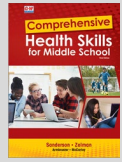
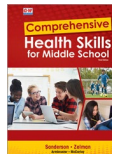


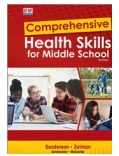
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 Course: Health Education, Grades 6-8**



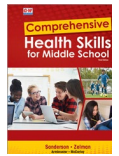
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
HEALTH PROMOTION – GRADE 6		
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
6.1.1	Describe the interrelationship between social and emotional health in adolescence.	10, 15, 35 Think Critically (#15), 99 Think Critically (#20), 103–104, 134–136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181–182, 189 Think Critically (#16), 475–476, 510, 522, 558
	a. Identify how positive relationships can enhance each dimension of health	150–158, 150 (Figure 5.16 Source of Stress), 151 (Figure 5.17 Eustress), 152 (Figure 5.18 Fight or Flight Response), 165–170, 181–187
	b. Explain how stress can affect personal health.	15-21, 17 (Figure 1.8 Environmental Protective and Risk Factors), 20, (The Game of Life), 132, 142, 182, 356
6.1.2	List ways to reduce or prevent injuries and illness.	10, 15–21, 77–96, 110–114, 152–158, 161 Develop Your Skills (#19–22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Think Critically (#19), Develop Your Skills (#21), 407–438, 441 Think Critically (#18), Develop Your Skills (#21), 453–454, 589–591, 603 Develop Your Skills (#19), 632–634, 655
<i>Examples: stretching techniques, regular exercise, equipment safety, flu shot, obtaining immunizations against HPV and other conditions</i>		
6.1.3	Describe benefits of practicing healthy behaviors.	13, 23–29, 99 Develop Your Skills (#19), 103–106, 116–122, 137–138, 146–147, 177–179, 239 Think critically, (#20) Develop Your Skills (#22), 288–294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577, 623–626, 632–633
<i>Examples: using household products only for intended purposes, dietary choices, physical activity, drinking plenty of water</i>		
6.1.4	Examine how personal health and wellness are affected positively or negatively by an individual's surroundings.	14-19, 15 Health and Wellness Spectrum, 17 (Figure 1.8 Environmental Protective and Risk Factors), 18-20, 21 Lesson 1.2 Review (#2, 5), 21 Hands on Activity, 424-434
6.1.5	Identify how positive family practices and beliefs promote personal health.	15-17, 19-21, 103-104, 165, 210-211, 244, 288, 379-380, 382, 386, 396-398
<i>Examples: regular dental and vision check-ups, regular doctor visits</i>		
ANALYZING INFLUENCES – GRADE 6		
Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.		
6.2.1	Examine how family and peers influence the health of adolescents.	10, 15–21, 77–96, 110–114, 152–158, 161 Develop Your Skills (#19–22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Develop Your Skills (#19–21), 407–438, 453–454, 589–591, 603 Develop Your Skills (#19), 632–634, 655
<i>Examples: inactivity, fast food consumption</i>		



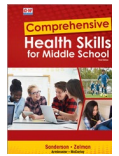
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
	a. List personal family guidelines and rules that enhance health.	10-13, 31-32, 32 (Figure 1.18 Example of Community Resources), 205-209, 213, 246, 271 Develop Your Skills (#18), 296-297, 326, 359-360 (Figure 11.22 Types of Rehabilitation Programs), 431, 436-438, 456-458, 598-599, 617, 657
	b. List peer situations that enhance health.	18, 35 Develop Your Skills (#22), 133-135, 165, 179, 182, 185, 289, 297, 323, 355, 441 Develop Your Skills (#21), 475-476, 503-504, 518, 538, 559, 569-570, 590, 616-617
6.2.2	Identify health services offered in the school.	17-19, 165, 174-175, 182, 185, 271 Develop Your Skills (#18), 289-290, 290 (Figure 9.14 Triggers), 297, 325, 355, 359, 475-476, 503-504, 518, 537-541, 559, 616-617, 630 (Figure 19.22 Stop harassing behavior).
6.2.3	Investigate how messages from media influence health behaviors.	27, 35 Develop Your Skills (#21), 106-107, 120-122, 125 Think Critically (#17) and 21), 150, 155, 167, 172 (Hands-On Activity), 244 (Case Study), 246, 271 Develop Your Skills (#19), 290-291, 441 Think Critically (#18 and 20), 458-459, 462-463, 469 Think Critically (#16), 483, 522
<i>Examples: social media, fast food advertisements, editing photos to enhance physical appearance.</i>		
6.2.4	Explain the influence of values and beliefs on individual health practices and behaviors.	19, 23-24, 133-134, 271 Think Critically (#16- #17), 288, 321-323, 355-360, 492, 507, 540, 568, 626 (Hands-On Activity), 643, 654
<i>Examples: family values, religious beliefs</i>		
6.2.5	Identify how bad health choices result in poor personal health.	23-29, 324 (Building Your Skills), 365 (#19), 441 (#21), 570
<i>Example: excessive caloric intake resulting in excess poundage</i>		
ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 6		
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
6.3.1	Analyze the validity of a variety of Internet sources for health information.	26-29, 80 (Building Your Skills), 99 Develop Your Skills (#22), 161 Think Critically (#18), 223-225, 298-299, 331 Develop Your Skills (#23-24), 337-339, 359-360, 403 Develop Your Skills (#22), 513 Develop Your Skills (#21), 545 Develop Your Skills (#21), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23), 617, 641-643
<i>Examples: valid sites -.edu (education), .org (non-profit), or .gov (government); unreliable health information sites - .com (commercial)</i>		
	a. Identify local resources for reliable health information.	26, 73 Development Your Skills (#23), 176-177, 328, 365 Develop Your Skills (#21), 461 (Building Your Skills), 513 Develop Your Skills (#21), 533, 542 (Hands-On Activity), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23), 617 (Hands-On Activity), 641-643, 657
<i>Examples: public health agencies, school nurse, health education teacher</i>		
6.3.2	Determine the accessibility of reliable resources, personnel, and services that enhance health.	223-225, 225 (Figure 7.32 Eat Mindfully), 365 #22, 599-600, 600 (Hands-On Activity), 603 #21, 647-651, 661 Develop Your Skills (#21)



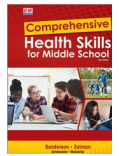
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
<i>Examples: school counselor, school nurse, dentist, 911</i>		
INTERPERSONAL COMMUNICATION – GRADE 6		
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
6.4.1	Apply effective verbal and nonverbal communication skills to enhance health.	99 Develop Your Skills (#23), 125, 137, 138 (Hands-On Activity), 140–148, 152–154, 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 290 (Triggers), 299–300, 302 (Hands-On Activity), 319 (Hands-On Activity), 325, 358–360, 362 (Hands-On Activity), 416 (Hands-On Activity), 421–423, 430, 461 (Building Your Skills), 478–483, 492–494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 593 (Hands-On Activity), 617 (Hands-On Activity)
<i>Examples: praise, high-five, fist bump, thumbs up</i>		
	a. Demonstrate appropriate nonverbal communication skills someone could use when upset.	25–26, 125 Develop Your Skills (#23), 239 Think Critically (#20), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)
<i>Examples: walking away, remaining calm and quiet</i>		
6.4.2	List refusal and negotiation skills to avoid or reduce health risks.	25–26, 125 Develop Your Skills (#23), 239 Think Critically (#20), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)
<i>Examples: saying no, suggesting alternative choices</i>		
6.4.3	Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts.	21 (Hands-On Activity), 23–26, 29–31, 32 (Hands-On Activity), 325, 331 (#21), 358–360, 362 (Hands-On Activity), 365 (#19–20), 416 (Hands-On Activity), 419–423, 441 (#19–20), 478–481, 520–521, 524–526, 533–534, 535 (Hands-On Activity), 542 (Hands-On Activity), 545 (#23), 548 (#22), 590–591, 603 (#20–21 and 23)
<i>Examples: compromising, apologizing, addressing the issue</i>		
DECISION-MAKING – GRADE 6		
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
6.5.1	Describe situations that can help or hinder making a healthy decision.	13, 23–29, 99 Think Critically (#19), 103–106, 116–122, 137–138, 146–147, 177–179, 239 Think Critically (#20 and 22), 288–294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577, 623–626, 632–633, 654
<i>Examples: socio-economic status, access to medical services, availability of healthful foods, sedentary lifestyle</i>		
6.5.2	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	23–24, 125 Think Critically (#19), 137, 141–148, 152–158, 211–215, 239 Think Critically (#19–20), 271 Develop Your Skills (#21), 288–302, 331 Develop Your Skills (#20), 342 (Hands-On Activity), 356–360, 441 Develop Your Skills (#21), 533–534, 542, 570, 623–624, 658
<i>Example: role-playing healthy ways to express anger and frustration</i>		



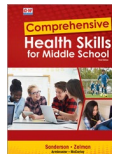
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
GOAL-SETTING – GRADE 6		
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
6.6.1	Assess personal health practices.	35 (Develop Your Skills (#20), 131– 138, 174, 181–182 226, 239 Think Critically (#18), 262, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 416 (Hands-On Activity), 469 Develop Your Skills (#21–22), 513 Develop Your Skills (#20), 545 (Develop Your Skills #20), 581 Develop Your Skills (#21)
<i>Examples: food choices, physical activity, hygiene</i>		
6.6.2	Describe how setting goals to increase time for physical activity and academic study may reduce stress.	243–245, 243 (Figure 8.1 Finding ways to be physically active), 244 (Case Study), 247 (Hands-On Activity), 247 (Figure 8.3 Going to a community park), 271 Develop Your Skills(#18)
	a. List activities that can improve physical and mental health	243–245, 243 (Figure 8.1 Finding ways to be physically active), 244 (Case Study), 247 (Hands-On Activity), 247 (Figure 8.3 Going to a community park), 271 Develop Your Skills(#18)
SELF-MANAGEMENT – GRADE 6		
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
6.7.1	Critique examples of responsible behaviors that reduce health risks.	15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–23), 183–185, 203 (Hands- On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337– 339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19– 22), 501–504, 508, 510, 525–526, 533– 535, 542, 569–570, 589–591, 599–600, 616, 623– 626
<i>Examples: choosing healthy foods, participating in healthy activities, having regular medical and dental check-ups</i>		
6.7.2	Describe practices to avoid or reduce health risks to self and others.	15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–23), 183–185, 203 (Hands- On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337– 339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19– 22), 501–504, 508, 510, 525–526, 533– 535, 542, 569–570, 589–591, 599–600, 616, 623– 626
<i>Examples: smoking or vaping, drinking alcohol, using illegal drugs, texting while driving</i>		
ADVOCACY – GRADE 6		
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
6.8.1	State a health-enhancing position and support it with accurate information.	26-30, 50 (Building Your Skills), 99 (#22), 108 (Hands-On Activity), 161 (#19-21), 172 (Hands-On Activity), 189 (#20-21), 239 (#20), 271 (#18-19 and 21), 286 (Hands-On Activity), 298 (Building Your Skills), 305 (#19-22), 319 (Hands- On Activity), 353 (Hands-On Activity), 358 (Building Your Skills), 365 (#21), 403 (#24), 441 (#22),



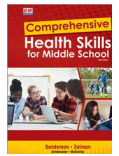
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
		461 (Building Your Skills), 513 (#19), 545 (#24), 603 (#19 and 23), 617 (Hands- On Activity), 658
	<i>Examples: applying sunscreen has been proven to help prevent skin cancer</i>	
6.8.2	Identify ways by which health messages can be altered to appeal to different audiences.	286 (Hands-On Activity), 299, 403 Develop Your Skills (#24), 441 Develop Your Skills (#23), 461 (Building Your Skills), 513 Develop Your Skills (#19), 603 Develop Your Skills (#23)
	<i>Examples: modifying a snack advertisement to target children, teenagers, or adults</i>	
HEALTH PROMOTION – GRADE 7		
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
7.1.1	Summarize the interrelationship of emotional, social, and physical health.	10, 15, 35 Think Critically (#15), 99 Develop Your Skills (#20), 103–104, 134–136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181– 182, 475–476, 510, 522, 558
	a. Determine how peers may affect the six dimensions of health.	18, 35 Think Critically (#17), 133-135, 165, 179, 182, 185, 289, 297, 323, 355, 441 (#21), 475- 476, 503-504, 518, 538, 559, 569-570, 590, 616-617
	b. Illustrate how changing family dynamics can affect health.	16-17, 165, 182, 232, 288, 379-380, 397 (Building Your Skills), 558-559
	<i>Examples: divorce, relocating, death</i>	
7.1.2	Predict the risk of injury or illness if engaging in unhealthy behaviors.	19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311-319, 344-353, 379-380, 454, 529-533, 570-571, 585, 596, 603 Develop Your Skills (#19), 622-623, 632-633, 655
	a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs.	279–286, 311–319, 321, 326, 331 Think Critically (#17), 344–353, 353 Household Products Commonly Abused as Inhalants.
	<i>Examples: riding in the bed of a pick-up truck, biking without a helmet, riding without a seat belt.</i>	
7.1.3	Determine barriers to practicing healthy behaviors.	13, 23–29, 99 Think Critically (#19), 103–106, 116– 122, 137–138, 146– 147, 177–179, 239 Think Critically (#20 and 22), 288–294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507– 508, 531, 538–539, 559, 577, 623– 626, 632–633, 654
	<i>Examples: lack of finances, access to health services, social support</i>	
	a. Examine how nutritional choices and psychological issues may lead to eating disorders.	229–234, 232 (Figure 7.37 Example of Disordered Eating), 233 (Figure 7.38 Types of Eating disorders), 234 (Figure 7.39 Warning Signs of Eating Disorders)
7.1.4	Predict the consequences of engaging in unhealthy behaviors.	19–21, 80–81, 84–85, 89–91, 95–96, 103–104, 210– 211, 216, 218–225, 256–260, 279–286, 291–294, 311– 319, 344–353, 379–380, 454, 529–533, 570–571, 585, 596, 603 Develop Your Skills (#19), 622–623, 632–633, 655
	a. Discuss ways to prevent obesity.	217, 220(Defined), 221 Figure 7.28 (Reducing Risk for Type 2 Diabetes), 243-244 243 Figure 8.1 Finding ways to be Physically Active, 387 (Signs of Diabetes)



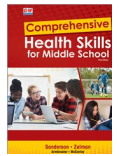
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
	b. Determine health risks associated with body piercings or tattoos.	78-79, 78, (Tattoos and Piercings, may cause skin conditions, 79, Case Study, 83 (Figure 3.6 Risks of Body Art
7.1.5	Research family medical history and how it impacts personal health now and in the future.	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
	a. Discuss hereditary diseases that impact personal health and wellness.	Influence on health, 15–17, 165 Figure 6.1 Bullying can have effect on Mental Health, 288 Figure 9.12 Stages of Substance Use Disorder, 379–380, 379 Noncommunicable Diseases Effects), 382, 398
ANALYZING INFLUENCES – GRADE 7		
Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.		
7.2.1	Describe how family values and behaviors influence the health of adolescents.	10, 15–21, 77–96, 110–114, 152–158, 161 Develop Your Skills (#19–22), 183– 184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Develop Your Skills (#19–21), 407–438, 453–454, 589–591, 603 Develop Your Skills (#19), 632–634, 655
<i>Examples: eating family daily, participating in physical activity, practicing open communication</i>		
7.2.2	Explain how communities can affect personal health practices and behaviors.	17-19, 30 (Building Your Skills), 165, 174-175, 182, 185, 271 Develop Your Skills (#18), 289-290, 297, 325, 355, 359, 475-476, 503-504, 518, 537-541, 559, 616-617, 630
<i>Examples: public policies regarding water pollution, air quality, tobacco use</i>		
7.2.3	Describe how the media can send mixed messages about health.	27-32, 80, 167, 234-235, 290-291, 298- 299, 324, 355 420-423, 421(Figure 13.5 THINK), 421(Case Study), 441 (Develop Your Skills) (#20), 441 (Think Critically (#18), 483, 499 (Figure 15.23 Be Physically Present with Friends), 524- 526, 526 (Figure 16.7 (THINK Before You Post)
<i>Examples: advertisements concerning tobacco, alcohol, and nutrition</i>		
7.2.4	Explain how school and public health policies can influence health promotion and disease prevention.	10-13, 31-32, 32 (Figure 1.18 Example of Community Resources), 205-209, 213, 246, 271 Develop Your Skills (#18), 296-297, 326, 359-360 (Figure 11.22 Types of Rehabilitation Programs), 431, 436-438, 456-458, 598-599, 617, 657
<i>Examples: vending machine selections, vaccination requirements, wellness check-ups</i>		
7.2.5	Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol.	19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311- 319, 344-353, 379-380, 454, 529- 533, 570-571, 585, 596, 603 Develop Your Skills (#19), 622-623, 632-633, 655
ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 7		
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
7.3.1	Distinguish between facts and myths of health information.	26, 73 Develop Your Skills (#23), 176-177, 283 The Myths and Facts of Vaping, 328, 365 Develop Your Skills (#21), 461 (Building Your Skills), 513 Develop Your Skills



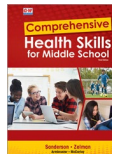
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
		(#21), 533, 542 (Hands-On Activity), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23), 617 (Hands-On Activity), 629 Examples of Myths and Facts of Consent 641- 643, 657
	a. Examine beliefs concerning the transmission of HIV/AIDS; distinguish between fact and fallacy.	581 (Develop Your Skills (#19), 592–593, 592 Building Your Skills, 593 (Hands-On Activity), 603 (Develop Your Skills (#23), 637 (Develop Your Skills (#21), 641–643, 658 Hands On Activity
7.3.2	Demonstrate the ability to locate valid school and community health resources.	10-13, 31-32, 32 (Figure 1.18 Example of Community Resources), 205-209, 213, 246, 271 Develop Your Skills (#18), 296-297, 326, 359-360 (Figure 11.22 Types of Rehabilitation Programs), 431, 436-438, 456-458, 598-599, 617, 657
<i>Examples: health clinic, school wellness committee, school nurse, local health department</i>		
INTERPERSONAL COMMUNICATION – GRADE 7		
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
7.4.1	Discuss effective conflict management or resolution strategies.	25–26, 125 Develop Your Skills (#23), 239 Think Critically (#2), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)
<i>Example: five steps to resolve conflict: calm down, state and understand the problem, apologize, promote solution finding, follow-up</i>		
7.4.2	Model refusal skills that avoid or reduce health risks.	25–26, 32 (Hands-On Activity), 125 Develop Your Skills (#22), 286 (Hands-On Activity), 299–300, 302 (Hands-On Activity), 325, 331 Develop Your Skills (#21–22), 358– 359, 362 (Hands-On Activity), 365 Develop Your Skills (#19–20), 403 Develop Your Skills (#20), 441 Develop Your Skills (#20), 484–487, 508, 542, 545 Develop Your Skills (#22), 590, 603 Develop Your Skills (#20), 630, 657–658
<i>Examples: role playing how to effectively handle bullying, harassment, and peer pressure situations</i>		
7.4.3	Demonstrate skills that avoid conflict.	25–26, 125 Develop Your Skills (#23), 239 Think Critically (#20), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)
<i>Examples: asking someone respectfully not to smoke, practice active listening, reacting sensibly, communicating clearly, practicing patience</i>		
DECISION-MAKING – GRADE 7		
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
7.5.1	Distinguish when a self-decision should be made or if help should be sought from a responsible adult.	23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (Building Your Skills), 331 Develop Your Skills (#19), 356, 365 Think Critically (#18), 441 Develop Your Skills (#21), 541, 569-571, 581 Develop Your Skills (#21), 622, 628, 643, 657-658
<i>Examples: friends begin drinking, unsafe situation arises at school, suicidal friend, suspected abuse, seat belt use, suicidal thoughts</i>		
	a. Determine when it is necessary to ask for assistance when making a health choice.	23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (Building Yours Skills), 331 Develop Your Skills (#19), 356, 365 Think Critically



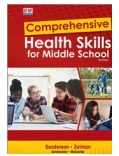
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
		(#18), 441 Develop Your Skills (#21), 541, 569- 571, 581 Develop Your Skills (#21), 622, 628, 643, 657-658
	<i>Examples: friend begins to self-harm, negative peer pressure</i>	
7.5.2	Analyze healthy alternatives over unhealthy alternatives when making decisions.	23–24, 211–215, 239 Develop Your Skills (#19–20), 324 (Building Yours Skills), 342 (Hands-On Activity), 356– 360, 365 Develop Your Skills (#19– 20), 407–416, 441 Develop Your Skills (#20–21), 533–534, 570, Develop Your Skills, 581 Develop Your Skills (#21), 624, 632–633, 658
	<i>Examples: eating regular meals vs. skipping meals, choosing healthy snacks vs. junk food, getting proper exercise vs. too much screen time</i>	
GOAL-SETTING – GRADE 7		
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
7.6.1	Assess current personal health practices and set a goal to adopt, maintain, or improve one or more health practices.	24-25, 32 Think Critically (#5), 35 Develop Your Skills (#20), 70 (Hands- On Activity), 92 (Building Yours Skills), 117 (Building Yours Skills), 135, 211 (Building Yours Skills), 222, 239 Develop Your Skills (#22), 263-265, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 513 Develop Your Skills (#20), 545 Think Critically (#20)
7.6.2	Describe changing abilities, priorities, and responsibilities that impact personal health goals.	24-25, 117 (Building Yours Skills), 239 Develop Your Skills (#22), 661 Develop Your Skills (#22)
	<i>Examples: age, injuries, changing jobs, leaving active school life to work, sedentary to walking, walking to jogging, jogging to running; eating poorly to making healthy food choices leading to weight loss or weight gain</i>	
SELF-MANAGEMENT – GRADE 7		
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
7.7.1	State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.	19-21, 23-26, 141-144, 152-158, 161 Develop Your Skills (#22), 174, 178, 181-185, 211-216, 222-227, 256-260, 262-265, 328, 356-360, 403 Think Critically (#18), Develop Your Skills (#21), 461-466, 541-542, 603 Think Critically (#15), 622, 628, 641, 654
	<i>Examples: fast food vs. My Plate recommendations, screen time vs. active living</i>	
7.7.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	19–21, 29–32, 45, 53, 61, 70 (Hands- On Activities), 73 Think Critically (#18), Develop Your Skills (#23), 77– 96, 116–122, 135 (Building Yours Skills), 140–148, 152–158, 161 Develop Your Skills (#20), 174–179, 181–186, 203 (Hands-On Activity), 211–216, 222–227, 243–247, 251, 256–260, 262–268, 286 (Hands-On Activity), 296–302, 319 (Hands-On Activity), 325–328, 356–362, 376 (Hands-On Activity), 391–400, 403 Develop Your Skills (#20), 407–438, 461–466
	<i>Examples: practicing proper use of prescription medications, good nutrition, proper rest, regular exercise; avoiding driver distractions</i>	
ADVOCACY – GRADE 7		
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
7.8.1	Create ways to influence and support others in making positive health choices.	26-30, 108 (Hands-On Activity), 161 Develop Your Skills (#19-21), 172 (Hands-On Activity), 189 Develop Your



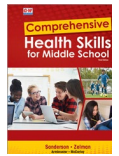
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
		Skills (#20-21), 239 Think Critically (#20), 286 (Hands-On Activity), 305 Develop Your Skills (#19-22), 319 (Hands-On Activity), 353 (Hands-On Activity), 358 (Building Yours Skills), 365 Develop Your Skills (#21), 617 (Hands-On Activity), 658
	<i>Examples: using social media campaigns, YouTube live campaign, posters; addressing local school board with the need for quality physical education and healthier food choices</i>	
7.8.2	Describe which advertising appeals are being used in various advertisements.	27-32 ,27 (Figure 1.14 Health literacy), 80, 234 – 235, 290-291, 290 (Figure 9.14 Triggers), 298-289, 324, 355 (Figure 11.18 A Young Person’s Environment)
	<i>Examples: bandwagon appeal, brand loyalty appeal, sex appeal</i>	
HEALTH PROMOTION – GRADE 8		
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
8.1.1	Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.	131-138, 131 (Figure 5.1 Characteristic of People with Positive Mental and Emotional Health), 135 (Figure 5.5 Factors Affecting Self-Esteem), 135, (Building Your Skills), 136, Questions to Help Assess Mental and Emotional Health, 138, Critically Thinking (#4)
	a. Determine how social influences can affect physical health.	10, 15, 35 Think Critically (#15), 99 Develop Your Skills (#20), 103–104, 134–136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181– 182, 475–476, 510, 522, 558
	b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.	10, 15, 35 Think Critically (#15), 99 Think Critically (#20), 103–104, 134– 136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181–182, 189 Think Critically (#16), 475–476, 510, 522, 558
8.1.2	Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.	445-454, 445 (Figure 14.1 Humans Affect the Environment), 446-450 Pollution, 451–454 Chemical, 456-466, 456 Figure 14.14 (The EPA), 457 Safe Drinking Water Act), (Figure 14.21 Decisions About the Environment)
	a. Describe ways to reduce or prevent injuries and illness in adolescents as it pertains to family history, personal behaviors, and health care.	10, 15–21, 77–96, 110–114, 152– 158, 161 Develop Your Skills (#19– 22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Think Critically (#19), Develop Your Skills (#21), 407–438, 441 Think Critically (#18), Develop Your Skills (#21), 453–454, 589–591, 603 Develop Your Skills (#19), 632–634, 655
8.1.3	Create a plan for eliminating personal unhealthy behaviors.	24-25, 32 Think Critically (#5), 35 Develop Your Skills (#20), 70 (Hands- On Activity), 211 (Building Your Skills), 222, 239 Develop Your Skills (#22), 263-265, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 513 Develop Your Skills (#20), 545 Think Critically (#20), 581 Develop Your Skills (#21)
	<i>Examples: inappropriate use of needles, tobacco use, physical inactivity, sexual contact, alcohol consumption, inadequate sleep</i>	
8.1.4	Analyze the relationship between engaging in regular physical activity and healthy eating as ways to improve personal health.	219 (Figure 7.24 Your body composition), 222–227, 577



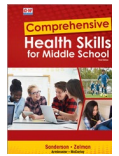
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
8.1.5	Analyze family history to determine the effects of health conditions that may be chronic or acute diseases.	16–17, 165, 182 (Figure 6.13 Healthy relationships), 232, 288 (Figure 9.12 Stages of Substance Use Disorder), 379–380, 397 (Building Your Skills, (Family History), (Charting Your Family’s History of Disease), 558–559
<i>Examples: diabetes, high-cholesterol, high blood pressure, cancer, mental health issues</i>		
ANALYZING INFLUENCES – GRADE 8		
Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.		
8.2.1	Describe the influence of culture on health beliefs, practices, and behaviors.	14, 19-21, 19 (Figure 1.9 Cultural Practice), 21 (Hand-On Activity), 23, 131 (Figure 5.1 The characteristics of someone who has positive mental and emotional health), 133-134, 133 (Personality Traits), 231, 490-491, 497-498
<i>Examples: religious beliefs, gang activity, family customs</i>		
8.2.2	Examine ways the school and community encourage students to use appropriate life skills to improve health.	17-19, 30 (Building Your Skills), 165, 174-175, 182, 185, 271 Develop Your Skills (#18), 289-290, 297, 325, 355, 359, 475-476, 503-504, 518, 537-541, 559, 616-617, 630
<i>Examples: participating in conflict resolution practices, Red Ribbon Week, Walk to School Day</i>		
8.2.3	Analyze the influences of technology on personal and family health.	27, 35 Develop Your Skills (#21), 106- 107, 120- 122, 125 Think Critically (#17), Develop Your Skills (#21), 150, 155, 167, 172 (Hands-On Activity), 246, 271 Develop Your Skills (#19), 290-291, 441 Think Critically (#18)
<i>Examples: screen time, video game addictions, activity trackers, diabetes monitor, heart monitor, fitness assessment tools</i>		
8.2.4	Explain how societal perceptions influence healthy and unhealthy behaviors.	229–231, 325, 336, 347-349, 355, 476-477, 477 (Signs Of An Unhealthy Relationship), 503–504, 508, 521, 538, 590-591, 611, 624, 626 (Hands-On Activity), 657-658, 661 Think Critically (#16) Develop Your Skills (#21)
<i>Examples: acceptance of teenage smoking and teenage pregnancy by peers, certain communities, and cultures</i>		
8.2.5	Give examples of how substance abuse can increase the likelihood of other health risk behaviors.	19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311- 319, 344-353, 379-380, 454, 529- 533, 570-571, 585, 596, 603 Develop Your Skills (#19), 622-623, 632-633, 655
<i>Examples: alcohol consumption lowering inhibitions, e-cigarettes or vaping leading to smoking</i>		
ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 8		
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
8.3.1	Analyze the validity of health claims made concerning health products, and services.	26–29, 80 (Building Your Skills), 99 Develop Your Skills (#22), 161 Think Critically (#18), 223–225, 298– 299, 331 Develop Your Skills (#23–24), 337– 339, 359–360, 403 Develop Your Skills (#22), 513 Develop Your Skills (#21), 545 Develop Your Skills (#21), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23), 617, 641– 643



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
<i>Examples: use of herbal medicines, nutritional supplements, weight loss supplements, steroids use</i>		
8.3.2	Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others.	138, 158, 174-175, 181-184, 232-234, 256-260, 279-282, 291-294, 312, 318-319, 327-328, 344-353, 360-361, 371-376, 378-389, 430-438, 453-454, 513 Develop Your Skills (#21), 541, 577, 591-592, 597-598, 633, 647-652, 655
INTERPERSONAL COMMUNICATION – GRADE 8		
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
8.4.1	Analyze how strategies using verbal and nonverbal communication effectively can enhance health.	99 Develop Your Skills (#23), 125 Develop Your Skills (#21 and 22), 137, 138 (Hands-On Activity), 140–148, 152–154, 161 Develop Your Skills (#23), 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 271 Develop Your Skills (#20), 290 (Triggers), 299–300, 302 (Hands-On Activity), 305 Develop Your Skills (#20), 319 (Hands-On Activity), 325, 331 Develop Your Skills (#19 and 21–22), 358–360, 362 (Hands-On Activity), 365 Develop Your Skills (#19–20), 403 Develop Your Skills (#21 and 24), 416 (Hands-On Activity), 421–423, 430, 441 Develop Your Skills (#19–20), 461 (Building Your Skills), 478–483, 492–494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 545 Develop Your Skills (#22), 569 (Building Yours Skills), 581 Develop Your Skills (#20), 593 (Hands-On Activity), 603 Develop Your Skills (#20), 617 (Hands-On Activity), 625–626, 630, 634, 658 (Hands-On Activity), 661 Develop Your Skills (#19)
<i>Examples: verbal – using positive interpersonal communication to avoid conflict non-verbal – shaking hands, displaying positive facial expressions, making eye contact</i>		
8.4.2	Demonstrate negotiation skills which help resolve conflict in bullying situations.	23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (Building Yours Skills), 331 Develop Your Skills (#19), 356, 365 Think Critically (#18), 441 Develop Your Skills (#21), 541, 569-571, 581 Develop Your Skills (#21), 622, 628
8.4.3	Demonstrate effective communication when confronted with mental or emotional problems in others.	99 Develop Your Skills (#23), 125, 137, 138 (Hands-On Activity), 140–148, 152–154, 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 290 (Triggers), 299–300, 302 (Hands-On Activity), 319 (Hands-On Activity), 325, 358–360, 362 (Hands-On Activity), 416 (Hands-On Activity), 421–423, 430, 461 (Building Your Skills), 478–483, 492–494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 593 (Hands-On Activity), 617 (Hands-On Activity)
<i>Examples: respect vs. disrespect, empathy vs. complacency, calmness vs excitability, confronting vs non-confrontational</i>		
DECISION-MAKING – GRADE 8		
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
8.5.1	Predict the impact on self and others when making a health-related decision.	23–24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21), 622–623, 632–634, 658



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
<i>Examples: following a time-management plan, walking to school, limiting caffeine intake, riding with an impaired driver</i>		
a.	Analyze options as well as outcomes, when pressured by peers to perform illegal acts.	23–24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21), 622–623, 632–634, 658
<i>Examples: underage drinking leading to being arrested, injury or death when not wearing a seat belt, riding a motorcycle without a helmet resulting in head injury</i>		
8.5.2	Critique the positive and negative outcomes of a health-related decision.	23-24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21), 622- 623, 632-634, 658
<i>Examples: positive – keeping calendar to manage time, reading food labels, getting adequate sleep; negative – tobacco use, eating disorders, drug use</i>		
GOAL-SETTING – GRADE 8		
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
8.6.1	Apply strategies and skills needed to attain a personal health goal.	22-25 ,22 (Figure 1.10 Decision- Making Process), 222 (Figure 7.29 Healthy Calorie Balance), 263-265, 263 Building Your Skills, (Setting a SMART Physical Activity Goal
8.6.2	Analyze how keeping an activity record will help an individual to attain a personal health goal.	22-25 ,22 (Figure 1.10 Decision- Making Process), 222 (Figure 7.29 Healthy Calorie Balance), 263-265, 263 Building Your Skills, (Setting a SMART Physical Activity Goal
<i>Examples: using food journal to track nutritional intake, My Fitness Pal, Fitbit, digital tracking device, track daily activity with activity log</i>		
SELF-MANAGEMENT – GRADE 8		
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
8.7.1	Perform overall self-assessments and identify behaviors that will impact personal health.	15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–23), 183–185, 203 (Hands- On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337– 339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19– 22), 501–504, 508, 510, 525–526, 533– 535, 542, 569–570, 589–591, 599–600, 616, 623– 626
<i>Examples: assessing sleeping, eating, and exercising patterns</i>		
8.7.2	Document healthy practices and behaviors that will improve the health of self and others.	19–21, 29–32, 45, 53, 61, 70 (Hands- On Activities), 73 Think Critically (#18), Develop Your Skills (#23), 77– 96, 116–122, 135 (Building Yours Skills), 140–148, 152–158, 161 Develop Your Skills (#20), 174–179, 181–186, 203 (Hands-On Activity), 211–216, 222–227, 243–247, 251, 256–260, 262–268, 286 (Hands-On Activity), 296–302, 319 (Hands-On Activity), 325–328, 356–362, 376 (Hands-On Activity), 391–400, 403 Develop Your Skills (#20), 407–438, 461–466
<i>Example: maintaining a personal health journal</i>		



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
ADVOCACY – GRADE 8		
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
8.8.1	Demonstrate ways to influence and support others in making positive health choices.	29–32, 99 Develop Your Skills (#21), 125 Develop Your Skills (#20 and 21), 161 Develop Your Skills (#20), 178–179, 185, 239 Think Critically (#19), Develop Your Skills (#21), 271 Develop Your Skills (#18 and 20), 286 (Hands-On Activity), 289, 296–298, 305 Develop Your Skill (#20–22), 319 (Hands-On Activity), 325–328, 331 Develop Your Skills (#19–20), 358–360, 365 Develop Your Skills (#19–21), 403 #20, 461 (Building Your Skills), 466, 513 Develop Your Skills (#19), 533, 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#20 and 23), 616 (Building Yours Skills), 626 (Hands-On Activity)
<i>Examples: public service announcements, persuasive writing, YouTube videos, skits</i>		
8.8.2	Work collaboratively to advocate for healthy individuals, families, and schools.	29–32, 99 Develop Your Skills (#21), 179 (Hands-On Activity), 185, 203 (Hands-On Activity), 239 Think Critically (#20), 286 (Hands-On Activity), 298 (Building Yours Skills), 319 (Hands-On Activity), 325–328, 331 Develop Your Skills (#20), 358 (Building Yours Skills), 365 Develop Your Skills (#21), 403 Develop Your Skills (#20–21 and 24), 469 Develop Your Skills (#20), 513 Develop Your Skills (#19), 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#19), 616 (Building Yours Skills), 658
<i>Examples: designing healthy recipes, supporting the school wellness policy, school newscasts, school newsletters</i>		