

Goodheart-Willcox Publisher		
Correlation of <i>Essential Health Skills for Middle School</i> ©2023 to the Health Education Content Standards For California (Grade 6)		
COMPETENCY		CORRELATING PAGES
Injury Prevention and Safety		
Standard 1 – Essential Concepts		
1.1.S	Explain methods to reduce conflict, harassment, and violence.	25-26, 441 (#20), 484-487, 516-526, 533-539, 541-542
1.2.S	Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth.	428-438, 441 (#19 and 23)
1.3.S	Describe the risks of gang involvement.	538-539, 542 (Hands-On Activity)
1.4.S	Examine disaster preparedness plans for the home and school.	406-416
1.5.S	Examine the risks of possessing a weapon at home, at school, and in the community.	408-409, 419, 426 (Hands-On Activity)
1.6.S	Examine safety procedures when using public transportation and traveling in vehicles.	425
1.7.S	Discuss safety hazards related to Internet usage.	420-423, 441 (#18 and 20), 522-524
1.8.S	Describe hazards related to sun, water, and ice.	78-81, 425-426, 449-450
1.9.S	Describe how the presence of weapons increases the risk of serious violent injuries.	408-409
Standard 2 – Analyzing Influences.		
2.1.S	Analyze the role of self and others in causing or preventing injuries.	25-26, 28-30, 406-416, 418-426, 456-469

2.2.S	Analyze influences on both safe and violent behaviors.	318-319, 321-325, 517-518, 519 (Building Your Skills), 531, 535 (Hands-On Activity), 538-542 Human Sexuality Supplement: 616-617, 632-634
2.3.S	Analyze personal behaviors that may lead to injuries or cause harm.	311-319, 407-411, 415-416, 418-426
Standard 3 – Accessing Valid Information.		
3.1.S	Identify rules and laws intended to prevent injuries.	318, 415-416, 419-420, 424-426, 441 (#19), 456-458, 467, 469 (#20)
3.2.S	Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.	138, 183, 187, 408-409, 421-423, 521, 524, 533-535, 539-543, 545 (#23-24)
Standard 4 – Interpersonal Communication.		
4.1.S	Practice effective communication skills to prevent and avoid risky situations.	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)
4.2.S	Explain the importance of immediately reporting a weapon that is found or is in the possession of peers.	408-409, 419, 537-539
4.3.S	Demonstrate escape strategies for situations in which weapons or other dangerous objects are present.	408-415, 419, 538, 541-542
4.4.S	Practice communication and refusal skills to avoid gang involvement.	539, 541-542

Standard 5 – Decision Making.		
5.1.S	Use a decision-making process to determine a safe course of action in risky situations.	23–24, 324 (Building Your Skills), 365 (#19), 441 (#21), 570
5.2.S	Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.	516, 518–521, 524–526 Human Sexuality Supplement: 629–630
Standard 6 – Goal Setting.		
6.1.S	Develop a personal plan to remain safe and injury-free.	415 (Building Your Skills), 416 (Hands-On Activity), 441 (#19–23), 513 (#20)
Standard 7 – Practicing Health-Enhancing Behaviors.		
7.1.S	Practice ways to resolve conflicts nonviolently.	22, 25–26, 484–487, 492–494, 498–499, 521–526, 545 (#21 and 23)
7.2.S	Practice safe use of technology.	167, 420–423, 441 (#18 and 20), 483, 499, 524–526
7.3.S	Practice positive alternatives to gang involvement.	538–539, 542
7.4.S	Practice basic first aid and emergency procedures.	259–260, 412–416, 428–439, 441 (#23)
Standard 8 – Health Promotion.		
8.1.S	Support injury prevention at school, at home, and in the community.	404–419, 423–440, 441 (#19–23)
8.2.S	Promote a bully-free school and community environment.	524–526, 542, 545 (#25)
8.3.S	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.	423–426
Alcohol, Tobacco, and Other Drugs		
Standard 1 – Essential Concepts		

1.1.A	Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.	272-294, 298-302, 312-319, 344-353
1.2.A	Identify positive alternatives to alcohol, tobacco, and other drug use.	292-293, 298-302, 331 (#20), 356-363
1.3.A	Differentiate between the use and misuse of prescription and nonprescription medicines.	335-342
1.4.A	Identify the benefits of a tobacco-free environment.	295-300, 303
1.5.A	Explain the dangers of secondhand smoke.	285-286
1.6.A	Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain.	339-353
1.7.A	Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.	279-282, 286 (#5 and Hands-On Activity), 352, 353 (#5 and Hands-On Activity)
Standard 2 – Analyzing Influences.		
2.1.A	Describe internal influences that affect the use of alcohol, tobacco, and other drugs.	290-294, 321-324, 329, 355
2.2.A	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.	283, 293-294, 296-299, 322-324, 355
2.3.A	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.	312-319, 344-353, 590
2.4.A	Explain how culture and media influence	293-294, 296-297, 305 (#19), 321-324, 355

	the use of alcohol and other drugs.	
Standard 3 – Accessing Valid Information.		
3.1.A	Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.	298-299, 328, 331 (#22-23), 337-339, 359
Standard 4 – Interpersonal Communication.		
4.1.A	Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.	25-26, 32 (Hands-On Activity), 299-300, 325, 331 (#19 and 21), 358-360, 362 (Hands-On Activity)
4.2.A	Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.	25-26, 32 (Hands-On Activity), 299-300, 305 (#22), 325, 331 (#19 and 21), 358-360, 362 (Hands-On Activity), 365 (#19-20)
Standard 5 – Decision Making.		
5.1.A	Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.	315, 317, 331 (#17), 345-353
5.2.A	Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.	326-328, 356-357, 361-362
5.3.A	Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.	279-286, 311-319, 321, 326, 331 (#17), 344-353, 355 (Hands-On Activity)
Standard 6 – Goal Setting.		
6.1.A	Develop personal goals to remain drug-free.	22-25, 263, 356-360
Standard 7 – Practicing Health-Enhancing Behaviors.		
7.1.A	Practice positive alternatives to using alcohol, tobacco, and other drugs.	296-302, 358 (Building Your Skills)
Standard 8 – Health Promotion.		
8.1.A	Practice effective persuasion skills for encouraging others not to use alcohol,	286 (Hands-On Activity), 291 (Case Study), 296-302, 305 (#20), 319 (Hands-On Activity),

	tobacco, and other drugs.	325, 331 (#20), 358–360, 362 (Hands-On Activity), 365 (#19–20)
Mental, Emotional, and Social Health		
Standard 1 – Essential Concepts		
1.1.M	Describe the signs, causes, and health effects of stress, loss, and depression.	150–158, 165–170, 181–187
1.2.M	Summarize feelings and emotions associated with loss and grief	185–186, 578
1.3.M	Discuss how emotions change during adolescence.	502, 568, 571 (#5 and Hands-On Activity)
1.4.M	Describe the importance of being aware of one’s emotions.	138–148, 174–175, 181
1.5.M	Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.	146, 189 (#21), 598–599, 600 (#5 and Hands-On Activity)
1.6.M	Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.	138, 158, 174–175, 183–185, 578 (#5 and Hands-On Activity)
1.7.M	Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.	507–508, 525
1.8.M	Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).	517–519, 522, 528–535
1.9.M	Discuss the harmful effects of violent behaviors.	520, 522, 528–535, 537–541, 542 (Hands-On Activity)
Standard 2 – Analyzing Influences.		
2.1.M	Analyze the external and internal influences on mental, emotional, and social health.	131–148, 150–151, 153 (Case Study), 165–166, 181–183, 189 (#21), 475–476, 509–511, 517–518, 531, 538, 558–559, 569–571

Standard 3 – Accessing Valid Information.		
3.1.M	Identify sources of valid information and services for getting help with mental, emotional, and social health problems.	26–29, 158, 173–179, 183, 189 (#20 and 22), 513 (#21), 535, 541–542, 545 (#22 and 24), 581 (#20)
3.2.M	Discuss the importance of getting help from a trusted adult when it is needed.	26, 138, 158, 174–175, 183, 486–487, 504, 513 (#21), 521, 524, 526, 535, 541–542, 581 (#21)
Standard 4 – Interpersonal Communication.		
4.1.M	Practice asking for help with mental, emotional, or social health problems from trusted adults.	158, 174–175, 183, 486–487, 504, 513 (#21), 521, 524, 526, 535, 541–542
4.2.M	Describe how prejudice, discrimination, and bias can lead to violence.	517–518, 540–541
4.3.M	Demonstrate ways to communicate respect for diversity.	235, 496–498, 525, 533, 540
4.4.M	Demonstrate the ability to use steps of conflict resolution.	25–26, 32 (Hands-On Activity), 331 (#19), 484–486, 492–494, 545 (#23)
Standard 5 – Decision Making.		
5.1.M	Apply a decision-making process to enhance health.	23–24, 171 (Case Study), 189 (#17 and 23), 222–226, 296–302, 324 (Building Your Skills), 331 (#19–20 and 23), 365 (#19), 570, 581 (#22)
5.2.M	Describe situations for which someone should seek help with stress, loss, and depression.	158, 174–175, 183–184
5.3.M	Compare and contrast being angry and angry behavior, and discuss the consequences.	144–145, 148 (#4 and Hands-On Activity), 478–487, 492–494
Standard 6 – Goal Setting.		
6.1.M	Make a plan to prevent and manage stress.	150–158
6.2.M	Describe how personal goals can be affected if violence is used to solve problems.	520, 522, 528–532, 537–542 Human Sexuality Supplement: 611–616

6.3.M	Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.	525-526, 542-543, 545 (#21, 23, and 25)
Standard 7 – Practicing Health-Enhancing Behaviors.		
7.1.M	Carry out personal and social responsibilities appropriately.	18 (Building Your Skills), 21 (Hands-On Activity), 29-32, 35 (#22), 146-148, 521, 525-526
7.2.M	Practice strategies to manage stress.	150-158, 161 (#19 and 21-22)
7.3.M	Practice appropriate ways to respect and include others who are different from oneself.	235, 496-498, 525, 533, 540
7.4.M	Demonstrate how to use self-control when angry.	141-145, 148 (#4 and Hands-On Activity), 478-487, 492-494
Standard 8 – Health Promotion.		
8.1.M	Encourage a school environment that is respectful of individual differences.	235, 496-498, 525, 533, 540 Human Sexuality Supplement: 613-615
8.2.M	Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation.	520-521, 524, 526 (#5 and Hands-On Activity), 545 (#23) Human Sexuality Supplement: 611-616