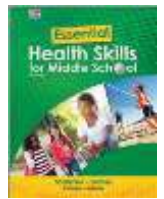


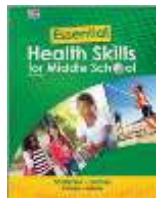
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Correlation Essential Health Skills for Middle School©2021
to South Carolina Department of Education
Course Number: Health (1401, 2401)-(Grades 6-8)



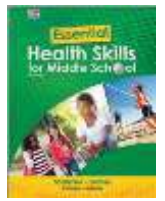
Standards		Correlating Text Pages
Standard 1 “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007)		
The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the sixth grade. These performance indicators specify what students should know and be able to do by the end of grade six.		
Performance Indicators – The Student will		
D-6.1.1	Identify reasons why individuals use and abuse alcohol, tobacco, and other drugs (ATOD).	288-291, 321-324, 355-356, 517, 538-539
D-6.1.2	Describe short and long-term effects and consequences of ATOD use, including secondhand smoke.	77, 166, 279-283, 285, 311-313, 344-347, 399-400
D-6.1.3	Discuss the risks associated with over-the-counter and prescription drugs.	336-339, 341, 347-353
G-6.1.1	Explain how family roles, rules, and responsibilities change over time.	489-495
G-6.1.2	Describe how the endocrine system affects growth and development.	68-70
G-6.1.3	Identify the structures and functions of the male and female reproductive systems.	551-553, 567-568, 576
G-6.1.4	Explain why abstinence is the most effective means of protecting reproductive health.	507-508, 589-591, 599
G-6.1.5	Describe the scientific process of fertilization.	553-554
G-6.1.6	Describe the signs and symptoms of pregnancy.	554-555
G-6.1.7	Identify reproductive problems found in males and females.	551-553, 566-568, 576, 589-593
G-6.1.8	Define the terms sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV).	585, 595, 597
G-6.1.9	Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.	352, 421, 423, 529
I-6.1.1	Describe ways to reduce and prevent injuries (e.g., helmets, mouth guards, safety equipment, seat belts, water-safety devices).	256-260, 407-426
I-6.1.2	Examine issues surrounding violence and discuss strategies for violence prevention.	517-526, 533-535, 542
I-6.1.3	Describe situations that constitute bullying, cyberbullying, sexual harassment, sexual abuse,	352, 518-530, 531-532



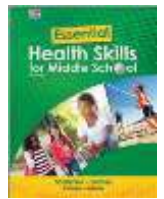
Standards		Correlating Text Pages
	sexual assault, rape, domestic violence, and dating violence.	
I-6.1.4	Discuss ways sexting violates personal boundaries.	421, 423
M-6.1.1	Discuss the importance of a positive self-concept.	134-135, 137-138
M-6.1.2	Define the term resiliency.	148
M-6.1.3	Examine grief and ways to deal with loss. M-6.1.4	186, 577-578
M-6.1.5	Identify the risk of self-harm.	171, 181-182
N-6.1.1	Describe the benefits of healthy eating in relation to disease prevention (e.g., preventing cancer; controlling diabetes; reducing the incidence of heart disease; reducing tooth decay).	9, 77, 88, 119, 210-211
N-6.1.2	Define the term disordered eating.	232
N-6.1.3	Explain how the body uses the six essential nutrients.	195-203
N-6.1.4	Differentiate between unhealthy and healthy foods, snacks, and beverages.	214-215
N-6.1.5	Investigate the nutrition information on food labels to compare products.	213
N-6.1.6	Describe the interrelationship among diet, physical activity level, and body weight.	218-227
N-6.1.7	Examine food intake and physical activity in relation to the current federal Dietary Guidelines for Americans.	205-206
P-6.1.1	Compare strategies for reducing risks of chronic and communicable diseases.	391-400
P-6.1.2	Give examples of personal hygiene practices (e.g., bathing; using deodorant; brushing and flossing teeth; grooming hair).	77-96
P-6.1.3	Describe ways a dentist helps to keep teeth and gums healthy.	88-93
P-6.1.4	Define what it means to be a blood donor	50
Standard 2 “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007)		
Performance Indicators – The Student will		
D-6.2.1	Analyze the influence of family and peers on a person’s ATOD use.	288-291, 321-324, 355-356
G-6.2.1	Describe the influence of families and peers on a person’s body image.	229-232
I-6.2.1	Give examples of the threat of gangs or other violent behaviors to personal safety.	537-541
M-6.2.1	Compare ways that family and peers influence the mental, emotional, and social health of adolescents.	8-10, 165-166



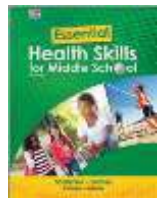
Standards		Correlating Text Pages
M-6.2.2	Examine the interrelationship among mental, emotional, social, and physical health in adolescence.	7-10
P-6.2.1	Compare ways that peers and the media influence healthy and unhealthy behaviors.	215, 229-232, 234, 236, 289-291, 322-324, 355
Standard 3 “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007)		
Performance Indicators – The Student will		
D-6.3.1	Discuss how to identify sources of help for someone who abuses ATOD.	300-302, 326-328, 360-362
G-6.3.1	Demonstrate the ability to access appropriate resources for dealing with bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.	524-526, 533-535, 541-542
M-6.3.1	Demonstrate the ability to locate appropriate health information and services for dealing with mental health issues within the community.	31-32, 327, 592
N-6.3.1	Access valid information on healthy eating and physical activity.	27- 29, 80, 234-235, 298-299
P-6.3.1	Discuss how to determine whether health information, products, and services are valid.	27- 29, 80, 234-235, 298-299
Standard 4 “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007)		
Performance Indicators – The Student will		
D-6.4.1	Utilize refusal skills to avoid ATOD use and to reduce risk behaviors.	299-300, 325, 358-360, 590
D-6.4.2	Determine how to lessen the likelihood of being involved in risk behaviors.	296-300 , 325-326, 356-360, 504, 569-570, 589-591, 599-600
G-6.4.1	Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.	478-487
G-6.4.2	Demonstrate ways to communicate with parents, family members, or other safe adults about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, sexual abuse, sexual assault, domestic violence, and dating violence.	151, 352, 518-526, 528-532, 538
I-6.4.1	Explain that no one has the right to touch anyone else in a sexual or physical manner if they do not want to be touched.	506-509
M-6.4.1	Discuss healthy ways to express feelings and relieve stress.	142-144, 152-154



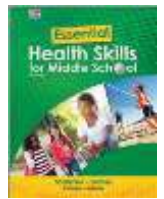
Standards		Correlating Text Pages
M-6.4.2	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.	477,507-508
Standard 5 “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007)		
Performance Indicators – The Student will		
G-6.5.1	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence.	497, 507-508
G-6.5.2	Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.	23-24, 507-508, 568-570, 589-591, 599
I-6.5.1	Describe the advantages and disadvantages of communicating using technology and social media, including the use of the internet.	428-423
M-6.5.1	Discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health.	174-175
P-6.5.1	Identify circumstances that can help or hinder healthy decision making.	137, 568-570
Standard 6 “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007)		
Performance Indicators – The Student will		
D-6.6.1	State a specific, measurable, attainable, realistic, and timely (SMART) goal to avoid ATOD use.	24-25, 148, 263
P-6.6.1	Set a SMART goal to develop and implement a personal health and wellness plan (e.g., eating healthy foods; meeting specific goals related to oral health; getting physical activity; sleeping 8–10 hours nightly).	24-25, 148, 263
Standard 7 “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007)		
Performance Indicators – The Student will		
D-6.7.1	Demonstrate ways to avoid potentially harmful situations involving ATOD use.	296-300 325-326, 356-360
D-6.7.2	Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.	284, 296-300, 314-315, 325-326 345-347, 356-360
G-6.7.1	Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.	143, 152-158, 245
G-6.7.2	Describe appropriate steps a person should take if they become the victim of sexual harassment, sexual abuse, or sexual assault.	528-529, 531-532, 533-535



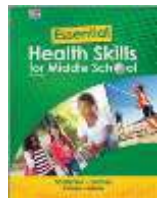
Standards		Correlating Text Pages
G-6.7.3	Describe options that exist for a survivor of bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence (e.g., community resources, hotlines, school counselors, teachers, law enforcement, clergy).	31-32, 327, 518-526, 533-535, 592
I-6.7.1	Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.	141-144, 484-487, 494
I-6.7.2	Discuss ways to avoid or reduce threatening situations.	525-526, 533-535, 542
I-6.7.3	Discuss protective strategies to reduce the risk of violence in a person's home, school, and community.	525-526, 533-535, 542
M-6.7.1	Discuss strategies to maintain or improve mental, emotional, and social health.	8-10, 131-132, 178-179, 478-487
M-6.7.2	Compare and contrast the characteristics of healthy and unhealthy relationships.	476-477, 506-507
M-6.7.3	Analyze the ways in which friends, family, media, society, and culture can influence relationships.	19-21, 182, 475, 488-493, 495, 505-510
N-6.7.1	Construct a nutrition plan that meets the current federal Dietary Guidelines for Americans, with an emphasis on healthy foods and beverages.	205-206
N-6.7.2	Create and implement a plan to engage in moderate to vigorous daily physical activity.	246-247, 262-268
P-6.7.1	Explain the importance of assuming responsibility for personal health behaviors.	19-21
P-6.7.2	Construct a plan to reduce environmental health risks in the school or community.	445-466
Standard 8 "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007)		
Performance Indicators – The Student will		
D-6.8.1	Describe ways to advocate to others the benefits of not using ATOD.	358-360
I-6.8.1	Describe ways to advocate for a safe school environment.	408-419
I-6.8.2	List ways to intervene in situations where unsafe behaviors are taking place.	19-21
N-6.8.1	Examine ways to encourage family and peers to choose healthy foods from local producers and increase their physical activity.	29-32
P-6.8.1	State a health-enhancing position on a health-related topic and support it with accurate information.	29-32



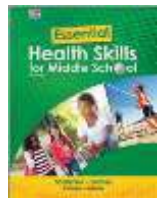
Standards		Correlating Text Pages
Standard 1 “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007)		
The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These performance indicators specify what students should know and be able to do by the end of grade seven.		
Performance Indicators – The Student will		
D-7.1.1	Compare and contrast drug misuse, drug abuse, and drug dependence.	339-341, 344
D-7.1.2	Describe risks associated with alcohol, tobacco, and other drugs (ATOD)-use, abuse, and addiction.	77, 166, 279-283, 311-313, 344-347, 399-400
D-7.1.3	Define opioid prescription medication and drugs.	341-342
D-7.1.4	Discuss the impact of ATOD use and abuse on individuals, peers, and family members.	285-286, 314-316, 345-347
G-7.1.1	Explain the structures and functions of the male and female reproductive systems.	551-553, 567-568, 576
G-7.1.2	Describe the advantages of abstinence.	507-508, 589-591, 599
G-7.1.3	Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.	553-555
G-7.1.4	Describe signs and symptoms and effective treatment of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).	585, 595-597
G-7.1.5	Explain effective methods for the prevention of STIs/STDs, HIV, and AIDS.	599-600
G-7.1.6	Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.	507-58, 589-591, 599-600
G-7.1.7	Discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent.	352, 518-530, 531-532
G-7.1.8	Discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology.	352, 421, 423, 529
I-7.1.1	Explain the consequences of gangs and bullying/cyberbullying.	518-526, 538-539
I-7.1.2	Illustrate emergency situations (e.g., choking, drowning, poisoning) and safe methods of responding to them (e.g., cardiopulmonary resuscitation (CPR) and universal precautions).	428-438



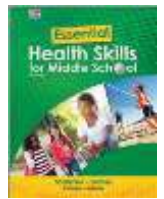
Standards		Correlating Text Pages
M-7.1.1	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.	477, 507-508
N-7.1.1	Explain reasons why a person should follow the current federal Dietary Guidelines for Americans.	205-206
N-7.1.2	Analyze the benefits of healthy eating in relation to disease prevention.	396-400
N-7.1.3	Identify signs and symptoms of disordered eating.	232-234
N-7.1.4	Define hydration and explain its benefits during physical activity.	258
N-7.1.5	Explain the benefits of engaging in moderate to vigorous physical activity daily.	15, 118, 122, 221, 243-245
N-7.1.6	Analyze the relationship between healthy foods and beverages, calories, and physical activity.	10
N-7.1.7	Explain safe food handling and preparation.	216
P-7.1.1	Identify strategies to prevent or lessen common adolescent health issues (e.g., acne, disordered eating, inactivity).	19-21
P-7.1.2	Explain how oral health problems can affect overall health.	88-93
P-7.1.3	Determine ways that hereditary and environmental factors affect personal health.	16-19
Standard 2 “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007)		
Performance Indicators – The Student will		
D-7.2.1	Analyze the influence of culture and the media on ATOD use and nonuse.	288-291, 321-324, 355-356
N-7.2.1	Analyze ways that culture and the media influence an individual’s food choices and physical activity.	19-21, 214-215
N-7.2.2	Examine the influence of screen time on the physical activity levels of adolescents.	120, 122, 221, 223, 499
P-7.2.1	Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.	130-134
P-7.2.2	Analyze ways that environmental conditions affect personal and community health	445-466
Standard 3 “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007)		
Performance Indicators – The Student will		
D-7.3.1	Access valid resources for ATOD related problems.	31-32, 327
G-7.3.1	Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.	585, 595-600



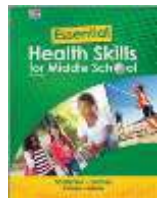
Standards		Correlating Text Pages
G-7.3.2	Locate valid information and resources related to dating violence, sexual harassment, sexual abuse, and sexual assault.	31-32, 327, 533-535, 592
I-7.3.1	Demonstrate the ability to utilize resources at home and in the school and community that provide valid safety information and services.	31-32
M-7.3.1	Identify situations that may require professional mental, emotional, and social health services.	407-438
Standard 4 “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007)		
Performance Indicators – The Student will		
G-7.4.1	Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.	19-21, 146, 476-477, 506-508, 589-591, 599
I-7.4.1	Analyze effective conflict management or resolution strategies.	484-487
I-7.4.2	Demonstrate communication and refusal skills to promote boundary setting when using technology (e.g., social media, sexting).	420-423
M-7.4.1	Explain how talking about feelings and emotions promotes mental health.	142-144, 152-154
M-7.4.2	Describe ways to treat self and others with dignity and respect.	506
M-7.4.3	Describe ways to respond when someone is being bullied or harassed.	518-526
M-7.4.4	Demonstrate communication skills that foster healthy relationships.	479-483
P-7.4.1	Demonstrate how to ask for assistance to enhance the health of self and others.	27-32
Standard 5 “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007)		
Performance Indicators – The Student will		
D-7.5.1	Apply a decision-making process to issues dealing with ATOD.	23-24, 324
D-7.5.2	Explain ways a person’s decisions about ATOD affect relationships with family members and peers.	285-286, 314-316, 345-347
G-7.5.1	Apply a decision-making process to promote abstinence and to avoid risk behaviors.	19-21, 23-24, 324, 506-508, 589-590, 599-600
I-7.5.1	Develop a plan for the safe use of technology, including social media and texting.	420-423
N-7.5.1	Compare food choices from a variety of sources, including restaurants and food at home, to the current federal Dietary Guidelines for Americans.	205-206



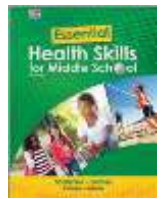
Standards		Correlating Text Pages
Standard 6 “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007)		
Performance Indicators – The Student will		
N-7.6.1	Set a specific, measurable, attainable, realistic, and timely (SMART) goal to achieve a balanced nutrition plan.	24-25, 148, 205-208, 211-215, 263
N-7.6.2	Create a SMART goal to increase physical activity by monitoring the progress of that goal and making the necessary adjustments to reach it.	24-25, 148, 246-247, 262-268
P-7.6.1	Explain ways that health goals can vary with changing abilities, priorities, and responsibilities.	24-25, 148, 205-208, 211-215, 246-247, 262-268
P-7.6.2	Develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).	24-25, 148
Standard 7 “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007)		
Performance Indicators – The Student will		
D-7.7.1	Discuss guidelines for using prescription and over-the-counter (OTC) drugs properly.	336-339, 341, 429
I-7.7.1	Develop injury prevention and treatment strategies for personal and family health.	407-416, 423-426, 428-438
M-7.7.1	Discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide.	143, 152-158, 245
M-7.7.2	Analyze the similarities and differences between friendships and romantic relationships.	497-510
M-7.7.3	Describe a range of ways people express affection within various types of relationships.	489-494, 497-499, 506-508
M-7.7.4	Describe the potential impacts of power differences such as age, status, or position within relationships.	506-507, 518
M-7.7.5	Discuss strategies for dealing with harmful behaviors in relationships, including dating violence.	491-495, 498-504, 506-510
N-7.7.1	Explain the relationship between food selection and oral health.	88-93
P-7.7.1	Describe strategies to detect and treat common health problems.	10-13
Standard 8 “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007)		
Performance Indicators – The Student will		
D-7.8.1	Demonstrate ways to advocate remaining drug-free.	356-360



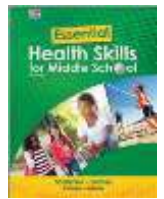
Standards		Correlating Text Pages
M-7.8.1	Demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others.	445-466
N-7.8.1	Demonstrate ways to advocate the benefits of choosing healthy foods and beverages, and increasing one's physical activity.	9, 15, 77, 88, 118-119, 122, 210-211, 221, 243-245
P-7.8.1	Advocate for a healthy school, community, and natural environment.	445-466
P-7.8.2	Identify the ways in which blood and tissue donations are related to health promotion.	50
Standard 1 "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007)		
The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These performance indicators specify what students should know and be able to do by the end of grade eight.		
Performance Indicators – The Student will		
D-8.1.1	Discuss the reasons that individuals use and abuse alcohol, tobacco, and other drugs (ATOD).	288-291, 321-324, 355-356, 517, 538-539
D-8.1.2	Examine the short and long-term effects and consequences of ATOD use, including the impact on society.	77, 166, 279-286, 311-316, 344-347, 399-400
D-8.1.3	Explain ways to access laws relating to ATOD use, possession, and sales.	284-285, 316, 345-347
G-8.1.1	Explain how roles, including rules and responsibilities of the members in a family, change over time (e.g., parental responsibilities when parenting a teenager versus parental responsibilities when parenting an infant).	182, 475, 489-495
G-8.1.2	Compare and contrast the structures and functions of the male and female reproductive systems.	551-553, 567-568, 576
G-8.1.3	Describe health issues that can affect male and female reproductive systems.	551-553, 566-568, 576, 589-593
G-8.1.4	Discuss the advantages of abstinence.	507-508, 589-591, 599
G-8.1.5	Describe signs and symptoms and effective treatments of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).	585, 595-597
G-8.1.6	Explain effective methods for the prevention of STIs/STDs, HIV, AIDS, and unintended pregnancy.	589-591, 599-600
G-8.1.7	Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.	352, 421, 423, 529



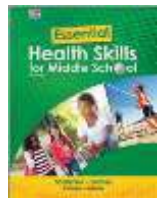
Standards		Correlating Text Pages
G.8.1.8	Examine the scientific process of fertilization, prenatal care and development, childbirth, and postnatal care.	553-555, 560
I-8.1.1	Identify ways to reduce risk of unintentional and intentional injuries in the home, school, and community.	407-416, 418-426
I-8.1.2	Research the impact of gang activity on individuals, peers, family, school, and the community.	538-539
I-8.1.3	Define human trafficking.	539
M-8.1.1	Examine factors that contribute to a positive self-concept.	133-134, 148
M-8.1.2	Discuss the interrelationship among mental, emotional, social, and physical health during adolescence.	7-10
M-8.1.3	Describe the characteristics of resiliency.	148
M-8.1.4	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.	477, 507-508
N-8.1.1	Examine the benefits of choosing healthy foods while following the current federal Dietary Guidelines for Americans.	205-206
N-8.1.2	Discuss ways that disordered eating impacts an individual's health, including oral health.	232-234
N-8.1.3	Explain the mental, social and physical benefits of moderate to vigorous physical activity.	15, 118, 122, 221, 243-245
P-8.1.1	Explain the components of personal wellness.	7-10
P-8.1.2	Discuss how heredity, lifestyle, behaviors, environment, and medical care influence an individual's health.	15-21
P-8.1.3	Research ways in which organ, tissue, and blood donations enhance health promotion.	50
Standard 2 "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007)		
Performance Indicators – The Student will		
D-8.2.1	Discuss the influence of family, peers, culture, and the media on an individual's opioid use, abuse and dependence.	336, 341-342
D-8.2.2	Evaluate the influence of family, peers, culture, and the media on an individual's ATOD use.	285-286, 288-291, 314-316, 321-324, 345-347, 355-356
G-8.2.1	Explain ways that culture and the media influence families and relationships.	27-32, 490-491, 497-498



Standards		Correlating Text Pages
G-8.2.2	Discuss the influence of family, peers, culture, and the media on personal decisions about sexual behavior.	507, 570-571, 585—589, 595-597
I-8.2.1	Explain the effect of gangs on personal safety in the community.	538-539
I-8.2.2	Discuss the risk factors, prevention, and support for someone who is involved in human trafficking.	539
M-8.2.1	Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.	140-148
M-8.2.2	Evaluate how external influences affect feelings of depression, as well as the risk of self-harm and suicide.	165-166, 181-182, 231, 347, 531
M-8.2.3	Explain ways that the media influences an individual's body image.	229-231, 234, 236
N-8.2.1	Describe ways that personal economics and geographic location influence food choices and availability.	214-215
Standard 3 "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007)		
Performance Indicators – The Student will		
G-8.3.1	Evaluate the availability of valid information, community resources, and testing locations related to reproductive health and STIs/STDs.	585, 595-600
G-8.3.2	Access valid information and resources related to bullying, cyberbullying, dating violence, sexual harassment, sexual abuse, and sexual assault.	31-32, 327, 518-526, 533-535, 592
Standard 4 "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007)		
Performance Indicators – The Student will		
G-8.4.1	Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.	478-483
G-8.4.2	Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.	19-21, 476-477, 506-508, 589-591, 599-600
G-8.4.3	Compare and contrast ways to communicate with parents, family members, and other safe adults about reproductive health and responsible behaviors.	564-567, 589-593, 599-600
I-8.4.1	Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.	407-416, 418-426
M-8.4.1	Demonstrate communication skills that foster healthy relationships.	478-483



Standards		Correlating Text Pages
N-8.4.1	Explain to others the importance of variety and moderation in food selection and consumption with emphasis on healthy foods and beverages.	211-216
Standard 5 “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007)		
Performance Indicators – The Student will		
D-8.5.1	Examine ways that a person’s decisions about ATOD affect his or her family and peers, as well as society.	284-286, 314-316, 345-347
D-8.5.2	Explain when and how to ask for assistance in dealing with ATOD abuse with family members.	296-300, 325-326, 356-360
G-8.5.1	Apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the internet.	19-21, 23-24, 324, 420-423, 506-508, 589-590, 599-600
I-8.5.1	Apply a decision-making process to deal with situations involving personal safety and risk when using technology, including the internet, social media, texting, and sexting.	420-423
D-8.5.1	Examine ways that a person’s decisions about ATOD affect his or her family and peers, as well as society.	284-286, 314-316, 345-347
Standard 6 “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007)		
Performance Indicators – The Student will		
G-8.6.1	Set a personal specific, measurable, attainable, realistic, and timely (SMART) goal to protect oneself from STIs/STDs, HIV, and AIDS.	24-25, 589-591, 599-600
G-8.6.2	Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.	507-508, 589-591, 599-600
M-8.6.1	Implement a stress-management plan.	152-158
N-8.6.1	Create a personal SMART goal to achieve a balanced nutrition plan, monitor the progress of that goal, and make the necessary adjustments to reach it.	24-25, 211-216
N-8.6.2	Develop and implement a plan to increase physical activity.	246, 262-268
N-8.6.3	Develop and implement a personal balanced nutritional plan that benefits oral health as well as overall health.	88-93, 211-216
Standard 7 “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007)		
Performance Indicators – The Student will		



Standards		Correlating Text Pages
G-8.7.1	Explain how to effectively support a person who has been a victim of sexual assault, sexual abuse, rape, domestic violence, or dating violence.	535
I-8.7.1	Demonstrate behaviors and strategies to manage conflict in healthy ways.	484-487
I-8.7.2	Plan protective strategies to reduce the risk of violence in the home, school, and community.	525-526, 533-535, 542
M-8.7.1	Implement strategies to maintain or improve mental, emotional, and social health.	8-10, 174-179
M-8.7.2	Demonstrate effective skills to negotiate agreements about the use of technology in relationships.	421-423, 498
M-8.7.3	Discuss coping strategies to increase resiliency.	148
M-8.7.4	Describe the potential impacts of power differences such as age, status, or position within relationships.	506-507, 518
N-8.7.1	Articulate the importance of assuming personal responsibility for consuming healthy foods and beverages, and engaging in physical activity.	9, 15, 77, 88, 118-119, 122, 210-211, 221, 243-245
P-8.7.1	Explain behaviors that may lead to the spread of communicable diseases.	391-396
P-8.7.2	List actions to include in an oral health plan (e.g., floss, receive regular dental cleanings, brush twice a day).	88-93
Standard 8 “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007)		
Performance Indicators – The Student will		
D-8.8.1	Advocate for positive alternatives to ATOD use.	296-300, 325-326, 356-360
I-8.8.1	Encourage others to provide active bystander-interventions when others are at risk.	296-300, 325-326, 356-360
N-8.8.1	Implement an advocacy plan to promote healthy food and beverage choices, and physical activity in the community.	9, 15, 77, 88, 118-119, 122, 210-211, 221, 243-245
P-8.8.1	Demonstrate ways to encourage others to avoid risk behaviors.	299-300, 316, 356, 506-508
P-8.8.2	Demonstrate ways to advocate for a healthy environment.	445-466