



**Goodheart-Willcox Correlation of
Comprehensive Health Skills for Middle School ©2021
to Oklahoma Academic Standards for Health Education
Course: Health / Nutrition – Grades 6-8**

Standard	Correlating Textbook Pages
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
1.8.1 Analyze the relationship between healthy behaviors and personal health.	19-21
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	6, 8-10, 140-147, 558-562, 567-568
1.8.3 Analyze how the environment affects personal health.	445-454, 456-466
1.8.4 Describe how family history can affect personal health (e.g., genetics and/or family behavior patterns).	16-17, 165, 379-380, 386, 396-399
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.	10
1.8.6 Explain how appropriate health care can promote personal health.	10-13
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.	19-21
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	19-21
1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	19-21
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
2.8.1 Examine how the family influences the health of adolescents.	16-17, 289, 321-324, 355, 488-495, 517, 529-532
2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.	14, 19-21, 133, 231, 490-491, 497-498
2.8.3 Describe how peers influence healthy and unhealthy behaviors.	18, 287, 289-291, 322-323, 475, 503-504, 568, 569-570
2.8.4 Analyze how the school and community can affect personal health practices and behaviors (e.g., tobacco free, healthy food access, safe bike routes, walking, school buses, etc.).	31-32, 327, 475, 491, 518, 592, 656



2.8.5	Analyze how messages from media influence health behaviors.	27-32, 215, 232, 234 236, 290 -291, 298-299, 324, 355
2.8.6	Analyze the influence of technology on personal and family health.	27-29, 80 , 102, 106, 122, 150, 215, 223, 229-232, 234-236, 290-291, 298-299, 324, 355, 421, 423, 479, 483, 499, 523-526
2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.	6 , 8-10, 488-490
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.	19, 23, 133-134
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	19-21
2.8.10	Explain how school and public health policies can influence health promotion and disease prevention.	536- 538, 592
Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.		
3.8.1	Analyze the validity of health information, products and services.	27 – 32, 80, 215, 232, 234 – 236, 290-291, 299, 324, 355
3.8.2	Access valid health information from home, school, and community.	27 – 32, 80, 215, 232, 234 – 236, 290-291, 299, 324, 327, 355, 536-538, 542, 592, 656
3.8.3	Determine the accessibility of products that enhance health.	27-32, 35, 80
3.8.4	Describe situations that may require professional health services.	11-12
3.8.5	Locate valid and reliable health products and services.	11-12, 27-32, 35, 80
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
4.8.1	Apply effective verbal and non-verbal communication skills to enhance health.	479-483
4.8.2	Demonstrate refusal and negotiation skills to avoid or reduce health risks.	22, 25, 299-300, 325, 358-360, 423, 485-486, 590-591, 625
4.8.3	Demonstrate effective conflict management or resolution strategies.	22, 25, 26, 484-487, 494
4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.	486
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
5.8.1	Identify circumstances that can help or hinder healthy decision-making.	19-24, 137, 324, 559, 568-570, 623-624, 656-658



5.8.2 Determine when health- related situations require the application of decision- making skills.	19-24, 137, 324, 559, 568-570, 623-624, 656-658
5.8.3 Distinguish when individual or collaborative decision-making is appropriate.	19-24, 137, 324, 559, 568-570, 623-624, 656-658
5.8.4 Distinguish between healthy and unhealthy alternatives of health- related decisions.	19-24, 137, 324, 559, 568-570, 623-624, 656-658
5.8.5 Predict the potential short- term impact of healthy and unhealthy alternatives to a health-related decision.	19-24, 137, 324, 559, 568-570, 623-624, 656-658
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.	19-24, 137, 324, 559, 568-570, 623-624, 656-658
5.8.7 Analyze the outcomes of a health-related decision.	19-24, 137, 324, 559, 568-570, 623-624, 656-658
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
6.8.1 Assess personal health practices.	19-21
6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.	22-25, 222, 263-265
6.8.3 Apply strategies and skills needed to attain a personal health goal.	22-25, 222, 263-265
6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	22-25, 222, 263-265
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	19-21
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	19-21
7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.	19-21
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	
8.8.1 State a health enhancing position on a topic and support it with accurate information.	10-13, 19-21
8.8.2 Demonstrate how to influence and support others to make positive health choices.	10-13, 19-21



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8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.	22, 29-31, 184, 236, 358-360, 461, 466
8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.	22, 29-31, 184, 236, 358-360, 461, 466, 479-483