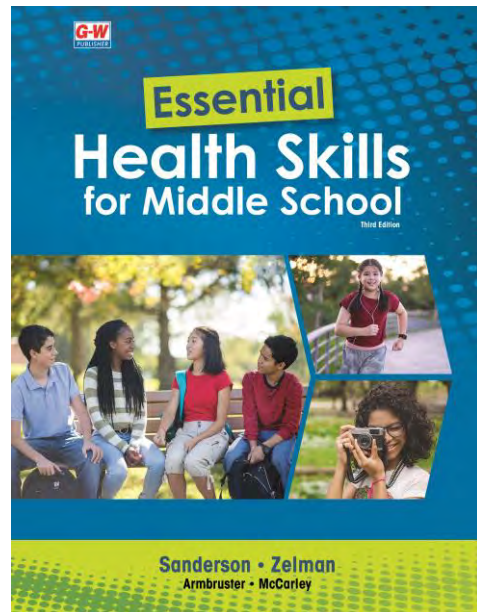




**Correlation of**  
***Essential Health Skills for Middle School, Sanderson, Zelman***  
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**to**  
**National Health Education Standards (Grades 6–8)**

By studying *Essential Health Skills for Middle School*, students will be prepared to master the national performance expectations for health and wellness (grades 6–8). To help you see how this can be accomplished, a *Correlation of Essential Health Skills for Middle School to the National Health Education Standards (Grades 6–8)* is shown.



**Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

<b>Competency</b>	<b>Correlating Pages</b>
<b>1.8.1</b> Analyze the relationship between healthy behaviors and personal health.	13 (Hands-On Activity), 19–32, 35 (#19) and (#22), 73 (#18 and 23), 103–106, 116–122, 135–138, 140–148, 152–158, 161 (#16 and 22), 174–179, 183–185, 210–216, 218–227, 239 (#16), 243–246, 246–260, 262–268, 279–286, 297–300, 337–339, 356–360, 392–400, 403 (#18–19), 461–466, 478–487, 508, 533, 542, 559
<b>1.8.2</b> Describe the interrelationships of emotional, intellectual, physical,	10, 15, 35 (#15), 99 (#20), 103–104, 134–136, 142–148, 150–153, 161 (#15), 166–172, 181–182, 189 (#16), 475–476, 510,

**Correlation of *Essential Health Skills for Middle School* to National Health Education Standards  
(Grades 6–8)—page 2**

<b>Competency</b>	<b>Correlating Pages</b>
and social health in adolescence.	558
<b>1.8.3</b> Analyze how the environment affects personal health.	17–19, 30 (feature), 35 (#17), 134–135, 166, 179–180, 182–183, 214–215, 229–231, 239 (#15 and 17), 258–259, 321–324, 445–454, 559
<b>1.8.4</b> Describe how family history can impact personal health.	16–17, 165, 182, 232, 288, 379–380, 397 (feature), 558–559
<b>1.8.5</b> Describe ways to reduce or prevent injuries and other adolescent health problems.	10, 15–21, 77–96, 110–114, 152–158, 161 (#19–22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 (#19–21), 407–438, 441 (#18–21), 453–454, 589–591, 603 (#19)
<b>1.8.6</b> Explain how appropriate health care can promote personal health.	10–13, 60 (feature), 158, 174–177, 185, 395–396, 403 (#17), 441 (#23), 553, 570, 577, 591–592, 599–600
<b>1.8.7</b> Describe the benefits of and barriers to practicing healthy behaviors.	13, 23–29, 99 (#19), 103–106, 116–122, 137–138, 146–147, 177–179, 239 (#20 and 22), 288–294, 300, 305 (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577
<b>1.8.8</b> Examine the likelihood 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 (#19)
<b>1.8.9</b> Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	80–81, 89–91, 95–96, 220–222, 256–260, 279–286, 291–294, 311–319, 344–353, 379–389, 454, 570–571, 586–589, 596–597

**Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

<b>Competency</b>	<b>Correlating Pages</b>
<b>2.8.1</b> Examine how the family influences the health of adolescents.	16–19, 99 (#18), 134–135, 150–151, 165, 182, 271 (#20), 289, 321–323, 355, 475–476, 489–490, 517, 530–532, 559
<b>2.8.2</b> Describe the influence of culture on health beliefs, practices, and behaviors.	19, 99 (#17), 133–135, 182, 355, 490
<b>2.8.3</b> Describe how peers influence healthy and unhealthy behaviors.	18, 35 (#17), 133–135, 165, 179, 182, 185, 289, 297, 323, 355, 441 (#21), 475–476, 503–504, 518, 538, 559, 569–570, 590
<b>2.8.4</b> Analyze how the school and	17–19, 30 (feature), 165, 174–175, 182, 185, 271 (#18), 289–

**Correlation of *Essential Health Skills for Middle School* to National Health Education Standards  
(Grades 6–8)—page 3**

<b>Competency</b>	<b>Correlating Pages</b>
community can affect personal health practice and behaviors.	290, 325, 355, 359, 475–476, 503–504, 518, 537–541, 559
<b>2.8.5</b> Analyze how messages from media influence health behaviors.	18 (feature), 26–29, 35 (#21), 80 (feature), 166–167, 182–183, 186 (Hands-On Activity), 189 (#20), 229–231, 290–291, 296–299, 305 (#19), 324, 355, 539, 603 (#22)
<b>2.8.6</b> Analyze the influence of technology on personal and family health.	27, 35 (#21), 106–107, 120–122, 125 (#17) and 21), 150, 155, 167, 172 (Hands-On Activity), 244 (feature), 246, 271 (#19), 290–291, 441 (#18 and 20), 458–459, 462–463, 469 (#16), 483, 522
<b>2.8.7</b> Explain how the perceptions of norms influence healthy and unhealthy behaviors.	229–231, 325, 355, 503–504, 521, 538
<b>2.8.8</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.	23–24, 271 (#16–17), 288, 321–323, 355–360, 492, 507, 540, 568
<b>2.8.9</b> Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	19–21, 181, 283–284, 288, 318–319, 340, 344–345, 348, 356, 531, 542, 603 (#20)
<b>2.8.10</b> Explain how public health policies can influence health promotion and disease prevention.	10–13, 31–32, 205–209, 213, 246, 271 (#18), 296–297, 326–328, 359–360, 431, 436–438, 456–458, 598–599

**Standard 3**

Students will demonstrate the ability to access valid information, products, and services to enhance health.

<b>Competency</b>	<b>Correlating Pages</b>
<b>3.8.1</b> Analyze the validity of health information, products, and services.	26–29, 80 (feature), 99 (#22), 161 (#18), 223–225, 298–299, 331 (#22–23), 337–339, 359–360, 403 (#22), 513 (#21), 545 (#21–22), 581 (#20), 593 (Hands-On Activity), 603 (#23)
<b>3.8.2</b> Access valid health information from home, school, and community.	26, 73 (#23), 161 (#19), 176–177, 189 (#19) and 21, 305 (#18), 328, 365 (#21), 403 (#22 and 24), 461 (feature), 469 (#20 and 23), 513 (#21), 533, 542 (Hands-On Activity), 545 (#21), 581

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<b>Competency</b>	<b>Correlating Pages</b>
	(#20), 593 (Hands-On Activity), 603 (#23)
<b>3.8.3</b> Determine the accessibility of products that enhance health.	223–225, 365 (#22), 591 (feature), 599–600, 603 (#21)
<b>3.8.4</b> Describe situations that may require professional health services.	138, 158, 174–175, 181–184, 232–234, 256–260, 279–282, 288–290, 311–312, 318–319, 327–328, 344–353, 360–361, 371–376, 378–389, 430–438, 453–454, 513 (#21), 541, 577, 591–592, 597–598
<b>3.8.5</b> Locate valid and reliable health products and services.	26–28, 80 (feature), 82, 99 (#22 and 24), 114 (Hands-On Activity), 172 (Hands-On Activity), 189 (#19 and 21), 271 (#19), 300–302, 325, 327–328, 359–360, 365 (#21–22, 403 (#17), 453, 469 (#20), 513 (#21), 592 (feature), 597–599

**Standard 4**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<b>Competency</b>	<b>Correlating Pages</b>
<b>4.8.1</b> Apply effective verbal and nonverbal communication skills to enhance health.	99 (#23), 125 (#21 and 22), 137, 138 (Hands-On Activity), 140–148, 152–154, 161 (#23), 175 (feature), 178–179, 183, 189 (#22), 239 (#22–23), 271 (#20), 290 (feature), 299–300, 302 (Hands-On Activity), 305 (#20), 319 (Hands-On Activity), 325, 331 (#19 and 21), 358–360, 362 (Hands-On Activity), 365 (#19–20), 403 (#21 and 24), 416 (Hands-On Activity), 421–423, 430, 441 (#19–20), 461 (feature), 478–483, 492–494, 498–499, 508, 513 (#18), 521, 526, 533, 542, 545 (#22), 569 (feature), 581 (#21), 593 (Hands-On Activity), 603 (#20)
<b>4.8.2</b> Demonstrate refusal and negotiation skills that avoid or reduce health risks.	25–26, 32 (Hands-On Activity), 125 (#22), 286 (Hands-On Activity), 299–300, 302 (Hands-On Activity), 325, 331 (#21–22), 358–359, 362 (Hands-On Activity), 365 (#19–20), 403 (#20), 441 (#20), 484–487, 508, 542, 545 (#22), 590, 603 (#20)
<b>4.8.3</b> Demonstrate effective conflict management or resolution strategies.	25–26, 125 (#23), 239 (#20), 331 (#19), 484–487, 492–494, 498–499, 521, 533, 545 (#22), 603 (#20)
<b>4.8.4</b> Demonstrate how to ask for assistance to enhance the health of	99 (#24), 175 (feature), 183, 226–227, 271 (#20), 327–328, 361–362, 419–423, 430, 486–487, 504, 513 (#21), 521, 524,

**Correlation of *Essential Health Skills for Middle School* to National Health Education Standards  
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<b>Competency</b>	<b>Correlating Pages</b>
self and others.	533–535, 538–542, 581 (#20), 593 (Hands-On Activity)

**Standard 5**

Students will demonstrate the ability to use decision-making skills to enhance health.

<b>Competency</b>	<b>Correlating Pages</b>
<b>5.8.1</b> Identify circumstances that can help or hinder healthy decision making.	18–19, 177–178, 229–232, 271 (#16–17), 288–291, 296–300, 309, 314, 321–324, 331 (#16 and 22), 344, 509–510
<b>5.8.2</b> Determine when health-related situations require the application of a thoughtful decision-making process.	23–24, 137, 189 (#17), 271 (#21), 298–299, 324 (feature), 331 (#19), 356, 365 (#18), 441 (#21), 541, 569–571, 581 (#22)
<b>5.8.3</b> Distinguish when individual or collaborative decision making is appropriate.	23–24, 137, 178, 183–185, 327–328, 407–416, 486–487
<b>5.8.4</b> Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	23–24, 125 (#19), 137, 141–148, 152–158, 211–215, 239 (#19–20), 271 (#21), 288–302, 331 (#20), 342 (Hands-On Activity), 356–360, 441 (#21), 533–534, 542, 570
<b>5.8.5</b> Predict the potential short-term impact of each alternative on self and others.	20–21, 103–104, 116–122, 271 (#21), 279–286, 234 (feature), 353 (Hands-On Activity), 441 (#21), 469 (#18), 570, 581 (#21)
<b>5.8.6</b> Choose healthy alternatives over unhealthy alternatives when making a decision.	23–24, 211–215, 239 (#19–20), 324 (feature), 342 (Hands-On Activity), 356–360, 365 (#19–20), 407–416, 441 (#20–21), 533–534, 570, 581 (#21)
<b>5.8.7</b> Analyze the outcomes of a health-related decision.	23–24, 210, 331 (#17), 403 (#23), 469 (#21), 570, 581 (#21)

**Standard 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

<b>Competency</b>	<b>Correlating Pages</b>
<b>6.8.1</b> Assess personal health practices.	35 (#20), 76 (feature), 92 (feature), 117 (feature), 131–138, 174, 181–182, 211 (feature), 226, 239 (#18), 262, 271 (#20), 403 (#23), 415 (feature), 416 (Hands-On Activity), 469 (#21–22), 513 (#20), 545 (#20), 581 (#21)
<b>6.8.2</b> Develop a goal to adopt,	24–25, 32 (#5), 35 (#20), 70 (Hands-On Activity), 92 (feature),

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<b>Competency</b>	<b>Correlating Pages</b>
maintain, or improve a personal health practice.	117 (feature), 135, 211 (feature), 222, 239 (#22), 263–265, 271 (#20), 403 (#23), 469 (#21), 513 (#20), 545 (#21), 581 (#22)
<b>6.8.3</b> Apply strategies and skills needed to attain a personal health goal.	24–25, 35 (#20), 117 (feature), 137, 211 (feature), 222, 239 (#22), 263–265, 271 (#20), 297–300, 325–327, 403 (#23), 469 (#21), 513 (#20), 545 (#20–21)
<b>6.8.4</b> Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	24–25, 117 (feature), 239 (#22)

**Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

<b>Competency</b>	<b>Correlating Pages</b>
<b>7.8.1</b> Explain the importance of assuming responsibility for personal health behaviors.	19–21, 23–26, 141–144, 152–158, 161 (#22), 174, 178, 181–185, 211–216, 222–227, 256–260, 262–265, 328, 356–360, 403 (#18–21), 461–466, 541–542, 603 (#15)
<b>7.8.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	19–21, 29–32, 35 (#19 and 22), 45/53/61/70 (Hands-On Activities), 73 (#18 and 23), 77–96, 116–122, 135 (feature), 140–148, 152–158, 161 (#20), 174–179, 181–186, 203 (Hands-On Activity), 211–216, 222–227, 243–247, 251, 256–260, 262–268, 271 (#18–20), 286 (Hands-On Activity), 296–302, 319 (Hands-On Activity), 325–328, 356–362, 365 (#19–20), 376 (Hands-On Activity), 391–400, 403 (#20), 407–438, 441 (#19–22), 461–466, 469 (#22), 478–487, 498–499, 508, 510, 520–521, 524–526, 533–535, 542, 559, 577
<b>7.8.3</b> Demonstrate behaviors to avoid or reduce health risks to self and others.	15, 21 (Hands-On Activity), 23–32, 35 (#22), 77–96, 116–122, 161 (#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 (#20), 416–438, 441 (#19–22), 453–454, 461–466, 469 (#21–22), 501–504, 508, 510, 525–526, 533–535, 542, 569–570, 589–591, 599–600, 603 (#19)

**Correlation of *Essential Health Skills for Middle School* to National Health Education Standards  
(Grades 6–8)—page 7**

**Standard 8**

Students will demonstrate the ability to advocate for personal, family, and community health.

<b>Competency</b>	<b>Correlating Pages</b>
<p><b>8.8.1</b> State a health-enhancing message on a topic and support it with accurate information.</p>	<p>26–30, 50 (feature), 99 (#22), 108 (Hands-On Activity), 161 (#19–21), 172 (Hands-On Activity), 189 (#20–21), 239 (#20), 271 (#18–19 and 21), 286 (Hands-On Activity), 298 (feature), 305 (#19–22), 319 (Hands-On Activity), 353 (Hands-On Activity), 358 (feature), 365 (#21), 403 (#24), 441 (#22), 461 (feature), 513 (#19), 545 (#24), 603 (#19 and 23)</p>
<p><b>8.8.2</b> Demonstrate how to influence and support others to make positive health choices.</p>	<p>29–32, 99 (#21), 125 (#20 and 21), 161 (#20), 178–179, 185, 239 (#19–21), 271 (#18 and 20), 286 (Hands-On Activity), 289, 296–298, 305 (#20–22), 319 (Hands-On Activity), 325–328, 331 (#19–20), 358–360, 365 (#19–21), 403 (#20), 461 (feature), 466, 513 (#19), 533, 538, 540, 545 (#24), 603 (#20 and 23)</p>
<p><b>8.8.3</b> Work cooperatively to advocate for healthy individuals, families, and schools.</p>	<p>29–32, 99 (#21), 179 (Hands-On Activity), 185, 203 (Hands-On Activity), 239 (#20), 286 (Hands-On Activity), 298 (feature), 319 (Hands-On Activity), 325–328, 331 (#20), 358 (feature), 365 (#21), 403 (#20–21 and 24), 469 (#20), 513 (#19), 538, 540, 545 (#24), 603 (#19)</p>
<p><b>8.8.4</b> Identify ways in which health messages and communication techniques can be altered for different audiences.</p>	<p>286 (Hands-On Activity), 299, 403 (#24), 441 (#23), 461 (feature), 513 (#19), 603 (#23)</p>