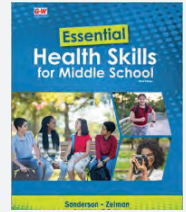
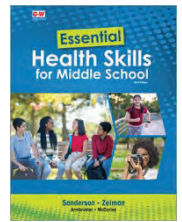


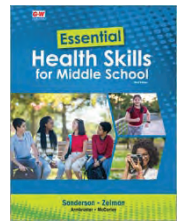
**Goodheart-Willcox Publisher**  
**Correlation Essential Health Skills for Middle School ©2023**  
**to Georgia Department of Education**  
**Course Numbers : 17.00700; 17.00800; 18.09100**  
**Georgia Standards of Excellence for Health Education**  
**(Grades 6-8)**



Expectations		Correlating Textbook Pages	Evidence of Student Learning
<b>Description:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth-grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.			
<b>HE6.1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
HE6.1.a	Compare how healthy behaviors and risk practices impact personal health.	25, 25 (Figure 1.12 Pressure from others), 299-300, 299 (Figure 9.22 Saying no to Your friends) 325 (Figure 10.15 Refusal skills), 358-360	Example <ul style="list-style-type: none"> <li>• Being physically active</li> <li>• Dental care</li> </ul>
HE6.1.b	Identify the interrelationships of emotional and social 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	Example <ul style="list-style-type: none"> <li>• Impulsive behavior</li> </ul> Confront a situation with calmness and confidence
HE6.1.c	Examine how one’s surroundings impact personal health and well-being.	445-454, 445 (Figure 14.1 Humans Affect the Environment), 456-466, 456 Figure 14.14 (The EPA), 457 Safe Drinking Water Act), (Figure 14.21 Decisions About the Environment)	Example <ul style="list-style-type: none"> <li>• Recreational facilities where you live</li> <li>• Available healthy food options</li> </ul> Environment
HE6.1.d	Practice ways to reduce or prevent injuries.	10, 15-21, 77-96, 110-114, 152-158, 161 Develop Your Skills (#19-22), 183-184, 184 (Figure 6.15 Suicide Prevention Resources), 216, 251, 256-260, 266, 268, 325-328, 391-400, 403 Develop Your Skills (#20-23), 407-438, 441 Develop Your Skills (#20-23), 453-454, 589-591, 603 Develop Your Skills (#19)	Example <ul style="list-style-type: none"> <li>• Awareness of toxic shock syndrome dangers and symptoms</li> <li>• Wear a seat belt</li> <li>• Swim in a safe, designated area</li> </ul>
HE6.1.e	Identify how health care can promote personal health and well-being.	10-13, 10 (Figure 1.3 Paying Attention To And Practicing Wellness), 11 (Case Study), 158, 174-177, 185, 395-396, 403 Think Critically (#17), 441 Develop Your Skills (#23), 553, 570, 577, 591-592, 599-600	Example <ul style="list-style-type: none"> <li>• Dental care</li> <li>• Sports physicals</li> </ul>
HE6.1.f	Identify the 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	Example <ul style="list-style-type: none"> <li>• Less accidental injuries</li> <li>• Less stress</li> </ul>
HE6.1.g	Describe 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)	Example <ul style="list-style-type: none"> <li>• Sick more often</li> <li>• Addiction</li> </ul>

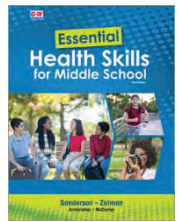


Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE6.1.h	Explain the importance of choosing healthy foods and beverages.	205–215, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 209 (Figure 7.16 My Plate Daily Checklist), 210 (Figure 7.17 Effects of Malnutrition), 211 (Building Your Skills)	Example <ul style="list-style-type: none"> <li>• Healthy breakfast helps students throughout the day</li> <li>• Healthy foods support bone health</li> <li>• Water instead of sugary drinks support dental health</li> </ul>
<b>Description:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth-grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.			
<b>HE6.1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
HE6.1.i	Describe why household products are harmful if ingested or inhaled.	450 (Figure 14.8 Dangers of Unsafe Drinking Water), 451 (Figure 14.10 Examples of Toxic Chemicals), 452 (Case Study) 453 (Figure 14.12 Groups Most at Risk for Chemical Harm)	Example <ul style="list-style-type: none"> <li>• Warnings on labels</li> </ul> Toxicity may be from ingested or inhaled
HE6.1.j	Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.	279–286, 311–319, 321, 326, 331 Think Critically (#17), 344–353, 353 Household Products Commonly Abused as Inhalants	Example <ul style="list-style-type: none"> <li>• Vaping</li> <li>• Opioids</li> <li>• Marijuana</li> <li>• Weight loss pills</li> </ul> Performance-enhancing drugs
HE6.1.k	Describe positive alternatives to using alcohol and other drugs.	288–289, 298–302, 331 Develop Your Skills (#20), 356–363, 358 (Building Your Skills)	Example <ul style="list-style-type: none"> <li>• Sports</li> </ul> Volunteering to help in your community
HE6.1.l	Analyze the characteristics of healthy relationships.	476-477, (476 Figure 15.2 The Emotional Impact of a Relationship), 506–507, (Figure 15.29 Many ways to express affection)	Example <ul style="list-style-type: none"> <li>• Mutual respect</li> <li>• Trust</li> <li>• Honesty</li> <li>• Compromise</li> <li>• Individuality</li> <li>• Good communication</li> <li>• Anger control</li> </ul> Understanding
HE6.1.m	Describe the short and long-term effects of engaging in risky behaviors	20-21, 103-104, 116-122, 271 Develop Your Skills (#21), 279-286, 353 (Hands-On Activity), 441 Develop Your Skills (#21), 469 Think Critically (#18), 570, 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Skateboarding without a helmet</li> <li>• Tobacco use</li> </ul>
<b>Description:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Sixth-grade students will compare how family, peers, culture, and media positively and negatively influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.			
<b>HE6.2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			
HE6.2.a	Describe the influences on adolescence.	16–19, 99 Think Critically (#18), 134–135, 150–151, 165, 182, 271 Develop Your Skills (#20), 289, 321–323, 355, 475–476, 489–490, 517, 530–532, 559	Example <ul style="list-style-type: none"> <li>• Family</li> <li>• Community</li> <li>• Culture</li> <li>• Peers</li> </ul>

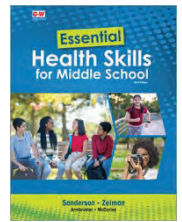


Expectations	Correlating Textbook Pages	Evidence of Student Learning
		<ul style="list-style-type: none"> <li>• Values</li> <li>• Media Technology</li> </ul>
HE6.2.b	Identify the influence of various cultures on health beliefs and practices.	14, 19-21, 19 (Figure 1.9 Cultural Practice), 21 (Hand-On Activity), 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
HE6.2.c	Explain how peers influence healthy behaviors.	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
HE6.2.d	Identify how the community can impact personal health practices and behaviors.	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
HE6.2.e	Illustrate how media messages influence health behaviors	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)
HE6.2.f	Explain the influence of technology on 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), Develop Your Skills (#20), 458-459, 462-463, 469 Think Critically (#16), 483, 522
HE6.2.h	Explain the harmful effects of explicit media, messaging, and images on self-esteem body image, and relationships	420-423, 420 (Figure 13.14 Keeping your personal information private keeps you safe.) 421 (Figure 13.15 THINK), 483 (Use Online Communication Wisely) , 539

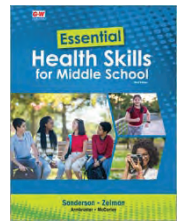




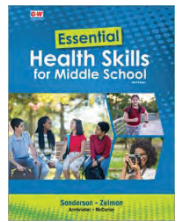
Expectations	Correlating Textbook Pages	Evidence of Student Learning
HE6.2.i Identify norms that influence health behaviors	229–231, 231 (Figure 7.36 Weight Stigma), 325, 355, 503–504, 504 (Figure 15.27 You Have The Right), 521, 538	Example <ul style="list-style-type: none"> <li>Identify norms that impact healthy behaviors such as using safety belts</li> <li>Drinking an adequate amount of water</li> <li>Give examples of group norms that improve the physical, emotional, and social health of an individual</li> </ul>
HE6.2.j Compare how choices influence healthy and unhealthy behaviors.	14, 19–21, 23 (Figure 1.10 Decision-Making Process), 130, 133–134, 231 (Figure 7.36 Weight Stigma), 475 (Figure 15.1 Relationships impact your well-being, 490–491, 497–498, 518 (Building Your Skills	Example <ul style="list-style-type: none"> <li>Choices in snack and meal selections</li> <li>Choices in activities in free time</li> </ul> How to respond to peer pressure
HE6.2.k Identify how school and public health policies can influence health promotion	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	Example <ul style="list-style-type: none"> <li>School provision for physical activity</li> <li>School bullying policy</li> <li>Public health policy on vaccinations</li> </ul>
<b>Description:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health. Students will access valid health information and health-promoting products and services. Sixth-grade students will identify and access valid health resources and services that promote healthy living within the home, school, and community.		
<b>HE6.3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.		
HE6.3.a Determine and examine the validity of health information, products, and services to prevent and detect health problems.	26–29, 80 (feature), 99 Develop Your Skills (#22), 161 Think Critically (#18), 223–225, 298–299, 331 Development Your Skills (#22–23), 337–339, 359–360, 403 Development Your Skills (#22), 513 Development Your Skills (#21), 545 Development Your Skills (#21), 581 Development Your Skills (#19), 593 (Hands-On Activity), 603 Development Your Skills (#23)	Example <ul style="list-style-type: none"> <li>Reliable/unreliable web information</li> <li>Facts/opinions</li> </ul>
HE6.3.b Identify valid health information from home, school, and community that enhances health.	26, 73 Development Your Skills (#23), 176–177, 328, 365 Develop Your Skills (#21), 461 (feature), 513 Develop Your Skills (#21), 533, 542 (Hands-On Activity), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23)	Example <ul style="list-style-type: none"> <li>Products</li> <li>Services</li> <li>Supports</li> </ul>
HE6.3.c Determine the accessibility of products that enhance and promote health.	223–225, 225 (Figure 7.32 Eat Mindfully), 365 #22, 591 (feature), 599–600, 600 (Hands-On Activity), 603 #21	Example <ul style="list-style-type: none"> <li>Current information and source of information</li> </ul>
HE6.3.d Describe circumstances that may require professional health services and resources.	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	Example <ul style="list-style-type: none"> <li>Infections</li> <li>Poisoning</li> <li>Suspected violence against a</li> </ul>



Expectations	Correlating Textbook Pages	Evidence of Student Learning	
	Develop Your Skills (#21), 541, 577, 591–592, 597–598	child	
<p><b>Description:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will use effective communication skills to enhance personal, family, and community health. Sixth-grade students will use verbal and nonverbal communication to maintain healthy personal relationships.</p>			
<p><b>HE6.4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>			
HE6.4.a	Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.	99 Develop Your Skills (#23), 125, 137, 138 (Hands-On Activity), 140–148, 152–154, 175 (feature), 178–179, 183, 189 Develop Your Skills (#22), 290 (feature), 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 (feature), 478–483, 492–494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 593 (Hands-On Activity)	Example <ul style="list-style-type: none"> <li>• Use appropriate facial expression</li> <li>• Aligned with words and actions</li> <li>• Avoid I message</li> <li>• Avoid blame</li> </ul>
HE6.4.b	Demonstrate effective conflict management or resolution strategies.	25–26, 125 Develop You Skills (#23), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)	Example <ul style="list-style-type: none"> <li>• Remain calm</li> <li>• Be respectful</li> <li>• Do not escalate the conflict</li> <li>• Walk away</li> <li>• Non-violent and non-verbal communication to help prevent violence</li> </ul>
<p><b>Description:</b> Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health- enhancing behaviors. Sixth- grade students will evaluate whether a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.</p>			
<p><b>HE6.5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>			
HE6.5.a	Analyze influences in making an unhealthy or healthy choice.	29–32, 99 Develop Your Skills (#21), 125 Develop Your Skills (#20 and 21), 178–179, 185, 271 Develop Your Skills (#18 and 20), 286 (Hands-On Activity), 289, 296–298, 319 (Hands-On Activity), 325–328, 358–360, 365 Develop Your Skills (#19–21), 466, 513 Develop Your Skills (#19), 533, 538, 540	Example <ul style="list-style-type: none"> <li>• Does the influence foster:               <ul style="list-style-type: none"> <li>○ Healthy behavior</li> <li>○ Safe behavior</li> <li>○ Legal behavior</li> <li>○ What a parent or guardian would consider responsible behavior</li> <li>○ Good character</li> <li>○ Self-respect and respect for others</li> </ul> </li> </ul>
HE6.5b	Identify situations that may require a decision-making process.	23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (feature), 331 Develop Your Skills (#19), 356, 365 Think Critically (#18), 441 Develop Your Skills (#21), 541, 569-571, 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Bullying situation</li> <li>• Friends offer to try vaping product</li> </ul>

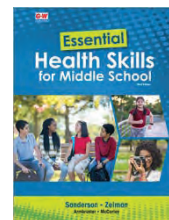


Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE6.5.c	Distinguish whether the individual should make decisions or if help should be sought.	23–24, 23 (Figure 1.10 The decision-making process), 137, 178, 183–185 (Figure 6.16 Community members), 327–328, 407–416, 486–487 (Figure 15.12 In school peer mediation programs)	Example <ul style="list-style-type: none"> <li>• Safety</li> <li>• Possible harm to self or others</li> <li>• Legal considerations</li> </ul>
HE6.5.d	Choose between healthy and unhealthy alternatives to health-related situations.	23–24, 23 (Figure 1.10 The decision-making process), 125 Think Critically (#19), 137, 141–148, 152–158, 211–215, 239 Think Critically (#19–20), 288–302, 342 (Hands-On Activity), 356–360, 441 Develop Your Skills (#21), 533–534, 542, 570	Example <ul style="list-style-type: none"> <li>• Use model or combination of models with a health choice situation</li> <li>• <b>Sample Model</b>                Step 1: Identify the decision                Step 2: Brainstorm the options                Step 3: Seek help or assistance                Step 4: Make a decision                Step 5: Describe the outcome</li> </ul>
HE6.5.e	Study the potential short-term consequences of healthy and unhealthy alternatives on self and others.	20–21, 103–104, 116–122, 271 Develop Your Skills (#21), 279–286, 234, 353 (Hands-On Activity), 441 Develop Your Skills (#21), 469 Think Critically (#18), 570, 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Nutrition and personal food choices</li> <li>• Dental care</li> <li>• Physical activity versus screen time</li> </ul>
HE6.5.f	Decide which alternatives are healthy when making a decision.	23–24, 211–215, 239 Develop Your Skills (#19–20), 324 (feature), 342 (Hands-On Activity), 356–360, 365 Develop Your Skills (#19–20), 407–416, 441 Develop Your Skills (#20–21), 533–534, 570, Develop Your Skills 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Review options</li> <li>• Seek help or research alternatives</li> <li>• Decide is the option a positive for emotional or physical health</li> </ul>
HE6.5.g	Predict the 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)	Example <ul style="list-style-type: none"> <li>• Physical activity outcomes are feeling better, improve cardio fitness, improve concentration, can be enjoyed with friends</li> </ul>
<b>Description:</b> Students will demonstrate the ability to use goal-setting skills to enhance health. Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Sixth-grade students will understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals.			
<b>HE6.6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.			
HE6.6.a	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)	Example <ul style="list-style-type: none"> <li>• Disease risk</li> <li>• Personal hygiene</li> <li>• Eating habits</li> <li>• Safety behaviors</li> </ul>



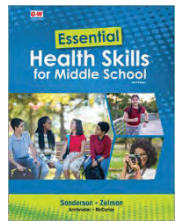
Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE6.6.b	Choose a personal health practice with a goal for adoption.	24–25, 35 Develop Your Skills (#20), 70 (Hands-On Activity), 135, 222, 239 Develop Your Skills (#22), 263–265, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 545 Develop Your Skills (#20), 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Journaling</li> <li>• Health tracker</li> <li>• Support person</li> </ul>
HE6.6.c	Develop a plan to achieve 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)	Example <ul style="list-style-type: none"> <li>• Select a goal-setting model  <b>Sample Model</b> <ol style="list-style-type: none"> <li>1. Write clear and measurable goals</li> <li>2. Create a specific action plan</li> <li>3. Read your goals and visualize yourself accomplishing them.</li> <li>4. Reflect on your progress</li> <li>5. Revise if needed.</li> <li>6. Celebrate accomplishments</li> </ol> </li> </ul>
HE6.6.d	Explain how personal health goals can vary with changing priorities.	24-25, 117 (feature), 239 Develop Your Skills (#22)	Example <ul style="list-style-type: none"> <li>• The level of fitness needed to be on the track team increases priority for the level of intensity of fitness activities</li> </ul>
<b>Description:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Sixth- grade students will practice health-enhancing behaviors that contribute to their well-being and a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.			
<b>HE6.7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
HE6.7.a	Identify the importance of accepting responsibility for personal health 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, (#18-19), Develop Your Skills (#21), 461-466, 541-542	Example <ul style="list-style-type: none"> <li>• Discuss consequences for health behaviors               <ul style="list-style-type: none"> <li>◦ Not enough sleep may limit the ability to concentrate in school</li> </ul> </li> <li>• Roleplay</li> </ul>
HE6.7.b	Demonstrate healthy behaviors that will maintain or improve the health of self and/or 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 (feature), 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	Example <ul style="list-style-type: none"> <li>• Bullying prevention</li> <li>• Not littering</li> <li>• Choosing healthy foods</li> </ul>
HE6.7c	Model practices to avoid or reduce health risks to self and/or others.	15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–	Example <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Stress relief techniques</li> </ul>



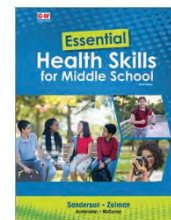


Expectations		Correlating Textbook Pages	Evidence of Student Learning
		23), 183–185, 203 (Hands-On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337–339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19–22), 501–504, 508, 510, 525–526, 533–535, 542, 569–570, 589–591, 599–600	
<b>Description:</b> Students will demonstrate the ability to advocate for personal, family, and community health. Sixth-grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.			
<b>HE6.8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.			
HE6.8.a	Investigate a health position or practice and support it with valid information.	10-13, 10 (Figure 1.3 Interrelatedness of Health), (Case Study), 11 Think Critically (#1-4), 27-32, 80 Building Your Skills, (Health in the Media), 215, 229-231, 234-235, 290-291, 298-299, 324, 355	Example <ul style="list-style-type: none"> <li>Physical activity for disease prevention</li> <li>Reliable organizations such as the American Heart Association</li> </ul>
HE6.8.b	Identify strategies that will support others in positive choices regarding their health.	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), 319 (Hands-On Activity), 353 (Hands-On Activity), 358 (feature), 365 Develop Your Skills (#21),	Example <ul style="list-style-type: none"> <li>Create a message with positive health themes such as brushing teeth, wearing sunblock</li> <li>Encourage friends and family to drink water</li> </ul>
HE6.8.c	Collaborate with others to advocate for healthy lifestyles and/or choices.	29-32, (Building Your Skills (Your School Environment), (Be a Health Advocate at School), 182 (Figure 6.13 Healthy relationships within your family), 475 (Figure 15.1 Types of Relationship), 488-494	Example <ul style="list-style-type: none"> <li>No vaping advocacy</li> <li>Eat healthy snacks campaign</li> <li>Work with the school council to add a drink more water campaign</li> </ul>
HE6.8.d	Identify the methods in which health messages can be altered to appeal to different age groups.	286 (Hands-On Activity), 299, 403 Develop Your Skills (#24), 441 Develop Your Skills (#23), 461 (feature), 513 Develop Your Skills (#19), 603 Develop Your Skills (#23)	Example <ul style="list-style-type: none"> <li>Music</li> <li>Cartoons</li> <li>Celebrities</li> </ul>
<b>Description:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Seventh- grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.			
<b>HE7.1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
HE7.1.a	Assess how healthy behaviors influence personal health and well-being.	13 (Hands-On Activity), 19–32, 35 Develop Your Skills (#19, #22), 73 Think Critically (#18), Develop Your Skills (#23), 103–106, 116–122, 135–138, 140–148, 152–158, 174–179, 183–185, 210–216, 218–227, 243–246, 246–260, 262–268, 279–286, 297–300, 337–339, 356–360, 392–400	Example <ul style="list-style-type: none"> <li>Being physically active</li> <li>Dental care</li> </ul>
HE7.1.b	Describe the interrelationship of emotional, social, and physical health in adolescence.	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	Example <ul style="list-style-type: none"> <li>Environment</li> <li>Exposure to violence</li> <li>Relationships</li> </ul>

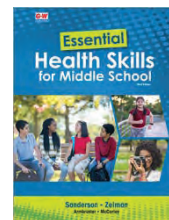




Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE7.1.c	Cite how family history can impact personal health and well-being.	16–17, 165, 182 (Figure 6.13 Healthy relationships), 232, 288 (Figure 9.12 Stages of Substance Use Disorder), 379–380, 397 (Building Your Skills, (Family History), (Charting Your Family’s History of Disease), 558–559	Example <ul style="list-style-type: none"> <li>• Certain diseases within a family</li> </ul>
HE7.1.d	Analyze how the environment can impact personal health.	17–19, 30, 35 Think Critically (#17), 134–135, 166, 179–180, 182–183, 214–215, 229–231, 239 Think Critically (#15 and 17), 258–259, 321–324, 445–454, 559	Example <ul style="list-style-type: none"> <li>• Healthy food availability</li> <li>• Safe spaces</li> <li>• Air quality</li> </ul>
HE7.1.e	Explain ways to reduce or prevent health risks among 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)	Example <ul style="list-style-type: none"> <li>• Nutrition choices</li> <li>• Awareness of toxic shock syndrome dangers and symptoms</li> <li>• Health risks associated with alcohol, tobacco, and other drugs usage</li> <li>• Risks associated with piercings</li> </ul>
HE7.1.f	Examine 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)	Example <ul style="list-style-type: none"> <li>• Abuse of alcohol,</li> <li>• Tobacco, other drugs, and sexual violence or abuse</li> </ul>
HE7.1.g	Examine the dynamics of healthy and unhealthy relationships, including the right to sexual contact, the legal ramifications of sexual assault, and reporting to a trusted adult.	476–477, 506, 512–513 (Develop Your Skills) (#18)	Example <ul style="list-style-type: none"> <li>• Communication skills around personal boundary setting</li> <li>• Dynamics of healthy versus unhealthy relationships</li> <li>• Reaching out for help including information on community resources</li> </ul>
<b>Description:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Seventh-grade students will compare how family, peers, and culture positively and negatively influence personal and family health. Students will examine how the media influences thoughts, feelings, and health behaviors.			
<b>HE7.2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			
HE7.2.a	Investigate how the values and behaviors of those close to you influence your health.	16-19, 99 Think Critically (#18), 134-135, 150-151, 165, 182, 271 Develop Your Skills (#20), 289, 321-323, 355, 475-476, 489-490, 517, 530-532, 559	Example <ul style="list-style-type: none"> <li>• Groups that you associate with that exercise and play sports</li> <li>• Families and friends that communicate and discuss health issues and concerns</li> </ul>

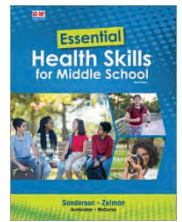


Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE7.2.b	Discuss the influence of culture on health behaviors.	19, 99 Think Critically (#17), 133-135, 182, 355, 490	Example <ul style="list-style-type: none"> <li>• Pop culture and how images in film, television, and music are displayed</li> </ul>
HE7.2.c	Compare how family and other factors influence personal health and well-being.	15-17, 19-21, 103-104, 165, 210-211, 244, 288, 379-380, 382, 386, 396-398	Example <ul style="list-style-type: none"> <li>• Environment</li> <li>• Family traditions that maintain social bonds</li> <li>• Genetics</li> </ul>
HE7.2.d	Examine how information from the media influences personal health and well-being.	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)	Example <ul style="list-style-type: none"> <li>• Describe the influence of and compare media mixed messages</li> <li>• Examine a variety of alcohol/tobacco advertisements and the messages being sent to adolescents</li> </ul>
HE7.2.e	Interpret the influence of technology on personal health beliefs.	27, 35 Develop Your Skills (#21), 106–107, 120–122, 125 Think Critically (#17) and 21), 150, 155, 167, 172 (Hands-On Activity), 244 (feature), 246, 271 Develop Your Skills (#19), 290–291, 441 Think Critically (#18 and 20), 458–459, 462–463, 469 Think Critically (#16), 483, 522	Example <ul style="list-style-type: none"> <li>• Describe the influence of social media as teens <i>like, share, or follow</i> fast food, sugary drink, candy, or snack brands</li> <li>• How do media messages about nutrition influence personal health beliefs?</li> </ul>
HE7.2.f	Explain the harmful effects of sexually explicit media, messaging, and images on self-esteem body image, and relationships.	420-423, 420 (Figure 13.14 Examples of Personal Information) 421 (Figure 13.15 THINK before you post), 421 (Case Study), 483, 539	Example <ul style="list-style-type: none"> <li>• Messages,</li> <li>• Videos</li> <li>• Music</li> <li>• Language</li> <li>• Gestures</li> <li>• Photographs</li> <li>• Text images</li> <li>• Pornography</li> </ul>
HE7.2.g	Indicate how the perceptions of norms influence healthy and unhealthy behaviors.	229–231, 325, 355, 503–504, 521, 538	Example <ul style="list-style-type: none"> <li>• How do perceived norms such as “not all students smoke” negatively or positively influence behaviors?</li> <li>• Give examples of perceived norms and their influences</li> </ul>

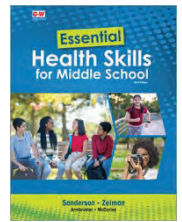


Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE7.2.h	Describe the influence of personal beliefs on health practices and behaviors.	23-24, 271 Think Critically (#16-17), 288, 321-323, 355-360, 492, 507, 540, 568	Example <ul style="list-style-type: none"> <li>Family schedule and bedtime</li> </ul>
HE7.2.i	Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.	19–21, 181, 283–284, 288, 316–319, 340, 344–345, 348, 356, 531, 542, 603 Develop Your Skills (#20)	Example <ul style="list-style-type: none"> <li>A choice to go on a hike with friends and the likelihood of being physically active</li> <li>A choice to play video games and the likelihood of being inactive</li> </ul>
HE7.2.i	Interpret how school and public health policies can influence disease prevention.	10–13, 31–32, 205–209, 213, 246, 271 Develop Your Skills (#18), 296–297, 326, 359–360, 431, 436–438, 456–458, 598–599	Example <ul style="list-style-type: none"> <li>Immunization policy</li> <li>Policy on tobacco and alcohol products in a school or public setting and secondhand smoke</li> </ul>
<b>Description:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health. Seventh grade students will access valid health information and health-promoting products and services.			
<b>HE7.3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.			
HE7.3.a	Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion	26–29, 80 (feature), 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)	Example <ul style="list-style-type: none"> <li>Reliable/unreliable web information</li> <li>Facts/opinions</li> </ul>
HE7.3.b	Access valid health information from home, school, and community that enhances health.	26, 73 Develop Your Skills (#23), 161 Develop Your Skills (#19), 176–177, 189 Think Critically (#19), Develop Your Skills (#21), 305 Think Critically (#18), 328, 365 Develop Your Skills (#21), 403 Develop Your Skills (#22 and 24), 469 Develop Your Skills (#20 and 23), 513 Develop Your Skills (#21), 533, 542 (Hands-On Activity), 545 Develop Your Skills (#21), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23)	Example <ul style="list-style-type: none"> <li>Reliable adult</li> <li>School media center</li> <li>Local experts</li> <li>Reliable web resources</li> </ul>
HE7.3.c	Investigate the accessibility of products that enhance health.	223–225, 365 #22, 591 (feature), 599–600, 603 #21	Example <ul style="list-style-type: none"> <li>Clean water</li> <li>Fresh fruits and vegetables</li> <li>Prescribed medications</li> </ul>
HE7.3.d	Describe circumstances that may require professional health services and resources.	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	Example <ul style="list-style-type: none"> <li>Infections</li> <li>Poisoning</li> <li>Suspected violence against a child</li> </ul>
<b>Description:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Seventh grade students will use effective communication skills to enhance personal, family, and community health. Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.			

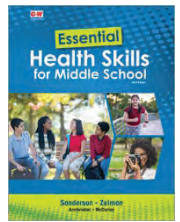




Expectations		Correlating Textbook Pages	Evidence of Student Learning
<b>HE7.4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			
HE7.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	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 (feature), 178–179, 183, 189 Develop Your Skills (#22), 239 Think Critically (#20), 271 Develop Your Skills (#20), 290 (feature), 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 (feature), 478–483, 492–494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526	<p>Example</p> <ul style="list-style-type: none"> <li>• Use appropriate facial expression</li> <li>• Aligned with words and actions</li> <li>• Avoid I message</li> <li>• Avoid blame</li> </ul>
HE7.4.b	Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that 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)	<p>Example</p> <ul style="list-style-type: none"> <li>• Remain calm</li> <li>• Be respectful</li> <li>• Do not escalate the conflict</li> <li>• Walk away</li> <li>• Non-violent and non-verbal communication to help prevent violence</li> </ul>
<b>Description:</b> Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will list the steps of the decision-making process, which enables them to collaborate with others to improve the quality of their lives. Students will distinguish between healthy and unhealthy behaviors and discuss their choice with peers.			
<b>HE7.5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.			
HE7.5.a	Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.	18–19, 177–178, 229–232, 271 Think Critically (#16–17), 288–291, 296–300, 311, 313, 321–324, 331 Think Critically (#16 and 22), 344, 509–510	<p>Example</p> <ul style="list-style-type: none"> <li>• Positive peer pressure</li> <li>• Negative peer pressure</li> <li>• Trusted adults influence</li> </ul>
HE7.5b	Determine when an individual or collaborative decision-making is appropriate.	23–24, 137, 178, 183–185, 327–328, 407–416, 486–487	<p>Example</p> <ul style="list-style-type: none"> <li>• Possible harm to self or others</li> <li>• Legal considerations</li> <li>• Bullying situation</li> </ul>
HE7.5.c	Differentiate 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	<p>Example</p> <ul style="list-style-type: none"> <li>• Nutritional choices</li> <li>• Sleep needs</li> <li>• Screen time</li> <li>• Wearing a helmet when biking</li> </ul>

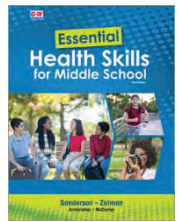


Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE7.5.d	Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.	20–21, 103–104, 116–122, 271 Develop Your Skills (#21), 279–286, 234 (feature), 353 (Hands-On Activity), 441 Develop Your Skills (#21), 469 Think Critically (#18), 570, 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Lack of sleep and inability to concentrate in school</li> <li>• Helmet when bike riding and injury risk</li> <li>• Screen time and time for physical activity</li> <li>• Sugary drinks and increased cavities</li> </ul>
HE7.5.e	Select healthy alternatives over unhealthy alternatives when making a decision.	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	Example <ul style="list-style-type: none"> <li>• Sleep versus screen time</li> <li>• Healthy versus unhealthy snacks</li> <li>• Regular dental care versus lack of dental care</li> </ul>
HE7.5.f	Examine the 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)	Example <ul style="list-style-type: none"> <li>• The decision not to vape</li> <li>• The decision to limit sugary snacks</li> <li>• The decision to spend time with family and friends</li> </ul>
<b>Description:</b> Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will apply the critical steps that should be used to achieve both short-term and long-term health goals. Students will demonstrate an understanding that circumstances may dictate a change in future health goals.			
<b>HE7.6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.			
HE7.6.a	Examine the effectiveness of personal health practices.	35 Develop Your Skills (#20), 76 (feature), 92 (feature), 117 (feature), 131-138, 174, 181-182, 211 (feature), 226, 239 Think Critically (#18), 262, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 415 (feature), 416 (Hands-On Activity), 469 Develop Your Skills (#21-22), 513 Develop Your Skills (#20), 545 Think Critically (#20), 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Disease prevention</li> <li>• Injury prevention</li> <li>• Emotional well-being</li> </ul>
HE7.6.b	Select a personal health practice goal to improve personal health practice.	24-25, 32 Think Critically (#5), 35 Develop Your Skills (#20), 70 (Hands-On Activity), 211 (feature), 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)	Example <ul style="list-style-type: none"> <li>• Healthy eating choices</li> </ul>

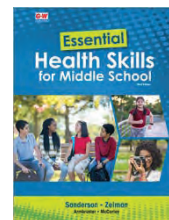


Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE7.6.c	Demonstrate the skills necessary to achieve a personal health goal.	24-25, 35 Develop Your Skills (#20), 117 (feature), 137, 211 (feature), 222, 239 Develop Your Skills (#22), 263-265, 271 Develop Your Skills (#20), 297-300, 325-327, 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 513 Develop Your Skills (#20), 545 Think Critically (#20)	<p>Example</p> <ul style="list-style-type: none"> <li>Select a goal-setting model</li> </ul> <p><b>Sample Model</b></p> <ol style="list-style-type: none"> <li>Write clear and measurable goals</li> <li>Create a specific action plan</li> <li>Read your goals and visualize yourself accomplishing them</li> <li>Reflect on your progress</li> <li>Revise if needed</li> <li>Celebrate accomplishments</li> </ol>
HE7.6.d	Relate how personal health goals can vary with differing skills and priorities.	24-25, 117 (feature), 239 Develop Your Skills (#22)	<p>Example</p> <ul style="list-style-type: none"> <li>Fitness level desired and activities to achieve the desired level</li> </ul>
<p><b>Description:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Seventh-grade students will identify how diseases and injuries can be prevented by reducing harmful and at-risk behaviors. Students will demonstrate how to reduce harmful and at-risk behaviors to enhance their health.</p>			
<p><b>HE7.7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>			
HE7.7.a	Describe the importance of accepting responsibility for personal health 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)	<p>Example</p> <ul style="list-style-type: none"> <li>Discuss the importance, as well as the positive and negative consequences of personal health behaviors</li> <li>Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity</li> </ul>
HE7.7.b	Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.	19-21, 29-32, 35 Develop Your Skills (#19 and 22), 45/53/61/70 (Hands-On Activities), 73 Think Critically (#18), Develop Your Skills(#23), 77-96, 116-122, 135 (feature), 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, 271 Develop Your Skills (#18-20), 286 (Hands-On Activity), 296-302, 319 (Hands-On Activity), 325-328, 356-362, 365 Develop Your Skills (#19-20), 376 (Hands-On Activity), 391-400	<p>Example</p> <ul style="list-style-type: none"> <li>Bullying prevention,</li> <li>Not littering</li> <li>Choosing healthy foods</li> </ul>
HE7.7.c	Demonstrate behaviors to avoid or reduce health risks to self and/or others.	15, 21 (Hands-On Activity), 23-32, 35 Develop Your Skills (#22), 77-96, 116-122, 161 Develop Your Skills (#19 and 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	<p>Example</p> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Stress relief techniques</li> </ul>

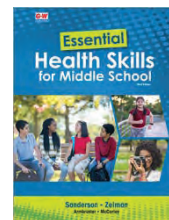




Expectations		Correlating Textbook Pages	Evidence of Student Learning
		Skills (#20), 416–438, 441 Develop Your Skills (#19–22), 453–454, 461–466, 469 Develop Your Skills (#21–22), 501–504, 508, 510, 525–526	
HE7.7.d	Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.	235, 496–498, 525, 533, 540	<p>Example</p> <ul style="list-style-type: none"> <li>• Roleplay accepting new students</li> <li>• Roleplay someone joining a club or team</li> </ul>
<p><b>Description:</b> Students will demonstrate the ability to advocate for personal, family, and community health. Seventh-grade students will develop a wide variety of advocacy skills such as persuasiveness, collaboration, and communication techniques. Advocacy skills will help students promote healthy norms and behaviors.</p>			
<p><b>HE7.8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>			
HE7.8.a	Support a health-enhancing position with evidence-based information.	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 (#21), 271 Develop Your Skills (#18 and 20), 286 (Hands-On Activity), 289, 296-298, 305 (#20- 22), 319 (Hands-On Activity), 325-328, 331 Develop Your Skills (#19- 20), 358-360, 365 Develop Your Skills (#19-21), 403 Develop Your Skills (#20), 461 (feature), 466, 513 Develop Your Skills (#19), 533, 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#20 and 23)	<p>Example</p> <ul style="list-style-type: none"> <li>• Class debate present and support a position</li> </ul>
HE7.8.b	Demonstrate strategies that influence and support others to make 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 (#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 (feature), 466, 513 Develop Your Skills (#19), 533, 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#20 and 23)	<p>Example</p> <ul style="list-style-type: none"> <li>• Create a message with positive health themes such as brushing teeth, wearing sunblock</li> <li>• Encourage friends and family to drink water</li> </ul>
HE7.8.c	Collaborate with others to advocate for the health of individuals and families.	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 (feature), 319 (Hands-On Activity), 325–328, 331 Develop Your Skills (#20), 358 (feature), 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)	<p>Example</p> <ul style="list-style-type: none"> <li>• Work with the school council to add a drink more water campaign</li> </ul>
HE7.8.d	Analyze the ways that	286 (Hands-On Activity), 299, 403 Develop	Example

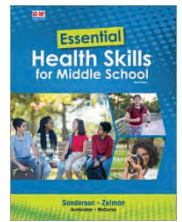


Expectations		Correlating Textbook Pages	Evidence of Student Learning
health messages can be altered to reach different audiences.		Your Skills (#24), 441 Develop Your Skills (#23), 461 (feature), 513 Develop Your Skills (#19), 603 Develop Your Skills (#23)	<ul style="list-style-type: none"> <li>• Music</li> <li>• Cartoons</li> <li>• Celebrities</li> </ul>
<p><b>Description:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth- grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.</p>			
<p><b>HE8.1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>			
HE8.1.a	Analyze the relationships between behaviors and personal health.	13 (Hands-On Activity), 19–32, 35 Develop Your Skills (#19) and (#22), 73 Think Critically (#18), Develop Your Skills (#23), 103–106, 116–122, 135–138, 140–148, 152–158, 161 Think Critically (#16), Develop Your Skills (#22), 174–179, 183–185, 210–216, 218–227, 239 Think Critically (#16), 243–246, 246–260, 262–268, 279–286, 297–300, 337–339, 356–360, 392–400, 403 Think Critically (#18–19), 461–466, 478–487, 508, 533, 542, 559	<p>Example</p> <ul style="list-style-type: none"> <li>• Being physically active</li> <li>• Dental care</li> </ul>
HE8.1.b	Summarize the interrelationships of personal health and well-being.	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	<p>Example</p> <ul style="list-style-type: none"> <li>• Mental, physical, emotional, social</li> </ul>
HE8.1.c	Analyze how the environment affects personal health.	17–19, 30 (feature), 35 Think Critically (#17), 134–135, 166, 179–180, 182–183, 214–215, 229–231, 239 Think Critically (#15 and 17), 258–259, 321–324, 445–454, 559	<p>Example</p> <ul style="list-style-type: none"> <li>• Available healthy food</li> <li>• Clean air</li> </ul>
HE8.1.d	Research how heredity can impact personal health and well-being.	15-17, 19-21, 103-104, 165, 210-211, 244, 288, 379-380, 382, 386, 396-398	<p>Example</p> <ul style="list-style-type: none"> <li>• Health and dietary habits, genetic predisposition</li> </ul>
HE8.1.e	Describe ways to reduce or prevent injuries and other adolescent health occurrences.	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)	<p>Example</p> <ul style="list-style-type: none"> <li>• Awareness of toxic shock syndrome dangers and symptoms</li> <li>• Health risks associated with alcohol, tobacco, and other drugs usage</li> <li>• Risks associated with tattoos and body piercings</li> </ul>
HE8.1.f	Explain how comprehensive health care can promote personal health and well-being.	10–13, 60 (feature), 158, 174–177, 185, 395–396, 403 Think Critically (#17), 441 Develop Your Skills (#23), 553, 570, 577, 591–592, 599–600	<p>Example</p> <ul style="list-style-type: none"> <li>• Regular check-ups and screenings</li> <li>• Regular inoculations</li> </ul>



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE8.1.g	Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being.	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	<p>Example</p> <ul style="list-style-type: none"> <li>• Prescription drug accessibility</li> <li>• The proximity of healthy food</li> <li>• The proximity of recreational areas</li> </ul>
HE8.1.h	Examine the correlation and impact 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)	<p>Example</p> <ul style="list-style-type: none"> <li>• Substance use and academic performance</li> <li>• Eating disorders, and overall health</li> </ul>
<p><b>Description:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth- grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.</p>			
<p><b>HE8.1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>			
HE8.1.i	Understand the relationship between key nutrients in food sources to promote health and prevent chronic disease.	9, Influence On Health, 77, 88, 119, 210–211	<p>Example</p> <ul style="list-style-type: none"> <li>• Protein provides muscle, bone, skin, and hair health</li> <li>• Carbohydrates fuel the body, and aides in the central nervous system and brain health</li> <li>• Healthy fats can help balance blood sugar, decreased the risk of heart disease and diabetes.</li> </ul>
HE8.1.j	Compare ways to reduce or prevent injuries.	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)	<p>Example</p> <ul style="list-style-type: none"> <li>• Seat belt</li> <li>• Water safety</li> <li>• Bicycle safety</li> </ul>
HE8.1.k	Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact the personal safety of self or others.	420–423, 441 Think Critically (#18, Develop Your Skills (#20), 522–524	<p>Example</p> <ul style="list-style-type: none"> <li>• Chat groups</li> <li>• E-mail</li> <li>• Texting</li> <li>• Websites</li> <li>• Apps</li> </ul>
HE8.1.l	Describe types of violent behaviors and available resources to obtain support.	517–519, 522, 528–535	<p>Example</p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Dating/family violence</li> <li>• Sexual assault</li> <li>• Verbal/physical abuse, rape</li> </ul>





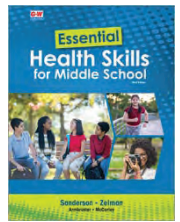
Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE8.1.m	Examine the dynamics of healthy and unhealthy relationships. Students should be made aware that they have the right to refuse to participate in activities (drug use, criminal, sex, bullying ex) and such activities should be reported to a trusted adult.	479-483, 481 (Building Your Skills), 506-508	<p>Example</p> <ul style="list-style-type: none"> <li>• Healthy:               <ul style="list-style-type: none"> <li>○ Good communication.</li> <li>○ Respect.</li> <li>○ Honesty and openness.</li> <li>○ Support</li> <li>○ Compromise</li> </ul> </li> <li>• Unhealthy relationship:               <ul style="list-style-type: none"> <li>○ Control</li> <li>○ Hostility</li> <li>○ Dishonesty</li> <li>○ Disrespect</li> <li>○ Dependence</li> <li>○ Intimidation</li> <li>○ Physical Violence</li> <li>○ Sexual Pressure/Violence</li> </ul> </li> </ul>
HE8.1.n	Identify the qualities of a healthy dating relationship.	505-510, 507 (Figure 15.29 Balance), 507 Questions to Ask About Physical Intimacy and Consent Physical Intimacy and Consent 508 (Figure 15.31 Enforcing Your Boundaries), 509 (Case Study), 510 Figure 15.32 Coping with the End of a Dating Relationship)	<p>Example</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Honesty</li> <li>• Good communication</li> </ul>
<p><b>Description:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth- grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.</p>			
<p><b>HE8.1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>			
HE8.1.o	Analyze the signs, symptoms, and resources for people who engage in self-harming behavior. Discuss resources available to combat the behavior.	174-175, 174 (Figure 6.7 Signs to Seek Professional Help), 183-184	<p>Example</p> <ul style="list-style-type: none"> <li>• Suicide attempts</li> <li>• Cutting</li> <li>• Isolation</li> <li>• Experimental substance use</li> </ul>
HE8.1.p	Understand school policy and state laws regarding the use, possession, and sale of substances.	284–285, 296–297, 314–317, 325–326, 345–347, 349	<p>Example</p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Opioid and illegal drug use</li> <li>• Smoking and vaping</li> </ul>
HE8.1.q	Explain the relationship between intravenous drug use and the transmission of blood-borne diseases.	585-590, 586 (Figure 18.3 Possible Symptoms of Gonorrhea), 588 (Figure 18.6 Herpes Simplex Viruses That Cause Genital Herpes), 588 (Figure 18.7 Growths Caused by HPV), 589 (Case Study), 590 (Figure 18.8 Sexually Transmitted Infections), 592-593, 592 (Building Your Skills), 596-597, 597, 603 (Develop Your Skills (#18))	<p>Example</p> <ul style="list-style-type: none"> <li>• HIV/AIDs</li> </ul>
HE8.1.r	Explain the unintended outcomes of risky behavior.	23-24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21)	<p>Example</p> <ul style="list-style-type: none"> <li>• Injury</li> <li>• Addiction</li> <li>• STD's</li> </ul>



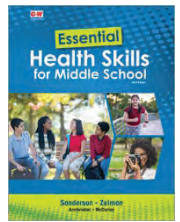
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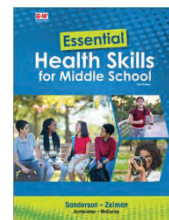
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Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE8.1.s	Discuss the unintended physical, mental, emotional, financial, educational, legal, and social outcomes of sexual activity.	23-24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21)	<p>Example</p> <ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• STD's</li> <li>• Discuss the reason(s) abstinence from sexual activity is an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases.</li> <li>• Analyze the risks and consequences of early sexual involvement and sexual activity outside of marriage.</li> </ul>
HE8.1.t	Identify signs and situations that contribute to Human Trafficking	536-537, 539-540	<p>Example</p> <ul style="list-style-type: none"> <li>• Target a victim</li> <li>• Gain trust</li> <li>• Fill a need</li> <li>• Isolate the victim</li> </ul>
HE8.1.u	Describe where to report concerns and seek out help concerning Human Trafficking	536-537, 539-540	<p>Example</p> <ul style="list-style-type: none"> <li>• State and national human trafficking hotlines</li> </ul>

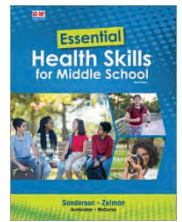


Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE8.1.v	Explain the legal age of consent in Georgia. (Current law 2020 age of 16)	See: <a href="https://www.ageofconsent.net/states/georgia">https://www.ageofconsent.net/states/georgia</a>	<p>Example</p> <ul style="list-style-type: none"> <li>• Awareness of Georgia Code <b>Title 16. Crimes and Offenses § 16-6-3:</b> <ul style="list-style-type: none"> <li>○ “Statutory rape is when someone engages in sexual intercourse with any person under the age of 16 years.”</li> <li>○ “A person convicted of the offense of statutory rape shall be punished by imprisonment for not less than one nor more than 20 years.” (Note: 21 years or older punishment increases)</li> <li>○ If the victim is at least 14 but less than 16 years of age and the person convicted of statutory rape is 18 years of age or younger and is no more than four years older than the victim, such person shall be guilty of a misdemeanor.</li> </ul> </li> <li>• Awareness of relevant U.S. federal laws, which forbid exploitation of children. <b>18 U.S. Code § 2422</b> - Coercion and enticement, forbids the use of interstate means of communication, to <i>persuade or entice a minor</i> (defined as under 18) <i>to be involved in a criminal sexual act</i>. This would include instant messenger program.</li> </ul>
<p><b>Description:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Eighth-grade students will focus on identifying and understanding the diverse internal and external factors that positively and negatively influence health practices and behaviors. Students will conclude how the family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.</p>			
<p><b>HE8.2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>			
HE8.2.a	Analyze how family, peers, culture, and environment influence personal health and well-being and family health.	19-21, 103-104, 210-211, 244, 379-380, 382, 396	<p>Example</p> <ul style="list-style-type: none"> <li>• Groups that exercise and play sports</li> <li>• Families and friends that communicate and discuss health issues and concerns</li> </ul>

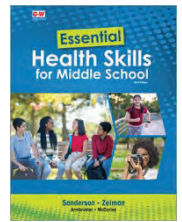


Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE8.2.b	Explain how adolescent perceived norms influence healthy and unhealthy behaviors.	229-231, 325, 355, 503-504, 521, 538	Example <ul style="list-style-type: none"> <li>Peer pressure</li> <li>Relationships</li> <li>Substance use</li> </ul>
HE8.2.c	Explain the influence of personal values and beliefs on individual health practices and behaviors.	23–24, 271 Think Critically (#16–17), 288, 321–323, 355–360, 492, 507, 540, 568	Example <ul style="list-style-type: none"> <li>Environment,</li> <li>Family traditions and social bonds</li> <li>Genetics</li> </ul>
HE8.2.d	Explain the harmful effects of pornographic media, messaging, and images.	420-423, 483, 539	Example <ul style="list-style-type: none"> <li>Messages</li> <li>Videos</li> <li>Language</li> <li>Photographs</li> </ul>
HE8.2.e	Describe how some health risk behaviors can influence the likelihood of engaging in other 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)	Example <ul style="list-style-type: none"> <li>Gateway drug use</li> <li>Alcohol and substance use and driving under the influence</li> <li>Alcohol and substance use impact decision-making ability</li> </ul>
HE8.2.f	Explain how school and public health policies can influence health promotion and disease prevention.	10–13, 31–32, 205–209, 213, 246, 271 Develop Your Skills (#18), 296–297, 326, 359–360, 431, 436–438, 456–458, 598–599	Example <ul style="list-style-type: none"> <li>Immunization policy and the spread of childhood diseases</li> <li>Policy on tobacco and alcohol products in a school or public setting</li> </ul>
<b>Description:</b> Students will demonstrate the ability to access valid information and products and services to enhance health. Eighth- grade students will analyze the validity of health information, products, and services to promote well-being and prevent disease.			
<b>HE8.3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.			
HE8.3.a	Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease.	26-29, 80 (feature), 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)	Example <ul style="list-style-type: none"> <li>Reliable/unreliable web information</li> <li>Facts/opinions</li> </ul>
HE8.3.b	Critique valid health information from home, school, and community, to enhance personal health and well-being.	26, 73 Develop Your Skills (#23), 161 Develop Your Skills (#19), 176–177, 189 Think Critically (#19), Develop Your Skills (#21, 305 Think Critically (#18), 328, 365 Develop Your Skills (#21), 403 Develop Your Skills (#22 and 24), 461 (feature), 469 Develop Your Skills (#20 and 23), 513 Develop Your Skills (#21), 533, 542 (Hands-On Activity), 545 Develop Your Skills (#21), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23)	Example <ul style="list-style-type: none"> <li>Articles and news stories</li> <li>Wellness apps</li> <li>Websites</li> </ul>
HE8.3.c	Analyze products that enhance well- being and the	26, 73 Develop Your Skills (#23), 161 Develop Your Skills (#19), 176-177, 189	Example <ul style="list-style-type: none"> <li>Exercise programs</li> </ul>

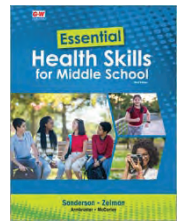




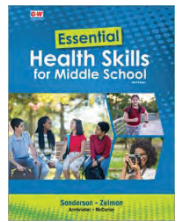
Expectations	Correlating Textbook Pages	Evidence of Student Learning
	accessibility of those products within the community.	Think Critically (#19) and Develop(#21), 305 Think Critically (#18), 328, 365 Develop Your Skills (#21), 403 Develop Your Skills (#22 and 24), 461 (feature), 469 Develop Your Skills (#20 and 23), 513 Develop Your Skills (#21), 533, 542 (Hands-On Activity), 545 Develop Your Skills (#21), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23)
<b>Description:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Eighth-grade students will appropriately demonstrate verbal and nonverbal skills to maintain healthy relationships. Students will differentiate how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.		
<b>HE8.4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
HE8.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	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 (feature), 178–179, 183, 189 Develop Your Skills (#22), 271 Develop Your Skills (#20), 290 (feature), 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 (feature), 478–483, 492–494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 545 Develop Your Skills (#22), 569 (feature), 581 Develop Your Skills (#20), 593 (Hands-On Activity), 603 Develop Your Skills (#20)
HE8.4.b	Demonstrate refusal and negotiation 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)
		Evidence of Student Learning <ul style="list-style-type: none"> <li>• Vitamins</li> </ul>
		Example <ul style="list-style-type: none"> <li>• Use appropriate facial expression</li> <li>• Aligned with words and actions</li> <li>• Avoid I messages</li> <li>• Avoid blame</li> </ul>
		Example <ul style="list-style-type: none"> <li>• Roleplay</li> </ul> Refusal: <ul style="list-style-type: none"> <li>○ Saying no and meaning it</li> <li>○ Making a joke</li> <li>○ Changing the subject</li> <li>○ Give a reason why it is a bad idea</li> <li>○ Walk away</li> </ul> <ul style="list-style-type: none"> <li>• Negotiation</li> <li>○ Outline conflict</li> <li>○ Brainstorm solutions</li> <li>○ Evaluate solutions</li> <li>○ Choose a solution</li> <li>○ Implement the solution</li> <li>○ check-in and evaluate if needed</li> </ul>



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE8.4.c	Demonstrate effective conflict management and/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)	Example <ul style="list-style-type: none"> <li>• Remain calm</li> <li>• Be respectful</li> <li>• Do not escalate the conflict</li> <li>• Walk away</li> <li>• Non-violent and non-verbal communication to help prevent violence</li> </ul>
HE8.4.d	Model how to ask for assistance to enhance the health of self and others.	99 Develop Your Skills (#24), 175 (feature), 183, 226-227, 271 Develop Your Skills (#20), 327-328, 361-362, 419-423, 430, 486-487, 504, 513 Develop Your Skills (#21), 521, 524, 533-535, 538-542, 581 Develop Your Skills (#20), 593 (Hands-On Activity)	Example <ul style="list-style-type: none"> <li>• Roleplay student-developed scenarios</li> </ul>
<b>Description:</b> Students will demonstrate the ability to use decision-making skills to enhance health. Eighth- grade students will model the steps of the decision-making model and analyze the importance of seeking assistance before making a decision.			
<b>HE8.5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.			
HE8.5.a	Identify health-related situations that might require a health-enhancing decision.	23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (feature), 331 Develop Your Skills (#19), 356, 365 Think Critically (#18), 441 Develop Your Skills (#21), 541, 569-571, 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Fatigue</li> <li>• Lack of sleep</li> <li>• Tooth decay</li> </ul>
HE8.5b	Analyze when assistance is needed in making a health-related decision.	23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (feature), 331 Develop Your Skills (#19), 356, 365 Think Critically (#18), 441 Develop Your Skills (#21), 541, 569-571, 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Possible harm to self or others</li> <li>• Legal considerations</li> <li>• Bullying situation</li> </ul>
HE8.5.c	Discuss healthy options to promote well- being and prevent disease.	19-24, 103-104, 210-211, 244,324	Example <ul style="list-style-type: none"> <li>• Nutritional choices</li> <li>• Sleep needs</li> <li>• Screen time</li> <li>• Wearing a helmet when biking</li> </ul>
HE8.5.d	Critique the potential outcomes of health-related scenarios when making a decision.	23-24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>• Healthy food selection</li> <li>• Car and bicycle safety</li> <li>• Reduce screen time and time to increase physical activity</li> <li>• Decrease sugary drinks and tooth decay</li> </ul>
HE8.5.e	Support choosing a healthy option when making a decision.	19-24, 103-104, 210-211, 244,324	Example <ul style="list-style-type: none"> <li>• Sleep</li> <li>• Snacks</li> <li>• Regular dental care</li> </ul>
<b>Description:</b> Students will demonstrate the ability to use goal-setting skills to enhance health. Eighth-grade students will utilize critical thinking skills to achieve both short-term and long- term personal health and well-being goals. Students should be prepared to adjust goals when faced with changing abilities, priorities, and responsibilities.			
<b>HE8.6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.			



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE8.6.a	Evaluate personal health practices.	35 Develop Your Skills (#20), 76 (feature), 92 (feature), 117 (feature), 131-138, 174, 181-182, 211 (feature), 226, 239 Think Critically (#18), 262, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 415 (feature), 416 (Hands-On Activity), 469 Develop Your Skills (#21-22), 513 Develop Your Skills (#20), 545 Think Critically (#20)	Example <ul style="list-style-type: none"> <li>Emotional well-being</li> <li>Disease prevention</li> <li>Injury prevention</li> </ul>
HE8.6.b	Develop a goal to adopt, maintain, or improve a personal health practice.	24-25, 32 Think Critically (#5), 35 Develop Your Skills (#20), 70 (Hands-On Activity), 92 (feature), 117 (feature), 135, 211 (feature), 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)	Example <ul style="list-style-type: none"> <li>Select a goal-setting model</li> <li>Write clear and measurable goals</li> </ul>
HE8.6.c	Outline the strategies and skills necessary to attain a personal health goal.	24-25, 35 Develop Your Skills (#20), 117 (feature), 137, 211 (feature), 222, 239 Develop Your Skills (#22), 263-265, 271 Develop Your Skills (#20), 297-300, 325-327, 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 513 Develop Your Skills (#20), 545 Think Critically (#20)	Example <ul style="list-style-type: none"> <li>Create a specific action plan</li> <li>Read your goals and visualize yourself accomplishing them.</li> <li>Reflect on your progress</li> <li>Revise if needed</li> <li>Celebrate accomplishments</li> </ul>
HE8.6.d	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	24-25, 117 (feature), 239 Develop Your Skills (#22)	Example <ul style="list-style-type: none"> <li>Goals aligned to school responsibilities</li> <li>Goals aligned to abilities (swim, run or skate for aerobic fitness)</li> <li>Food choices</li> </ul>
HE8.6.e	Explain how risky health behaviors can affect achieving long-term health goals	20-21, 103-104, 116-122, 271 Develop Your Skills (#21), 279-286, 234 (feature), 353 (Hands-On Activity), 441 Develop Your Skills (#21), 469 Think Critically (#18), 570, 581 Develop Your Skills (#21)	Example <ul style="list-style-type: none"> <li>Sexual activity</li> <li>Substance abuse</li> <li>Physical activity</li> </ul>
<b>Description:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Eighth-grade students will summarize strategies that improve healthy behaviors and collaborate with other students in developing healthy lifestyles to achieve wellness for a lifetime.			
<b>HE8.7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
HE8.7.a	Connect the relationship between assuming responsibility for personal health 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)	Example <ul style="list-style-type: none"> <li>Discuss the importance, as well as the positive and negative consequences of personal health behaviors</li> <li>Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity</li> </ul>



Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE8.7.b	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	19–21, 29–32, 35 Develop Your Skills (#19 and 22), 45/53/61/70 (Hands-On Activities), 73 Think Critically (#18) Develop Your Skills, (#23), 77–96, 116–122, 135 (feature), 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, 271 Develop Your Skills (#18–20), 286 (Hands-On Activity), 296–302, 319 (Hands-On Activity), 325–328, 356–362, 365 Develop Your Skills (#19–20), 376 (Hands-On Activity), 391–400, 403 Develop Your Skills (#20), 407–438, 441 Develop Your Skills (#19–22), 461–466, 469 Develop Your Skills (#22), 478–487, 498–499, 508, 510, 520–521	<p>Example</p> <ul style="list-style-type: none"> <li>• Sleep log,</li> <li>• Screen time log</li> </ul>
HE8.7.c	Analyze and apply behaviors that eliminate or reduce health risks to self and/or others	15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19 and 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 (#19–22), 453–454, 461–466, 469 Develop Your Skills (#21–22), 501–504, 508, 510, 525–526, 533–535, 542, 569–570, 589–591, 599–600, 603 Develop Your Skills (#19)	<p>Example</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Stress relief techniques</li> <li>• Positive peer influences,</li> <li>• Refusal skills</li> </ul>
<p><b>Description:</b> Students will advocate for personal, family, and community health and well-being. Eighth-grade students will develop culturally competent advocacy skills and health messages to encourage others to adopt healthy behaviors.</p>			
<p><b>HE8.8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>			
HE8.8.a	Debate a health issue using evidence-based information.	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 Skill (#21), 271 Develop Your Skills (#18 and 20), 286 (Hands-On Activity), 289, 296-298, 305 Develop Your Skills (#20-22), 319 (Hands-On Activity), 325-328, 331 Develop Your Skills (#19- 20), 358-360, 365 Develop Your Skills (#19-21), 403 Develop Your Skills (#20), 461 (feature), 466, 513 Develop Your Skills (#19), 533, 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#20 and 23)	<p>Example</p> <ul style="list-style-type: none"> <li>• Class debate presenting and supporting a position</li> </ul>

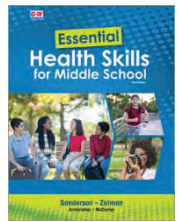




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Expectations		Correlating Textbook Pages	Evidence of Student Learning
HE8.8.b	Design strategies that will influence and support others to make positive health choices.	26-30, 50 (feature), 99 Develop Your Skills (#22), 108 (Hands-On Activity), 161 Develop Your Skills (#19-21), 172 (Hands-On Activity), 189 Develop Your Skills (#20-21), 239 Think Critically (#2), 271 Develop Your Skills (#18-19 and 21), 286 (Hands-On Activity), 298 (feature), 305 Develop Your Skills (#19-22), 319 (Hands-On Activity), 353 (Hands-On Activity), 358 (feature), 365 Develop Your Skills (#21), 403 Develop Your Skills (#24), 441 Develop Your Skills (#22), 461 (feature), 513 Develop Your Skills (#19), 545 Develop Your Skills (#24), 603 Develop Your Skills (#19 and 23)	<p>Example</p> <ul style="list-style-type: none"> <li>• Create a messaging strategy promoting positive health themes such as brushing teeth and wearing sunblock</li> <li>• Encourage friends and family to drink water through an infographic</li> </ul>
HE8.8.c	Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools.	29–32, 99 Develop Your Skills (#21), 179 (Hands-On Activity), 185, 203 (Hands-On Activity), 239 Think Critically (#2), 286 (Hands-On Activity), 298 (feature), 319 (Hands-On Activity), 325–328, 331 Develop Your Skills (#20), 358 (feature), 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)	<ul style="list-style-type: none"> <li>• Example: Work with the school council to add a drink more water campaign</li> </ul>
HE8.8.d	Analyze ways in which health messages and communication methods can be delivered for all audiences.	286 (Hands-On Activity), 299, 403 Develop Your Skills (#24), 441 Develop Your Skills (#23), 461 (feature), 513 Develop Your Skills (#19), 603 Develop Your Skills (#23)	<p>Example</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cartoons</li> <li>• Celebrities</li> </ul>