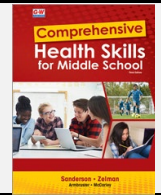
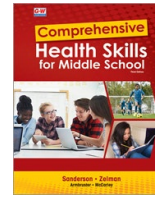


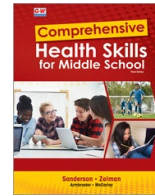
**Goodheart-Willcox Correlation of
Correlating Comprehensive Health Skills Middle School © (2023)
to Virginia Standards for Public Schools
Course: Health Education – Grade 8**



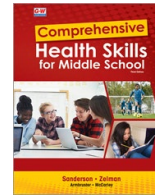
Standard		Correlating Textbook Pages
Essential Health Concepts 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.		
Body Systems		
8.1.a	Identify and describe the major structures and functions of the brain and nervous system and identify brain and nervous system disorders.	63-68, 64 Figure 2.22 Lobe of the Brain, 66 Figure 2.23 Spinal Cord, 280 Figure 9.4 Effects of Nicotine on the Body, 311, 313 Figure 10.6 Alcohol on Brain Function, 341, 344, 386
Nutrition		
8.1.b	Determine the nutrients needed for proper brain function.	195-203, 201 Figure 7.8 Types and Function of Vitamins
8.1.c	Examine the health risks posed by food contaminants during food preparation and food storage.	216, 394-395, 395 Figure 12.24 Food Sanitation Practices.
8.1.d	Identify the nutritional impact of disordered eating.	232-234, 233 Figure 7.38 Types of Eating Disorders, 234 Figure 7.39 Warning Signs of Eating Disorders
8.1.e	Compare health benefits and risks associated with trending diets, dietary supplements, and popular beverages, including sugar-sweetened and caffeinated beverages.	205-206, 205 Figure 7.11, Dietary Guidelines, 211-212, 223, 225 Figure 7.31 Tips for Spotting a Fad Diet, 399
Physical Health		
8.1.f	Evaluate the physical, mental, and social health benefits of physical activity.	15 Figure 1.6 Health and Wellness Spectrum, 19-21 Hands-On Activity, 118, 122, 221, 243-245
Disease Prevention/Health Promotion		
8.1.g	Explain the difference between rest, sleep, sleep deprivation, and sleep debt.	104-114, 104 Figure 4.2 Sleep Needs an Age, 105 Figure 4.3 Circadian Rhythms in Humans, 107 Figure 4.5 Sleep Stages, 110 Case Study



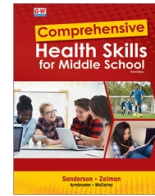
Standard		Correlating Textbook Pages
8.1.h	Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke.	445-454, 445 Figure 14.1 Humans Affect the Environment, 448 Figure 14.6 Climate Change and Flooding, 449 Figure The Path of Runoff, 456-466, 458 Figure 14.17 Environmental Protection Hierarchy, 459 Figure 14.18 Renewable Energy, 461 Building Your Skills
Substance Abuse Prevention		
8.1.i	Describe the short-and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.	279-283, 280 Figure 9.4 Effects of Nicotine on the Body, 281 Figure 9.6 Harmful Chemical-Vapor Device, 311-313, 311 Figure 10.3 Stages of Substance Use, 344-347, 347 Figure 11.9 Link Between Depression and Drug abuse
8.1.j	Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior.	287, 292-294, 476-477, 477 Figure 15.3 Signs of an Unhealthy Relationship, 506-507
Safety/Injury Prevention		
8.1.k	Explain the need for school safety drills and procedures.	418-419
8.1.l	Identify risky behaviors associated with Internet use, online gaming, and social media use.	420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study
8.1.m	Identify the benefits and risks of social media.	420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study
8.1.n	Describe how to assess levels of stress based on physical and psychological responses.	17, 20, 132, 142, 182, 185, 356
8.1.o	List the skills and strategies for refusal and negotiation.	25, 299-300, 325, 358-360, 485-486, 590-591, 625
Mental Wellness/Social and Emotional Skills		
8.1.p	Describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries.	476-477, 477 Figure 15.3 Signs of an Unhealthy Relationship, 506-508, 508 Figure 15.30 Enforcing Your Boundaries
8.1.q	Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide.	165-166, 170, 181-182, 231, 347 Figure 11.9 Link Between Depression and Drug abuse, 531 Figure 16.12 Risk Factors for



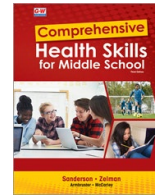
Standard		Correlating Textbook Pages
		Child Abuse and Neglect, Figure 16.13 Sign of Child Abuse and Neglect
8.1.r	Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).	165-166, 165 Figure 6.1 Effects of Bullying on Mental Health
8.1.s	Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist).	174-179, 174 Figure 6.7 Signs to Seek Professional Help, 175 Building Your Skills, 176 Figure 6.8 What Does a Therapist Do? , 177 Figure 6.9 Types of Mental Health Medications, 179 Figure 6.11 Have the Tough Conversations
Violence Prevention		
8.1.t	Differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations.	517-526, 519 Building Your Skills, 520 Figure 16.2 Question About Bullying, 524 Figure 16.5 Strategies for Responding to Cyberbullying
8.1.u	Identify the consequences of weapon use, physical violence, and gang involvement.	418-419, 538-539
Community/Environmental Health		
8.1.v	Define and describe renewable resources and sustainable energy.	456-466, 458 Figure 14.17 Environmental Protection Hierarchy, 459 Figure 14.18 Renewable Energy, 461 Building Your Skills
Healthy Decision 8.2 The student will apply health concepts and skills to the management of personal and family health.		
Body Systems		
8.2.a	Describe ways to maintain brain and nervous system health.	63-68 195-203 201 Figure 7.8 Types and Function of Vitamins
Nutrition		
8.2.b	Explain how nutrients contribute to brain function.	195-203 201 Figure 7.8 Types and Function of Vitamins



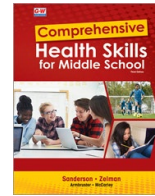
Standard		Correlating Textbook Pages
8.2.c	Describe food safety techniques (e.g., hand washing, food washing, cross contamination, proper handling and storing of foods).	216, 394-395, 395 Figure 12.24 Food Sanitation Practices.
8.2.d	Analyze the impact of society (i.e., media, family, peers) on eating habits and attitudes toward weight and body size.	215 Figure 7.21 Preparing Nutritious Foods, 218-221, 218 Figure 7.23 Ideal Body Weight, 219 Figure 7.24 Body Composition, 220 Figure 7.26 Calculating BMI, 221 Figure 7.27 How Does Weight Affect Your Health
8.2.e	Evaluate the accuracy of claims about trending diets, dietary supplements, and popular beverages.	205-206, 205 Figure 7.11 Key Concepts Promoted by Dietary Guidelines, 211-212, 223, 225 Figure 7.31 Tips for Spotting a Fad Diet, 399
Physical Health		
8.1.f	Assess the health risks of a sedentary lifestyle.	15 Figure 1.6 Health and Wellness Spectrum, 19-21, 118, 122, 221, 243-246, 243 Figure 8.1 Engaging in Physical Activity.
Disease Prevention/Health Promotion		
8.2.g	Identify sleep hygiene strategies to support recommendations for optimal sleep.	116-122, 116 Figure 4.13 Apps and devices to Improve Sleep, 117 Building Your Skills, 118 Figure 4.14 Napping Strategies, 119 Figure 4.15 Food and Drinks that Promote Sleep, 120 Figure 4.16 Relaxation Techniques, 120 Figure 4.17 Create Comfortable Sleep Environment.
8.2.h	Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases.	396-400 396 Figure 12.26 Did You Know?, 397 Building Your Skills, 398 Figure 12.27 Preventing Common Types of Cancer, 589
Substance Abuse Prevention		
8.2.i	Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs.	288-291, 289 Figure 9.13 Vaping Device Warning, 321-324, 324 Building Your Skills, 355-356, 356 Figure 11.9 Link Between Depression and Drug abuse, 517



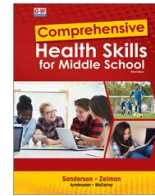
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		Figure 16.1 Risk Factors for Violent Behavior, 538
8.2.j	Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate).	296-300, 298 Building Your Skills, 299 Figure 9.22 Responses to Refuse Tobacco, 325-326, 325 Figure 10.15 Refusing Alcohol, 356-360, 358 Building Your Skills
Safety/Injury Prevention		
8.2.k	Explain the potential consequences of following and not following safety protocols for school drills.	418 – 419
8.2.l	Explain the role of decision making when faced with potentially harmful situations when using the Internet, online gaming, and social media.	420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study
8.2.m	Develop strategies to assess and manage the effects of social media use.	420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study
8.2.n	Identify personal stress-management skills that help respond to different kinds of stress.	17, 20, 132, 142, 143, 152-158, 155 Figure 5.21 Time-Management Strategies, 182, 185, 356
8.2.o	Explain the benefits of using refusal and negotiation skills for a variety of risk-taking situations.	25, 299-300, 325, 358-360, 485-486, 590-591, 625
Mental Wellness/Social and Emotional Skills		
8.2.p	Explain the importance of developing relationships that are positive and promote wellness.	476-477, 477 Figure 15.3 Signs of an Unhealthy Relationship, 506-508, Figure 15.30 Enforcing Your Boundaries
8.2.q	Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.	165-166, 170, 176-179, 178 Figure 6.10 Stigma About Mental Illnesses, 179 Figure 6.11 Have the Tough Conversations , 181-182, 231, 347 Figure 11.9 Link Between Depression and Drug abuse, 531 Figure 16.12 Risk Factors for Child Abuse and Neglect, Figure 16.13 Sign of Child Abuse and Neglect



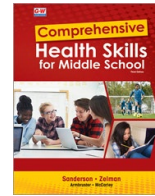
Standard		Correlating Textbook Pages
8.2. r	Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges.	177-178 177 Figure 6.9 Types of Mental Health Medications, 178 Figure 6.10 Stigma About Mental Illnesses
8.2. s	Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers).	174-179, 174 Figure 6.7 Signs to Seek Professional Help, 175 Building Your Skills, 176 Figure 6.8 What Does a Therapist Do?
Violence Prevention		
8.2. t	Explain the effects of bullying on individuals, including vulnerable populations.	517-526, 519 Building Your Skills, 520 Figure 16.2 Question About Bullying, 524 Figure 16.5 Strategies for Responding to Cyberbullying
8.2. u	Analyze the risks associated with weapon use, physical violence, and gang-related activities for oneself, the family, and the community.	418 – 419, 538-539
Community/Environmental Health		
8.2.v	Explain how humans and the environment are interdependent.	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.
Advocacy and Health Promotion 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.		
Body Systems		
8.3.a	Design strategies to protect and promote brain and nervous system health.	63-68, 64 Figure 2.22 Lobe of the Brain, 66 Figure 2.23 Spinal Cord, 280 Figure 9.4 Effects of Nicotine on the Body, 311, 313 Figure 10.6 Alcohol on Brain Function, 341, 344, 386
Nutrition		
8.3.b	Create a plan to make healthy food choices, including choosing fruits and vegetables and increasing water and healthy beverage choices in a variety of settings.	205-216, 205 Figure 7.11, Dietary Guidelines, 207 Figure 7.14 Type of Vegetables, 211 Building Your Skills



Standard		Correlating Textbook Pages
8.3.c	Create strategies to promote food safety at home.	216, 394-395, 395 Figure 12.24 Food Sanitation Practices.
8.3.d	Identify and promote resources for help and assistance with disordered eating.	232-234, 232 Figure 737 Examples of Disordered Eating, 233 Figure 7.38 Types of Eating Disorders, 234 Figure 7.39 Warning Signs of Eating Disorders
8.3.e	Develop factual advertising to help family and peers evaluate healthy food and beverage choices	205 - 216, 205 Figure 7.11, Dietary Guidelines, 207 Figure 7.14 Type of Vegetables, Type of Vegetables, , 211 Building Your Skills
Physical Health		
8.1.f	Create environmental design solutions that promote physical and mental health.	456-466, 458 Figure 14.17 Environmental Protection Hierarchy, 459 Figure 14.18 Renewable Energy, 461 Building Your Skills
Disease Prevention/Health Promotion		
8.3.g	Create Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals to get optimal sleep to promote cognitive performance and academic success.	116-122, 116 Figure 4.13 Apps and devices to Improve Sleep, 117 Building Your Skills, 118 Figure 4.14 Napping Strategies, 119 Figure 4.15 Food and Drinks that Promote Sleep, 120 Figure 4.16 Relaxation Techniques, 120 Figure 4.17 Create Comfortable Sleep Environment
8.3.h	Design a plan of action with short-and long-term goals to prevent diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases and conditions.	396-400, 396 Figure 12.26 Did You Know?, 397 Building Your Skills, 398 Figure 12.27 Preventing Common Types of Cancer, 589
Substance Abuse Prevention		
8.3.i	Design persuasive advertising to eliminate drug use.	356-360, 356 Figure 11.19 Preventing Medication and Drug Misuse & Abuse, 358 Building Your Skills, 359 Figure 11.20 Strategies of Saying No to Drugs
8.3.j	Create a campaign that emphasizes the importance of prevention and early identification of drug use disorder.	356-360, 356 Figure 11.19 Preventing Medication and Drug Misuse & Abuse, 358 Building Your Skills, 359 Figure 11.20 Strategies of Saying No to Drugs



Standard		Correlating Textbook Pages
Safety/Injury Prevention		
8.3.k	Develop a personal action plan during an emergency situation for a variety of locations outside of school (e.g., shopping areas, recreation areas).	412-414, 412 Figure 13.8 Natural Disasters?, 414 Figure 13.9 Are You Prepared, 415 Building Your Skills
8.3.l	Develop appropriate personal guidelines for online gaming and social media use.	420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study
8.3.m	Develop and promote guidelines for using social media.	420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study
8.3.n	Practice and promote stress-management skills.	17, 20, 132, 142, 143, 152-158, 155 Figure 5.21 Time-Management Strategies, 182, 185, 356
8.3.o	Analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk.	25, 299-300, 325, 358-360, 485-486, 590-591, 625
Mental Wellness/Social and Emotional Skills		
8.3.p	Ability to develop safe, respectful, and responsible relationships.	476 – 477, 477 Figure 15.3 Signs of an Unhealthy Relationship, 506-508, 508 Figure 15.30 Enforcing Your Boundaries
8.3.q	Identify and recognize family, school, and community resources for helping oneself and others with mental health needs.	165-166, 170, 176-178, 178 Figure 6.10 Stigma About Mental Illnesses, 179 Figure 6.11 Have the Tough Conversations, 181-182, 231, 347 Figure 11.9 Link Between Depression and Drug abuse, 531 Figure 16.12 Risk Factors for Child Abuse and Neglect, 16.13 Sign of Child Abuse and Neglect
8.3.r	Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges.	177-178, 177 Figure 6.9 Types of Mental Health Medications, 178 Figure 6.10 Stigma About Mental Illnesses
8.3.s	Promote the availability of school and community mental health resources.	174-179, 174 Figure 6.7 Signs to Seek Professional Help, 175 Building Your Skills, 476 Figure 6.8 What Does a Therapist Do?



Standard		Correlating Textbook Pages
Violence Prevention		
8.3.t	Recommend strategies to prevent, safely defend oneself and others, or get help with bullying.	524-526, 524 Figure 16.5 Strategies for Responding to Cyberbullying, 525 Figure 16.6 Build Your Confidence, 526 Figure 16.7 Think Before you Post
8.3.u	Describe ways for students to develop relationships that are positive, promote wellness, and prevent weapon use, physical violence, and gang involvement.	476-477, 477 Figure 15.3 Signs of an Unhealthy Relationship, 506-508, 508 Figure 15.30 Enforcing Your Boundaries
Community/Environmental Health		
8.3.v	Analyze opportunities for community service and advocacy for policies that promote environmental health.	17, 31-32, 32 Figure 1.18 Examples of Community Resources, 456-466, 458 Figure 14.17 Environmental Protection Hierarchy, 459 Figure 14.18 Renewable Energy, 461 Building Your Skills