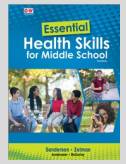


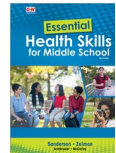
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 to Alabama Course of Study: Health Education
 Course: Health Education, Grades 6-8**



| STANDARDS / ANCHOR STANDARDS | | CORRELATING PAGES |
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| HEALTH PROMOTION – GRADE 6 | | |
| Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | |
| 6.1.1 | Describe the interrelationship between social and emotional health in adolescence. | 10, 15, 35 Think Critically (#15), 99 Think Critically (#20), 103–104, 134–136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181–182, 189 Think Critically (#16), 475–476, 510, 522, 558 |
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| | b. Explain how stress can affect personal health. | 15–21, 17 (Figure 1.8 Environmental Protective and Risk Factors), 20, (The Game of Life), 132, 142, 182, 356 |
| 6.1.2 | List ways to reduce or prevent injuries and illness. | 10, 15–21, 77–96, 110–114, 152–158, 161 Develop Your Skills (#19–22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Think Critically (#19), Develop Your Skills (#21), 407–438, 441 Think Critically (#18), Develop Your Skills (#21), 453–454, 589–591, 603 Develop Your Skills (#19) |
| <i>Examples: stretching techniques, regular exercise, equipment safety, flu shot, obtaining immunizations against HPV and other conditions</i> | | |
| 6.1.3 | Describe benefits of practicing healthy behaviors. | 13, 23–29, 99 Develop Your Skills (#19), 103–106, 116–122, 137–138, 146–147, 177–179, 239 Think critically, (#20) Develop Your Skills (#22), 288–294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577 |
| <i>Examples: using household products only for intended purposes, dietary choices, physical activity, drinking plenty of water</i> | | |
| 6.1.4 | Examine how personal health and wellness are affected positively or negatively by an individual's surroundings | 14–19, 15 Health and Wellness Spectrum, 17 (Figure 1.8 Environmental Protective and Risk Factors), 18–20, 21 Lesson 1.2 Review (#2, 5), 21 Hands on Activity, 424–434 |
| 6.1.5 | Identify how positive family practices and beliefs promote personal health. | 15–17, 19–21, 103–104, 165, 210–211, 244, 288, 379–380, 382, 386, 396–398 |
| <i>Examples: regular dental and vision check-ups, regular doctor visits</i> | | |
| ANALYZING INFLUENCES – GRADE 6 | | |
| Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors. | | |
| 6.2.1 | Examine how family and peers influence the health of adolescents. | 10, 15–21, 77–96, 110–114, 152–158, 161 Develop Your Skills (#19–22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Develop Your Skills (#19–21), 407–438, 453–454, 589–591, 603 Develop Your Skills (#19) |
| <i>Examples: inactivity, fast food consumption</i> | | |



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| | a. List personal family guidelines and rules that enhance health. | 10-13, 31-32, 32 (Figure 1.18 Example of Community Resources), 205-209, 213, 246, 271 Develop Your Skills (#18), 296-297, 326, 359-360 (Figure 11.22 Types of Rehabilitation Programs), 431, 436-438, 456-458, 598-599 |
| | b. List peer situations that enhance health. | 18, 35 Develop Your Skills (#22), 133-135, 165, 179, 182, 185, 289, 297, 323, 355, 441 Develop Your Skills (#21), 475-476, 503-504, 518, 538, 559, 569-570, 590 |
| 6.2.2 | Identify health services offered in the school. | 17-19, 165, 174-175, 182, 185, 271 Develop Your Skills (#18), 289-290, 290 (Figure 9.14 Triggers), 297, 325, 355, 359, 475-476, 503-504, 518, 537-541, 559 |
| 6.2.3 | Investigate how messages from media influence health behaviors. | 27, 35 Develop Your Skills (#21), 106-107, 120-122, 125 Think Critically (#17) and 21), 150, 155, 167, 172 (Hands-On Activity), 244 (Case Study), 246, 271 Develop Your Skills (#19), 290-291, 441 Think Critically (#18 and 20), 458-459, 462-463, 469 Think Critically (#16), 483, 522 |
| | Examples: social media, fast food advertisements, editing photos to enhance physical appearance. | |
| 6.2.4 | Explain the influence of values and beliefs on individual health practices and behaviors. | 19, 23-24, 133-134, 271 Think Critically (#16- #17), 288, 321-323, 355-360, 492, 507, 540, 568 |
| | Examples: family values, religious beliefs | |
| 6.2.5 | Identify how bad health choices result in poor personal health. | 23-29, 324 (Building Your Skills), 365 (#19), 441 (#21), 570 |
| | Example: excessive caloric intake resulting in excess poundage | |
| ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 6 | | |
| Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health. | | |
| 6.3.1 | Analyze the validity of a variety of Internet sources for health information. | 26-29, 80 (Building Your Skills), 99 Develop Your Skills (#22), 161 Think Critically (#18), 223-225, 298-299, 331 Develop Your Skills (#23-24), 337-339, 359-360, 403 Develop Your Skills (#22), 513 Develop Your Skills (#21), 545 Develop Your Skills (#21), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23) |
| | Examples: valid sites -.edu (education), .org (non-profit), or .gov (government); unreliable health information sites - .com (commercial) | |
| | a. Identify local resources for reliable health information. | 26, 73 Development Your Skills (#23), 176-177, 328, 365 Develop Your Skills (#21), 461 (Building Your Skills), 513 Develop Your Skills (#21), 533, 542 (Hands-On Activity), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23) |
| | Examples: public health agencies, school nurse, health education teacher | |
| 6.3.2 | Determine the accessibility of reliable resources, personnel, and services that enhance health. | 223-225, 225 (Figure 7.32 Eat Mindfully), 365 #22, 599-600, 600 (Hands-On Activity), 603 #21, 647-651, 661 Develop Your Skills (#21) |



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| <i>Examples: school counselor, school nurse, dentist, 911</i> | | |
| INTERPERSONAL COMMUNICATION – GRADE 6 | | |
| Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | |
| 6.4.1 | Apply effective verbal and nonverbal communication skills to enhance health. | 99 Develop Your Skills (#23), 125, 137, 138 (Hands-On Activity), 140–148, 152–154, 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 290 (Triggers), 299–300, 302 (Hands-On Activity), 319 (Hands-On Activity), 325, 358–360, 362 (Hands-On Activity), 416 (Hands-On Activity), 421–423, 430, 461 (Building Your Skills), 478–483, 492–494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 593 (Hands-On Activity) |
| Examples: praise, high-five, fist bump, thumbs up | | |
| | a. Demonstrate appropriate nonverbal communication skills someone could use when upset. | 25–26, 125 Develop Your Skills (#23), 239 Think Critically (#20), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20) |
| <i>Examples: walking away, remaining calm and quiet</i> | | |
| 6.4.2 | List refusal and negotiation skills to avoid or reduce health risks. | 25–26, 125 Develop Your Skills (#23), 239 Think Critically (#20), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20) |
| <i>Examples: saying no, suggesting alternative choices</i> | | |
| 6.4.3 | Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts. | 21 (Hands-On Activity), 23–26, 29–31, 32 (Hands-On Activity), 325, 331 (#21), 358–360, 362 (Hands-On Activity), 365 (#19–20), 416 (Hands-On Activity), 419–423, 441 (#19–20), 478–481, 520–521, 524–526, 533–534, 535 (Hands-On Activity), 542 (Hands-On Activity), 545 (#23), 548 (#22), 590–591, 603 (#20–21 and 23) |
| <i>Examples: compromising, apologizing, addressing the issue</i> | | |
| DECISION-MAKING – GRADE 6 | | |
| Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. | | |
| 6.5.1 | Describe situations that can help or hinder making a healthy decision. | 13, 23–29, 99 Think Critically (#19), 103–106, 116–122, 137–138, 146–147, 177–179, 239 Think Critically (#20 and 22), 288–294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577 |
| <i>Examples: socio-economic status, access to medical services, availability of healthful foods, sedentary lifestyle</i> | | |
| 6.5.2 | Distinguish between healthy and unhealthy alternatives to health-related issues or problems. | 23–24, 125 Think Critically (#19), 137, 141–148, 152–158, 211–215, 239 Think Critically (#19–20), 271 Develop Your Skills (#21), 288–302, 331 Develop Your Skills (#20), 342 (Hands-On Activity), 356–360, 441 Develop Your Skills (#21), 533–534, 542, 570 |
| <i>Example: role-playing healthy ways to express anger and frustration</i> | | |



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| GOAL-SETTING – GRADE 6 | | |
| Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | |
| 6.6.1 | Assess personal health practices. | 35 (Develop Your Skills (#20), 131– 138, 174, 181–182 226, 239 Think Critically (#18), 262, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 416 (Hands-On Activity), 469 Develop Your Skills (#21–22), 513 Develop Your Skills (#20), 545 (Develop Your Skills #20), 581 Develop Your Skills (#21) |
| <i>Examples: food choices, physical activity, hygiene</i> | | |
| 6.6.2 | Describe how setting goals to increase time for physical activity and academic study may reduce stress. | 243–245, 243 (Figure 8.1 Finding ways to be physically active), 244 (Case Study), 247 (Hands-On Activity), 247 (Figure 8.3 Going to a community park), 271 Develop Your Skills(#18) |
| | a. List activities that can improve physical and mental health | 243–245, 243 (Figure 8.1 Finding ways to be physically active), 244 (Case Study), 247 (Hands-On Activity), 247 (Figure 8.3 Going to a community park), 271 Develop Your Skills(#18) |
| SELF-MANAGEMENT – GRADE 6 | | |
| Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | |
| 6.7.1 | Critique examples of responsible behaviors that reduce health risks. | 15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–23), 183–185, 203 (Hands- On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337– 339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19– 22), 501–504, 508, 510, 525–526, 533– 535, 542, 569–570, 589–591, 599–600 |
| <i>Examples: choosing healthy foods, participating in healthy activities, having regular medical and dental check-ups</i> | | |
| 6.7.2 | Describe practices to avoid or reduce health risks to self and others. | 15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–23), 183–185, 203 (Hands- On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337– 339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19– 22), 501–504, 508, 510, 525–526, 533– 535, 542, 569–570, 589–591, 599–600 |
| <i>Examples: smoking or vaping, drinking alcohol, using illegal drugs, texting while driving</i> | | |
| ADVOCACY – GRADE 6 | | |
| Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. | | |
| 6.8.1 | State a health-enhancing position and support it with accurate information. | 26–30, 50 (Building Your Skills), 99 (#22), 108 (Hands-On Activity), 161 (#19-21), 172 (Hands-On Activity), 189 (#20-21), 239 (#20), 271 (#18-19 and 21), 286 (Hands-On Activity), 298 (Building Your Skills), 305 (#19-22), 319 (Hands- On Activity), 353 (Hands-On Activity), 358 (Building Your Skills), 365 (#21), 403 (#24), 441 (#22), 461 (Building Your Skills), 513 (#19), 545 (#24), 603 (#19 and 23) |



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| <i>Examples: applying sunscreen has been proven to help prevent skin cancer</i> | | |
| 6.8.2 | Identify ways by which health messages can be altered to appeal to different audiences. | 286 (Hands-On Activity), 299, 403 Develop Your Skills (#24), 441 Develop Your Skills (#23), 461 (Building Your Skills), 513 Develop Your Skills (#19), 603 Develop Your Skills (#23) |
| <i>Examples: modifying a snack advertisement to target children, teenagers, or adults</i> | | |
| HEALTH PROMOTION – GRADE 7 | | |
| Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | |
| 7.1.1 | Summarize the interrelationship of emotional, social, and physical health. | 10, 15, 35 Think Critically (#15), 99 Develop Your Skills (#20), 103–104, 134–136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181– 182, 475–476, 510, 522, 558 |
| | a. Determine how peers may affect the six dimensions of health. | 18, 35 Think Critically (#17), 133-135, 165, 179, 182, 185, 289, 297, 323, 355, 441 (#21), 475- 476, 503-504, 518, 538, 559, 569-570, 590 |
| | b. Illustrate how changing family dynamics can affect health. | 16-17, 165, 182, 232, 288, 379-380, 397 (Building Your Skills), 558-559 |
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| 7.1.2 | Predict the risk of injury or illness if engaging in unhealthy behaviors. | 19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311-319, 344-353, 379-380, 454, 529-533, 570-571, 585, 596, 603 Develop Your Skills (#19) |
| | a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs. | 279–286, 311–319, 321, 326, 331 Think Critically (#17), 344–353, 353 Household Products Commonly Abused as Inhalants. |
| <i>Examples: riding in the bed of a pick-up truck, biking without a helmet, riding without a seat belt.</i> | | |
| 7.1.3 | Determine barriers to practicing healthy behaviors. | 13, 23–29, 99 Think Critically (#19), 103–106, 116–122, 137–138, 146– 147, 177–179, 239 Think Critically (#20 and 22), 288–294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577 |
| <i>Examples: lack of finances, access to health services, social support</i> | | |
| | a. Examine how nutritional choices and psychological issues may lead to eating disorders. | 229–234, 232 (Figure 7.37 Example of Disordered Eating), 233 (Figure 7.38 Types of Eating disorders), 234 (Figure 7.39 Warning Signs of Eating Disorders) |
| 7.1.4 | Predict the consequences of engaging in unhealthy behaviors. | 19–21, 80–81, 84–85, 89–91, 95–96, 103–104, 210–211, 216, 218–225, 256–260, 279–286, 291–294, 311–319, 344–353, 379–380, 454, 529–533, 570–571, 585, 596, 603 Develop Your Skills (#19) |
| | a. Discuss ways to prevent obesity. | 217, 220(Defined), 221 Figure 7.28 (Reducing Risk for Type 2 Diabetes), 243-244 243 Figure 8.1 Finding ways to be Physically Active, 387 (Signs of Diabetes) |
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| | a. Discuss hereditary diseases that impact personal health and wellness. | Influence on health, 15–17, 165 Figure 6.1 Bullying can have effect on Mental Health, 288 Figure 9.12 Stages of Substance Use Disorder, 379–380, 379 Noncommunicable Diseases Effects), 382, 398 |
| ANALYZING INFLUENCES – GRADE 7 | | |
| Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors. | | |
| 7.2.1 | Describe how family values and behaviors influence the health of adolescents. | 10, 15–21, 77–96, 110–114, 152–158, 161 Develop Your Skills (#19–22), 183– 184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Develop Your Skills (#19–21), 407–438, 453–454, 589–591, 603 Develop Your Skills (#19) |
| <i>Examples: eating family daily, participating in physical activity, practicing open communication</i> | | |
| 7.2.2 | Explain how communities can affect personal health practices and behaviors. | 17-19, 30 (Building Your Skills), 165, 174-175, 182, 185, 271 Develop Your Skills (#18), 289-290, 297, 325, 355, 359, 475-476, 503-504, 518, 537-541, 559 |
| <i>Examples: public policies regarding water pollution, air quality, tobacco use</i> | | |
| 7.2.3 | Describe how the media can send mixed messages about health. | 27-32, 80, 167, 234-235, 290-291, 298- 299, 324, 355 420-423, 421(Figure 13.5 THINK), 421(Case Study), 441 (Develop Your Skills) (#20), 441 (Think Critically (#18), 483, 499 (Figure 15.23 Be Physically Present with Friends), 524- 526, 526 (Figure 16.7 (THINK Before You Post) |
| <i>Examples: advertisements concerning tobacco, alcohol, and nutrition</i> | | |
| 7.2.4 | Explain how school and public health policies can influence health promotion and disease prevention. | 10-13, 31-32, 32 (Figure 1.18 Example of Community Resources), 205-209, 213, 246, 271 Develop Your Skills (#18), 296-297, 326, 359-360 (Figure 11.22 Types of Rehabilitation Programs), 431, 436-438, 456-458, 598-599 |
| <i>Examples: vending machine selections, vaccination requirements, wellness check-ups</i> | | |
| 7.2.5 | Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol. | 19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311- 319, 344-353, 379-380, 454, 529- 533, 570-571, 585, 596, 603 Develop Your Skills (#19) |
| ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 7 | | |
| Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health. | | |
| 7.3.1 | Distinguish between facts and myths of health information. | 26, 73 Develop Your Skills (#23), 176-177, 283 The Myths and Facts of Vaping, 328, 365 Develop Your Skills (#21), 461 (Building Your Skills), 513 Develop Your Skills (#21), 533, 542 (Hands-On Activity), 581 |



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| | | Develop Your Skills (#19), 593 (Hands- On Activity), 603 Develop Your Skills (#23) |
| | a. Examine beliefs concerning the transmission of HIV/AIDS; distinguish between fact and fallacy. | 581 (Develop Your Skills (#19), 592–593, 592 Building Your Skills, 593 (Hands-On Activity), 603 (Develop Your Skills (#23) |
| 7.3.2 | Demonstrate the ability to locate valid school and community health resources. | 10-13, 31-32, 32 (Figure 1.18 Example of Community Resources), 205-209, 213, 246, 271 Develop Your Skills (#18), 296-297, 326, 359-360 (Figure 11.22 Types of Rehabilitation Programs), 431, 436-438, 456-458, 598-599 |
| <i>Examples: health clinic, school wellness committee, school nurse, local health department</i> | | |
| INTERPERSONAL COMMUNICATION – GRADE 7 | | |
| Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | |
| 7.4.1 | Discuss effective conflict management or resolution strategies. | 25–26, 125 Develop Your Skills (#23), 239 Think Critically (#2), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20) |
| <i>Example: five steps to resolve conflict: calm down, state and understand the problem, apologize, promote solution finding, follow-up</i> | | |
| 7.4.2 | Model refusal skills that avoid or reduce health risks. | 25–26, 32 (Hands-On Activity), 125 Develop Your Skills (#22), 286 (Hands-On Activity), 299–300, 302 (Hands-On Activity), 325, 331 Develop Your Skills (#21–22), 358– 359, 362 (Hands- On Activity), 365 Develop Your Skills (#19–20), 403 Develop Your Skills (#20), 441 Develop Your Skills (#20), 484–487, 508, 542, 545 Develop Your Skills (#22), 590, 603 Develop Your Skills (#20) |
| <i>Examples: role playing how to effectively handle bullying, harassment, and peer pressure situations</i> | | |
| 7.4.3 | Demonstrate skills that avoid conflict. | 25–26, 125 Develop Your Skills (#23), 239 Think Critically (#20), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20) |
| <i>Examples: asking someone respectfully not to smoke, practice active listening, reacting sensibly, communicating clearly, practicing patience</i> | | |
| DECISION-MAKING – GRADE 7 | | |
| Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. | | |
| 7.5.1 | Distinguish when a self-decision should be made or if help should be sought from a responsible adult. | 23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (Building Your Skills), 331 Develop Your Skills (#19), 356, 365 Think Critically (#18), 441 Develop Your Skills (#21), 541, 569-571, 581 Develop Your Skills (#21) |
| <i>Examples: friends begin drinking, unsafe situation arises at school, suicidal friend, suspected abuse, seat belt use, suicidal thoughts</i> | | |
| | a. Determine when it is necessary to ask for assistance when making a health choice. | 23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (Building Yours Skills), 331 Develop Your Skills (#19), 356, 365 Think Critically |



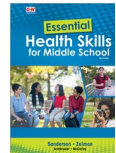
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| | | (#18), 441 Develop Your Skills (#21), 541, 569- 571, 581 Develop Your Skills (#21) |
| | <i>Examples: friend begins to self-harm, negative peer pressure</i> | |
| 7.5.2 | Analyze healthy alternatives over unhealthy alternatives when making decisions. | 23–24, 211–215, 239 Develop Your Skills (#19–20), 324 (Building Yours Skills), 342 (Hands-On Activity), 356–360, 365 Develop Your Skills (#19– 20), 407–416, 441 Develop Your Skills, 581 Develop Your Skills (#21) |
| | <i>Examples: eating regular meals vs. skipping meals, choosing healthy snacks vs. junk food, getting proper exercise vs. too much screen time</i> | |
| GOAL-SETTING – GRADE 7 | | |
| Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | |
| 7.6.1 | Assess current personal health practices and set a goal to adopt, maintain, or improve one or more health practices. | 24-25, 32 Think Critically (#5), 35 Develop Your Skills (#20), 70 (Hands- On Activity), 92 (Building Yours Skills), 117 (Building Yours Skills), 135, 211 (Building Yours Skills), 222, 239 Develop Your Skills (#22), 263-265, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 513 Develop Your Skills (#20), 545 Think Critically (#20) |
| 7.6.2 | Describe changing abilities, priorities, and responsibilities that impact personal health goals. | 24-25, 117 (Building Yours Skills), 239 Develop Your Skills (#22) |
| | <i>Examples: age, injuries, changing jobs, leaving active school life to work, sedentary to walking, walking to jogging, jogging to running; eating poorly to making healthy food choices leading to weight loss or weight gain</i> | |
| SELF-MANAGEMENT – GRADE 7 | | |
| Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | |
| 7.7.1 | State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors. | 19-21, 23-26, 141-144, 152-158, 161 Develop Your Skills (#22), 174, 178, 181-185, 211-216, 222-227, 256-260, 262-265, 328, 356-360, 403 Think Critically (#18), Develop Your Skills (#21), 461-466, 541-542, 603 Think Critically (#15) |
| | <i>Examples: fast food vs. My Plate recommendations, screen time vs. active living</i> | |
| 7.7.2 | Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. | 19–21, 29–32, 45, 53, 61, 70 (Hands- On Activities), 73 Think Critically (#18), Develop Your Skills (#23), 77– 96, 116–122, 135 (Building Yours Skills), 140–148, 152–158, 161 Develop Your Skills (#20), 174–179, 181–186, 203 (Hands-On Activity), 211–216, 222–227, 243–247, 251, 256–260, 262–268, 286 (Hands-On Activity), 296–302, 319 (Hands-On Activity), 325–328, 356–362, 376 (Hands-On Activity), 391–400, 403 Develop Your Skills (#20), 407–438, 461–466 |
| | <i>Examples: practicing proper use of prescription medications, good nutrition, proper rest, regular exercise; avoiding driver distractions</i> | |
| ADVOCACY – GRADE 7 | | |
| Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. | | |
| 7.8.1 | Create ways to influence and support others in making positive health choices. | 26-30, 108 (Hands-On Activity), 161 Develop Your Skills (#19-21), 172 (Hands-On Activity), 189 Develop Your Skills (#20-21), 239 Think Critically (#20), 286 (Hands-On Activity), 305 Develop Your Skills (#19-22), |



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| | | 319 (Hands- On Activity), 353 (Hands-On Activity), 358 (Building Yours Skills), 365 Develop Your Skills (#21) |
| | <i>Examples: using social media campaigns, YouTube live campaign, posters; addressing local school board with the need for quality physical education and healthier food choices</i> | |
| 7.8.2 | Describe which advertising appeals are being used in various advertisements. | 27-32 ,27 (Figure 1.14 Health literacy), 80, 234 – 235, 290-291, 290 (Figure 9.14 Triggers), 298-289, 324, 355 (Figure 11.18 A Young Person’s Environment) |
| | <i>Examples: bandwagon appeal, brand loyalty appeal, sex appeal</i> | |
| HEALTH PROMOTION – GRADE 8 | | |
| Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | |
| 8.1.1 | Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other. | 131-138, 131 (Figure 5.1 Characteristic of People with Positive Mental and Emotional Health), 135 (Figure 5.5 Factors Affecting Self-Esteem), 135, (Building Your Skills), 136, Questions to Help Assess Mental and Emotional Health, 138, Critically Thinking (#4) |
| | a. Determine how social influences can affect physical health. | 10, 15, 35 Think Critically (#15), 99 Develop Your Skills (#20), 103–104, 134–136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181– 182, 475–476, 510, 522, 558 |
| | b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents. | 10, 15, 35 Think Critically (#15), 99 Think Critically (#20), 103–104, 134– 136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181–182, 189 Think Critically (#16), 475–476, 510, 522, 558 |
| 8.1.2 | Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living. | 445-454, 445 (Figure 14.1 Humans Affect the Environment), 446-450 Pollution, 451–454 Chemical, 456-466, 456 Figure 14.14 (The EPA), 457 Safe Drinking Water Act), (Figure 14.21 Decisions About the Environment) |
| | a. Describe ways to reduce or prevent injuries and illness in adolescents as it pertains to family history, personal behaviors, and health care. | 10, 15–21, 77–96, 110–114, 152– 158, 161 Develop Your Skills (#19– 22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Think Critically (#19), Develop Your Skills (#21), 407–438, 441 Think Critically (#18), Develop Your Skills (#21), 453–454, 589–591, 603 Develop Your Skills |
| 8.1.3 | Create a plan for eliminating personal unhealthy behaviors. | 24-25, 32 Think Critically (#5), 35 Develop Your Skills (#20), 70 (Hands- On Activity), 211 (Building Your Skills), 222, 239 Develop Your Skills (#22), 263-265, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 513 Develop Your Skills (#20), 545 Think Critically (#20), 581 Develop Your Skills (#21) |
| | <i>Examples: inappropriate use of needles, tobacco use, physical inactivity, sexual contact, alcohol consumption, inadequate sleep</i> | |
| 8.1.4 | Analyze the relationship between engaging in regular physical activity and healthy eating as ways to improve personal health. | 219 (Figure 7.24 Your body composition), 222–227, 577 |



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| 8.1.5 | Analyze family history to determine the effects of health conditions that may be chronic or acute diseases. | 16–17, 165, 182 (Figure 6.13 Healthy relationships), 232, 288 (Figure 9.12 Stages of Substance Use Disorder), 379–380, 397 (Building Your Skills, (Family History), (Charting Your Family’s History of Disease), 558–559 |
| <i>Examples: diabetes, high-cholesterol, high blood pressure, cancer, mental health issues</i> | | |
| ANALYZING INFLUENCES – GRADE 8 | | |
| Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors. | | |
| 8.2.1 | Describe the influence of culture on health beliefs, practices, and behaviors. | 14, 19-21, 19 (Figure 1.9 Cultural Practice), 21 (Hand-On Activity), 23, 131 (Figure 5.1 The characteristics of someone who has positive mental and emotional health), 133-134, 133 (Personality Traits), 231, 490-491, 497-498 |
| <i>Examples: religious beliefs, gang activity, family customs</i> | | |
| 8.2.2 | Examine ways the school and community encourage students to use appropriate life skills to improve health. | 17-19, 30 (Building Your Skills), 165, 174-175, 182, 185, 271 Develop Your Skills (#18), 289-290, 297, 325, 355, 359, 475-476, 503-504, 518, 537-541, 559 |
| <i>Examples: participating in conflict resolution practices, Red Ribbon Week, Walk to School Day</i> | | |
| 8.2.3 | Analyze the influences of technology on personal and family health. | 27, 35 Develop Your Skills (#21), 106- 107, 120- 122, 125 Think Critically (#17), Develop Your Skills (#21), 150, 155, 167, 172 (Hands-On Activity), 246, 271 Develop Your Skills (#19), 290-291, 441 Think Critically (#18) |
| <i>Examples: screen time, video game addictions, activity trackers, diabetes monitor, heart monitor, fitness assessment tools</i> | | |
| 8.2.4 | Explain how societal perceptions influence healthy and unhealthy behaviors. | 229–231, 325, 336, 347-349, 355, 476-477, 477 (Signs Of An Unhealthy Relationship), 503–504, 508, 521, 538, 590-591 |
| <i>Examples: acceptance of teenage smoking and teenage pregnancy by peers, certain communities, and cultures</i> | | |
| 8.2.5 | Give examples of how substance abuse can increase the likelihood of other health risk behaviors. | 19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311- 319, 344-353, 379-380, 454, 529- 533, 570-571, 585, 596, 603 Develop Your Skills (#19) |
| <i>Examples: alcohol consumption lowering inhibitions, e-cigarettes or vaping leading to smoking</i> | | |
| ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 8 | | |
| Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health. | | |
| 8.3.1 | Analyze the validity of health claims made concerning health products, and services. | 26–29, 80 (Building Your Skills), 99 Develop Your Skills (#22), 161 Think Critically (#18), 223–225, 298– 299, 331 Develop Your Skills (#23–24), 337– 339, 359–360, 403 Develop Your Skills (#22), 513 Develop Your Skills (#21), 545 Develop Your Skills (#21), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23) |
| <i>Examples: use of herbal medicines, nutritional supplements, weight loss supplements, steroids use</i> | | |



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| 8.3.2 | Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others. | 138, 158, 174-175, 181-184, 232-234, 256-260, 279-282, 291-294, 312, 318- 319, 327-328, 344-353, 360-361, 371- 376, 378-389, 430-438, 453-454, 513 Develop Your Skills (#21), 541, 577, 591-592, 597-598 |
| INTERPERSONAL COMMUNICATION – GRADE 8 | | |
| Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | |
| 8.4.1 | Analyze how strategies using verbal and nonverbal communication effectively can enhance health. | 99 Develop Your Skills (#23), 125 Develop Your Skills (#21 and 22), 137, 138 (Hands-On Activity), 140– 148, 152–154, 161 Develop Your Skills (#23), 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 271 Develop Your Skills (#20), 290 (Triggers), 299–300, 302 (Hands-On Activity), 305 Develop Your Skills (#20), 319 (Hands-On Activity), 325, 331 Develop Your Skills (#19 and 21–22), 358–360, 362 (Hands-On Activity), 365 Develop Your Skills (#19–20), 403 Develop Your Skills (#21 and 24), 416 (Hands- On Activity), 421–423, 430, 441 Develop Your Skills (#19– 20), 461 (Building Your Skills), 478–483, 492– 494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 545 Develop Your Skills (#22), 569 (Building Yours Skills), 581 Develop Your Skills (#20), 593 (Hands-On Activity), 603 Develop Your Skills (#20) |
| <p>Examples: verbal – using positive interpersonal communication to avoid conflict non-verbal – shaking hands, displaying positive facial expressions, making eye contact</p> | | |
| 8.4.2 | Demonstrate negotiation skills which help resolve conflict in bullying situations. | 23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (Building Yours Skills), 331 Develop Your Skills (#19), 356, 365 Think Critically (#18), 441 Develop Your Skills (#21), 541, 569- 571, 581 Develop Your Skills (#21) |
| 8.4.3 | Demonstrate effective communication when confronted with mental or emotional problems in others. | 99 Develop Your Skills (#23), 125, 137, 138 (Hands-On Activity), 140– 148, 152–154, 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 290 (Triggers), 299– 300, 302 (Hands-On Activity), 319 (Hands-On Activity), 325, 358–360, 362 (Hands-On Activity), 416 (Hands- On Activity), 421–423, 430, 461 (Building Your Skills), 478–483, 492– 494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 593 (Hands-On Activity) |
| <p>Examples: respect vs. disrespect, empathy vs. complacency, calmness vs excitability, confronting vs non-confrontational</p> | | |
| DECISION-MAKING – GRADE 8 | | |
| Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. | | |
| 8.5.1 | Predict the impact on self and others when making a health-related decision. | 23–24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581Develop Your Skills (#21) |
| <p>Examples: following a time-management plan, walking to school, limiting caffeine intake, riding with an impaired driver</p> | | |



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| | a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts. | 23–24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21) |
| | <i>Examples: underage drinking leading to being arrested, injury or death when not wearing a seat belt, riding a motorcycle without a helmet resulting in head injury</i> | |
| 8.5.2 | Critique the positive and negative outcomes of a health-related decision. | 23–24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21) |
| | <i>Examples: positive – keeping calendar to manage time, reading food labels, getting adequate sleep; negative – tobacco use, eating disorders, drug use</i> | |
| GOAL-SETTING – GRADE 8 | | |
| Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | |
| 8.6.1 | Apply strategies and skills needed to attain a personal health goal. | 22–25, 22 (Figure 1.10 Decision- Making Process), 222 (Figure 7.29 Healthy Calorie Balance), 263–265, 263 Building Your Skills, (Setting a SMART Physical Activity Goal |
| 8.6.2 | Analyze how keeping an activity record will help an individual to attain a personal health goal. | 22–25, 22 (Figure 1.10 Decision- Making Process), 222 (Figure 7.29 Healthy Calorie Balance), 263–265, 263 Building Your Skills, (Setting a SMART Physical Activity Goal |
| | <i>Examples: using food journal to track nutritional intake, My Fitness Pal, Fitbit, digital tracking device, track daily activity with activity log</i> | |
| SELF-MANAGEMENT – GRADE 8 | | |
| Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | |
| 8.7.1 | Perform overall self-assessments and identify behaviors that will impact personal health. | 15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–23), 183–185, 203 (Hands- On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337– 339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19– 22), 501–504, 508, 510, 525–526, 533– 535, 542, 569–570, 589–591, 599–600 |
| | <i>Examples: assessing sleeping, eating, and exercising patterns</i> | |
| 8.7.2 | Document healthy practices and behaviors that will improve the health of self and others. | 19–21, 29–32, 45, 53, 61, 70 (Hands- On Activities), 73 Think Critically (#18), Develop Your Skills (#23), 77– 96, 116–122, 135 (Building Yours Skills), 140–148, 152–158, 161 Develop Your Skills (#20), 174–179, 181–186, 203 (Hands-On Activity), 211–216, 222–227, 243–247, 251, 256–260, 262–268, 286 (Hands-On Activity), 296–302, 319 (Hands-On Activity), 325–328, 356–362, 376 (Hands-On Activity), 391–400, 403 Develop Your Skills (#20), 407–438, 461–466 |
| | <i>Example: maintaining a personal health journal</i> | |
| ADVOCACY – GRADE 8 | | |
| Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. | | |
| 8.8.1 | Demonstrate ways to influence and support others in making positive health choices. | 29–32, 99 Develop Your Skills (#21), 125 Develop Your Skills (#20 and 21), 161 Develop Your Skills (#20), 178–179, 185, 239 Think Critically (#19), Develop Your Skills |



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| | | (#21), 271 Develop Your Skills (#18 and 20), 286 (Hands- On Activity), 289, 296–298, 305 Develop Your Skill (#20–22), 319 (Hands-On Activity), 325–328, 331 Develop Your Skills (#19–20), 358–360, 365 Develop Your Skills (#19–21), 403 #20), 461 (Building Your Skills), 466, 513 Develop Your Skills (#19), 533, 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#20 and 23) |
| | <i>Examples: public service announcements, persuasive writing, YouTube videos, skits</i> | |
| 8.8.2 | Work collaboratively to advocate for healthy individuals, families, and schools. | 29–32, 99 Develop Your Skills (#21), 179 (Hands-On Activity), 185, 203 (Hands-On Activity), 239 Think Critically (#20), 286 (Hands-On Activity), 298 (Building Yours Skills), 319 (Hands-On Activity), 325–328, 331 Develop Your Skills (#20), 358 (Building Yours Skills), 365 Develop Your Skills (#21), 403 Develop Your Skills (#20–21 and 24), 469 Develop Your Skills (#20), 513 Develop Your Skills (#19), 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#19) |
| | <i>Examples: designing healthy recipes, supporting the school wellness policy, school newscasts, school newsletters</i> | |