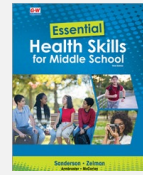
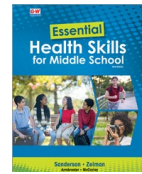


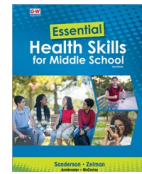
**Goodheart-Willcox Correlation of
Correlating Essential Health Skills Middle School © (2023)
to Virginia Standards for Public Schools
Course: Health Education – Grade 6**



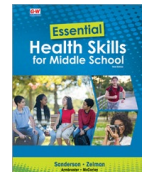
Standard		Correlating Textbook Pages
Essential Health Concepts 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness.		
Body Systems-		
6.1.a	Identify and describe the major structures and functions of the renal and urinary systems (kidneys, ureters, bladder, and urethra).	58-59, 576
Nutrition		
6.1.b	Compare the Recommended Daily Allowance (RDA) of macronutrients (i.e., carbohydrates, fat, protein) for adolescent males and females.	209, 209 Figure 7.16, My Plate Daily Checklist
6.1.c	Explain ingredients in foods that may cause an allergic reaction.	385
Physical Health/Disease Prevention/Health Promotion		
6.1.d	Describe causes of heart disease, cancer, and diabetes.	380-383, 382 Figure 12.13, Common Types of Cancer, 386-387, 387 Figure 12.17, Signs of Diabetes
6.1.e	Identify a variety of immunizations and vaccines available to prevent communicable disease and illness.	395-396, 396 Figure 12.25, Common Vaccine for Adolescents, 589
6.1.f	Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices.	15-21, 15 Figure 1.6, Health and Wellness, 17 Figure 1.8, Environmental Protective and Risk Factors, 18 Building Your Skills, 19 Figure 1.9 Cultural Practices That Affect Health and Wellness
6.1.g	Describe persuasive tactics used by various types of media.	27-32, 80 Building Your Skills
Substance Abuse Prevention		
6.1.h	Differentiate between proper use and misuse of prescription and nonprescription medications.	337-342



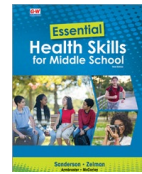
Standard		Correlating Textbook Pages
6.1.i	Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs.	288-291, 296-300, 321-324, 325-326, 355-356, 356-360, 517-538
6.1.j	Define addiction and substance use disorder.	287-288, 290
6.1.k	Identify different types of opioids.	341-342, 342 Figure 11.7, Examples of Prescription Opioids
6.1.l	Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use.	288-294, 290 Figure 9.14, (Triggers), 321-324, 324 Building Your Skills, 355-356, 356 Figure 11.19, Preventing Medication and Drug Misuse and Abuse
Safety/Injury Prevention		
6.1.m	Identify strategies to prevent injuries, including safety habits in vehicles, on the Internet, in public areas, and during recreational activities.	407-426, 421 Case Study
6.1.n	Describe basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings.	428-438, 430 Figure 13.22, Communicating with 911, 436 Figure 13.30, The Five and Five Method, 438 Figure 13.32, Using an Automated External Defibrillator (AED)
6.1.o	List types and purposes of school safety drills.	418-419. 418 Figure 13.22, Communicating with 911
Mental Wellness/Social and Emotional Skills		
6.1.p	Define body image and explain the importance of having a positive body image.	228-229, 229 Figure 7.35, Body Image, 234-236, 235 Figure 7.41, Change Your Self-Talk
6.1.q	Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).	478-487, 478 Figure 15.4, The Communication Process, 479 Figure 15.5, Nonverbal Cues, 481 Building Your Skills.
6.1.r	Define mental health and describe what it means to be mentally healthy.	8, Figure 1.2, Defining Mental and Emotional Health, 131-132, 131 Figure 5.1, The Characteristics



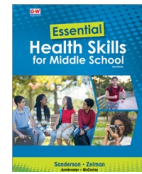
Standard		Correlating Textbook Pages
6.1.s	Describe personal strengths and areas for growth.	15-21
6.1.t	Identify potential positive and negative responses to stress and criticism.	143, 152-158, 153 (Case Study), 155 Figure 5.21, Time-Management Skills. 245
6.1.u	Explain the importance of personal boundaries for physical, emotional, and social health.	477, 507-508, 508 Figure 15.30, Enforcing Your Boundaries
Violence Prevention		
6.1.v	Analyze the role of emotions and media influences on conflict and violence.	25-26, 484 Figure 15.9, Common Sources of Conflict, 517-518 Figure 16.1, Type of Risk Factors
6.1.w	Describe the possible effects of bullying and cyberbullying, including the increased risk for harm and violence when bullying aggression persists.	165 Figure 6.1, Effects of Bullying on Mental Health, 182, 232, 520, 520 Figure 16.2, Questions About Bullying
6.1.x	Explain what a gang is and identify gang-related behaviors.	518, 538-539, 539 Figure 16.19, Avoid Gang Violence
Community/Environmental Health		
6.1.y	Assess environmental health and safety issues in the community.	445-454, 445 Figure 14.1, Humans Affect The Environment, 448 Figure 14.6, Climate Change and Flooding, 449 Figure 14.7, The Path of Runoff
6.1.z	Recognize that all individuals have a responsibility to protect and preserve the environment.	456-466, 458 Figure 14.17, Ways to protect the environment, 459 Figure 14.18, Renewable Energy, 461 Building Your Skills.
Healthy Decision 6.2- The student will describe the influence of family, peers, and media on personal health decisions.		
Body Systems		
6.2.a	Describe the importance of proper hydration to support renal function.	58
Nutrition		



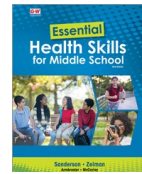
Standard		Correlating Textbook Pages
6.2.b	Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks.	209, Figure 7.16, MyPlate Daily Checklist
6.2.c	Interpret information on a food label to identify a food product that may cause an allergic reaction.	213-214, 213 Figure 7.19, Nutrition Facts labels
Physical Health/Disease Prevention/Health Promotion		
6.2.d	Identify strategies to prevent heart disease, cancer, and diabetes.	396-398, 397 Building Your Skills, 398 Figure 12.27, Prevent common types of cancer, 399, 400
6.2.e	Describe the impact of immunizations and vaccines on individuals and others.	395-396, 396 Figure 12.25, Common Vaccines for Adolescents, 589
6.2.f	Explain the impact of external influences (e.g., family, peers, screen time, social media) on personal health choices.	15-21, 15 Figure 1.6, Health and Wellness Spectrum, 17 Figure 1.8, Environmental Protective and Risk Factors, 18 Building Your Skills, 19 Figure 1.9, Cultural Practices That Affect Health and Wellness
6.2.g	Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products.	27-32, 80 Building Your Skills
Substance Abuse Prevention		
6.2.h	Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices.	290-291, 324, 355--356
6.2.i	Identify the benefits of a smoke and tobacco/nicotine-free environment	276, 285–286
6.2.j	Describe characteristics of substance use disorder.	288
6.2.k	Differentiate between legal and illegal drugs that fall into the opioid category.	341



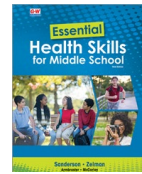
Standard		Correlating Textbook Pages
6.2.l	Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs.	292-293, 321-323, 355-356
Safety/Injury Prevention		
6.2.m	Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.	288-294, 290 Figure 9.14, Triggers, 321-324, 324 (Building Your Skills, 355-356, 356 Figure 11.19, Preventing Medication and Drug Misuse and Abuse
6.2.n	Use a decision-making process to determine when medical assistance is needed.	23-24, 23 Figure 1.10, The Decision-Making Process, 324 Building Your Skills
6.2.o	Describe the consequences of not following school safety drill procedures.	418-419
Mental Wellness/Social and Emotional Skills		
6.2.p	Describe how culture, media, and other external factors influence perceptions about body image.	229-231
6.2.q	Explain the importance of understanding the feelings and perspectives of others.	146, 146 Figure 5.14, Emotional Needs, 561
6.2. r	Identify protective and risk factors for mental illnesses and challenges.	165-166, 174-179, 174 Figure 6.7, Signs to Seek Professional Help, 175 Building Your Skills
6.2. s	Describe strategies to work through adversity and challenges.	142-143, 152-158, 245
6.2. t	Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.	17, 20, 132, 142, 182, 185, 356
6.2. u	Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.	477, 507-508, 508 Figure 15.30, Enforcing Your Boundaries
Violence Prevention		
6.2.v	Explain methods to reduce violence and peacefully resolve conflict.	26 Figure 1.13, Conflict resolution skills, 485-486, 525-526, 533-535, 542, 632-634



Standard		Correlating Textbook Pages
6.2.w	Recognize the role of family, peers, community, and the media in preventing bullying and cyberbullying.	525-526, 538
6.2.x	Explain the importance of friends or adult mentors in avoiding gang involvement.	518, 538-539
Community/Environmental Health		
6.2.y	Explain the role of the Environmental Protection Agency (EPA) and local agencies in protecting the environment.	456-458, 456 14.14
6.2.z	Create and monitor progress toward a personal goal, service learning, or group project to protect the environment.	24-25, 24 Figure 1.11, Setting SMART Goals, 148, 263 Building Your Skills
Advocacy and Health Promotion 6.3 The student will develop personal strategies and skills for personal, social, and community health.		
Body Systems		
6.3.a	Describe strategies to promote renal health.	58-59, 576
Nutrition		
6.3.b	Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients.	209-216, 209 Figure 7.16, MyPlate Daily Checklist
6.3.c	Promote the understanding of the impact of food allergies on individuals.	385
Physical Health/Disease Prevention/Health Promotion		
6.3.d	Promote strategies to prevent heart disease, cancer, and diabetes.	396-398, 397 Building Your Skills, 398 Figure 12.27, Prevent common types of cancer, 399-400
6.3.e	Identify strategies to reduce illness at home and at school.	391-396, 391 Figure 12.21, How Communicable Diseases Are Spread, 392 Figure 12.22, When Should You Wash Your Hands
6.3.f	Monitor personal progress toward physical activity, nutrition, and sleep goals.	116-122, 211-216, 246-247, 262-268



Standard		Correlating Textbook Pages
6.3.g	Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health.	28-29, 28 Figure 1.15, Source of Information, 29 Figure 1.16, Communicating Health Information
Substance Abuse Prevention		
6.3.h	Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications.	27-28, 28 Figure 1.15, Source of Information
6.3.i	Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments.	296-300 298 Building Your Skills
6.3.j	Describe the types of support available at school and in the community for substance use disorders.	300-302, 326-327, 360-361
6.3.k	Describe the dangers of opioids in the home and the community impact of the national opioid epidemic.	341
6.3.l	Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs.	174-179, 174 Figure 6.7, Signs to Seek Professional Help, 175, Building Your Skills, 176 Figure 6.8, What Does a Therapist Do?
Safety/Injury Prevention		
6.3.m	Develop a plan to remain injury-free, including avoiding risk-taking behaviors online and in the community and using safety equipment.	288-294, 321-324, 355-356, 420-421, 423, 522-526, 622
6.3.n	Demonstrate basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings.	428-438, 430 Figure 13.22, Communicating with 911, 436 Figure 13.30, The Five and Five Method, 438 Figure 13.32, Using an Automated External Defibrillator (AED)
6.3.o	Demonstrate appropriate behaviors during lockdown, fire/evacuation, tornado, earthquake, and other safety drills.	418-419
Mental Wellness/Social and Emotional Skills		
6.3.p	Analyze the influence of media on issues related to body image.	229-231



Standard		Correlating Textbook Pages
6.3.q	Demonstrate ways to show respect for individual differences, opinions, and beliefs.	146, 146 Figure 5.14, Emotional Needs, 561
6.3.r	Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges.	165-166, 174-179, 174 Figure 6.7, Signs to Seek Professional Help, 175 Building Your Skills
6.3.s	Ability to set and monitor a personal goal to address one area of growth.	24-25, 24 Figure 1.11, Setting SMART Goals, 148, 263 Building Your Skills
6.3.t	Ability to create a plan to manage stress.	142-143 152-158, 245
6.3.u	Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.	477, 507-508, 508 Figure 15.30, Enforcing Your Boundaries
Violence Prevention		
6.3.v	Practice ways to resolve conflict peacefully.	26 Figure 1.13, Conflict resolution skills, 485-486, 525-526, 533-535, 542, 632-634
6.3.w	Evaluate a plan to prevent or manage the effects of bullying and cyberbullying.	525-526, 538
6.3.x	Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.	299-300 325, 358-360, 408-409, 525-526, 533-535, 538-539, 542, 590, 632-634
Community/Environmental Health		
6.3.y	Identify careers and professions associated with environmental health.	445-454, 456-466
6.3.z	Develop a plan to work collaboratively with peers, families, and community groups to address community environmental health and safety issues	445-454, 445 Figure 14.1, How Humans Affect the Environment, 448 Figure 14.6, Climate Change and Flooding, 449 Figure 14.7, The Path of Runoff, 456-466, 458 Figure 14.17, Ways to protect the Environment, 459 Figure 14.18, Renewable Energy, 461 Building Your Skills