

Goodheart-Willcox Publisher		
Correlation of <i>Essential Health Skills for Middle School</i> ©2019		
to the National Health Education Standards (Grades 6–8)		
COMPETENCY		CORRELATING 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.	8, 21, 24, 34, 104, 210–212, 252–255, 265, 269, 277, 285, 305, 308, 315, 360, 362, 383, 456–458, 560, 601
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	6, 7, 10, 13, 34–35
1.8.3	Analyze how the environment affects personal health.	18–21, 30, 34, 88–90, 138, 147–148, 248–252, 314, 358–360, 421, 425–434, 538–539
1.8.4	Describe how family history can impact personal health.	16, 21, 137–138, 273, 359, 368–369, 371, 379
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.	11, 17, 40–45, 146–152, 200–202, 222–226, 261, 289, 319–323, 346–348, 355–356, 371–380, 387–406, 505–506, 514–515, 525
1.8.6	Explain how appropriate health care can promote personal health.	10–13, 34
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.	23–25, 64, 67, 124, 143–145, 197–198, 210–213, 237, 259, 266, 269, 304–305, 322, 347, 456, 483–484, 551
1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	11, 13, 18–21, 44, 67–68, 72–74, 135, 147, 152, 164, 171, 181, 187–188, 190, 245–249, 254–255, 274–281, 308–313, 352, 456, 511, 519
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	43–44, 53, 60, 72–74, 176–177, 187–188, 198–200, 245–249, 275–281, 301–303, 308–313, 315–317, 342–346, 352–353, 400, 551–552

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, 19–21, 102, 137–138, 148, 181, 191, 197, 252, 286–287, 314, 538–539
2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.	20–21, 63, 102, 149, 197, 314, 539
2.8.3	Describe how peers influence healthy and unhealthy behaviors.	19–20, 102, 181, 191, 197, 252–254, 287, 314, 322, 483–484, 502–504, 539, 550
2.8.4	Analyze how the school and community can affect personal health practice and behaviors.	18–19, 102–103, 127, 149, 155, 213, 254, 262–264, 280–281, 291, 295, 314, 320, 322, 329, 383, 398–399, 441, 471, 493, 517–518, 525
2.8.5	Analyze how messages from media influence health behaviors.	19–20, 35, 42, 102, 155, 181, 197, 205, 253–254, 264–265, 269, 288, 320, 322, 472, 502–504
2.8.6	Analyze the influence of technology on personal and family health.	27, 31, 212, 237, 329, 449, 502–506
2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.	195–198, 200, 202, 252, 285
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.	23–24, 100–101, 104, 200, 285, 323, 478–479, 484, 486–488, 492, 522, 550–552, 563
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	19, 254, 277, 308, 315
2.8.10	Explain how public health policies can influence health promotion and disease prevention.	13, 31, 166, 171–172, 248, 262–265, 281, 290, 295, 309, 319–320, 354–356, 395, 436–437, 471, 504, 512, 518, 520, 525
Standard 3—Students will demonstrate the ability to access valid information, products, and services to enhance health.		
3.8.1	Analyze the validity of health information, products, and services.	26–29, 34, 42, 63, 179, 192, 196–197, 349, 401, 443, 446
3.8.2	Access valid health information from home, school, and community.	26–29, 34, 63, 65, 93, 127, 155, 177, 179, 295, 383, 401, 493, 563, 601

3.8.3	Determine the accessibility of products that enhance health.	13, 20, 26, 63, 82, 187, 383
3.8.4	Describe situations that may require professional health services.	32, 53–54, 124, 140–142, 149–151, 187, 192, 202, 304, 317, 324, 412, 432, 514, 521
3.8.5	Locate valid and reliable health products and services.	26–29, 34, 42, 63, 65, 93, 127, 155, 237, 349, 383, 443, 493, 522, 525, 563, 601
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 nonverbal communication skills to enhance health.	35, 127, 155, 205, 295, 329, 383, 421, 449, 458–463, 467, 479, 484, 493, 525, 563, 601
4.8.2	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	24–25, 32, 93, 265–266, 289, 295, 322, 326, 347, 383, 421, 465–466, 522
4.8.3	Demonstrate effective conflict management or resolution strategies.	25–26, 32, 93, 205, 269, 295, 464–467, 472–475, 522, 525
4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.	35, 143, 149, 155, 192, 325, 388–389, 395, 414, 466, 474, 493, 501, 504, 513–514, 521
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.	19–21, 155, 181, 197, 205, 251–254, 269, 285–288, 295, 314, 322, 483–484, 487, 550
5.8.2	Determine when health-related situations require the application of a thoughtful decision-making process.	23–24, 63, 93, 155, 237, 295, 329, 421, 551
5.8.3	Distinguish when individual or collaborative decision making is appropriate.	24–25, 31, 143, 181, 252–253, 260–261, 265, 322, 465–466, 483–484, 487–488, 550
5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	19, 21, 23, 69, 84–90, 93, 140–144, 208, 210–212, 237, 245–248, 254, 259, 295, 298, 305, 308–313, 401, 421, 483, 487, 555
5.8.5	Predict the potential short-term impact of each alternative on self and others.	21, 60, 67, 72–74, 93, 122, 208, 210–212, 245–248, 259, 269, 275, 301–303, 308–313, 400–401, 406, 421, 500, 502–504, 510–511, 515, 525
5.8.6	Choose healthy alternatives over unhealthy	24, 93, 212–213, 237, 254, 259–260, 269, 295,

	alternatives when making a decision.	308, 322, 329, 347, 401, 406, 421, 487, 551
5.8.7	Analyze the outcomes of a health-related decision.	24, 67, 72, 74, 93, 208, 213, 237, 266, 269, 305, 308, 322, 329, 401, 421, 449, 487, 515, 525
Standard 6—Students will demonstrate the ability to use goal-setting skills to enhance health.		
6.8.1	Assess personal health practices.	5, 37, 65, 97, 129, 159, 193–194, 200, 205, 207, 228, 231, 241, 271, 297, 333, 385, 423, 453, 493
6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.	24–25, 32, 35, 55, 85, 205, 228–230, 237, 383, 449, 493, 525, 563
6.8.3	Apply strategies and skills needed to attain a personal health goal.	24, 35, 55, 85, 188–192, 205, 228–231, 237, 383, 493
6.8.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	24, 35, 55, 85, 205, 228, 449, 493
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.	21, 25, 30, 41, 55, 102, 104, 172, 175, 292, 399, 404, 449, 522
7.8.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	13, 19, 21, 35, 42, 49, 55, 60, 85, 102, 127, 177, 182, 193, 213, 234, 383, 406, 421, 441, 449, 461, 467, 475, 484, 493, 499, 543, 560, 573, 588
7.8.3	Demonstrate behaviors to avoid or reduce health risks to self and others.	19, 30, 85, 127, 143, 152, 155, 177, 182, 205, 261, 269, 295, 317, 322, 326, 329, 379–380, 383, 395–396, 421, 446, 525, 550, 580, 598, 601
Standard 8—Students will demonstrate the ability to advocate for personal, family, and community health.		
8.8.1	State a health-enhancing message on a topic and support it with accurate information.	35, 63, 93, 127, 155, 205, 237, 261, 269, 295, 322, 329, 383, 421, 441, 449, 493, 525
8.8.2	Demonstrate how to influence and support others to make positive health choices.	30, 31, 35, 63, 93, 119, 237, 261, 269, 295, 322, 329, 383, 421, 441, 525
8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.	30, 35, 63, 93, 127, 155, 205, 261, 269, 322, 329, 383, 441, 449, 493, 525
8.8.4	Identify ways in which health messages and	31, 35, 63, 93, 155, 205, 295, 322, 329, 441



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	communication techniques can be altered for different audiences.	
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