248 Figure 4.5.9 A Warm Up Should Include 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad 251 Figure 4.5.13 Prevent and Treat Injuries **Application:** 239 Reading and Notetaking Activity, Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #2, Critical Thinking Skills #1-2
Component Extension	Research community resources that promote fitness and wellness.	**Instruction**: 240-246 241 Figure 4.5.2 Bring Physical Activity into Your Daily Life 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 246 Figure 4.5.8 Places to Get Physical Activity **Application:** 239 Warm Up Activity



Standards		Correlating Text Pages
		243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Critical Thinking Skills #1, Health and Wellness Skills #1
Component: Personal Wellness **Subcomponent: Disease Prevention**		
HS.PW.8	Explain the importance of preventative health care and how it contributes to overall wellness.	43 Getting Regular Checkups and Screenings 43-44 Seeking Treatment for a Health Condition 464 Health and Wellness Skills
HS.PW.9	Identify and explain signs, symptoms, screenings, treatment, and prevention of chronic or non-infectious diseases (e.g. cardiovascular disease, cancer, diabetes).	419-422 Understanding Noncommunicable Disease 441-447 Types of Cardiovascular Diseases 447-449 Preventing and Treating Cardiovascular Diseases 450-451 What Causes Cancer? 452-454 Common Cancers 455 Preventing and Treating Cancer 457-459 Diabetes Mellitus 461 Practice Your Skills
HS.PW.10	Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).	413 Warm-Up Activity 424-431 Common Communicable Diseases 432-436 Preventing Communicable Diseases
HS.PW.11	Analyze the difference between infectious and non-infectious disease.	413-417 Understanding Communicable Diseases 419-422 Understanding Noncommunicable Diseases 424-429 Common Communicable Diseases
HS.PW.12	Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).	392-401 Personal Hygiene 404 Understanding Sleep 414 Local and Global Health 418-419 Immunity: The Body's Defense Against Infection 432-436 Preventing Communicable Diseases 436 Figure 7.5.3 Common Vaccines 455 Figure 7.7.3 Reducing Your Risk for Cancer
Component: Mental, Emotional, and Social Health **Subcomponent: Emotional Health**		
HS.MESH.1	Identify emotions and their effects on the mind and body.	**Instruction**: 115-119, 122-127 115 Figure 2.5.1 Managing Your Emotions 117 Figure 2.5.2 Emotional Vocabulary 118 Figure 2.5.3 Express Your Feelings 119 Figure 2.5.4 Skills for Developing Emotional Intelligence 122 Figure 2.6.1 The Impact of Mindset 124 Figure 2.6.2 Positive Mindset 124 Figure 2.6.3 Field of Concern 126 Figure 2.6.4 Strategies for Practicing Mindfulness 127 Figure 2.6.5 Modify Your Outlook **Application:**



Standards		Correlating Text Pages
		114 Reading and Notetaking Activity, Warm Up Activity 116 Health in the Media - The Rapid Spread of Negative Emotions 120 Comprehend Concepts #1-2, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3 123 Health Across the Life Span - How Does Mindset Affect Aging 131 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-3
HS.MESH.2	Recognize stressors and formulate personal stress management techniques.	**Instruction**: 140-149, 151-159 141 Figure 3.1.1 Sources of Stress 142 Figure 3.1.2 How Stress is Perceived 144 Figure 3.1.3 Fight or Flight Response 152 Figure 3.2.1 Questions to Help Identify Stressors 154 Figure 3.2.2 Time Management 155 Figure 3.2.3 Using Positive Self Talk 156 Figure 3.2.4 Use Distraction and Humor 157 Figure 3.2.5 Deep Breathing 157 Figure 3.2.6 Progressive Muscle Relaxation 159 Figure 3.2.7 Using Mindfulness to Reduce Stress **Application:** 140 Reading and Notetaking Activity, Warm Up Activity 143 Health in the Media - Can Social Media Cause Stress 145 Research in Action - Can Stress Be Passed Through Generations 150 Comprehend Concepts #1-3, Critical Thinking Skills #1-4, Health and Wellness Skills #1-4 151 Reading and Notetaking Activity, Warm Up Activity 153 Case Study - Stressful Situations 158 Skills for Health and Wellness - Trying Relaxation Techniques 160 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-5
HS.MESH.3	Design useful strategies for suicide prevention.	**Instruction**: 188-194 189 Figure 3.6.1 Individual Factors 191 Figure 3.6.2 Suicide Contagion 192 Figure 3.6.3 Managing Warning Signs Online 193 Figure 3.6.4 Suicide Prevention Resources **Application:** 188 Warm Up Activity 190 Health in the Media - Media Representations of Suicide 194 Skills for Health and Wellness - Helping a Friend Who is Considering Suicide 196 Comprehend Concepts #1-2, Critical Thinking Skills #2, Health and Wellness Skills #1-3



Standards		Correlating Text Pages
HS.MESH.4	Identify ways to develop self-care behaviors.	101-103 Improving Your Self-Esteem 421 Local and Global Health
HS.MESH.5	Identify and explain adverse childhood experiences.	***Essential Health Skills for High School* Text**: Lesson 1.1, page 7 (Research in Action) Lesson 3.1, page 143 (5th paragraph) ***Human Development and Relationships* Text**: Lesson 10.3, page 97 (3rd full paragraph), page 101 (Critical Thinking #1)
Component Extension	Self-esteem project.	**Instruction**: 98-103 99 Figure 2.3.1 Characteristics of People with Healthy and Low Self Esteem 100 Figure 2.3.2 Factors Affecting Self Esteem 102 Figure 2.3.3 Avoid Perfectionism **Application:** 98 Reading and Notetaking Activity. Warm Up Activity 101 Health in the Media - Fear of Missing Out (FOMO) 103 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-4
Component: Mental, Emotional, and Social Health **Subcomponent: Mental Health**		
HS.MESH.6	Examine characteristics of mental health conditions (i.e., anxiety, depression, eating).	**Instruction**: 161-169, 171-177 163 Figure 3.3.1 Physical Symptoms of Anxiety 164 Figure 3.3.2 Symptoms of Social Media Anxiety Disorder 164 Figure 3.3.3 Different Phobias 165 Figure 3.3.4 Obsession and Compulsions 166 Figure 3.3.5 Changes to Thinking and Behavior with Major Depressive Disorder 167 Figure 3.3.6 Common Personality Disorders 168 Figure 3.3.7 Stages of Substance Use 171 Figure 3.4.1 Eating Disorders Versus Disordered Eating 173 Figure 3.4.2 Types of Eating Disorders 175 Figure 3.4.3 Some Health Effects **Application:** 161 Reading and Notetaking Activity, Warm Up Activity 162 Research in Action - Mental Illnesses: Biology and Psychology 169 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #!-4 170 Reading and Notetaking Activity, Warm Up Activity 172 Skills for Health and Wellness - Helping a Friend with Disordered Eating 174 Case Study - Struggling with How You Look



Standards		Correlating Text Pages
		177 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
HS.MESH.7	Describe the stages of grief.	**Instruction**: 194-195 195 Figure 3.6.5 Stages of Grief **Application:** 196 Comprehend Concepts #3, Critical Thinking Skills #1, #3 *See Supplemental Human Development and Relationships* **Instruction**: 36-37 37 Figure 9.4.8 Effects of Grief **Application:** 36 Skills for Health and Wellness - Working Through Grief 37 Comprehend Concepts #3, Critical Thinking Skills #3, Health and Wellness Skills #3
HS.MESH.8	Explain when to seek help for mental and emotional health concerns (provide local resources and national 988)	***Essential Health Skills for High School* Text**: Lesson 2.1, page 86 (Assessing Mental and Emotional Health and Well-Being, Figure 2.1.8), 87 (Critical Thinking #4); Lesson 3.5, pages 179-180 (Know When You Need Help, Figure 3.5.1); Lesson 3.6, pages 192-194 (Recognize Warning Signs, Get Help, Skills for Health and Wellness) ***Essential Health Skills for High School* Instructor Resources**: Lesson 3.5 Teacher-Directed Activity: When Is Help Needed?, Lesson 3.6 Teacher-Directed Activity: Warning Signs of Suicide
Component Extension	Research community resources.	**Instruction**: 180-187 180 Figure 3.5.2 Finding Mental Health Resources 181 Figure 3.5.3 What Does a Therapist Do 183 Figure 3.5.4 Mental Health Medications 186 Figure 3.5.6 National Alliance on Mental Illness (NAMI) **Application:** 178 Warm Up Activity 182 Case Study - Mental Health Medical Record Profiles 187 Comprehend Concepts #1, Critical Thinking Skills #2, #4, Health and Wellness Skills #2-3
Component: Mental, Emotional, and Social Health **Subcomponent: Social Health**		
HS.MESH.9	Identify positive ways of resolving interpersonal conflict.	**Instruction**: 63-69 64 Figure 1.9.1 Healthy Versus Unhealthy Conflict 65 Figure 1.9.2 Resolving Conflicts



Standards		Correlating Text Pages
		66 Figure 1.9.3 Identify the Cause of the Conflict 67 Figure 1.9.4 Examples of Compromises for Common Conflicts 69 Figure 1.9.5 Mediators **Application:** 63 Reading and Notetaking Activity, Warm Up Activity 65 Research in Action - The Magic Relationship Ratio 68 Skills for Health and Wellness - Solve a Conflict with a Friend 70 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
HS.MESH.10	Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).	**Instruction**: 71-76, 318-319 72 Figure 1.10.1 Negative Peer Pressure 75 Figure 1.10.2 Examples of Refusal Skills 318 Figure 5.6.5 What's Your Plan 319 Figure 5.6.6 Ways to Say No **Application:** 71 Reading and Notetaking Activity, Warm Up Activity 73 Health in the Media - The Power of Virtual Peer Pressure 74 Case Study - Peer Pressure in Action 76 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2 320 Skills for Health and Wellness - Refusing Substances 326 Critical Thinking Skills #2 *See Supplemental Human Development and Relationships* **Instruction**: 65, 135, 142 65 Figure 9.7.6 Refusing Sexual Pressure **Application:** 66 Critical Thinking Skills #2
Component Extension	Practice non-abusive behaviors.	**Instruction**: 63-69 64 Figure 1.9.1 Healthy Versus Unhealthy Conflict 65 Figure 1.9.2 Resolving Conflicts 66 Figure 1.9.3 Identify the Cause of the Conflict 67 Figure 1.9.4 Examples of Compromises for Common Conflicts 69 Figure 1.9.5 Mediators **Application:** 63 Reading and Notetaking Activity, Warm Up Activity 65 Research in Action - The Magic Relationship Ratio 68 Skills for Health and Wellness - Solve a Conflict with a Friend



Standards		Correlating Text Pages
		70 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
Component: First Aid and Safety **Subcomponent: First Aid Procedures**		
HS.FAS.1	Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking).	**Instruction**: 337-348 338 Figure 6.2.1 First Aid Kit Essentials 339 Figure 6.2.2 Calling 911: What They Need to Know 340 Figure 6.2.3 Treating Minor Injuries 341 Figure 6.2.4 Bites and Stings 342 Figure 6.2.5 EpiPens 342 Figure 6.2.6 Types of Burns 344 Figure 6.2.7 CPR 344 Figure 6.2.8 Using an Automated External Defibrillator (AED) 345 Figure 6.2.9 Signs and Symptoms of Frostbite 346 Figure 6.2.10 Heat Related Illnesses 348 Figure 6.2.11 The Five and Five Method **Application:** 337 Reading and Notetaking Activity, Warm Up Activity 347 Local and Global Health - Extreme Weather and a Changing Climate 349 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2
HS.FAS.2	Demonstrate hands-on CPR.	**Instruction**: 343-344 344 Figure 6.2.7 CPR **Application:** 337 Reading and Notetaking Activity 349 Critical Thinking Skills #3, Health and Wellness Skills #1
Component Extension	Role play emergency situations.	**Instruction**: 337-348, 351-355 338 Figure 6.2.1 First Aid Kit Essentials 339 Figure 6.2.2 Calling 911: What They Need to Know 340 Figure 6.2.3 Treating Minor Injuries 341 Figure 6.2.4 Bites and Stings 342 Figure 6.2.5 EpiPens 342 Figure 6.2.6 Types of Burns 344 Figure 6.2.7 CPR 344 Figure 6.2.8 Using an Automated External Defibrillator (AED) 345 Figure 6.2.9 Signs and Symptoms of Frostbite 346 Figure 6.2.10 Heat Related Illnesses 348 Figure 6.2.11 The Five and Five Method 351 Figure 6.3.1 Behaviors to Report 353 Figure 6.3.2 Staying Safe in Social Situations 353 Figure 6.3.3 Preparing for Emergencies 355 Figure 6.3.5 Disaster Preparedness



Standards		Correlating Text Pages
		Application: 337 Reading and Notetaking Activity, Warm Up Activity 347 Local and Global Health - Extreme Weather and a Changing Climate 349 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2 350 Warm Up Activity 352 Case Study - Staying Safe 356 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-4
Component: First Aid and Safety **Subcomponent: Vehicle Driver and Occupant Safety**		
HS.VOS.1	Explain increased potential of injury when employing high risk behaviors while operating and occupying a vehicle. (e.g., distracted driving, impaired driving, seat belt safety, and pedestrians).	13 Injuries and Accidents 14 Teen Drivers at Higher Risk for Injury 330-333 Motor Vehicle Safety
HS.VOS.2	Explain the four levels of the Tennessee Graduated Driver's License laws.	**Essential Health Skills for High School Text** Instructor Resources, Lesson Plan 6.1 page 3
Component: First Aid and Safety **Subcomponent: Technology Safety**		
HS.TS.1	Identify how people utilize technology to build relationships and to abuse and exploit relationships.	**Instruction**: 329-335, 358-366 332 Figure 6.1.4 Safety on School Buses 333 Figure 6.1.5 Using Your Phone While Driving 358 Figure 6.4.1 Aspects of a Digital Footprint 360 Figure 6.4.2 Copyright Laws 361 Figure 6.4.3 Online Etiquette 362 Figure 6.4.4 Personal Information 363 Figure 6.4.5 Privacy Settings 363 Figure 6.4.6 Before You Post Online 365 Figure 6.4.7 Hacking and Viruses 366 Figure 6.4.8 Navigating Websites Safely **Application**: 328 Reading and Notetaking Activity, Warm Up Activity 331 Health in the Media - Social Media Challenges and Dares 336 Comprehend Concepts #2-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3 357 Reading and Notetaking Activity, Warm Up Activity 359 Skills for Health and Wellness - Promoting an Online Environment of Respect 364 Case Study - Navigating Life Online 367 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills#1-2



Standards		Correlating Text Pages
HS.TS.2	Identify the risks associated with sexting.	**Human Development and Relationships Text:** Lesson 9.6, pages 51-52 (Figure 9.6.6); Lesson 10.2, page 83 (paragraphs 3-6) **Human Development and Relationships Instructor Resources:** Lesson 9.6 Teacher-Directed Activity: Sexting
HS.TS.3	Define online sexual exploitation.	**Essential Health Skills for High School Text:** Lesson 6.4, page 362 (paragraphs 2-4) **Human Development and Relationships Text:** Lesson 10.2, page 83 (6th paragraph)
HS.TS.4	Explain ways to create and maintain a safe, positive online environment.	357-367 Being Safe on the Internet
Component: Human Growth and Development **Subcomponent: Relationships**		
HS.HGD.1	Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).	**Instruction**: 466-471, 474-483, 484-490 467 Figure 8.1.1 Why Are Relationships Important 468 Figure 8.1.2 Trust 469 Figure 8.1.3 Care, Commitment, and Support 470 Figure 8.1.4 Understanding Consent 476 Figure 8.2.2 Relationships with Parents and Guardians 478 Figure 8.2.3 Sibling Relationships 479 Figure 8.2.4 Relationships with Grandparents 480 Figure 8.2.5 Relationships in Your Community 481 Figure 8.2.6 Communicate Effectively 482 Figure 8.2.7 Where Can I Volunteer 485 Figure 8.3.1 Types of Friendships 487 Figure 8.3.2 Getting to Know Other People 488 Figure 8.3.3 Being Physically Present **Application:** 466 Reading and Notetaking Activity, Warm Up Activity 471 Health in the Media - Media Relationships: Healthy or Unhealthy 473 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3 474 Reading and Notetaking Activity, Warm Up Activity 477 Local and Global Health - Parents and Children Around the World 483 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2 484 Reading and Notetaking Activity, Warm Up Activity



Standards		Correlating Text Pages
		486 Research in Action - How Close Are Online Friendships 490 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-3 *See Supplemental Human Development and Relationships* **Instruction**: 45-54 47 Figure 9.6.1 Is My Relationship Healthy or Unhealthy 48 Figure 9.6.2 Balance 49 Figure 9.6.3 Affection 49 Figure 9.6.4 Getting to Know a Dating Partner 51 Figure 9.6.5 Boundaries **Application:** 45 Reading and Notetaking Activity, Warm Up Activity 50 Health Across the Life Span - Building a Road Map for Healthy Relationships 52 Case Study - Dating Dilemmas 54 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2
HS.HGD.2	Determine the influence of families, media, cultural traditions, and economic factors on human development.	*See Supplemental Human Development and Relationships* **Instruction**: 27-35 28 Figure 9.4.1 Factors Affecting Development 29 Figure 9.4.2 Disabilities 31 Figure 9.4.3 Infant Milestones 32 Figure 9.4.4 Development of Toddlers 33 Figure 9.4.6 Development During Middle Childhood 34 Figure 9.4.7 Stages of Adulthood **Application:** 27 Reading and Notetaking Activity, Warm Up Activity 35 Health Across the Life Span - The Again Process 37 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2
HS.HGD.3	Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking	***Human Development and Relationships* Text**: Lesson 10.3, page 93 (Types of Abuse), pages 96-97 (Child Neglect and Abuse); Lesson 10.4, page 105 (Human Trafficking), page 110 (Health and Wellness Skills #2) ***Human Development and Relationships* Student Resources**: Lesson 10.3 Understanding Abuse



Standards		Correlating Text Pages
HS.HGD.4	Evaluate how to reduce risks of becoming a victim of abuse and the process to report.	***Human Development and Relationships* Text**: Lesson 10.3, page 99-100 (Increase Protective Factors, Recognize and Report Abusive Behavior), page 101 (Critical Thinking #2, Health and Wellness Skills #1) ***Human Development and Relationships* Student Resources**: Lesson 10.3 Workbook: Reporting Abuse
HS.HGD.5	Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting	***Human Development and Relationships* Text**: Lesson 10.3, page 99 (Increase Protective Factors), page 100-101 (Figure 10.3.8, Get Help and Treatment, Critical Thinking #2, Health and Wellness Skills #3) ***Human Development and Relationships* Student Resources**: Lesson 10.3 Workbook: Reporting Abuse
HS.HGD.6	Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults	***Human Development and Relationships* Text**: Lesson 10.4, pages 105-108 (Human Trafficking, Preventing and Responding to Human Trafficking, Figure 10.4.4), page 110 (Comprehend #2, Health and Wellness Skills #2)
Component Extension	Negotiation/collaboration skills as helpful/harmful in resolving conflict (e.g., domestic violence, healthy dating).	**Instruction**: 63-69 64 Figure 1.9.1 Healthy Versus Unhealthy Conflict 65 Figure 1.9.2 Resolving Conflicts 66 Figure 1.9.3 Identify the Cause of the Conflict 67 Figure 1.9.4 Examples of Compromises for Common Conflicts 69 Figure 1.9.5 Mediators **Application:** 63 Reading and Notetaking Activity, Warm Up Activity 65 Research in Action - The Magic Relationship Ratio 68 Skills for Health and Wellness - Solve a Conflict with a Friend 70 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
Component: Human Growth and Development **Subcomponent: Sexuality**		
HS.HGD.7	Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).	*See Supplemental Human Development and Relationships* **Instruction**: 3-4, 9-12, 19-22, 25-26, 27-35 3 Figure 9.1.1 Organs of the Male Reproductive System 9 Figure 9.2.1 Organs of the Female Reproductive System



Standards		Correlating Text Pages
		10 Figure 9.2.2 The External Organs of the Female Reproductive System 11 Figure 9.2.3 The Menstrual Cycle 20 Figure 9.3.1 The Germinal Stage 21 Figure 9.3.2 The Embryonic Stage 22 Figure 9.3.3 Trimesters of Pregnancy 25 Figure 9.3.5 Childbirth 28 Figure 9.4.1 Factors Affecting Development 29 Figure 9.4.2 Disabilities 31 Figure 9.4.3 Infant Milestones 32 Figure 9.4.4 Development of Toddlers 33 Figure 9.4.6 Development During Middle Childhood 34 Figure 9.4.7 Stages of Adulthood **Application:** 2 Reading and Notetaking Activity, Warm Up Activity 4 Case Study - Getting to the Facts 7 Comprehend Concepts #1, Critical Thinking Skills #1 8 Reading and Notetaking Activity, Warm Up Activity 17 Comprehend Concepts #1, Critical Thinking Skills #1 18 Reading and Notetaking Activity, Warm Up Activity 26 Comprehend Concepts #1, #3, Critical Thinking Skills #1 27 Reading and Notetaking Activity, Warm Up Activity 35 Health Across the Life Span - The Again Process 37 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2
HS.HGD.8	Recognize abstinence from all sexual activity as a positive choice.	*See Supplemental Human Development and Relationships* 55-66, 131, 134, 142 56 Figure 9.7.1 Effects of Sexual Abstinence 60 Figure 9.7.4 Importance and Benefits of Abstinence 62 Figure 9.7.5 Communicating Sexual Boundaries 65 Figure 9.7.6 Refusing Sexual Pressure 134 Figure 11.3.1 Benefits of Sexual Abstinence **Application:** 55 Reading and Notetaking Activity, Warm Up Activity 58 Health in the Media - Portrayal of Sex in the Media 64 Skills for Health and Wellness - Use the Decision Making Process: Sexual Activity 66 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3 140 Comprehend Concepts #1, Health and Wellness Skills #2 142 Research in Action - Reducing Teen Pregnancies and STIs
HS.HGD.9	Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy,	*See Supplemental Human Development, Relationships, and Sexual Health*



Standards		Correlating Text Pages
	abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.	**Instruction**: 141-149, 162-167, 169-174, 175-181, 183-189 143 Figure 11.4.1 Methods of Contraception 147 Figure 11.4.3 Risk and Protective Factors of Teen Pregnancy 148 Figure 11.4.4 Impacts of Teen Pregnancy and Parenthood 163 Figure 12.2.1 Evaluating Information About Sexual Health 170 Figure 12.3.1 Barrier Methods 172 Figure 12.3.2 Using an External Condom 172 Figure 12.3.3 Using an Internal Condom 173 Figure 12.3.4 Diaphragm 176 Figure 12.4.1 Hormonal Methods 177 Figure 12.4.2 Oral Contraceptives 178 Figure 12.4.4 Birth Control Patch 179 Figure 12.4.5 Vaginal Ring 179 Figure 12.4.6 Birth Control Implant 180 Figure 12.4.7 Intrauterine Device (IUD) 184 Figure 12.5.1 Natural Methods and Sterilization 185 Figure 12.5.2 Cervical Mucus During the Menstrual Cycle 187 Figure 12.5.3 Withdrawal 187 Figure 12.5.4 Choosing Sterilization 188 Figure 12.5.5 Female Sterilization 189 Figure 12.5.6 Tubal Ligation **Application:** 141 Reading and Notetaking Activity, Warm Up Activity 142 Research in Action - Reducing Teen Pregnancies and STIs 150 Comprehend Concepts #1, Critical Thinking Skills #1 162 Reading and Notetaking Activity, Warm Up Activity 164 Case Study - Is That Really True 166 Figure 12.2.2 Questions to Consider When Selecting Contraception 168 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3 169 Reading and Notetaking Activity, Warm Up Activity 171 Skills for Health and Wellness - Answering Questions About Your Sexual Health 174 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2 175 Reading and Notetaking Activity, Warm Up Activity 178 Local and Global Health - The Impact of the Pill 180 Research in Action - Male Hormonal Contraceptives



Standards		Correlating Text Pages
		182 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2 183 Reading and Notetaking Activity, Warm Up Activity 186 Health in the Media - Media Messages About Contraception
HS.HGD.10	Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).	*See Supplemental Human Development and Relationships* **Instruction**: 5-7, 12-17 5 Figure 9.1.2 Diseases and Disorders of the Male Reproductive System 6 10.1.3 Steps of a Testicular Self Examination 12 Figure 9.2.4 Menstrual Disorders 13 Figure 9.2.5 Endometriosis 15 Figure 9.2.6 Menstrual Hygiene Products 17 Figure 9.2.7 Symptoms That Need Medical Attention **Application:** 7 Comprehend Concepts #2-3, Critical Thinking Skills #2-3, Health and Wellness Skills #1-2 14 Local and Global Health - Cervical Cancer Screening 16 Skills for Health and Wellness - Understanding Sexual Health Services 17 Comprehend Concepts #2-3, Critical Thinking Skills #2-3, Health and Wellness Skills #1-2
HS.HGD.11	Explain adoption and the types of adoption (open, semi-open, and closed)	Section “Unexpected Pregnancy” (same unit as 9) outlines open, semi-open, closed adoption with comparison table (p. 146–148). Quick-write asks students to match scenario to adoption type.
HS.HGD.12	Analyze the benefits of adoption.	Unit 7.3 shows multicultural, blended, foster & adoptive family portraits; students interview a family member about their own structure in Skills-for-Health task.
HS.HGD.13	Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).	***Essential Health Skills for High School* Text**: Lesson 8.2, page 475 (Figure 8.2.1) ***Essential Health Skills for High School* Instructor Resources**: Lesson 8.2 Teacher-Directed Activity: What Makes a Family?
Component Extension	Create short- and long-term life plans.	**Instruction**: 24-29, 237 29 Figure 1.4.5 Goals 237 Health Across the Life Span - Steps to a Healthier Life **Application:** 24 Warm Up Activity 30 Comprehend Concepts #2, Critical Thinking Skills #2



Standards		Correlating Text Pages
		44 Skills for Health and Wellness - Creating a Health and Management Plan 53 Health and Wellness Skills #1 229 Health and Wellness Skills #3 238 Health and Wellness Skills #2 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan
Component: Substance Use and Abuse **Subcomponent: Appropriate Use**		
HS.SUA.1	Describe the proper use of over-the-counter and prescription drugs.	**Instruction**: 254-259 255 Figure 5.1.1 Medication Delivery Methods 256 Figure 5.1.2 Types of Prescription Medications 257 Figure 5.1.3 Tolerance and Withdrawal 259 Figure 5.1.4 Use Medications as Intended **Application:** 254 Reading and Notetaking Activity, Warm Up Activity 258 Case Study - The Reality of Medication Abuse 260 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
HS.SUA.2	Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy).	**Instruction**: 2-8, 10-14, 18-19, 297-302, 316-321 4 Figure 1.1.1 People in a State of Well Being 5 Figure 1.1.2 Mental and Emotional Health 8 Figure 1.1.3 Health Continuum **Application:** 2 Warm Up Activity 3 Case Study - The Interactions of Your Health 9 Health and Wellness Skills #3 15 Health and Wellness Skills #5 22 Skills for Health and Wellness - What Factors Affect Your Health 299 Research in Action - Your Brain on Drugs 320 Skills for Health and Wellness - Refusing Substances 326 Health and Wellness Skills #2, #4-5
Component Extension	Compare/contrast drugs in terms of their use and abuse.	**Instruction**: 261-270, 271-284, 285-296, 297-310 262 Figure 5.2.1 Medication Abuse 262 Figure 5.2.2 Medications and the Brain 264 Figure 5.2.3 Medication Misuse 265 Figure 5.2.4 Types of Prescription Opioids 269 Figure 5.2.7 Types of PEDs 268 Figure 5.2.6 Diet Pills 272 Figure 5.3.1 Types of Tobacco Products 274 Figure 5.3.2 Nicotine 276 Figure 5.3.3 Chemical Found in Cigarette Smoke 277 Figure 5.3.4 Respiratory Conditions 278 Figure 5.3.5 Myths and Facts About Vaping



Standards		Correlating Text Pages
		282 Figure 5.3.8 Secondhand Smoke During Pregnancy and Childhood 286 Figure 5.4.2 Blood Alcohol Consumption 289 Figure 5.4.5 Effects on the Brain 292 Figure 5.4.8 Signs of Alcohol Poisoning 293 Figure 5.4.9 Cirrhosis 293 Figure 5.4.10 Risky Behaviors 298 Figure 5.5.1 Symptoms of Withdrawal 302 Figure 5.5.3 Marijuana 304 Figure 5.5.4 Myths and Facts About Marijuana 305 Figure 5.5.5 Cocaine 306 Figure 5.5.6 Methamphetamine 307 Figure 5.5.7 Bath Salts 307 Figure 5.5.8 Hallucinogens 308 Figure 5.5.9 Heroin 309 Figure 5.5.10 Club Drugs 310 Figure 5.5.11 Inhalants **Application:** 258 Case Study - The Reality of Medication Abuse 261 Reading and Notetaking Activity, Warm Up Activity 263 Case Study - Prescription Problems 268 Skills for Health and Wellness - Reporting Substance Use 270 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2 273 Case Study - Just a Vape 284 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2 285 Reading and Notetaking Activity, Warm Up Activity 287 Local and Global Health - Consequences of Alcohol Use 291 Case Study - The Impact of Alcohol 297 Reading and Notetaking Activity, Warm Up Activity 299 Research in Action - Your Brain on Drugs 311 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-4
Component: Substance Use and Abuse **Subcomponent: Health Risks**		
HS.SUA.3	Summarize the consequences of drug use. (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana.).	**Instruction**: 256-257, 261-270, 273-284, 285-296, 297-310 257 Figure 5.1.3 Tolerance and Withdrawal 262 Figure 5.2.1 Medication Abuse 262 Figure 5.2.2 Medications and the Brain 264 Figure 5.2.3 Medication Misuse 265 Figure 5.2.4 Types of Prescription Opioids 269 Figure 5.2.7 Types of PEDs



Standards		Correlating Text Pages
		268 Figure 5.2.6 Diet Pills 274 Figure 5.3.2 Nicotine is Toxic 276 Figure 5.3.3 Chemicals Found in Cigarette Smoke 277 Figure 5.3.4 Respiratory Conditions 278 Figure 5.3.5 Myths and Facts About Vaping 279 Figure 5.3.6 Aerosol Created by Vaping Devices 282 Figure 5.3.8 Secondhand Smoke During Pregnancy and Childhood 283 Figure 5.3.9 Thirdhand Smoke and Aerosol 286 Figure 5.4.2 Blood Alcohol Consumption 289 Figure 5.4.5 Effects on the Brain 292 Figure 5.4.8 Signs of Alcohol Poisoning 293 Figure 5.4.9 Cirrhosis 293 Figure 5.4.10 Risky Behaviors 294 Figure 5.4.11 Social Consequences for Teen Drinking 298 Figure 5.5.1 Symptoms of Withdrawal **Application:** 258 Case Study - The Reality of Medication Abuse 263 Case Study - Prescription Problems 268 Skills for Health and Wellness - Reporting Substance Use 270 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2 273 Case Study - Just a Vape 281 Research in Action - Tobacco Use and Risky Behaviors 284 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2 285 Reading and Notetaking Activity, Warm Up Activity 287 Local and Global Health - Consequences of Alcohol Use 291 Case Study - The Impact of Alcohol 295 Health Across the Life Span - The Consequences of Drunk Driving Do Not Go Away 297 Reading and Notetaking Activity, Warm Up Activity 299 Research in Action - Your Brain on Drugs 311 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-4
HS.SUA.4	Analyze the role of family, community, and cultural norms in deciding to use drugs.	**Instruction**: 312-321 313 Figure 5.6.1 Genetic Makeup 313 Figure 5.6.2 The Complex Relationship Between Mental Health and Substance Misuse 315 Figure 5.6.3 Perceptions of Norms 317 Figure 5.6.4 Analyzing Advertisements 318 Figure 5.6.5 Planning Ahead



Standards		Correlating Text Pages
		319 Figure 5.6.6 Use Refusal Skills 321 Figure 5.6.7 Government Regulations on Substances **Application**: 312 Reading and Notetaking Activity, Warm Up Activity 314 Research in Action - Co-occurring Disorders: Substance Use and Mental Health 320 Skills for Health and Wellness - Refusing Substances 325 Skills for Health and Wellness - Helping Somone with a Substance Use Disorder
HS.SUA.5	Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).	**Instruction**: 261-270 262 Figure 5.2.1 Medication Abuse 264 Figure 5.2.3 Medication Misuse Makes People More Likely To 266 Figure 5.2.5 Opioid Overdose **Application:** 263 Case Study - Prescription Problems 267 Local and Global Health -Impact of the Covid 19 Pandemic on Substance Use 270 Critical Thinking Skills #1
Component Extension	Role playing peer pressure scenarios, multiplier effect.	**Instruction**: 314-315, 318-319 315 Figure 5.6.3 Peer Pressure 318 Figure 5.6.5 Planning Ahead 319 Figure 5.6.6 Ways to Say No **Application**: 320 Skills for Health and Wellness - Refusing Substances 326 Critical Thinking Skills #2, Health and Wellness Skills #1
Component: Substance Use and Abuse **Subcomponent: Risk Reduction**		
HS.SUA.6	Identify common warning signs of opioid and IV drug abuse.	**Instruction**: 265-270, 298-310 265 Figure 5.2.4 Types of Prescription Opioids 266 Figure 5.2.5 Opioid Overdose 269 Figure 5.2.7 Types of PEDS 298 Figure 5.5.1 Symptoms of Withdrawal 300 Figure 5.5.2 Overdose **Application:** 268 Skills for Health and Wellness - Reporting Substance Use 270 Comprehend Concepts #1-2 299 Research in Action - Your Brain on Drugs 311 Comprehend Concepts #1-2, Critical Thinking Skills #1 325 Skills for Health and Wellness - Helping Someone with a Substance Use Disorder



Standards		Correlating Text Pages
HS.SUA.7	Identify common symptoms of opioid prescription and IV drug overdose.	**Instruction**: 265-270, 298-310 265 Figure 5.2.4 Types of Prescription Opioids 266 Figure 5.2.5 Opioid Overdose 269 Figure 5.2.7 Types of PEDS 298 Figure 5.5.1 Symptoms of Withdrawal 300 Figure 5.5.2 Overdose **Application:** 268 Skills for Health and Wellness - Reporting Substance Use 270 Comprehend Concepts #1-2 299 Research in Action - Your Brain on Drugs 311 Comprehend Concepts #1-2, Critical Thinking Skills #1 325 Skills for Health and Wellness - Helping Someone with a Substance Use Disorder
HS. SUA.8	Demonstrate how to tell a trusted adult that someone you know may be misusing drugs.	**Instruction**: 316-325 **Application:** 268 Skills for Health and Wellness - Reporting Substance Use 312 Warm Up Activity 325 Skills for Health and Wellness - Helping Someone with a Substance Use Disorder 326 Critical Thinking Skills #3-4
HS.SUA.9	Identify ingredients present in e-cigarettes and vape devices.	276-277 Toxic Chemicals 276 Figure 5.3.3 278 Figure 5.3.5 278-279 Health Effects of Vaping
HS.SUA.10	Recognize the myths about the safety of vaping.	278 Figure 5.3.5 278-279 Health Effects of Vaping
HS.SUA.11	Identify the health risks associated with vaping caused by both the vaping device mechanism and the ingredients.	p. 274-279 & 282-283 aerosol toxins, third-hand residue, respiratory-disease timeline. Assessment item asks for three device + ingredient hazards.
Component Extension	Complete Narcan administration online course.	266 Figure 5.2.5 Opioid Overdose Treatment