Goodheart–Willcox Publisher Correlation of *Essential Health Skills for Middle School* ©2025 to the National Health Education Standards (Grades 6–8)

The following correlation shows performance indicators for the National Health Education Standards and their correlating page numbers in the Essential Health Skills for Middle School *text. For a comprehensive list of the program's activities by standard, see the Standard Scope and Sequence documents in the Course Planning section of the Online Instructor Resources.*

Standard 1

Students will use functional health information to support health and well-being of self and others.

Competency	Correlating Pages
1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being.	161 (Building Your Skills), 191 (Building Your Skills), 194 (Case Study)
1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.	18, 20 (Develop Your Skills #1), 55–56, 61–65, 68–69, 73–75, 143–150, 163 (Develop Your Skills #1), 172–174, 178–179, 182–186, 191 (Building Your Skills), 199–206, 213–218, 245–246, 252–254, 274, 333–344, 348–357, 362–369, 382–385, 397–399, 419–421, 425–426, 427 (Develop Your Skills #2)
1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries.	7–8, 12, 18, 55–56, 60, 68–69, 73, 98–105, 119–121, 122 (Develop Your Skills #2), 147–148, 153–155, 178–182, 184 (Develop Your Skills #3), 245–246, 252–254, 319–324, 333–344, 348–357, 373–376
1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	7–8, 55–57, 59, 63–65, 68–69, 98–99, 116–118, 182–183, 213–218, 231–235, 244–245, 324–328, 362–369
1.8.5 Analyze connections between health literacy and health outcomes.	17, 27–30, 245, 322
1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact personal health and well-being.	11–19, 108–109, 122 (Develop Your Skills #1), 140, 147–148, 158–160, 166–167, 175 (Critical Thinking #1), 190–191, 194 (Case Study), 221–222, 239–243, 249–252, 262–267
1.8.7 Explain how health care promotes personal health.	7–9, 10 (Critical Thinking #2), 17, 98–99, 103–105, 116–118, 182–183, 218, 231, 234–235, 244–245, 252, 324–325, 362–369

Standard 2

Students will analyze influences that affect health and well-being of self and others.

Competency	Correlating Pages

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Competency	Correlating Pages
2.8.1 Analyze the interrelationships between various influences on health and well-being.	122 (Develop Your Skills #1), 150 (Case Study), 166, 239–242, 249–251, 256 (Develop Your Skills #3), 262–267, 358 (Develop Your Skills #3)
2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.	150 (Case Study), 166, 180 (Case Study), 190–191, 194 (Case Study), 229 (Develop Your Skills #3), 239–242, 249–251, 256 (Develop Your Skills #3), 262–267, 303–304, 307, 317 (Develop Your Skills #2), 358 (Develop Your Skills #3), 377–378, 386 (Develop Your Skills #3), 403 (Develop Your Skills #3), 405–407, 414 (Develop Your Skills #3), 418 (Case Study), 425–426
2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.	134 (Develop Your Skills #2), 166, 240–241, 249–251, 263–264, 268 (Develop Your Skills #2)
2.8.4 Apply strategies and resources to manage influences that impact health and well-being.	245–246, 254, 256 (Develop Your Skills #3), 322, 377–378

Standard 3

Students will access valid and reliable resources to support health and well-being of self and others.

Competency	Correlating Pages
3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals.	70, 96, 105, 116–118, 182–183, 195, 210–211, 218, 231, 244, 252–253, 323–328, 360–369, 403 (Develop Your Skills #2)
3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.	9, 29–30, 232–233, 322
3.8.3 Access valid and reliable sources of health information, products, services, and other resources.	27–30, 34 (Develop Your Skills #1), 42 (Building Your Skills), 52 (Develop Your Skills #2), 58 (Building Your Skills), 77 (Develop Your Skills #3), 83 (Case Study), 106 (Develop Your Skills #2), 232 (Building Your Skills), 237 (Develop Your Skills #2), 370 (Develop Your Skills #2), 376 (Case Study), 403 (Develop Your Skills #2)
3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.	27–30, 83 (Case Study), 106 (Develop Your Skills #2), 93, 196 (Develop Your Skills #1), 305 (Develop Your Skills #2)
3.8.5 Use strategies to manage misinformation and disinformation.	58 (Building Your Skills), 233

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Standard 4

Students will use interpersonal communication skills to support health and well-being of self and others.

Competency	Correlating Pages
4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.	20 (Develop Your Skills #2), 25, 34 (Develop Your Skills #3), 106 (Develop Your Skills #3), 154 (Case Study), 184 (Develop Your Skills #2), 202–203, 207 (Develop Your Skills #1), 226 (Case Study), 256 (Develop Your Skills #1), 305 (Develop Your Skills #1), 321–322, 330 (Develop Your Skills #1), 392–402, 403 (Develop Your Skills #1), 408 (Case Study), 410–412, 420–421, 427 (Develop Your Skills #1)
4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts.	205–206, 397–398
4.8.3 Use various communication strategies to seek and offer support and assistance.	56 (Case Study), 77 (Develop Your Skills #1), 169 (Building Your Skills), 232 (Building Your Skills), 154 (Case Study), 184 (Develop Your Skills #2), 202 (Case Study), 212 (Case Study), 226 (Case Study), 235–236, 241 (Case Study), 254–255, 294 (Develop Your Skills #3), 309 (Case Study), 362
4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations.	361, 391
4.8.5 Use refusal skills and strategies in a variety of situations.	25, 34 (Develop Your Skills #3), 276, 291 (Building Your Skills), 297, 309, 321–322, 330 (Develop Your Skills #1), 426
4.8.6 Use skills and strategies to prevent, manage, or resolve conflict.	26, 91 (Develop Your Skills #3), 254, 399–402, 408 (Case Study), 409–411, 414 (Develop Your Skills #2)
4.8.7 Use collaboration skills in a variety of situations.	31–33, 149, 171, 195, 207 (Develop Your Skills #2), 232 (Building Your Skills), 233–236, 237 (Develop Your Skills #2 and 3), 253–255, 319–320, 330 (Develop Your Skills #3), 392–398, 402, 425
4.8.8 Use negotiation skills in a variety of situations.	26, 400–402, 411–412
4.8.9 Demonstrate strategies to communicate with others with different perspectives and values.	14 (Case Study), 26, 91 (Develop Your Skills #3), 204, 397, 401–402, 410, 417, 421
4.8.10 Demonstrate ways to communicate empathy and compassion.	56 (Case Study), 204–206, 226 (Case Study), 241 (Case Study), 256 (Develop Your Skills #1), 330 (Develop Your Skills #2)

Standard 5

Students will use a decision-making process to support health and well-being of self and others.

Competency	Correlating Pages
5.8.1 Explain how the use of a	151 (Develop Your Skills #3), 263 (Case Study), 294 (Critical Thinking

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Competency	Correlating Pages
decision-making process affects health and well-being.	#1), 383, 414 (Develop Your Skills #2)
5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.	23, 151 (Develop Your Skills #3), 267 (Building Your Skills), 301 (Case Study), 309 (Case Study)
5.8.3 Use an individual, supported, or collaborative decision making process to maintain or improve health and well-being.	22, 267 (Building Your Skills), 317 (Develop Your Skills #3), 420 (Building Your Skills)
5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.	23, 77 (Develop Your Skills #2), 151 (Develop Your Skills #3), 184 (Develop Your Skills #1), 247 (Develop Your Skills #2), 267 (Building Your Skills), 301 (Case Study), 358 (Develop Your Skills #1)
5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.	17 (Building Your Skills), 25, 66 (Develop Your Skills #3), 175 (Critical Thinking #1), 180 (Case Study), 192, 196 (Critical Thinking #1), 256 (Critical Thinking #2), 263 (Case Study), 270 (Case Study), 280 (Building Your Skills), 300, 307, 317 (Develop Your Skills #2), 320 (Building Your Skills), 330 (Critical Thinking #2), 358 (Develop Your Skills #3)
5.8.6 Evaluate the results of a health-related decision on self and others.	23, 184 (Develop Your Skills #1), 247 (Develop Your Skills #2), 270 (Case Study), 294 (Critical Thinking #1), 309 (Case Study), 350 (Case Study), 358 (Develop Your Skills #1), 383

Standard 6

Students will use a goal-setting process to support health and well-being of self and others.

Competency	Correlating Pages
6.8.1 Assess personal health and well-being to identify focus areas for goal-setting.	10 (Develop Your Skills #1), 72 (Building Your Skills), 86 (Building Your Skills), 122 (Develop Your Skills #3), 151 (Develop Your Skills #1), 161 (Building Your Skills), 370 (Develop Your Skills #3)
6.8.2 Analyze when individual, supported, or collaborative goal-setting is appropriate.	86 (Building Your Skills), 237 (Develop Your Skills #3)
6.8.3 Develop a goal and explain how it supports health and well-being.	23, 52 (Develop Your Skills #3), 86 (Building Your Skills), 149, 151 (Develop Your Skills #1), 161 (Building Your Skills), 169 (Building Your Skills), 229 (Develop Your Skills #2), 237 (Develop Your Skills), 330 (Develop Your Skills #3), 370 (Develop Your Skills #3)
6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal.	23, 34 (Develop Your Skills #2), 168, 169 (Building Your Skills), 171, 414 (Develop Your Skills #1)
6.8.5 Monitor progress to determine	23–24, 34 (Develop Your Skills #2), 72 (Building Your Skills), 122

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Competency	Correlating Pages
whether a health-related goal or plan should be maintained or adjusted.	(Develop Your Skills #3), 144 (Building Your Skills), 171, 386 (Develop Your Skills #2)
6.8.6 Examine the goal-setting process and outcomes on health and well-being.	24, 72 (Building Your Skills), 386 (Develop Your Skills #2)

Standard 7

Students will demonstrate practices and behaviors to support health and well-being of self and others.

Competency	Correlating Pages
7.8.1 Examine supports and barriers to health-related practices and behaviors.	24, 66 (Develop Your Skills #3), 72 (Building Your Skills), 122 (Develop Your Skills #3), 232–233, 358 (Develop Your Skills #3)
7.8.2 Analyze practices and behaviors that support personal and community health and well-being.	20 (Develop Your Skills #1), 55–56, 61–65, 66 (Develop Your Skills #1), 68–69, 73–75, 91 (Develop Your Skills #1), 99–105, 119–121, 122 (Develop Your Skills #3), 143–150, 161 (Building Your Skills), 163 (Develop Your Skills #1), 172–174, 178–179, 182–183, 199–206, 213–218, 232 (Building Your Skills), 245–246, 252–254, 268 (Develop Your Skills #1), 274–275, 281 (Develop Your Skills #1), 319–324, 333–344, 345 (Develop Your Skills #2), 348–357, 362–369, 382–385, 397–399, 419–421, 425–426
7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.	20 (Develop Your Skills #1), 106 (Develop Your Skills #1), 121 (Building Your Skills), 122 (Develop Your Skills #3), 161 (Building Your Skills), 163 (Develop Your Skills #1), 175 (Develop Your Skills #3), 184 (Develop Your Skills #3), 191 (Building Your Skills), 196 (Develop Your Skills #2), 219 (Develop Your Skills #1 and 2), 229 (Develop Your Skills #1), 291 (Building Your Skills), 345 (Develop Your Skills #1), 370 (Develop Your Skills #1), 427 (Develop Your Skills #2)

Standard 8

Students will advocate to promote health and well-being of self and others.

Competency	Correlating Pages
8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.	17 (Building Your Skills), 31–33, 207 (Develop Your Skills #3), 231, 252–254, 345 (Develop Your Skills #3), 358 (Develop Your Skills #2), 381 (Building Your Skills), 383–385, 386 (Develop Your Skills #1)
8.8.2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being.	32, 149, 235–236, 241 (Case Study), 252, 328–329
8.8.3 Adapt advocacy skills and strategies for a variety of audiences	91 (Develop Your Skills #2), 175 (Develop Your Skills #2), 281 (Develop Your Skills #3), 294 (Develop Your Skills #1), 320 (Building

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Competency	Correlating Pages
and contexts.	Your Skills), 330 (Develop Your Skills #2), 358 (Develop Your Skills #2), 381 (Building Your Skills)
8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.	10 (Develop Your Skills #2), 17 (Building Your Skills), 31–33, 42 (Building Your Skills), 66 (Develop Your Skills #2), 91 (Develop Your Skills #2), 106 (Develop Your Skills #3), 163 (Develop Your Skills #2), 235–236, 237 (Develop Your Skills #1), 252–254, 280 (Building Your Skills), 281 (Develop Your Skills #3), 320 (Building Your Skills), 328–329, 345 (Develop Your Skills #3), 381 (Building Your Skills), 383–385
8.8.5 Evaluate the effectiveness of advocacy efforts for promoting health and well-being.	17 (Building Your Skills), 381 (Building Your Skills)

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