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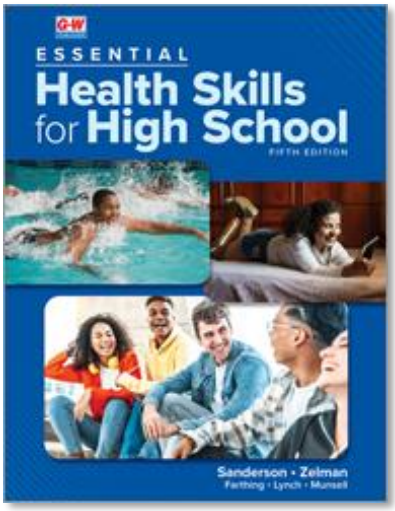
***Essential Health Skills for High School,* Sanderson, et al.**

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to

Utah Core State Standards for Health Education, Health II – High School

Goodheart-Willcox's 2025 *Essential Health Skills for High School* aligns well with the Utah Core State Health Education Standards for Health II. The textbook covers all the required strands and standards through its comprehensive modules and lessons. The skills-based approach, alignment with National Health Education Standards, and extensive supplemental resources like activities, videos, and assessments enable Essential Health Skills for Middle School to thoroughly meet the requirements of the Utah Health Education Core Standards.



Standards / Objectives / Indicators	G-W Content
Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF)	
Standard HII.HF.1: Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.	**Instruction:** 28-29,125, 239-240 **Application:** 30 Critical Thinking Skills #2 53 Health and Wellness Skills #1 62 Health and Wellness Skills #2 73 Health in the Media-The Power of Virtual Peer Pressure 113 Health and Wellness Skills #3 120 Health and Wellness Skills #2 125 Case Study- Social Media Envy 138 Health and Wellness Skills #4 150 Health and Wellness Skills #3 160 Health and Wellness Skills #4 169 Health and Wellness Skills #3 196 Health and Wellness Skills #2

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	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 264 Case Study- Prescription Problems 275 Health in the Media- Tobacco in the Media: Then and Now 296 Health and Wellness Skills #4 311 Health and Wellness Skills #4 314 Research in Action-Co-Occurring Disorders: Substance Use and Mental Health 336 Health and Wellness Skills #2 359 Skills for Health and Wellness- Promoting an Online Environment of Respect 390 Health and Wellness Skills #3 412 Health and Wellness Skills #1 434 Case Study- Blocking Germs Every Day 446 Skills for Health and Wellness- Promote Heart Health 473 Health and Wellness Skills #2 490 Health and Wellness Skills #2 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Application:** 7 Health and Wellness Skills #2 17 Health and Wellness Skills #2 37 Health and Wellness Skills #2 44 Health and Wellness Skills #2 52 Case Study- Dating Dilemmas 110 Health and Wellness Skills #3 140 Health and Wellness Skills #3 141 Warm-Up Activity- Your Goals and Dreams 161 Health and Wellness Skills #2
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Standard HII.HF.3: Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior	**Instruction:** 25-26 25 Figure 1.4.1 Using the Decision Making Process 26 Figure 1.4.2 Alternatives 27 Figure 1.4.3 Evaluate **Application:** 27 Case Study - Good Information Enables a Good Decision 30 Comprehend Concepts #1 30 Health and Wellness Skills #3
Standard HII.HF.4: Develop resiliency skills.	**Instruction:** 135-137 135 Figure 2.7.3 Characteristics of People with Resilience **Application:** 137 Research in Action- Resilience's Lasting Power 138 Comprehend Concepts #3 138 Critical Thinking Skills #4 138 Health and Wellness Skills #2-3

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a. Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes).	**Instruction:** 135-137 135 Figure 2.7.3 Characteristics of People with Resilience **Application:** 137 Research in Action- Resilience's Lasting Power 138 Comprehend Concepts #3 138 Critical Thinking Skills #4 138 Health and Wellness Skills #2-3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 53-54 Figure 9.6.7 Coping With a Breakup
b. Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health.	**Instruction:** 121-130 122 Figure 2.6.1 Positive mindset 123 Health Across the Life Span- How Does Mindset Affect Aging? 124 Figure 2.6.2 Positive outlook 124 Figure 2.6.3 Field of concern **Application:** 121 Warm-Up Activity- Your mindset 128 Skills for Health and Wellness- Shifting to Positive Self-Talk 131 Comprehend concept #1-2 131 Critical Thinking Skills #1-2 131 Health and Wellness Skills #1-3
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	356 Health and Wellness Skills #3,4
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	58 Health in the Media- Portrayal of Sex in the Media
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a. Research the efficacy of health screenings, immunizations, checkups, and other preventive examinations that are necessary to maintain overall health and wellness.	**Instruction:** 43, 431, 435-436 **Application:** 45 Comprehend Concepts #3 414 Local and Global Health- The Unequal Burden of Communicable Disease
b. Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).	**Instruction:** 43 43 Figure 1.6.4 Questions to Ask Your Doctor **Application:** 438 Research in Action- Combating Antibiotic Resistance 449 Health and Wellness Skills #1
Standard HII.SDP.7: Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).	**Instruction:** 219, 231-232, 447-448, 455, 459 231 Figure 4.4.1 Benefits of Physical Activity 447 Figure 7.6.9 Keep Your Heart Healthy and Active 455 Figure 7.7.3 Reducing Your Risk for Cancer

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Standard HII.SAP.2: Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products	**Instruction:** 316 317 Figure 5.6.4 Analyzing Advertisements **Application:** 275 Health in the Media- Tobacco in the Media: Then and Now 296 Health and Wellness Skills #1 326 Health and Wellness Skills #1
Standard HII.SAP.3: Discuss how substance use alters brain development and function and research the link between genetics and addiction.	**Instruction:** 262-263, 265, 281-282, 288-292, 298-299, 313 262 Figure 5.2.2 production of dopamine 289 Figure 5.4.5 alcohol and the brain 290 Figure 5.4.6 As BAC Increases, So Does Impairment 291 Figure 5.4.7 alcohol use disorder 298 Figure 5.5.1 Symptoms of Withdrawal 313 Figure 5.6.1 Genetic makeup **Application:**

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Standard HII.SAP.4: Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities.	**Instruction:** 261-264, 273-282, 288-296, 297-302 262 Figure 5.2.2 production of dopamine 264 Figure 5.2.3 Medication misuse makes people more likely to.. 274 Figure 5.3.2 Nicotine 277 Figure 5.3.4 Chronic obstructive pulmonary disease 279 Figure 5.3.6 Aerosol and health consequences 289 Figure 5.4.5 Cerebral cortex 290 Figure 5.4.6 As BAC Increases, So Does Impairment 291 Figure 5.4.7 Alcohol use disorder 293 Figure 5.4.9 Cirrhosis 293 Figure 5.4.10 Increased aggression and reduced inhibitions 294 Figure 5.4.11 Social Consequences for Teen Drinking 298 Figure 5.5.1 Symptoms of Withdrawal **Application:** 263 Case Study- Prescription Problems 270 Critical Thinking Skills #1-2 284 Comprehend Concepts #2 284 Critical Thinking Skills #2 295 Health Across the Life Span- The Consequences of Drunk Driving Do Not Go Away 296 Comprehend Concepts #3 296 Critical Thinking Skills #3 296 Health and Wellness Skills #2 299 Research in Action- Your Brain on Drugs 301 Health in the Media- Drugs and Your Digital Footprint 311 Comprehend Concepts #1 311 Health and Wellness Skills #2
a. Explain driving under the influence (DUI) and not-a-drop laws.	**Instruction:** 294-294

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	Application: 295 Health Across the Life Span- The Consequences of Drunk Driving Do Not Go Away
b. Research the legal consequences of driving under the influence of alcohol and other substances.	**Instruction:** 294-294 **Application:** 295 Health Across the Life Span- The Consequences of Drunk Driving Do Not Go Away
Standard HII.SAP.5: Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.	**Instruction:** 321- 322 Figure 5.6.8 Types of Rehabilitation Programs 323 Figure 5.6.9 Examples of Medicinal Treatment 324 Figure 5.6.10 Support groups 324 Figure 5.6.11 Self-Management Strategies for Quitting **Application:** 325 Skills for Health and Wellness- Helping Somone with a Substance Use Disorder
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Strand 5: NUTRITION (N)	
Standard HII.N.1: Use accurate nutrition information and current research-based guidelines to describe the importance of drinking water and eating a variety of nutrient dense foods to balance nutritional needs in a variety of settings.	**Instruction:** 200-206, 212-213 200 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- 205 Figure 4.1.5 Types and Functions of Minerals 204 Figure 4.1.6 water 212 Figure 4.2.5 A 100-Calorie Snack

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	Application: 219 Critical Thinking Skills #1 219 Health and Wellness Skills #2 229 Health and Wellness Skills #3
Standard HII.N.2: Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.	**Instruction:** 211-212, 218-219 **Application:** 211 Skills for Health and Wellness- Weight and Nutrition 219 Critical Thinking Skills #3
Standard HII.N.3: Describe how family, peers, media, and day-to-day activities influence food choices.	**Instruction:** 221-222 **Application:** 229 Critical Thinking Skills #1 229 Health and Wellness Skills #1
Standard HII.N.4: Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health.	**Instruction:** 211-215, 239-246 212 Figure 4.2.5 A 100-Calorie Snack 214 Figure 4.2.6 Making Healthier Food Choices **Application:** 211 Skills for Health and Wellness- Weight and Nutrition 219 Critical Thinking Skills #2 219 Health and Wellness Skills #1 229 Health and Wellness Skills #3-4 239 Warm-Up Activity- Your Level of Physical Activity 240 Case Study- Getting More Physical Activity 243 Skills for Health and Wellness- Making a Physical Activity and Fitness Plan
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	37 Figure 1.5.4 Tips for Choosing Health Products **Application:** 33 Health in the Media- Analyzing Health Advertisements 36 Research in Action- Debunking Health Claims 38 Health and Wellness Skills #1 229 Health and Wellness Skills #1 247 Health in the Media- Choosing Fitness Products
Standard HII.N.6: Explain the effects of disordered eating and eating disorders on healthy growth and development.	**Instruction:** 173-175 175 health effects of eating disorders **Application:** 177 Health and Wellness Skills #3
Standard HII.N.7: Assess the relationship between food and culture. Compare and contrast the differences in the dietary guidelines, food choices, and eating habits around the world.	**Instruction:** 199, 221 **Application:** 229 Critical Thinking Skills #1
Strand 6: HUMAN DEVELOPMENT (HD)	
Standard HII.HD.1: Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 40-43 **Application:** 41 Research in Action- The Adolescent Brain
Standard HII.HD.2: Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 56, 60—61, 165-168, 56 Figure 9.7.1 Effects of Sexual Abstinence 60 Figure 9.7.4 Teens in Dating Relationships

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Standard HII.HD.3: Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 19-26 20 Figure 9.3.1 21 Figure 9.3.2 22 Figure 9.3.3 Trimesters of Pregnancy 25 Figure 9.3.5 Stages of Labor **Application:** 26 Comprehend Concepts #1-3 26 Health and Wellness Skills #2
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a. Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence, as methods of preventing STD/STI including HIV/AIDS.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 60,134-135 134 Figure 11.3.1 Benefits of Sexual Abstinence **Application:** 66 Comprehend Concepts #2 135 Health in the Media- Conversations about Sexual Activity 140 Comprehend Concepts #1 140 Health and Wellness Skills #1-2
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including responsibility for testing and informing partners.	**Instruction:** 114-123 114 Figure 11.1.2 117 Figure 11.1.3 117 Figure 11.1.4 123 Figure 11.1.8 Understanding UTIs **Application:** 124 Comprehend Concepts #1 124 Critical Thinking Skills #1 124 Health and Wellness Skills #2
Standard HII.HD.5: Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 2-17 3 Figure 9.1.1 Male Reproductive System 5 Figure 9.1.2 Diseases and Disorders of the Male Reproductive Organs 9 Figure 9.2.1 Female Reproductive System 10 Figure 9.2.2 External Organs of the Female Reproductive System 11 Figure 9.2.3 The Menstrual Cycle 12 Figure 9.2.4 Mental Disorders 13 Figure 9.2.5 Endometriosis 17 Figure 9.2.7 Symptoms That Need Medical Attention **Application:** 7 Critical Thinking Skills #2-3 7 Health and Wellness Skills #2 17 Critical Thinking Skills #2 17 Health and Wellness Skills #1-2
Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* *Male Reproductive System*

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	Instruction: 5-7 5 Figure 9.1.2 Diseases and Disorders of the Male Reproductive System 6 Figure 9.1.3 Steps of a Testicular Self-Examination **Application:** 7 Comprehend Concepts #2 7 Critical Thinking #2 7 Health and Wellness Skills #1-2 *Female Reproductive System* **Instruction:** 12-16 12 Figure 9.2.4 Menstrual Disorders 15 Figure 9.2.6 Menstrual Hygiene Products 17 Figure 9.2.7 Symptoms That Need Medical Attention **Application:** 14 Local and Global Health- Cervical Cancer Screening 16 Skills for Health and Wellness- Understanding Reproductive Health Services 17 Comprehend Concepts #3 17 Critical Thinking Skills #2 17 Health and Wellness Skills #2
Standard HII.HD.7: Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 52-53, 65, 137, 163 163 Figure 12.2.1 Evaluating Information About Sexual Health **Application:** 16 Skills for Health and Wellness- Understanding Reproductive Health Services 44 Health and Wellness Skills #1, #3 164 Case Study- Is That Really True?

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	171 Skills for Health and Wellness- Answering Questions About Your Sexual Health
Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.	**Instruction:** 466-471, 476-483, 485-488 469 Figure 8.1.3 People in a Healthy Relationship 470 Figure 8.1.4 Communicating about Boundaries and Limits 476 Figure 8.2.2 Strategies for Strengthening Relationships with Parents or Guardians 478 Figure 8.2.3 Strategies for Managing Sibling Relationships 479 Figure 8.2.4 Skills for Relationships with Grandparents 481 Figure 8.2.6 Strategies for Professional Communication 487 Figure 8.3.2 Getting to Know Other People 488 Figure 8.3.3 Being Physically Present **Application:** 466 Warm-Up Activity- The Interview 471 Health in the Media- Media Relationships: Healthy or Unhealthy? 473 Comprehend Concepts #1-2 473 Critical Thinking Skills #1-2 483 Comprehend Concepts #1-2 484 Warm-Up Activity- My Best Friend 486 Research in Action- How Close are Online Friendships? 490 Comprehend Concepts #1-2 490 Critical Thinking Skills #1 490 Health and Wellness Skills #2-3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 45-53 47 Figure 9.6.1 Is My Relationship Healthy or Unhealthy?

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	48 Figure 9.6.2 Balance 49 Figure 9.6.4 Getting to Know a Dating Partner 51 Figure 9.6.5 Enforcing Your Boundaries **Application:** 45 Warm-Up Activity- Similarities and Differences 50 Health Across the Life Span- Building a Road Map for Healthy Relationships 52 Case Study- Dating Dilemmas 54 Comprehend Concepts #1-2 54 Critical Thinking Skills #1-2 54 Health and Wellness Skills #1-2
a. Recognize and respect differences in attraction.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* Instruction: 30, 46, 157-158 Application: 37 Critical Thinking Skills #1 37 Health and Wellness Skills #1 159 Research in Action- Children of Same Sex Parents
b. Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 51, 61-65 51 Figure 9.6.5 Enforcing Your Boundaries 62 Figure 9.7.5 Communicating Sexual Boundaries 65 Figure 9.7.6 Refusing Sexual Pressure **Application:** 64 Skills For Health and Wellness- Use the Decision Making Process: Sexual Activity 66 Comprehend Concepts #2-3 66 Critical Thinking #2-3

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	66 Health and Wellness Skills #1-2
c. Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* Instruction: 51-52, 81-82, 87 Application: 50 Health Across the Life Span- Building a Road Map for Healthy Relationships 54 Critical Thinking Skills #2 54 Health and Wellness Skills #2 80 Warm-Up Activity- Respecting Boundaries
d. Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to-face communication.	**Instruction:** 55-56. 60, 487-488, 359-364 361 Figure 6.4.3 Trolling, flaming, cyberbullying 363 Figure 6.4.6 Before you post online.. 488 Figure 8.3.3 Being Physically Present **Application:** 62 Critical Thinking Skills #2 62 Health and Wellness Skills #1 490 Critical Thinking Skills #1 125 Case Study- Social Media Envy 359 Skills for Health and Wellness- Promoting an Online Environment of Respect 364 Case Study- Navigating Life Online 367 Critical Thinking Skills #1-3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 49, 51-52,75-78, 83 49 Figure 9.6.4 Getting to Know a Dating Partner 52 Figure 9.6.6 Sexting can…
e. Discuss the risks of indiscriminate sexual behavior on overall health.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health*

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	Instruction: 60-61, 111-131, 147-148 148 Figure 11.4.4 Impact of Teen Pregnancy and Parenthood **Application:** 140 Health and Wellness Skills #1
Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 85-86, 87-90, 95, 98-101, 158-160 85 Figure 10.2.4 Before you say or send a message, ask… 85 Figure 10.2.5 Standing Up to Sexual Harassment 88 Figure 10.2.7 Sexual Assault Prevention Programs 89 Figure 10.2.8 Avoiding Dangerous Situations 101 Figure 10.3.8 Abuse Hotlines **Application:** 84 Health in the Media- The Hazards of Rape Culture 91 Comprehend Concepts #2 91 Critical Thinking Skills #2 91 Health and Wellness Skills #1-2 101 Critical Thinking Skills #2 101 Health and Wellness Skills #1-3 161 Critical Thinking Skills #2
a. Recognize and minimize exposure to potentially dangerous situations.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 85-86, 87-89, 95, 98-99, 103-110 85 Figure 10.2.4 Before you say or send a message, ask…

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	85 Figure 10.2.5 Standing Up to Sexual Harassment 88 Figure 10.2.7 Sexual Assault Prevention Programs 89 Figure 10.2.8 Avoiding Dangerous Situations 103 Figure 10.4.1 Preventing and Reducing School Violence 109 Figure 10.4.6 Reporting Suspicious Activity **Application:** 84 Health in the Media- The Hazards of Rape Culture 91 Comprehend Concepts #2 91 Critical Thinking Skills #2 91 Health and Wellness Skills #1-2 101 Critical Thinking Skills #2 101 Health and Wellness Skills #2 107 Local and Global Health- Human Trafficking: A Worldwide Issue 110 Comprehend Concepts #1, 3 110 Health and Wellness Skills #1-3
b. Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 81, 86, 89, 106 81 Figure 10.2.1 Alcohol and Other Substances **Application:** 84 Health in the Media- The Hazards of Rape Culture
c. Discuss unhealthy behaviors and violence in dating and other personal relationships.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 53, 68-72, 74-76, 80-84, 86-87, 92-98 70 Figure 10.1.2 Types of Bullying 83 Figure 10.2.3 Verbal Sexual Harassment/Nonverbal Sexual Harassment

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	87 Figure 10.2.6 Consequences of Sexual Assault 93 Figure 10.3.1 Emotional abuse 94 Figure 10.3.2 Power and Control 95 Figure 10.3.3 Subtle Examples of Intimate Partner Violence 96 Figure 10.3.4 Child abuse **Application:** 79 Comprehend Concepts #1 79 Critical Thinking Skills #1 91 Comprehend Concepts #3 101 Comprehend Concepts #1 101 Skills for Health and Wellness #3
d. Explain why a person who has been raped or sexually assaulted is not at fault.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 82, 85, 87, 90 **Application:** 84 Health in the Media- The Hazards of Rape Culture