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Correlation of <i>Comprehensive Health Skills for Middle School</i> ©2019 to the California Health Education Content Standards		
Middle School (Grades Six through Eight)		
STANDARD		CORRELATING PAGES
Grade Six		
Injury Prevention and Safety		
Standard 1: Essential Concepts		
1.1S	Explain methods to reduce conflict, harassment, and violence.	Instruction: pp. 25–26 Resolving Conflicts; p. 522 Violence Prevention Application: p. 30 BYS; p. 525 DYS #22
1.2S	Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth.	Instruction: pp. 225–226 Treat Injuries; pp. 407–418 Knowing Basic First Aid Application: p. 418 LR #5, HOA
1.3S	Describe the risks of gang involvement.	Instruction: pp 518–519 Gang Violence Application: p. 522 HOA; p. 525 DYS #21
1.4S	Examine disaster preparedness plans for the home and school.	Instruction: pp. 389–391 Fire Prevention and Safety; pp. 392–394 Emergency Preparedness Application: p. 395 BYS; p. 396 HOA
1.5S	Examine the risks of possessing a weapon at home, at school, and in the community. ¹	Instruction: pp. 388–389 Weapons Safety; pp. 398–399 Staying Safe at School Application: p. 421 TC #17, DYS #22
1.6S	Examine safety procedures when using public transportation and traveling in vehicles.	Instruction: p. 405 Vehicle Safety Application: p. 406 HOA; p. 421 DYS #21
1.7S	Discuss safety hazards related to Internet usage.	Instruction: pp. 400–401 Staying Safe on the Internet; p. 402 Staying Safe on Social Media Application: p. 401 CS; p. 406 LR #5
1.8S	Describe hazards related to sun, water, and ice.	Instruction: pp. 43–45 Suntans, Sunburns, and Skin Cancer; pp. 405–406 Staying Safe in the Water Application: p. 406 LR #4, HOA
1.9S	Describe how the presence of weapons increases the risk of serious violent injuries. ²	Instruction: pp. 388–389 Weapons Safety; pp. 496–506 Bullying and Cyberbullying Application: p. 421 TC #17; p. 525 DYS #24
Standard 2: Analyzing Influences		
2.1S	Analyze the role of self and others in causing or preventing injuries.	Instruction: pp. 221–226 Fitness Safety; p. 232 Warm-Ups Application: p. 226 HOA; p. 237 TC #18
2.2S	Analyze influences on both safe and violent behaviors.	Instruction: pp. 386–396 Staying Safe in the Home; pp. 496–506 Bullying and Cyberbullying Application: p. 395 BYS; p. 525 DYS #20
2.3S	Analyze personal behaviors that may lead to injuries or cause harm.	Instruction: pp. 135–136 Self-Harm Application: p. 136 CS; p. 155 DYS #21
Standard 3: Accessing Valid Information		

¹ See *Education Code (EC)* Section 49330 and the Glossary for the legal definition of a weapon.

² *EC* Section 49330.



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3.1S	Identify rules and laws intended to prevent injuries.	Instruction: p. 222 Follow the Rules; pp. 262–264 What the Government Is Doing Application: p. 237 TC #18
3.2S	Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.	Instruction: p. 109 What to Do If You Feel...; pp. 400–402 Staying Safe on the Internet Application: p. 127 DYS #23; p. 401 CS
Standard 4: Interpersonal Communication		
4.1S	Practice effective communication skills to prevent and avoid risky situations.	Instruction: pp. 20–21 Lifestyle Risk Factors; pp. 459–463 Ways to Communicate Effectively Application: p. 21 HOA; p. 461 BYS
4.2S	Explain the importance of immediately reporting a weapon that is found or is in the possession of peers. ³	Instruction: pp. 388–389 Weapons Safety Application: p. 421 TC #17, DYS #22
4.3S	Demonstrate escape strategies for situations in which weapons or other dangerous objects are present. ⁴	Instruction: pp. 388–389 Weapons Safety Application: p. 395 BYS; p. 421 DYS #22
4.4S	Practice communication and refusal skills to avoid gang involvement.	Instruction: pp. 24–25 Using Refusal Skills; pp. 458–463 Communication Skills Application: p. 461 BYS
Standard 5: Decision Making		
5.1S	Use a decision-making process to determine a safe course of action in risky situations.	Instruction: pp. 23–24 Making Decisions and Setting Goals; pp. 397–406 Staying Safe in the Community and Online Application: p. 421 TC #18, DYS #21
5.2S	Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.	Instruction: p. 501 Strategies for Responding to Bullying; p. 628 Responding to Harassment Application: p. 525 DYS #22; p. 632 HOA
Standard 6: Goal Setting		
6.1S	Develop a personal plan to remain safe and injury-free.	Instruction: pp. 386–396 Staying Safe in the Home; pp. 397–406 Staying Safe in the Community and Online Application: p. 395 BYS; p. 421 DYS #19
Standard 7: Practicing Health-Enhancing Behaviors		
7.1S	Practice ways to resolve conflicts nonviolently.	Instruction: pp. 25–26 Resolving Conflicts; pp. 464–467 Conflict Resolution Skills Application: p. 32 HOA; p. 492 CYK #3
7.2S	Practice safe use of technology.	Instruction: pp. 400–402 Staying Safe on the Internet Application: p. 401 CS; p. 406 LR #5
7.3S	Practice positive alternatives to gang involvement.	Instruction: pp. 518–519 Gang Violence Application: p. 522 LR #5; p. 525 DYS #24
7.4S	Practice basic first aid and emergency procedures.	Instruction: pp. 392–394 Emergency Preparedness; pp. 407–418 Knowing Basic First Aid Application: p. 418 LR #5, HOA
Standard 8: Health Promotion		

³ EC Section 49330.

⁴ Ibid.



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8.1S	Support injury prevention at school, at home, and in the community.	Instruction: pp. 221–226 Fitness Safety; pp. 397–406 Staying Safe in the Community and Online Application: p. 226 HOA; p. 406 HOA
8.2S	Promote a bully-free school and community environment.	Instruction: p. 501 Strategies for Responding to Bullying; pp. 505–506 Bullying Prevention Application: p. 525 DYS #22, #24
8.3S	Encourage others to practice safe behaviors, including the proper use of safety belts when riding in cars, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.	Instruction: p. 404 Pedestrian Bicycling Safety; p. 405 Vehicle Safety Application: p. 406 HOA
Alcohol, Tobacco, and Other Drugs		
Standard 1: Essential Concepts		
1.1A	Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.	Instruction: pp. 242–249 Tobacco and Your Health; pp. 272–283 The Effects of Alcohol Application: p. 249 HOA; p. 283 HOA
1.2A	Identify positive alternatives to alcohol, tobacco, and other drug use.	Instruction: pp. 265–266 Skills for Resisting Tobacco; p. 289 Education and Refusal Skills Application: p. 288 BYS; p. 295 DYS # 20
1.3A	Differentiate between the use and misuse of prescription and nonprescription medicines.	Instruction: pp. 304–305 Medication Misuse; p. 321 Drug Facts Application: p. 305 LR #5, HOA
1.4A	Identify the benefits of a tobacco-free environment.	Instruction: pp. 248–249 The Impact of Secondhand Smoke; p. 427 Indoor Air Pollution Application: p. 269 DYS # 20; p. 449 TC #16
1.5A	Explain the dangers of secondhand smoke.	Instruction: pp. 245–248 Health Effects of Tobacco Use; pp. 248–249 The Impact of Secondhand Smoke Application: p. 249 LR #5; p. 269 DYS #20
1.6A	Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain.	Instruction: p. 277 Brain Development; p. 317 Drug Addiction Application: p. 295 TC #17; p. 317 LR #5
1.7A	Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.	Instruction: pp. 245–248 Health Effects of Tobacco Use; pp. 272–283 The Effects of Alcohol Application: p. 269 DYS #20; p. 283 HOA
Standard 2: Analyzing Influences		
2.1A	Describe internal influences that affect the use of alcohol, tobacco, and other drugs.	Instruction: pp. 251–254 Why Young People Try Smoking; p. 314 Why Do Some Young People Use Illegal Drugs? Application: p. 254 CS; p. 329 TC #16
2.2A	Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.	Instruction: p. 288 Media Messages Application: p. 295 TC #16
2.3A	Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.	Instruction: pp. 275–276 Immediate Health Effects; pp. 308–309 Negative Health Effects Application: p. 283 HOA; p. 317 HOA



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2.4A	Explain how culture and media influence the use of alcohol and other drugs.	Instruction: p. 288 Media Messages; p. 314 Why Do Some Young People Use Illegal Drugs? Application: p. 295 TC #16; p. 308 CS
Standard 3: Accessing Valid Information		
3.1A	Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.	Instruction: p. 289 Education and Refusal Skills; pp. 319–322 Preventing Drug Abuse and Addiction Application: p. 295 TC #18; p. 329 DYS #21
Standard 4: Interpersonal Communication		
4.1A	Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.	Instruction: p. 289 Education and Refusal Skills; pp. 458–463 Communication Skills Application: p. 295 DYS #21; p. 461 BYS
4.2A	Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.	Instruction: pp. 24–25 Using Refusal Skills; p. 289 Education and Refusal Skills Application: p. 295 DYS #20, #22
Standard 5: Decision Making		
5.1A	Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.	Instruction: pp. 277–282 Effects on Your Life; p. 316 The Consequences of Drug Use Application: p. 283 LR #4; p. 317 HOA
5.2A	Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.	Instruction: p. 252 Parents and Environment; pp. 325–326 Helping Someone Who Is Addicted to Drugs Application: p. 326 LR #5; p. 329 DYS #19
5.3A	Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.	Instruction: pp. 272–283 The Effects of Alcohol; pp. 315–316 Drug Abuse Application: p. 283 HOA; p. 317 HOA
Standard 6: Goal Setting		
6.1A	Develop personal goals to remain drug-free.	Instruction: pp. 319–322 Preventing Drug Abuse and Addiction Application: p. 322 BYS; p. 326 HOA
Standard 7: Practicing Health-Enhancing Behaviors		
7.1A	Practice positive alternatives to using alcohol, tobacco, and other drugs.	Instruction: pp. 265–266 Skills for Resisting Tobacco; p. 289 Education and Refusal Skills Application: p. 269 TC #18; p. 295 DYS #20
Standard 8: Health Promotion		
8.1A	Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.	Instruction: p. 261 Addiction Prevention; p. 322 Advocating for a Drug-Free Life Application: p. 261 BYS; p. 322 BYS
Mental, Emotional, and Social Health		
Standard 1: Essential Concepts		
1.1M	Describe the signs, causes, and health effects of stress, loss, and depression.	Instruction: pp. 115–124 Managing Stress; p. 135 Depression Application: p. 124 HOA; p. 155 DYS #19
1.2M	Summarize feelings and emotions associated with loss and grief.	Instruction: p. 152 Stages of Grief; pp. 559–560 The End of Life Application: p. 154 CYK #12; p. 562 CYK #12
1.3M	Discuss how emotions change during adolescence.	Instruction: pp. 549–550 Emotional and Social Development Application: p. 547 CS; p. 552 LR #5



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1.4M	Describe the importance of being aware of one's emotions.	Instruction: pp. 106–107 Understanding Your Emotions Application: p. 114 HOA; p. 126 CYK #7
1.5M	Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.	Instruction: p. 112 Have Empathy; pp. 357–369 Noncommunicable Diseases Application: p. 127 TC #15; p. 362 CS
1.6M	Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.	Instruction: p. 124 Seek Professional Help When Needed; pp. 128–155 Getting Help for Mental Health Conditions Application: p. 127 DYS #23; p. 155 TC #15
1.7M	Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.	Instruction: p. 110 Expressing Your Feelings to Others; pp. 400–401 Staying Safe on the Internet Application: p. 127 DYS #23; p. 406 LR #5
1.8M	Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).	Instruction: pp. 496–506 Bullying and Cyberbullying; pp. 507–515 Abuse and Neglect Application: p. 525 TC #16, DYS #20
1.9M	Discuss the harmful effects of violent behaviors.	Instruction: pp. 496–506 Bullying and Cyberbullying; pp. 510–511 Effects of Child Neglect and Abuse Application: p. 506 LR #4; p. 515 LR #5
Standard 2: Analyzing Influences		
2.1M	Analyze the external and internal influences on mental, emotional, and social health.	Instruction: pp. 137–138 What Causes Mental Health Conditions? Application: p. 138 LR #4; p. 155 TC #18
Standard 3: Accessing Valid Information		
3.1M	Identify sources of valid information and services for getting help with mental, emotional, and social health problems.	Instruction: pp. 26–29 Accessing and Evaluating Health Information and Services; pp. 140–142 Treatment Options Application: p. 145 HOA; p. 155 DYS #19
3.2M	Discuss the importance of getting help from a trusted adult when it is needed.	Instruction: p. 32 Asking for Assistance; p. 124 Seek Professional Help When Needed Application: p. 35 DYS #19; p. 127 DYS #23
Standard 4: Interpersonal Communication		
4.1M	Practice asking for help with mental, emotional, or social health problems from trusted adults.	Instruction: p. 32 Asking for Assistance; p. 124 Seek Professional Help When Needed Application: p. 35 DYS #19; p. 127 DYS #23
4.2M	Describe how prejudice, discrimination, and bias can lead to violence.	Instruction: p. 520 Hate Crimes; p. 615 Support for LGBT Youth Application: p. 522 LR #3; p. 614 BYS
4.3M	Demonstrate ways to communicate respect for diversity.	Instruction: pp. 459–463 Ways to Communicate Effectively; pp. 477–478 Types of Friendships Application: p. 467 LR #5; p. 484 HOA
4.4M	Demonstrate the ability to use steps of conflict resolution.	Instruction: pp. 25–26 Resolving Conflicts; pp. 464–467 Conflict Resolution Skills Application: p. 492 CYK #3; p. 493 DYS #21
Standard 5: Decision Making		
5.1M	Apply a decision-making process to enhance health.	Instruction: pp. 23–24 Making Decisions and Setting Goals; p. 288 Making IDEAL Decisions Application: p. 32 LR #1; p. 288 BYS



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5.2M	Describe situations for which someone should seek help with stress, loss, and depression.	Instruction: p. 124 Seek Professional Help When Needed; pp. 128–155 Getting Help for Mental Health Conditions Application: p. 145 HOA; p. 155 TC #17
5.3M	Compare and contrast being angry and angry behavior, and discuss the consequences.	Instruction: pp. 107–110 Controlling Your Emotions; pp. 111–112 Control Negative Emotions Application: p. 114 HOA; p. 127 DYS #22
Standard 6: Goal Setting		
6.1M	Make a plan to prevent and manage stress.	Instruction: pp. 118–124 Strategies for Managing Stress Application: p. 124 HOA; p. 127 DYS #22
6.2M	Describe how personal goals can be affected if violence is used to solve problems.	Instruction: pp. 500–501 Consequences of Bullying; pp. 502–504 Consequences of Cyberbullying Application: p. 506 LR #4; p. 525 DYS #21
6.3M	Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.	Instruction: p. 501 Strategies for Responding to Bullying; p. 522 Violence Prevention Application: p. 499 BYS; p. 525 DYS #24
Standard 7: Practicing Health-Enhancing Behaviors		
7.1M	Carry out personal and social responsibilities appropriately.	Instruction: pp. 20–21 Lifestyle Risk Factors; pp. 23–24 Making Decisions and Setting Goals Application: p. 21 HOA; p. 35 DYS #20
7.2M	Practice strategies to manage stress.	Instruction: pp. 118–124 Strategies for Managing Stress Application: p. 124 HOA; p. 127 DYS #19
7.3M	Practice appropriate ways to respect and include others who are different from oneself.	Instruction: pp. 477–478 Types of Friendships; pp. 483–484 Negative Peer Pressure Application: p. 484 HOA
7.4M	Demonstrate how to use self-control when angry.	Instruction: pp. 107–110 Controlling Your Emotions; pp. 111–112 Control Negative Emotions Application: p. 114 HOA; p. 127 DYS #22
Standard 8: Health Promotion		
8.1M	Encourage a school environment that is respectful of individual differences.	Instruction: p. 30 Your School Environment; pp. 31–32 Advocating for Community Health Application: p. 30 BYS; p. 35 TC #17
8.2M	Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation.	Instruction: p. 499 Rumor Has It; p. 501 Strategies for Responding to Bullying Application: p. 499 BYS; p. 525 DYS #22
Grades Seven and Eight		
Nutrition and Physical Activity		
Standard 1: Essential Concepts		
1.1N	Describe the short- and long-term impact of nutritional choices on health.	Instruction: pp. 23–24 Making Healthy Decisions; pp. 160–169 Getting Enough Nutrients Application: p. 169 HOA; p. 205 TC #16
1.2N	Identify nutrients and their relationships to health.	Instruction: pp. 160–169 Getting Enough Nutrients; pp. 170–182 Creating a Healthy Eating Plan Application: p. 169 HOA; p. 177 BYS



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1.3N	Examine the health risks caused by food contaminants.	Instruction: p. 182 Keeping Food Safe; pp. 374–375 Food Sanitation Application: p. 204 CYK #6; p. 380 LR #3
1.4N	Describe how to keep food safe through proper food purchasing, preparation, and storage practices.	Instruction: p. 182 Keeping Food Safe; pp. 374–375 Food Sanitation Application: p. 204 CYK #6; p. 380 LR #3
1.5N	Differentiate between diets that are health-promoting and diets linked to disease.	Instruction: p. 193 Healthy Strategies for Gaining Weight; pp. 376–380 Preventing Noncommunicable Diseases Application: p. 383 TC #18, DYS #20
1.6N	Analyze the caloric and nutritional value of foods and beverages.	Instruction: pp. 178–179 Using Information Wisely; pp. 179–180 Thinking About Calories Application: p. 177 BYS; p. 182 HOA
1.7N	Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.	Instruction: pp. 171–172 Guidelines for Healthy Eating; pp. 177–182 Making Healthy Food Choices Application: p. 177 BYS; p. 182 HOA
1.8N	Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.	Instruction: pp. 170–182 Creating a Healthy Eating Plan Application: p. 182 HOA; p. 205 DYS #20
1.9N	Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.	Instruction: pp. 192–193 Unhealthy Weight-Loss Strategies Application: p. 193 LR #5
1.10N	Identify the impact of nutrition on chronic disease.	Instruction: pp. 170–182 Creating a Healthy Eating Plan; pp. 376–380 Preventing Noncommunicable Diseases Application: p. 380 HOA; p. 383 DYS #20
1.11N	Analyze the cognitive and physical benefits of eating breakfast daily.	Instruction: p. 178 Eating Breakfast Every Day Application: p. 205 TC #16
1.12N	Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.	Instruction: pp. 190–191 Be Physically Active; pp. 215–218 Health-Related Fitness Application: p. 193 LR #3; p. 237 DYS #21
1.13N	Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.	Instruction: pp. 184–187 Determining a Healthy Weight; pp. 660–661 Body Mass Index-for-Age Percentiles Application: p. 193 HOA; p. 204 CYK #8
1.14N	Identify ways to increase daily physical activity.	Instruction: pp. 190–191 Be Physically Active; p. 212 Physical Activity Guidelines Application: p. 213 HOA; p. 237 TC #15
1.15N	Explain that incorporating daily moderate or vigorous physical activity into one’s life does not require a structured exercise plan or special equipment.	Instruction: pp. 209–210 Fitness Defined; p. 212 Physical Activity Guidelines Application: p. 210 CS; p. 213 HOA
1.16N	Differentiate between physical activity and exercise and health-related and skill-related fitness.	Instruction: pp. 209–210 Fitness Defined; pp. 214–220 Fitness Types Application: p. 213 LR #4; p. 214 GO
Standard 2: Analyzing Influences		
2.1N	Describe the influence of culture and media on body image.	Instruction: pp. 195–196 Body Image; pp. 197–198 The Media



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		Application: p.p. 202 LR #5; p. 205 TC #17
2.2N	Evaluate internal and external influences on food choices.	Instruction: p. 181 Influences on Food Choices Application: p. 182 LR #5; p. 205 TC #15
2.3N	Analyze the impact of nutritional choices on future reproductive and prenatal health.	Instruction: pp. 160–169 Getting Enough Nutrients; pp. 170–182 Creating a Healthy Eating Plan Application: p. 169 HOA
2.4N	Analyze the influence of technology and media on physical activity.	Instruction: pp. 190–191 Be Physically Active; pp. 210–212 The Benefits of Physical Activity Application: p. 210 CS; p. 237 DYS #20
Standard 3: Accessing Valid Information		
3.1N	Distinguish between valid and invalid sources of nutrition information.	Instruction: pp.171–172 Guidelines for Healthy Eating; pp. 178–179 Using Information Wisely Application: p. 177 BY5; p. 205 DYS #19
3.2N	Evaluate the accuracy of claims about dietary supplements and popular diets.	Instruction: pp. 178–179 Using Information Wisely; pp. 192–193 Unhealthy Weight-Loss Strategies Application: p. 193 LR #5; p. 204 CYK #10
3.3N	Describe how to access nutrition information about foods offered in restaurants in one’s community.	Instruction: p. 180 Healthy Eating Away from Home Application: p. 177 BY5
3.4N	Identify places where youths and families can be physically active.	Instruction: pp. 209–213 What It Means to Be Physically Fit Application: p. 237 DYS #21
3.5N	Identify trusted adults in one’s family, school, and community for advice and counseling regarding healthy eating and physical activity.	Instruction: p. 181 Influences on Food Choices; p. 191 Enlist the Support of Friends and Family Application: p. 205 DYS #20; p. 237 DYS #21
Standard 4: Interpersonal Communication		
4.1N	Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.	Instruction: pp. 177–182 Making Healthy Food Choices; p. 288 Making IDEAL Decisions Application: p. 177 BY5; p. 288 BY5
4.2N	Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.	Instruction: p. 191 Enlist the Support of Friends and Family; pp. 459–463 Ways to Communicate Effectively Application: p. 205 DYS #20; p. 237 DYS #21
Standard 5: Decision Making		
5.1N	Use a decision-making process to evaluate daily food intake for nutritional requirements.	Instruction: pp. 160–169 Getting Enough Nutrients; pp. 177–182 Making Healthy Food Choices Application: p. 169 HOA; p. 177 BY5
5.2N	Identify recreational activities that increase physical activity.	Instruction: pp. 190–191 Be Physically Active; pp. 212–213 Choose Physical Activities You Enjoy Application: p. 213 LR #4; p. 237 DYS #21
5.3N	Contrast healthy and risky approaches to weight management.	Instruction: pp. 188–192 Strategies for Healthy Weight Management; pp. 192–193 Unhealthy Weight-Loss Strategies Application: p. 193 LR #4, #5
5.4N	Analyze the physical, mental, and social benefits of physical activity.	Instruction: pp. 210–212 The Benefits of Physical Activity Application: p. 210 CS; p. 237 DYS #19



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Standard 6: Goal Setting		
6.1N	Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.	Instruction: pp. 170–182 Creating a Healthy Eating Plan; pp. 212–213 Choose Physical Activities You Enjoy Application: p. 182 HOA; p. 213 HOA
6.2N	Set a goal to increase daily physical activity.	Instruction: pp. 190–191 Be Physically Active; pp. 212–213 Choose Physical Activities You Enjoy Application: p. 213 HOA; p. 237 DYS #21
Standard 7: Practicing Health-Enhancing Behaviors		
7.1N	Make healthy food choices in a variety of settings.	Instruction: pp. 177–182 Making Healthy Food Choices Application: p. 182 LR #5; p. 205 DYS #20
7.2N	Explain proper food handling safety when preparing meals and snacks.	Instruction: p. 182 Keeping Food Safe; p. 374 Food Sanitation Application: p. 204 CYK #6; p. 380 LR #3
7.3N	Assess personal physical activity levels.	Instruction: p. 212 Physical Activity Guidelines; p. 223 Start Slowly and Do Not Overdo It Application: p. 207 How Healthy Are You?; p. 226 LR #2
7.4N	Examine ways to be physically active throughout a lifetime.	Instruction: pp. 190–191 Be Physically Active; pp. 212–213 Choose Physical Activities You Enjoy Application: p. 213 HOA; p. 237 TC #15
Standard 8: Health Promotion		
8.1N	Encourage nutrient-dense food choices in school.	Instruction: p. 30 Your School Environment; pp. 177–182 Making Healthy Food Choices Application: p. 30 BYS; p. 205 DYS #19
8.2N	Support increased opportunities for physical activity at school and in the community.	Instruction: pp. 31–32 Advocating for Community Health; pp. 212–213 Choose Physical Activities You Enjoy Application: p. 30 BYS; p. 237 DYS #19
8.3N	Encourage peers to eat healthy foods and to be physically active.	Instruction: p. 181 Influences on Food Choices; p. 483 Positive Peer Pressure Application: p. 205 DYS #19; p. 493 TC #17
Growth, Development, and Sexual Health		
Standard 1: Essential Concepts		
1.1G	Explain physical, social, and emotional changes associated with adolescence.	Instruction: pp. 545–548 Physical Development and Puberty; pp. 549–550 Emotional and Social Development Application: p. 547 CS; p. 552 HOA
1.2G	Summarize the human reproduction cycle.	Instruction: pp. 533–534 Human Sexual Reproduction; p. 597 Reproduction and the Body Systems Application: p. 535 HOA; p. 597 BYS
1.3G	Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy. ⁵	Instruction: p. 347 Practicing Abstinence; pp. 355–356 Preventing and Treating HIV/AIDS Application: p. 382 CYK #5; p. 383 DYS #19

⁵ See *Education Code (EC)* sections 51930(b)(1), 51933(b)(8), and 51934(b)(3).



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1.4G	Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.	Instruction: pp. 534–535 Prenatal Development; pp. 654–655 Consequences of Teen Parenthood Application: p. 535 HOA; p. 656 HOA
1.5G	Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy. ⁶	Instruction: p. 348 Using Latex Condoms; pp. 641–649 Birth Control Methods Application: p. 349 LR #4; p. 659 TC #18
1.6G	Identify the short- and long-term effects of HIV, AIDS, and other STDs. ⁷	Instruction: pp. 352–353 Signs and Symptoms of HIV/AIDS; pp. 355–356 Preventing and Treating HIV/AIDS Application: p. 341 GO; p. 356 HOA
1.7G	Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs. ⁸	Instruction: pp. 346–348 Preventing STIs; pp. 355–356 Preventing and Treating HIV/AIDS Application: p. 349 LR #4; p. 383 DYS #19
1.8G	Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. ⁹	Instruction: pp. 538–539 Influences on Development; pp. 609–612 Gender Application: p. 547 CS; p. 614 BYS
1.9G	Explain why individuals have the right to refuse sexual contact.	Instruction: p. 347 Practicing Abstinence; pp. 624–625 Using Refusal Skills Application: p. 635 TC #19, DYS #23
1.10G	Describe the emotional, psychological, and physical consequences of rape and sexual assault.	Instruction: pp. 626–632 Unwanted Sexual Activity Application: p. 632 LR #3; p. 634 CYK #11
1.11G	Explain why rape and sexual assault should be reported to authorities and trusted adults.	Instruction: pp. 628–629 Sexual Violence; pp. 631–632 Responding to Sexual Violence Application: p. 634 CYK #12; p. 635 DYS #21
1.12G	Describe responsible prenatal and child care, including California’s Safely Surrendered Baby Law. ¹⁰	Instruction: pp. 551–552 Teen Pregnancy; pp. 652–653 Physical Health Risks for the Mother Application: p. 583 TC #18; p. 651 GO
1.13G	Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.	Instruction: pp. 652–653 Consequences of Teen Pregnancy; pp. 654–655 Consequences of Teen Parenthood Application: p. 656 BYS; p. 656 HOA
Standard 2: Analyzing Influences		
2.1G	Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.	Instruction: pp. 538–539 Influences on Development; pp. 623–624 Dealing with Sexual Pressure Application: p. 625 LR #5, HOA
2.2G	Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality,	Instruction: pp. 197–198 Influences on Body Image; p. 609 Gender Expectations Application: p. 202 LR #5; p. 635 TC #16

⁶ EC sections 51933(b)(10), 51934(b)(3).

⁷ EC Section 51934(b)(1).

⁸ EC Section 51934(b)(2), (b)(3), (b)(4).

⁹ EC Section 51930(b)(2).

¹⁰ EC Section 51933(b)(12).



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	attractiveness, relationships, and sexual orientation. ¹¹	
2.3G	Analyze the influence of alcohol and other drugs on sexual behaviors. ¹²	Instruction: pp. 277–282 Effects on Your Life; p. 315 Drug Abuse Application: p. 317 LR #5, HOA
2.4G	Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs. ¹³	Instruction: pp. 355–356 Preventing and Treating HIV/AIDS; pp. 623–624 Dealing with Sexual Pressure Application: p. 635 TC #19, DYS #23
2.5G	Recognize that there are individual, family, and cultural differences in relationships.	Instruction: pp. 468–475 Family Relationships; pp. 485–490 Dating Relationships Application: p. 475 HOA; p. 493 TC #15
2.6G	Explain how sexual exploitation can occur through the Internet.	Instruction: pp. 400–401 Staying Safe on the Internet Application: p. 406 LR #5; p. 421 DYS #20
Standard 3: Accessing Valid Information		
3.1G	Identify trusted adults in one’s family, school, and community for advice and counseling regarding reproductive and sexual health.	Instruction: p. 628 Responding to Harassment; pp. 631–632 Responding to Sexual Violence Application: p. 635 DYS #20, #21
3.2G	Locate medically and scientifically accurate sources of information on reproductive health. ¹⁴	Instruction: p. 348 STI Resources; pp. 533–534 Human Sexual Reproduction Application: p. 383 TC #16; p. 563 DYS #19
3.3G	Identify health care providers for reproductive and sexual health services. ¹⁵	Instruction: p. 348 STI Resources; pp. 533–534 Human Sexual Reproduction Application: p. 383 TC #16, p. 562 CYK #2
Standard 4: Interpersonal Communication		
4.1G	Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health. ¹⁶	Instruction: p. 348 STI Resources; pp. 641–649 Birth Control Methods Application: p. 349 HOA; p. 659 DYS #21
4.2G	Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy. ¹⁷	Instruction: pp. 459–463 Ways to Communicate Effectively; pp. 624–625 Using Refusal Skills Application: p. 461 BYS; p. 635 DYS #23
4.3G	Use healthy and respectful ways to express friendship, attraction, and affection.	Instruction: p. 479 Be a Good Friend; p. 488 Strategies for Forming Healthy Dating Relationships Application: p. 484 HOA; p. 493 TC #18
4.4G	Analyze the benefits of respecting individual differences in growth and development,	Instruction: pp. 538–539 Influences on Development; pp. 606–615 What Is Sexuality? Application: p. 614 BYS; p. 635 TC #16

¹¹ EC Section 51930(b)(2).

¹² EC sections 51933(b)(11), 51934(b)(6).

¹³ Ibid.

¹⁴ EC sections 51931(f), 51933(b)(8), 51934(b)(5).

¹⁵ EC sections 51933(b)(9), 51934(b)(5).

¹⁶ EC Section 51933(b)(6).

¹⁷ EC sections 51933(b)(11), 51934(b)(6).



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	physical appearance, gender roles, and sexual orientation. ¹⁸	
4.5G	Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.	Instruction: pp. 487–488 Physical Intimacy and Abstinence; pp. 623–624 Dealing with Sexual Pressure Application: p. 493 DYS #22; p. 623 CS
Standard 5: Decision Making		
5.1G	Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy. ¹⁹	Instruction: p. 347 Practicing Abstinence; pp. 355–356 Preventing and Treating HIV/AIDS Application: p. 382 CYK #5; p. 383 DYS #19
5.2G	Use a decision-making process to examine the characteristics of healthy relationships. ²⁰	Instruction: p. 288 Making IDEAL Decisions; pp. 456–458 Healthy Versus Unhealthy Relationships Application: p. 288 BYS; p. 493 TC #18
5.3G	Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation. ²¹	Instruction: pp. 538–539 Influences on Development; p. 609 Gender Expectations Application: p. 615 LR #3; p. 635 TC #16
5.4G	Analyze the responsibilities and privileges of becoming a young adult.	Instruction: pp. 555–556 Young Adulthood Application: p. 560 HOA; p. 563 TC #18
5.5G	Identify how good health practices in adolescence affect lifelong health and the health of future children.	Instruction: pp. 550–552 Health and Wellness Issues; p. 653 Physical Health Risks for the Child Application: p. 563 TC #18; p. 658 CYK #9
5.6G	Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.	Instruction: pp. 620–621 Sexual Activity Application: p. 623 CS; p. 625 LR #3
5.7G	Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.	Instruction: p. 348 Using Latex Condoms; pp. 644–646 Barrier Methods Application: p. 650 LR #2; p. 659 DYS #21
Standard 6: Goal Setting		
6.1G	Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy. ²²	Instruction: pp. 355–356 Preventing and Treating HIV/AIDS; pp. 638–650 Pregnancy Prevention Application: p. 382 CYK #5; p. 659 DYS #21
6.2G	Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals. ²³	Instruction: pp. 341–349 Sexually Transmitted Infections (STIs); pp. 350–356 HIV/AIDS Application: p. 642 CS; p. 656 HOA
Standard 7: Practicing Health-Enhancing Behaviors		
7.1G	Describe strategies for refusing unwanted sexual activity. ²⁴	Instruction: p. 347 Planning and Practicing Refusal Skills; pp. 624–625 Using Refusal Skills Application: p. 383 DYS #19; p. 635 DYS #23

¹⁸ EC Section 51930(b)(2).

¹⁹ EC sections 51933(b)(8), (b)(11), 51934(b)(3).

²⁰ EC Section 51933(b)(11).

²¹ EC sections 51930(b)(2), 51933(b)(11), 51934(b)(6).

²² EC sections 51933(b)(8), (b)(10), 51934(b)(3).

²³ EC sections 51933(b)(11), 51934(b)(6).

²⁴ Ibid.



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7.2G	Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health. ²⁵	Instruction: p. 488 Enforcing Your Boundaries; pp. 624–625 Using Refusal Skills Application: p. 492 CYK #11; p. 635 DYS #23
7.3G	Describe personal actions that can protect reproductive and sexual health. ²⁶	Instruction: p. 347 Practicing Abstinence; pp. 487–488 Physical Intimacy and Abstinence Application: p. 349 LR #4; p. 490 LR #5
Standard 8: Health Promotion		
8.1G	Support and encourage safe, respectful, and responsible relationships. ²⁷	Instruction: pp. 456–458 Healthy Versus Unhealthy Relationships; pp. 486–487 Characteristics of Healthy Dating Relationships Application: p. 467 LR #1; p. 490 HOA
8.2G	Promote respect for and dignity of persons living with HIV or AIDS. ²⁸	Instruction: p. 354 HIV Test Results Are Confidential and Private; p. 355 Protecting HIV-Positive Individuals from Discrimination Application: p. 356 LR #5, HOA
Injury Prevention and Safety		
Standard 1: Essential Concepts		
1.1S	Describe the differences between physical, verbal, and sexual violence.	Instruction: pp. 508–509 Types of Abuse; pp. 626–632 Unwanted Sexual Activity Application: p. 512 CS; p. 632 LR #1
1.2S	Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	Instruction: p. 501 Strategies for Responding to Bullying; p. 522 Violence Prevention Application: p. 525 TC #19, DYS #22
1.3S	Describe how the presence of weapons increases the risk of serious violent injuries. ²⁹	Instruction: p. 388 Weapons Safety; p. 522 Violence Prevention Application: p. 420 CYK #1; p. 525 TC #19
1.4S	Discuss the importance of reporting weapon possession. ³⁰	Instruction: p. 388 Weapons Safety; p. 522 Violence Prevention Application: p. 420 CYK #1; p. 525 TC #19
1.5S	Explain how violence, aggression, bullying, and harassment affect health and safety.	Instruction: pp. 494–525 Understanding Violent Behavior; pp. 626–632 Unwanted Sexual Activity Application: p. 496 GO; p. 632 LR #3
1.6S	Identify trusted adults to whom school or community violence should be reported.	Instruction: pp. 397–406 Staying Safe in the Community and Online; pp. 517–518 School Violence Application: p. 406 LR #1; p. 421 DYS #22
1.7S	Describe possible legal consequences of sexual harassment and violence.	Instruction: p. 628 Responding to Harassment; pp. 628–629 Sexual Violence Application: p. 525 DYS #21; p. 634 CYK #9
1.8S	Describe types of sexual harassment and ways to report them.	Instruction: pp. 627 Recognizing Harassment; p. 628 Responding to Harassment Application: p. 632 LR #1; p. 634 CYK #9

²⁵ Ibid.

²⁶ Ibid.

²⁷ EC Section 51933(b)(7), (b)(11), (d)(2).

²⁸ EC Section 51934(b)(7).

²⁹ See EC Section 49330 and the Glossary for the legal definition of a weapon.

³⁰ EC Section 49330.



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1.9S	Describe the behavioral and environmental factors associated with major causes of death in the United States.	Instruction: pp. 14–21 Recognizing Factors That Affect Health and Wellness; p. 424–434 Common Hazards in the Environment Application: p. 21 HOA; p. 35 DYS #22
1.10S	Identify basic safety guidelines for emergencies and natural disasters.	Instruction: pp. 392–394 Emergency Preparedness; pp. 414–418 Respond to Medical Emergencies Application: p. 395 BYS; p. 418 HOA
1.11S	Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia.	Instruction: pp. 43–45 Suntans, Sunburns, and Skin Cancer; pp. 224–225 Use Caution in Hot and Cold Weather Application: p. 62 CYK #4; p. 226 LR #4
1.12S	Explain safety hazards associated with Internet usage.	Instruction: pp. 400–402 Staying Safe on the Internet Application: p. 401 CS; p. 421 TC #18
1.13S	Explain ways to prevent fires and reduce the risk of fire-related injuries.	Instruction: pp. 389–391 Fire Prevention and Safety Application: p. 395 BYS; p. 396 HOA
1.14S	Explain ways to reduce the risk of injuries in and around water.	Instruction: pp. 405–406 Staying Safe in the Water Application: p. 406 LR #4; p. 420 CYK #7
1.15S	Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities.	Instruction: pp. 221–226 Fitness Safety; p. 232 Warm-Ups Application: p. 226 HOA; p. 236 CYK #7
Standard 2: Analyzing Influences		
2.1S	Analyze how the media portray fire and explosives.	Instruction: pp. 26–29 Accessing and Evaluating Health Information and Services; pp. 433–434 Safe Chemical Use Application: p. 30 BYS; p. 389 Figure 12.4; p. 391 Figure 12.7; p. 395 BYS
2.2S	Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.	Instruction: p. 282 Alcohol Use and Violence; pp. 496–506 Bullying and Cyberbullying Application: p. 499 BYS; p. 525 DYS #20
Standard 3: Accessing Valid Information		
3.1S	Analyze sources of information regarding injury and violence prevention.	Instruction: p. 222 Follow the Rules; p. 522 Violence Prevention Application: p. 237 DYS #22; p. 525 DYS #24
3.2S	Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.	Instruction: pp. 514–515 Abuse Prevention; p. 521 What to Do If You Are a Victim of Violence Application: p. 522 HOA; p. 525 DYS #24
Standard 4: Interpersonal Communication		
4.1S	Report to a trusted adult situations that could lead to injury or harm.	Instruction: p. 32 Asking for Assistance; pp. 456–458 Healthy Versus Unhealthy Relationships Application: p. 493 DYS #22; p. 329 DYS #19
4.2S	Use communication and refusal skills to avoid violence, gang involvement, and risky situations.	Instruction: p. 289 Education and Refusal Skills; p. 522 Violence Prevention Application: p. 295 DYS #22; p. 525 DYS #22
4.3S	Describe ways to manage interpersonal conflicts nonviolently.	Instruction: pp. 25–26 Resolving Conflicts; pp. 464–467 Conflict Resolution Skills Application: p. 32 HOA; p. 492 CYK #3



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4.4S	Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.	Instruction: pp. 459–463 Ways to Communicate Effectively; p. 501 Strategies for Responding to Bullying Application: p. 493 DYS #22; p. 525 DYS #22
4.5S	Describe characteristics of effective communication.	Instruction: pp. 459–463 Ways to Communicate Effectively Application: p. 461 BYS; p. 467 HOA
4.6S	Differentiate between passive, aggressive, and assertive communication.	Instruction: pp. 460–462 Be Assertive; p. 461 Be Assertive Application: p. 461 BYS; p. 467 LR #5
4.7S	Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.	Instruction: pp. 407–418 Knowing Basic First Aid Application: p. 418 LR #5; p. 420 CYK #11
Standard 5: Decision Making		
5.1S	Use a decision-making process to examine risky social and dating situations.	Instruction: pp. 23–24 Making Healthy Decisions; pp. 485–490 Dating Relationships Application: p. 32 LR #1; p. 489 CS
5.2S	Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.	Instruction: pp. 23–24 Making Healthy Decisions; pp. 518–519 Gang Violence Application: p. 32 LR #1; p. 522 LR #5
5.3S	Use a decision-making process to analyze the consequences of gang involvement.	Instruction: pp. 23–24 Making Healthy Decisions; pp. 518–519 Gang Violence Application: p. 32 LR #1; p. 525 DYS #21
5.4S	Evaluate why some students are bullies.	Instruction: pp. pp. 498–501 Bullying Application: p. 525 TC #17, DYS #20
5.5S	Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.	Instruction: pp. 23–24 Making Healthy Decisions; p. 628 Responding to Harassment Application: p. 32 LR #1; p. 632 HOA
Standard 6: Goal Setting		
6.1S	Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.	Instruction: p. 501 Strategies for Responding to Bullying; p. 522 Violence Prevention Application: p. 499 BYS; p. 525 DYS #24
6.2S	Create a personal-safety plan.	Instruction: pp. 386–396 Staying Safe in the Home; pp. 397–406 Staying Safe in the Community and Online Application: p. 395 BYS; p. 421 DYS #19
Standard 7: Practicing Health-Enhancing Behaviors		
7.1S	Practice first aid and emergency procedures.	Instruction: pp. 392–394 Emergency Preparedness; pp. 407–418 Knowing Basic First Aid Application: p. 395 BYS; p. 418 HOA
7.2S	Practice ways to resolve conflicts nonviolently.	Instruction: pp. 25–26 Resolving Conflicts; pp. 464–467 Conflict Resolution Skills Application: p. 32 HOA; p. 492 CYK #3
7.3S	Practice the safe use of technology.	Instruction: pp. 400–402 Staying Safe on the Internet; p. 401 Brianna’s Online Relationship Application: p. 401 CS; p. 421 TC #18



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Standard 8: Health Promotion		
8.1S	Support changes to promote safety in the home, at school, and in the community.	Instruction: pp. 386–396 Staying Safe in the Home; pp. 397–406 Staying Safe in the Community and Online Application: p. 395 BYS; p. 421 DYS #22
8.2S	Design a campaign for preventing violence, aggression, bullying, and harassment.	Instruction: pp. 505–506 Bullying Prevention; p. 522 Violence Prevention Application: p. 499 BYS; p. 525 DYS #24
8.3S	Demonstrate the ability to influence others’ safety behaviors (e.g., wearing bicycle helmets and seat belts).	Instruction: pp. 31–32 Advocating for Community Health; pp. 403–405 Staying Safe on the Road Application: p. 19 BYS; p. 30 BYS
Alcohol, Tobacco, and Other Drugs		
Standard 1: Essential Concepts		
1.1A	Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.	Instruction: pp. 245–248 Health Effects of Tobacco Use; pp. 275–277 Health Effects of Alcohol Use Application: p. 249 HOA; p. 283 HOA
1.2A	Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.	Instruction: pp. 277–282 Effects on Your Life; pp. 315–316 Drug Abuse Application: p. 329 DYS #19; p. 254 CS
1.3A	Explain the dangers of drug dependence and addiction.	Instruction: pp. 282–283 Alcohol-Use Disorders; p. 317 Drug Addiction Application: p. 317 HOA; p. 328 CYK #12
1.4A	Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders.	Instruction: pp. 248–249 The Impact of Secondhand Smoke; p. 277 Alcohol and Pregnancy Application: p. 249 HOA; p. 269 DYS #20
1.5A	Analyze the harmful effects of using diet pills without physician supervision.	Instruction: p. 192 Speak with a Healthcare Professional; pp. 192–193 Unhealthy Weight-Loss Strategies Application: p. 193 LR #5
1.6A	Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.	Instruction: pp. 277–282 Effects on Your Life; pp. 315–316 Drug Abuse Application: p. 283 HOA; p. 317 HOA
1.7A	Explain why most youths do not use alcohol, tobacco, or other drugs.	Instruction: pp. 264–265 Antismoking Campaigns; p. 289 Education and Refusal Skills Application: p. 261 BYS; p. 295 DYS #20
1.8A	Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs.	Instruction: pp. 262–264 What the Government Is Doing; p. 290 Government Approaches Application: p. 30 BYS; p. 295 TC #15
Standard 2: Analyzing Influences		
2.1A	Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.	Instruction: pp. 251–254 Why Young People Try Smoking; pp. 285–288 Identifying Factors That Influence Beliefs About Alcohol Use Application: p. 254 CS; p. 295 TC #16
2.2A	Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.	Instruction: pp. 253–254 Media Messages; p. 288 Media Messages Application: p. 269 DYS #19; p. 294 CYK #7



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2.3A	Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.	Instruction: pp. 251–254 Why Young People Try Smoking; pp. 285–288 Identifying Factors That Influence Beliefs About Alcohol Use Application: p. 254 CS; p. 292 LR #1
Standard 3: Accessing Valid Information		
3.1A	Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.	Instruction: pp. 262–263 Advertising and Labeling; pp. 284–292 Preventing and Treating Alcohol-Use Disorders Application: p. 295 TC #18, DYS #24
Standard 4: Interpersonal Communication		
4.1A	Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.	Instruction: pp. 24–25 Using Refusal Skills; p. 289 Education and Refusal Skills Application: p. 32 HOA; p. 295 DYS #22
Standard 5: Decision Making		
5.1A	Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.	Instruction: pp. 23–24 Making Healthy Decisions; p. 288 Making IDEAL Decisions Application: p. 32 LR #1; p. 288 BYS
Standard 6: Goal Setting		
6.1A	Develop short- and long-term goals to remain drug-free.	Instruction: p. 24 Setting and Reaching Goals; p. 322 Advocating for a Drug-Free Life Application: p. 322 BYS; p. 326 HOA
Standard 7: Practicing Health-Enhancing Behaviors		
7.1A	Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations.	Instruction: pp. 265–266 Skills for Resisting Tobacco; p. 289 Education and Refusal Skills Application: p. 266 HOA; p. 295 DYS #22
7.2A	Practice positive alternatives to the use of alcohol, tobacco, and other drugs.	Instruction: p. 322 Advocating for a Drug-Free Life; pp. 322–323 Strategies for Refusing Drugs Application: p. 295 DYS #20; p. 322 BYS
Standard 8: Health Promotion		
8.1A	Participate in school and community efforts to promote a drug-free lifestyle.	Instruction: pp. 319–322 Preventing Drug Abuse and Addiction; p. 322 Advocating for a Drug-Free Life Application: p. 30 BYS; p. 322 BYS
Mental, Emotional, and Social Health		
Standard 1: Essential Concepts		
1.1M	Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).	Instruction: p. 8 Social Health; pp. 100–101 How Do You See Yourself? Application: p. 102 BYS; p. 127 TC #15
1.2M	Identify a variety of nonviolent ways to respond when angry or upset.	Instruction: pp. 107–110 Controlling Your Emotions; pp. 111–112 Control Negative Emotions Application: p. 114 HOA; p. 127 DYS #22
1.3M	Identify qualities that contribute to a positive self-image.	Instruction: pp. 100–101 How Do You See Yourself? Application: p. 102 BYS; p. 104 HOA
1.4M	Describe how emotions change during adolescence.	Instruction: pp. 549–550 Emotional and Social Development; p. 620 Early Sexual Feelings Application: p. 552 LR #5; p. 635 TC #18



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1.5M	Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.	Instruction: pp. 477–478 Types of Friendships; pp. 606–615 What Is Sexuality? Application: p. 614 BYS; p. 615 HOA
1.6M	Describe the changing roles and responsibilities of adolescents as members of a family and community.	Instruction: pp. 471–473 Relationships with Parents or Guardians; p. 475 Changes in Family Relationships Application: p. 475 LR #3, #5
1.7M	Describe the benefits of having positive relationships with trusted adults.	Instruction: pp. 455–456 The Importance of Relationships; pp. 456–458 Healthy Versus Unhealthy Relationships Application: p. 493 DYS #19, #22
1.8M	Analyze the harmful effects of using diet pills without physician supervision.	Instruction: p. 192 Speak with a Healthcare Professional; pp. 192–193 Unhealthy Weight-Loss Strategies Application: p. 193 LR #5
1.9M	Identify the signs of various eating disorders.	Instruction: pp. 198–202 Eating Disorders Application: p. 199 CS; p. 202 LR #3
1.10M	Describe signs of depression, potential suicide, and other self-destructive behaviors.	Instruction: pp. 134–136 Mood Disorders; pp. 149–151 Respond to Warning Signs of Suicide Application: p. 136 CS; p. 152 HOA
1.11M	Describe common mental health conditions and why seeking professional help for these conditions is important.	Instruction: pp. 131–137 Types of Mental Health Conditions; pp. 139–145 Treatment for Mental Health Conditions Application: p. 136 CS; p. 143 BYS
Standard 2: Analyzing Influences		
2.1M	Analyze internal and external influences on mental, emotional, and social health.	Instruction: pp. 98–104 Getting to Know Yourself; pp. 137–138 What Causes Mental Health Conditions? Application: p. 102 BYS; p. 138 LR #4
2.2M	Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.	Instruction: pp. 496–506 Bullying and Cyberbullying; pp. 518–519 Gang Violence Application: p. 499 BYS; p. 512 CS
2.3M	Analyze the influence of culture on family values and practices.	Instruction: pp. 19–20 Social Environment; pp. 23–24 Making Healthy Decisions Application: p. 21 LR #5; p. 34 CYK #7
Standard 3: Accessing Valid Information		
3.1M	Access accurate sources of information and services about mental, emotional, and social health.	Instruction: pp. 140–144 Treatment Options; pp. 149–151 Respond to Warning Signs of Suicide Application: p. 145 HOA; p. 155 DYS #19
3.2M	Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.	Instruction: p. 501 Strategies for Responding to Bullying; pp. 517–518 School Violence Application: p. 525 TC #18, DYS #22
3.3M	Identify trusted adults to report to if people are in danger of hurting themselves or others.	Instruction: pp. 149–151 Respond to Warning Signs of Suicide; p. 501 Strategies for Responding to Bullying Application: p. 155 TC #17; p. 525 TC #19
3.4M	Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.	Instruction: pp. 144–145 Helping a Loved One; p. 479 Be a Good Friend Application: p. 145 HOA; p. 484 HOA



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Standard 4: Interpersonal Communication		
4.1M	Seek help from trusted adults for oneself or a friend with an emotional or social health problem.	Instruction: pp. 139–145 Treatment for Mental Health Conditions; pp. 149–151 Respond to Warning Signs of Suicide Application: p. 143 BYS; p. 155 TC #17
Standard 5: Decision Making		
5.1M	Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.	Instruction: pp. 23–24 Making Healthy Decisions; pp. 98–104 Getting to Know Yourself Application: p. 32 LR #1; p. 102 BYS
5.2M	Monitor personal stressors and assess techniques for managing them.	Instruction: p. 117 Types of Stressors; pp. 118–124 Strategies for Managing Stress Application: p. 124 HOA; p. 127 DYS #19
5.3M	Describe healthy ways to express caring, friendship, affection, and love.	Instruction: pp. 478–479 Strategies for Building Healthy Friendships; pp. 486–487 Characteristics of Healthy Dating Relationships Application: p. 484 HOA; p. 493 TC #18
5.4M	Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression.	Instruction: p. 124 Seek Professional Help When Needed; pp. 144–145 Helping a Loved One Application: p. 124 HOA; p. 127 TC #18, DYS #19, #22
5.5M	Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.	Instruction: p. 110 Expressing Your Feelings to Others; p. 118 Express Your Feelings; p. 400–402 Staying Safe on the Internet Application: p. 114 LR #2; p. 119 CS; p. 401 CS; p. 406 LR #2, #5; p.421 TC #18, DYS #20
Standard 6: Goal Setting		
6.1M	Develop achievable goals for handling stressors in healthy ways.	Instruction: p. 24 Setting and Reaching Goals; pp. 118–124 Strategies for Managing Stress Application: p. 30 BYS; p. 119 CS; p. 124 LR #4, #5; p. 127 DYS #19, #21, #22
Standard 7: Practicing Health-Enhancing Behaviors		
7.1M	Demonstrate effective coping mechanisms and strategies for managing stress.	Instruction: pp. 118–124 Strategies for Managing Stress Application: p. 124 LR #4, #5; p. 127 DYS #19, #21, #22
7.2M	Practice respect for individual differences and diverse backgrounds.	Instruction: pp. 477–478 Types of Friendships Application: p. 484 HOA; p. 492 UYV
7.3M	Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.	Instruction: pp. 212–213 Choose Physical Activities You Enjoy; p. 471 Families and the Community Application: p. 237 DYS #21
7.4M	Practice personal boundaries in a variety of situations.	Instruction: pp. 487–488 Physical Intimacy and Abstinence; p. 550 Peer Pressure Throughout the Life Span Application: p. 550 BYS
7.5M	Demonstrate skills to avoid or escape from potentially violent situations, including dating.	Instruction: p. 522 Violence Prevention; pp. 631–632 Preventing and Responding to Sexual Violence Application: p. 522 LR #4, HOA; p. 632 HOA; p. 635 DYS #23



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Standard 8: Health Promotion		
8.1M	Promote a positive and respectful school environment.	Instruction: p. 30 Your School Environment; p. 499 Rumor Has It Application: p. 30 BYS; p. 499 BYS
8.2M	Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.	Instruction: p. 614 Promoting Acceptance, Tolerance, and Unity; p. 615 Support for LGBT Youth Application: p. 614 BYS
Personal and Community Health		
Standard 1: Essential Concepts		
1.1P	Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination).	Instruction: pp. 43–45 Suntans, Sunburns, and Skin Cancer; pp. 64–93 Getting the Sleep You Need Application: p. 49 HOA; p. 62 CYK #4; p. 76 CS; p. 82 HOA; p. 85 BYS; p. 90 LR; p. 93 DYS
1.2P	Identify the importance of age-appropriate medical services.	Instruction: pp. 303–304 Strategies for Using Medications Safely; pp. 557–559 Adaptations to Aging Application: p. 305 HOA; p. 560 LR #5; p. 562 CYK #11
1.3P	Identify Standard (Universal) Precautions and why they are important. ³¹	Instruction: pp. 386–396 Staying Safe in the Home; p. 411 Standard Precautions Application: p. 418 HOA; p. 420 CYK #9
1.4P	Examine the causes and symptoms of communicable and non-communicable diseases.	Instruction: pp. 334–340 Communicable Diseases; pp. 357–369 Noncommunicable Diseases Application: p. 362 CS; p. 369 LR #1, HOA
1.5P	Discuss the importance of effective personal and dental hygiene practices for preventing illness.	Instruction: pp. 36–63 Developing Good Personal Hygiene; p. 55 Take Charge of Your Personal Hygiene Application: p. 55 BYS
1.6P	Identify effective brushing and flossing techniques for oral care.	Instruction: pp. 51–56 The Mouth and Teeth; p. 55 Take Charge of Your Personal Hygiene Application: p. 55 BYS
1.7P	Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities.	Instruction: pp. 54–56 Preventing and Treating Mouth and Teeth Problems; p. 58 Protecting Your Eyes Application: p. 62 CYK #4; p. 63 DYS #23
1.8P	Identify ways to prevent vision or hearing damage.	Instruction: p. 58 Protecting Your Eyes; p. 60 Protecting Your Hearing Application: p. 63 DYS #22; p. 434 LR #4
1.9P	Identify ways that environmental factors, including air quality, affect our health.	Instruction: pp. 425–426 The Environment; pp. 436–437 <i>Clean Air Act</i> Application: p. 432 CS; p. 434 LR #2, HOA; p. 441 BYS; p. 448 CYK #6; p. 449 TC #16, #19
1.10P	Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution).	Instruction: pp. 424–434 Common Hazards in the Environment; p. 441 Advocating for the Environment Application: p. 441 BYS

³¹ See the Glossary for the definitions of Standard and Universal Precautions.



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1.11P	Describe global influences on personal and community health.	Instruction: pp. 424–434 Common Hazards in the Environment Application: p. 424 GO; p. 434 LR #2, HOA
1.12P	Identify ways to reduce exposure to the sun.	Instruction: pp. 43–45 Suntans, Sunburns, and Skin Cancer Application: p. 42 BYS; p. 49 HOA; p. 62 CYK #1
Standard 2: Analyzing Influences		
2.1P	Analyze a variety of influences that affect personal health practices.	Instruction: pp. 197–198 Influences on Body Image; pp. 227–234 A Personal Fitness Plan Application: p. 199 CS; p. 202 LR #5
2.2P	Analyze how environmental pollutants, including noise pollution, affect health.	Instruction: pp. 424–434 Common Hazards in the Environment; pp. 436–438 Society’s Actions to Protect the Environment Application: p. 424 GO; p. 434 LR #2, #4; p. 448 CYK #1, #6, #8
2.3P	Analyze the relationship between the health of a community and the global environment.	Instruction: pp. 424–434 Common Hazards in the Environment; pp. 436–438 Society’s Actions to Protect the Environment Application: p. 441 BYS; p. 449 TC #16, #17, #18, #19
2.4P	Analyze the influence of culture, media, and technology on health decisions.	Instruction: pp. 19–20 Social Environment; p. 288 Media Messages Application: p. 42 BYS
2.5P	Analyze the social influences that encourage or discourage sun-safety practices.	Instruction: pp. 43–45 Suntans, Sunburns, and Skin Cancer Application: p. 63 TC #17, #19, DYS #22
Standard 3: Accessing Valid Information		
3.1P	Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information’s validity.	Instruction: p. 42 Health in the Media; pp. 43–45 Suntans, Sunburns, and Skin Cancer Application: p. 42 BYS
3.2P	Access valid information about preventing common communicable diseases.	Instruction: pp. 334–340 Communicable Diseases; pp. 371–376 Preventing Communicable Diseases Application: p. 383 TC #16
3.3P	Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.	Instruction: pp. 26–29 Accessing and Evaluating Health Information and Services; pp. 407–418 Knowing Basic First Aid Application: p. 418 LR #1, #5; p. 420 CYK #11, #12
3.4P	Demonstrate how to access school and community health services.	Instruction: pp. 26–29 Accessing and Evaluating Health Information and Services; p. 471 Families and the Community Application: p. 34 CYK #10; p. 498 CYS #22
Standard 4: Interpersonal Communication		
4.1P	Practice how to make a health-related consumer complaint.	Instruction: pp. 26–29 Accessing and Evaluating Health Information and Services; p. 42 Health in the Media Application: p. 42 BYS



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4.2P	Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.	Instruction: pp. 460–462 Be Assertive; pp. 371–376 Preventing Communicable Diseases Application: p. 461 BYS
Standard 5: Decision Making		
5.1P	Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.	Instruction: pp. 23–24 Making Healthy Decisions; pp. 408–418 Knowing Basic First Aid Application: p. 30 BYS; p. 32 LR #1, #3; p. 34 #9
5.2P	Apply a decision-making process when selecting health care products.	Instruction: pp. 10–13 The Healthcare and Wellness Connection; pp. 23–24 Making Healthy Decisions Application: p. 11 CS; p. 41 CS; p. 42 BYS; p. 49 HOA
5.3P	Analyze the characteristics of informed health choices.	Instruction: pp. 14–21 Recognizing Factors That Affect Health and Wellness; pp. 26–29 Accessing and Evaluating Health Information and Services Application: p. 19 BYS; p. 21 HOA; p. 34 CYK #9
Standard 6: Goal Setting		
6.1P	Establish goals for improving personal and community health.	Instruction: p. 24 Setting and Reaching Goals; pp. 229–231 Setting Your Goals Application: p. 229 BYS
6.2P	Design a plan to minimize environmental pollutants, including noise at home and in the community.	Instruction: pp. 424–434 Common Hazards in the Environment; p. 441 Advocating for the Environment Application: p. 30 BYS; p. 441 BYS
6.3P	Create a plan to incorporate adequate rest and sleep into daily routines.	Instruction: pp. 68–69 Sleep Needs and Age; pp. 83–90 Developing Strategies for Getting Enough Sleep Application: p. 55 BYS
Standard 7: Practicing Health-Enhancing Behaviors		
7.1P	Practice and take responsibility for personal and dental hygiene practices.	Instruction: pp. 54–56 Preventing and Treating Mouth and Teeth Problems; p. 55 Take Charge of Your Personal Hygiene Application: p. 55 BYS
7.2P	Describe situations where Standard (Universal) Precautions are appropriate.	Instruction: pp. 386–396 Staying Safe in the Home; p. 411 Standard Precautions Application: p. 418 HOA; p. 420 CYK #9
Standard 8: Health Promotion		
8.1P	Promote the importance of regular screenings and medical examinations.	Instruction: pp. 10–13 The Healthcare and Wellness Connection; pp. 30–32 Communicating About Health Application: p. 11 CS; p. 13 LR #2, #3; p. 34 CYK #3
8.2P	Demonstrate the ability to be a positive peer role model in the school and community.	Instruction: p. 30 Your School Environment; p. 483 Positive Peer Pressure Application: p. 30 BYS
8.3P	Demonstrate ways to accept responsibility for conserving natural resources.	Instruction: p. 437 <i>Resource Conservation and Recovery Act</i> ; pp. 441–446 Greener Living Application: p. 441 BYS