

<b>Goodheart-Willcox Publisher</b> <b>Correlation of <i>Essential Health Skills for Middle School</i> ©2019</b> <b>to the Idaho Health Education Content Standards</b> <b>Middle School (Grades Six through Eight)</b>		
<b>Objective</b>		<b>CORRELATING PAGES</b>
<b>Standard 1: Comprehend Core Concepts</b>		
<b>Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco, and Other Drugs; Nutrition and Physical Activity, Injury Prevention, and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.</b>		
6-8.H.1.1.1	Analyze the relationship between behaviors, body systems, and wellness.	Instruction: 20-21 Assessment: 21 (Hands-On)
6-8.H.1.1.2	Describe the interrelationships of mental, emotional, physical, and social health in adolescence.	Instruction: 7-8, 10 (Figure 1.2) Assessment: 13 (Hands-On)
6-8.H.1.1.3	Analyze how the environment, environmental exposure (e.g., second hand smoke/vapors), and personal health are related.	Instruction: 18, 248-249 Assessment: 21 (#2), 249 (#5)
6-8.H.1.1.4	Describe how family history can affect personal health.	Instruction: 16, 137, 379 (Building Your Skills) Assessment: 35 (#22)
6-8.H.1.1.5	Describe ways to reduce or prevent injuries and adolescent health problems.	Instruction: 387-396, 403-406 Assessment: 396 (#1-5), 406 (#3-5)
6-8.H.1.1.6	Explain how appropriate health care can promote wellness.	Instruction: 10-13 Assessment: 13 (#3-4)
6-8.H.1.1.7	Describe the benefits of and barriers to practicing healthy behaviors.	Instruction: 210-212, 259 (Figure 8.16), 143-144 Assessment: 237 (#19), 269 (#20), 145 (#4)
6-8.H.1.1.8	Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors.	Instruction: 276-279, 316 Assessment: 269 (#17), 283 (#4), 317 (Hands-On)
<b>Standard 2: Analyzing Influences</b>		
<b>Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.</b>		
6-8.H.2.1.1	Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms).	Instruction: 181, 197-198, 252-253, 285-288, 314 Assessment: 35 (#21), 205 (#15), 269 (#19), 295 (#16)
6-8.H.2.1.2	Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety)	Instruction: 19 (Building Your Skills), 42 (Building Your Skills), 197-198, 253, 288

	and responsibility).	Assessment: 35 (#21), 155 (#20), 202 (#5), 269 (#19)
6-8.H.2.1.3	Explain the influence of personal values and beliefs on individual health practices and behaviors.	Instruction: 20, 23-24, 100 Assessment: 292 (#1)
6-8.H.2.1.4	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).	Instruction: 277-279 Assessment: 283 (#4)
6-8.H.2.1.5	Explain how school and public health policies can influence health promotion and disease prevention.	Instruction: 31-32, 281, 290, 319-320 Assessment: 294 (#15)
<b>Standard 3: Accessing Information</b>		
<b>Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>		
6-8.H.3.1.1	Analyze the validity of healthy information, products, and services.	Instruction: 26-29, 42 (Building Your Skills) Assessment: 63 (#22)
6-8.H.3.1.2	Access valid health information from home, school, and community.	Instruction: 26-29 Assessment: 93 (#18)
6-8.H.3.1.3	Locate reliable and valid health products and services and determine accessibility.	Instruction: 42 (Building Your Skills) Assessment: 63 (#22)
6-8.H.3.1.4	Describe situations that may require professional health services.	Instruction: 32, 124, 192 Assessment: 155 (#18)
<b>Standard 4: Interpersonal Communication</b>		
<b>Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>		
6-8.H.4.1.1	Apply effective verbal and nonverbal communication skills to enhance health.	Instruction: 458-459 Assessment: 467 (Hands-On)
6-8.H.4.1.2	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	Instruction: 24-25, 265-266, 289, 322-323 Assessment: 32 (Hands-On), 266 (Hands-On), 295 (#21), 326 (Hands-On)
6-8.H.4.1.3	Demonstrate effective conflict management or resolution strategies.	Instruction: 25-26 Assessment: 32 (Hands-On), 93 (#23)
6-8.H.4.1.4	Demonstrate how to request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).	Instruction: 149-152, 501, 504 Assessment: 152 (#5), 506
<b>Standard 5: Decision Making</b>		
<b>Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.</b>		
6-8.H.5.1.1	Identify circumstances that can help or hinder healthy decision-making.	Instruction: 23-24 Assessment: 32 (#1), 63 (#24), 127 (#16)

6-8.H.5.1.2	Determine when health-related situations require the application of a thoughtful decision-making process (e.g., alcohol, tobacco, and other drug use and consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, and nutritional choices).	Instruction: 23-24, 288 (Building Your Skills) Assessment: 127 (#16), 295 (#16), 329 (#19)
6-8.H.5.1.3	Distinguish when individual or collaborative decision-making is appropriate.	Instruction: 23-24 Assessment: 32 (#1)
6-8.H.5.1.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	Instruction: 23-24 Assessment: 295 (#20)
6-8.H.5.1.5	Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.	Instruction: 23-24 Assessment: 295 (#20)
6-8.H.5.1.6	Choose healthy alternatives over unhealthy alternatives when making a decision.	Instruction: 23-24 Assessment: 295 (#20)
6-8.H.5.1.7	Analyze the outcomes of a health-related decision.	Instruction: 23-24 Assessment: 127 (#16), 295 (#16), 329 (#19)
<b>Standard 6: Goal Setting</b>		
<b>Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>		
6-8.H.6.1.1	Assess personal health practices.	Instruction: 30-31 Assessment: 21 (Hands-On)
6-8.H.6.1.2	Develop a goal to adopt, maintain, or improve a personal health practice.	Instruction: 24 Assessment: 32 (#2, 5)
6-8.H.6.1.3	Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy).	Instruction: 24, 25 (Figure 1.11) Assessment: 32 (#2, 5)
<b>Standard 7: Practice Healthy Behavior</b>		
<b>Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>		
6-8.H.7.1.1	Explain the importance of assuming responsibility for personal health behaviors.	Instruction: 25, 104 Assessment: 563 (#18)
6-8.H.7.1.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	Instruction: 30-31, 322 (Building Your Skills) Assessment: 237 (#19)
6-8.H.7.1.3	Demonstrate behaviors that avoid or reduce health risks to self and others.	Instruction: 261 (Building Your Skills) Assessment: 21 (Hands-On), 383 (#19)
6-8.H.7.1.4	Explain the importance of personal hygiene, self-care, food behavior, and physical activity.	Instruction: 39-49, 51-60, 209-213, 374-375, Assessment: 49 (#1-5), 60 (#1-4), 213 (#1-4)



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Standard 8: Advocacy		
Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.		
6-8.H.8.1.1	State a health-enhancing position on a topic and support it with accurate information.	Instruction: 28-29 Assessment: 74 (Hands-On), 317 (Hands-On)
6-8.H.8.1.2	Demonstrate how to influence and support others to make positive health choices.	Instruction: 30-31 Assessment: 237 (#19)
6-8.H.8.1.3	Work cooperatively to advocate for the health of individuals, families, schools, and the community.	Instruction: 30-31 Assessment: 237 (#19)
6-8.H.8.1.4	Identify ways in which health messages and communication techniques can be altered for different audiences.	Instruction: 19 (Building Your Skills) Assessment: 257 (Hands-On)