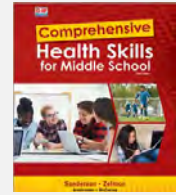
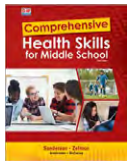


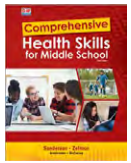
**Goodheart-Willcox Correlation of  
 Comprehensive Health Skills Middle School (2023)  
 to Florida Standards for Public Schools  
 Course: Comprehensive Health Education  
 Grade 6**



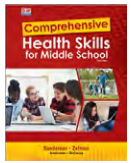
BENCHMARK		CORRELATING TEXT PAGES
<b>STRAND: HE.6.C: HEALTH LITERACY CONCEPTS</b>		
<b>Standard 1: Core Concepts-Comprehend concepts related to health promotion and disease prevention to enhance health.</b>		
HE.6.C.1.2	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.  <i>Clarifications:</i> Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.	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)
HE.6.C.1.3	Identify environmental factors that affect personal health.  <i>Clarifications:</i> Air and water quality, availability of sidewalks, contaminated food, and road hazards.	443 – 466, 452, Case Study), 461 (Building your skills)
HE.6.C.1.4	Identify health problems and concerns common to adolescents including reproductive development.  <i>Clarifications:</i> Acne, eating disorders, suicide/depression, and puberty.	500-504, 500, Damage Control: The Negative Effect of Gossip and Rumors, 501 (Figure 15.24 Cliques), 502 (Figure 15.25 Changes Affecting Friendships), 551, 563–569, 564 (Figure 17.13 Primary and Secondary Sexual Characteristics), 566 (Case Study), 569 (Building Your Skills, 581 (Develop Your Skills (#22), 619–623, 621 (Figure 19.11 Physical Changes of Puberty)
HE.6.C.1.5	Explain how body systems are impacted by hereditary factors and infectious agents.  <i>Clarifications:</i> Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.	285–286, 371–376, 378–389, 390-400, 585–589, 596
HE.6.C.1.6	Examine how appropriate health care can promote personal health.  <i>Clarifications:</i> Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.	6-8, 10-13, (Case Study)



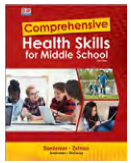
BENCHMARK		CORRELATING TEXT PAGES
HE.6.C.1.7	<p>Recognize how heredity can affect personal health.</p> <p><u>Clarifications:</u>            Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.</p>	285–286, 379–380, 384–385, 445–454
HE.6.C.1.8	<p>Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p><u>Clarifications</u>            Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.</p>	8, 93, 256–260, 418–419, 425-426, 517–518, 540–541
<p><b>Standard 2: Internal and External Influence-Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b></p>		
HE.6.C.2.1	<p>Examine how family influences the health of adolescents.</p> <p><u>Clarifications</u>            Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p>	182, 289, 321-324, 322 (Influences On Drinking), 355, 379-380, 475, 489-493, 495
HE.6.C.2.2	<p>Examine how peers influence the health of adolescents.</p> <p><u>Clarifications</u>            Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>	18, 289-281, 322-323, 503-504, 518, 568-570
HE.6.C.2.3	<p>Identify the impact of health information conveyed to students by the school and community.</p> <p><u>Clarifications:</u>            First-aid education program, refusal-skills practice, and healthy body composition: BMI.</p>	27-32, 28 (Health And Safety Information), 30 (Building Your Skills)
HE.6.C.2.4	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>	26-29, 418-419



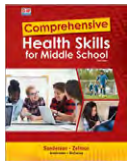
BENCHMARK		CORRELATING TEXT PAGES
HE.6.C.2.5	<p>Examine how media influences peer and community health behaviors.</p> <p><u>Clarifications:</u>            Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>	27-32, 80 (Building Your Skills), 215, 229-231, 232, 234, 236, 290-291, 324, 355
HE.6.C.2.6	<p>Propose ways that technology can influence peer and community health behaviors.</p> <p><u>Clarifications:</u>            Internet social media/networking sites, heart-rate monitors, and cross-walk signals.</p>	27-29, 80, 215, 229-232, 234-236, 290-291, 298-299, 324, 355, 420-423, 479, 483, 523-526
HE.6.C.2.7	<p>Investigate cultural changes related to health beliefs and behaviors.</p> <p><u>Clarifications:</u>            School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.</p>	19, 21, 133, 231, 490-491, 497-498
HE.6.C.2.8	<p>Determine how social norms may impact healthy and unhealthy behavior.</p> <p><u>Clarifications:</u>            Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.</p>	246-247, 288-291, 321-324, 322 (Influences On Drinking), 517-519, 522
HE.6.C.2.9	<p>Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p><u>Clarifications:</u>            Curiosity, interests, fears, likes, and dislikes.</p>	19, 23, 133-134
<b>STRAND HE.6.B: HEALTH LITERACY RESPONSIBLE BEHAVIOR</b>		
<b>Standard 3: Accessing Information-Demonstrate the ability to access valid health information, products, and services to enhance health.</b>		
HE.6.B.3.1	<p>Examine the validity of health information, and determine the cost of health products, and services.</p> <p><u>Clarifications:</u>            Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.</p>	27-32, 28( Health And Safety Information), 30 (Building Your Skills)



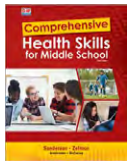
BENCHMARK		CORRELATING TEXT PAGES
HE.6.B.3.3	Investigate a variety of technologies to gather health information.  <i>Clarifications:</i> Thermometer, television, Internet, audio books, and technology tools.	27-29, 262
HE.6.B.3.4	Describe situations when professional health services may be required.  <i>Clarifications:</i> Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.	11-13
<b>Standard 4: Interpersonal Communication-Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</b>		
HE.6.B.4.1	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.  <i>Clarifications:</i> Role playing, short stories, and open-ended scenarios.	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)
HE.6.B.4.2	Practice refusal skills and negotiation skills to reduce health risks.  <i>Clarifications:</i> Assertiveness, compromising, and use of "I" messages.	25, 299-300, 325, 358-360, 423, 485-486, 590-591, 625
HE.6.B.4.3	Demonstrate effective conflict-management and/or resolution strategies.  <i>Clarifications:</i> Talk to an adult, anger management, and conflict mediation.	25-26, 484-487, 494
HE.6.B.4.4	Compile ways to ask for assistance to enhance the health of self and others.  <i>Clarifications:</i> Verbalize, write, and ask others for help.	478-483
<b>Standard 5: Decision Making-Demonstrate the ability to use decision-making skills to enhance health.</b>		
HE.6.B.5.1	Investigate health-related situations that require the application of a thoughtful decision-making process.  <i>Clarifications:</i> Peer pressure, exposure to unsupervised firearms, and tobacco use.	18, 289-291, 408-409, 418-419, 503-504, 517, 569-570



BENCHMARK		CORRELATING TEXT PAGES
HE.6.B.5.2	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p><i>Clarifications:</i>            Not smoking, limiting sedentary activity, and practicing good character.</p>	19-21
HE.6.B.5.3	<p>Specify the potential outcomes of each option when making a health-related decision.</p> <p><i>Clarifications:</i>            Physical, social, emotional, financial, and legal consequences, and emergency preparedness.</p>	19-21
HE.6.B.5.4	<p>Distinguish between the need for individual or collaborative decision-making.</p> <p><i>Clarifications:</i>            Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.</p>	23-24, 324
HE.6.B.5.5	<p>Predict the potential outcomes of a health-related decision.</p> <p><i>Clarifications:</i>            Prescription drug use/abuse, eating disorders, depression, and sexual behavior.</p>	19-21
<b>Standard 6: Goal Setting-Demonstrate the ability to use goal-setting skills to enhance health.</b>		
HE.6.B.6.1	<p>Use various methods to measure personal health status.</p> <p><i>Clarifications:</i>            BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.</p>	246-254, 253 (Types Of Fitness)
HE.6.B.6.2	<p>Develop an individual goal to adopt, maintain, or improve a personal health practice.</p> <p><i>Clarifications:</i>            Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.</p>	19-21, 22, 24-25, 148, 263, 1407-426

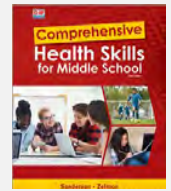


BENCHMARK		CORRELATING TEXT PAGES
HE.6.B.6.3	Determine strategies and skills needed to attain a personal health goal.  <i>Clarifications:</i> Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.	22, 24-25, 148, 263
HE.6.B.6.4	Monitor progress toward attaining a personal health goal.  <i>Clarifications:</i> Checklist, diary, log, computer software, and websites.	22, 24-25, 148, 263
<b>Strand HE.6P: HEALTH LITERACY PROMOTION</b>		
<b>Standard 7: Self-Management-Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b>		
HE.6.P.7.1	Explain the importance of assuming responsibility for personal-health behaviors.  <i>Clarifications:</i> Medical/dental checkups, resisting peer pressure, and healthy relationships.	10-13, 19-21, 103-104, 210-211, 244, 379-380, 382, 396
HE.6.P.7.2	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.  <i>Clarifications:</i> Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.	10-13, 19-21, 103-104, 210-211, 244, 379-380, 382, 396, 420-423, 422 (Staying Safe On Social Media), 479, 483, 499, 526
<b>Standard 8: Advocacy-Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b>		
HE.6.P.8.1	Practice how to influence and support others when making positive health choices.  <i>Clarifications:</i> Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.	27-32, 28 (Health And Safety Information), 30 (Building Your Skills)
HE.6.P.8.2	State a health-enhancing position on a topic and support it with accurate information.  <i>Clarifications:</i> Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.	288-291, 308, 317, 321-324, 517-519, 522



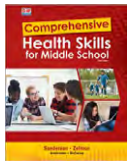
BENCHMARK		CORRELATING TEXT PAGES
HE.6.P.8.3	<p>Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p><i>Clarifications:</i> Media campaigns, posters, skits, and PSAs.</p>	29 – 32, 32 (Example Of Community Resources)
HE.6.P.8.4	<p>Identify ways health messages and communication techniques can be targeted for different audiences.</p> <p><i>Clarifications:</i> Surveys, advertisements, music, and clothing.</p>	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)

**Goodheart-Willcox Correlation of  
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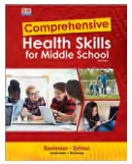


BENCHMARK		CORRELATING TEXT PAGES
<b>STRAND: HE.7.C: HEALTH LITERACY CONCEPTS</b>		
<b>Standard 1: Core Concepts-Comprehend concepts related to health promotion and disease prevention to enhance health.</b>		
HE.7.C.1.1	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.</p> <p><u>Clarifications:</u> Medical/dental checkups, resisting peer pressure, and healthy relationships.</p>	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)
HE.7.C.1.2	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p><u>Clarifications:</u> Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>	15-21, 18 (Building Your Skills)
HE.7.C.1.3	<p>Analyze how environmental factors affect personal health.</p> <p><u>Clarifications:</u> Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.</p>	445-466, 452 (Case Study), 461 (Building Your Skills), 464 (Steps Toward A Greener Planet)
HE.7.C.1.4	<p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p><u>Clarifications:</u> Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications</p>	404-416, 405 Reading Activity, 406 Graphic Organizer – Safety at Home, 407 (Figure (Figure 13.1 Prevent Falls in the Home), 408 (Figure 13.2 Beware of Poison's), 409 (Figure 13.3 What Should You Do If You See a Weapon?), 410 (Figure 13.5 Fire Safety Inspection Checklist), 411 (Figure 13.6 What is and Escape Plan?), 411 Figure 13.7 When You are on Fire), 412 (Figure 13.8 Natural Disasters), 413 Are You Prepared?, 414 (Figure 13.9 Emergence Supplies), 415 (Building Your Skills), 416 (Figure 13.10 Rules for Staying Home Alone)





BENCHMARK		CORRELATING TEXT PAGES
HE.7.C.1.5	<p>Classify infectious agents and their modes of transmission to the human body.</p> <p><i>Clarifications:</i>            HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.</p>	371-375
HE.7.C.1.6	<p>Explain how appropriate health care can promote personal health.</p> <p><i>Clarifications:</i>            Registered dietitian to plan healthy meals, asthma action plan, and immunization.</p>	6-8, 10-13, 11 (Case Study)
HE.7.C.1.7	<p>Describe how heredity can affect personal health.</p> <p><i>Clarifications:</i>            Sickle-cell anemia, diabetes, and acne.</p>	15-17, 165, 288, 379-380, 382, 398
HE.7.C.1.8	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p><i>Clarifications:</i>            Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p>	404-416, 405 Reading Activity, 406 Graphic Organizer – Safety at Home, 407 (Figure (Figure 13.1 Prevent Falls in the Home), 408 (Figure 13.2 Beware of Poison's), 409 (Figure 13.3 What Should You Do If You See a Weapon?), 410 (Figure 13.5 Fire Safety Inspection Checklist), 411 (Figure 13.6 What is and Escape Plan?), 411 Figure 13.7 When You are on Fire), 412 (Figure 13.8 Natural Disasters), 413 Are You Prepared?, 414 (Figure 13.9 Emergence Supplies), 415 (Building Your Skills), 416 (Figure 13.10 Rules for Staying Home Alone)
<b>Standard 2: Internal and External Influence-Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>		
HE.7.C.2.1	<p>Examine how family health behaviors influence health of adolescents.</p> <p><i>Clarifications:</i>            Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>	182, 289, 321-324, 322 (Influences On Drinking) 355, 379-380, 475, 489-493, 495
HE.7.C.2.2	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p><i>Clarifications:</i>            Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>	18, 289-291, 322-323, 503-504, 518, 568-570



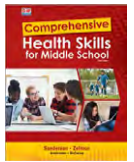
BENCHMARK		CORRELATING TEXT PAGES
HE.7.C.2.3	<p>Examine how the school and community may influence the health behaviors of adolescents.</p> <p><u>Clarifications:</u>            Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.</p>	27-32, 28 (Health And Safety Information), 30 (Building Your Skills)
HE.7.C.2.5	<p>Analyze how messages from media influence health behaviors.</p> <p><u>Clarifications:</u>            Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.</p>	80 (Building Your Skills), 592 (Building Your Skills), 603 (#21)
HE.7.C.2.6	<p>Evaluate the influence of technology in locating valid health information.</p> <p><u>Clarifications:</u>            Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>	27-29
HE.7.C.2.7	<p>Determine how cultural changes related to health beliefs and behaviors impact personal health.</p> <p><u>Clarifications:</u>            Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell-phone use; and timeliness of emergency response.</p>	19, 21, 133, 231, 490-491, 497-498
HE.7.C.2.8	<p>Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p><u>Clarifications:</u>            Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.</p>	246-247 288-291, 321-324, 322 (Influences On Drinking) 517-519, 522
HE.7.C.2.9	<p>Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p><u>Clarifications:</u>            Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.</p>	19, 23, 133-134
<b>Strand HE.7.B: HEALTH LITERACY RESPONSIBLE BEHAVIOR</b>		
<b>Standard 3: Accessing Information-Demonstrate the ability to access valid health information, products, and services to enhance health.</b>		
HE.7.B.3.1	<p>Analyze the validity of health information, products, and services.</p> <p><u>Clarifications:</u>            Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet</p>	80 (Building Your Skills), 592 (Building Your Skills), 603 (#21)



BENCHMARK		CORRELATING TEXT PAGES
	searches, store visits, newspaper use, phonebook search, and personal call to sources for information.	
HE.7.B.3.3	<p>Compare a variety of technologies to gather health information.</p> <p><u>Clarifications:</u>            WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>	27 – 29, 262
HE.7.B.3.4	<p>Differentiate among professional health services that may be required.</p> <p><u>Clarifications:</u>            Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.</p>	11-13
<p><b>Standard 4: Interpersonal Communication-Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</b></p>		
HE.7.B.4.1	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p><u>Clarifications:</u>            Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs passive or aggressive communication.</p>	478–483, 478 (Figure 15.4 The Communication Process), 479 (Figure 15.5 Nonverbal Communication Cues Are Used in Person and Digitally), 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive), 483 (Figure 15.8 Turning You-Statements into I-Statements)
HE.7.B.4.2	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p><u>Clarifications:</u>            Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>	25-26, 299-300, 325, 358-360, 423, 484-487, 494, 590-591, 625
HE.7.B.4.3	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p><u>Clarifications:</u>            Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>	25-26, 484 (Common Service Of Conflict)
HE.7.B.4.4	<p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p><u>Clarifications:</u>            “I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>	478-483



BENCHMARK		CORRELATING TEXT PAGES
<b>Standard 5: Decision Making-Demonstrate the ability to use decision-making skills to enhance health.</b>		
HE.7.B.5.1	<p>Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p><u>Clarifications:</u>            Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.</p>	18, 289-291, 408-409, 418-419, 503-504, 517, 569-570
HE.7.B.5.2	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><u>Clarifications:</u>            Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>	19-21
HE.7.B.5.4	<p>Determine when individual or collaborative decision-making is appropriate.</p> <p><u>Clarifications:</u>            Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>	23-24, 324
HE.7.B.5.5	<p>Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p><u>Clarifications:</u>            Driving under the influence, lack of exercise, and poor diet.</p>	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)
<b>Standard 6: Goal Setting-Demonstrate the ability to use goal-setting skills to enhance health.</b>		
HE.7.B.6.1	<p>Analyze personal beliefs as they relate to health practices.</p> <p><u>Clarifications:</u>            Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.</p>	19-21
HE.7.B.6.2	<p>Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.</p> <p><u>Clarifications:</u>            Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.</p>	22, 25-26 (Figure 1.12 Tips for Resting Pressure), 26 (Figure 1.13 Conflict Resolution Skills), 356-360
HE.7.B.6.3	<p>Explain strategies and skills needed to assess progress and maintenance of a personal health goal.</p> <p><u>Clarifications:</u>            Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.</p>	22, 25-26 (Figure 1.12 Tips for Resting Pressure), 26 (Figure 1.13 Conflict Resolution Skills), 356-360

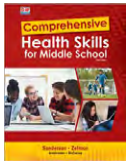


BENCHMARK		CORRELATING TEXT PAGES
<b>Strand HE.7.P: HEALTH LITERACY PROMOTION</b>		
<b>Standard 7: Self-Management-Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b>		
HE.7.P.7.1	Examine the importance of assuming responsibility for personal-health behaviors. <u>Clarifications:</u> Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.	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)
HE.7.P.7.2	Experiment with behaviors that will maintain or improve personal health and reduce health risks. <u>Clarifications:</u> Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.	22-25, 299-300, 324-325, 356-360, 478-487, 590
<b>Standard 8: Advocacy-Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b>		
HE.7.P.8.1	Utilize the influence of others to promote positive health choices. <u>Clarifications:</u> Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.	27-32, 80, 234-235, 298-299, 478-487
HE.7.P.8.2	Articulate a position on a health-related issue and support it with accurate health information. <u>Clarifications:</u> Bullying prevention, Internet safety, and nutritional choices.	211-216, 420-422, 517-518, 522
HE.7.P.8.3	Work cooperatively to advocate for healthy individuals, peers, and families. <u>Clarifications:</u> Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.	19-21, 103-104, 210-211, 244
HE.7.P.8.4	Analyze ways health messages can target different audiences. <u>Clarifications:</u> Print media, broadcast media, billboards, and Internet resources.	27-29, 80 (Health In The Media), 234-235, 298-299

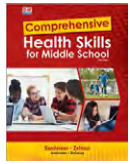
**Goodheart-Willcox Correlation of  
Comprehensive Health Skills Middle School (2023)  
to Florida Standards for Public Schools  
Course: Comprehensive Health Education  
Grade 8**



BENCHMARK		CORRELATING TEXT PAGES
<b>Strand: HE.8.C: HEALTH LITERACY CONCEPTS</b>		
<b>Standard 1: Core Concepts-Comprehend concepts related to health promotion and disease prevention to enhance health.</b>		
HE.8.C.1.2	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical mental/emotional, social, and intellectual.</p> <p><u>Clarifications:</u> Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>	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)
HE.8.C.1.3	<p>Predict how environmental factors affect personal health.</p> <p><u>Clarifications:</u> Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community</p>	445-466, 452 (Case Study), 454 (Hands On Activity), 461 (Building Your Skills), 464 (Steps Toward A Greener Planet)
HE.8.C.1.4	<p>Investigate strategies to reduce or prevent injuries and other adolescent health problems</p> <p><u>Clarifications:</u> Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.</p>	165-166, 170, 231, 347, 391-400, 419, 476-477, 506-508, 531, 567, 589-591, 599-600, 623-626, 644-646, 657-658
HE.8.C.1.5	<p>Identify major chronic diseases that impact human body systems.</p> <p><u>Clarifications:</u> Cancer, hypertension and coronary artery disease, asthma, and diabetes.</p>	378-389, 384 (Case Study), 389 (Helping Strategies For Coping With Noncommunicable Diseases)
HE.8.C.1.6	<p>Analyze how appropriate health care can promote personal health.</p> <p><u>Clarifications:</u> Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.</p>	10-13
HE.8.C.1.7	<p>Explore how heredity and family history can affect personal health.</p> <p><u>Clarifications:</u> Sickle-cell anemia, heart disease, diabetes, and mental health.</p>	15-17, 165, 288, 379-380, 382, 397 – 398



BENCHMARK		CORRELATING TEXT PAGES
HE.8.C.1.8	<p>Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p><u>Clarifications:</u>            Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.</p>	316-317, 392-394, 425, 517-526
<b>Standard 2: Internal and External Influence-Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>		
HE.8.C.2.1	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p><u>Clarifications:</u>            Alternative medical care, family religious beliefs, and importance of physical activity.</p>	15 – 21
HE.8.C.2.2	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p><u>Clarifications:</u>            Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>	18, 289-294, 322-323, 503-504, 568-570
HE.8.C.2.3	<p>Analyze how the school and community may influence adolescent health</p> <p><u>Clarifications:</u>            Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.</p>	29 – 32
HE.8.C.2.4	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p><u>Clarifications:</u>            Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>	15, 308, 317, 423-425, 525-526, 538
HE.8.C.2.5	<p>Research marketing strategies behind health-related media messages.</p> <p><u>Clarifications:</u>            Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>	27-32, 80 (Building Your Skills)
HE.8.C.2.6	<p>Analyze the influence of technology on personal and family health.</p> <p><u>Clarifications:</u>            TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.</p>	27-29, 28 (Health And Safety Information)

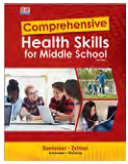


BENCHMARK		CORRELATING TEXT PAGES
HE.8.C.2.7	Describe the influence of culture on health beliefs, practices, and behaviors. <i>Clarifications:</i> Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.	14, 19-21, 133, 231, 490, 491, 497-498
HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors. <i>Clarifications:</i> Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”	336, 347-349, 476-477, 477 (Signs Of An Unhealthy Relationship), 508, 590-591, 623-626, 657-658
HE.8.C.2.9	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. <i>Clarifications:</i> Social conformity, desires, and impulses.	18-19, 133-134
<b>Strand HE.8.B: HEALTH LITERACY RESPONSIBLE BEHAVIOR</b>		
<b>Standard 3: Accessing Information-Demonstrate the ability to access valid health information, products, and services to enhance health.</b>		
HE.8.B.3.1	Analyze valid and reliable health services and the cost of products. <i>Clarifications:</i> Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.	27-29, 28 (Health And Safety Information), 80 (Health In The Media), 234-235, 298-299
HE.8.B.3.2	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. <i>Clarifications:</i> Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.	27-29, 28 (Health And Safety Information), 80 (Health In The Media), 234-235, 298-299
HE.8.B.3.3	Recommend a variety of technologies to gather health information. <i>Clarifications:</i> Glucose monitor, MRI, EKG, CAT-scan, scales[BMI], pedometer, Internet, and cell phone applications.	27-29, 262
HE.8.B.3.4	Determine situations when specific professional health services or providers may be required. <i>Clarifications:</i> Head injuries, infections, depression, and abuse.	10-13, 11 (Case Study)





BENCHMARK		CORRELATING TEXT PAGES
<b>Standard 4: Interpersonal Communication-Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks</b>		
HE.8.B.4.1	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p><u>Clarifications:</u>            Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>	478-483
HE.8.B.4.3	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p><u>Clarifications:</u>            Relationships, territory, jealousy, and gossip/rumors.</p>	25-26, 484 (Common Sources Of Conflict)
HE.8.B.4.4	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p><u>Clarifications:</u>            Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to- face.</p>	478-483
<b>Standard 5: Decision Making-Demonstrate the ability to use decision-making skills to enhance health.</b>		
HE.8.B.5.1	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p><u>Clarifications:</u>            Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence</p>	321-324, 336, 347-349, 507, 529-530, 570-571, 585-589, 595-597, 622-623, 629-634, 651-652
HE.8.B.5.2	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p><u>Clarifications:</u>            (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>	15, 103-104, 118, 122, 153, 155-156, 221, 243-245, 325-326
HE.8.B.5.3	<p>Compile the potential outcomes of each option when making a health-related decision.</p> <p><u>Clarifications:</u>            Consequences: injury, addiction, and legal, social, sexual, and financial.</p>	15-21, 166, 279-285, 316, 318-319, 344-347, 434-438
HE.8.B.5.4	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p><u>Clarifications:</u>            Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>	22-24, 324
HE.8.B.5.5	<p>Evaluate the outcomes of a health-related decision.</p> <p><u>Clarifications:</u>            Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>	222-227, 224 (The Healthy Weight Journey), 225 (Strategies To Practice Eating Mindfully), 318-319, 352-353, 507, 570-571, 585-589, 595-597, 622-623, 651-652



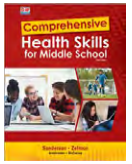
BENCHMARK		CORRELATING TEXT PAGES
<b>Standard 6: Goal Setting-Demonstrate the ability to use goal-setting skills to enhance health.</b>		
HE.8.B.6.3	Apply strategies and skills needed to attain a personal health goal.  <i>Clarifications:</i> Physical activity, nutrition modification, and anger management.	24-25, 263
HE.8.B.6.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.  <i>Clarifications:</i> Weight reduction, cost of healthier food, availability of exercise equipment, and general health.	24-25, 263
<b>Strand HE.8.P: HEALTH LITERACY PROMOTION</b>		
<b>Standard 7: Self-Management-Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b>		
HE.8.P.7.1	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.  <i>Clarifications:</i> Sexual abstinence, skin care, and drug abuse.	77-78, 82, 344-362, 345 (Case Study), 346 (The Consequences Of Medication And Drug Abuse), 507, 589-590, 599, 623, 645
HE.8.P.7.2	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.  <i>Clarifications:</i> Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.	15, 24-25, 103-104, 118, 122, 211-216, 221, 243-245 263, 421, 423, 476-477, 503-504, 506-507, 569-571
<b>Standard 8: Advocacy-Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b>		
HE.8.P.8.1	Promote positive health choices with the influence and support of others.  <i>Clarifications:</i> Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.	88 – 93, 296-300, 325-326, 356-360, 507, 589-590 , 599, 623-624, 645 (Benefits Of Abstinence From Sexual Activity)
HE.8.P.8.2	Justify a health-enhancing position on a topic and support it with accurate information.  <i>Clarifications:</i> Abstinence from unhealthy behaviors, gun- safety laws, legal- age limits, bullying laws, and zero tolerance.	308, 317, 408-409, 507, 518-519, 522, 589-590, 599, 623-624, 645 (Benefits Of Abstinence From Sexual Activity)



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BENCHMARK		CORRELATING TEXT PAGES
HE.8.P.8.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools. <i>Clarifications:</i> Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.	29-35, 30 (Building Your Skills) 32 (Examples Of Community Resources)
HE.8.P.8.4	Evaluate ways health messages and communication techniques can be targeted for different audiences. <i>Clarifications:</i> Advertising, social media campaign, and health fairs.	27-32, 28 (Health And Safety Information), 30 (Building Your Skills), 32 (Examples Of Community Resources), 80 (Health In The Media)