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Correlation of *Essential Health Skills for Middle School* ©2019
to Health Education Standards of Learning for Virginia Public Schools
Grades 6, 7, 8

GRADE SIX

Essential Health Concepts

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness.

COMPETENCY		CORRELATING PAGES
6.1.a	Identify and describe the major structures and functions of the urinary system (kidneys, ureters, bladder, and urethra) and strategies to promote renal health.	585-586, 588 (#3, 5, Hands-On), 601 (#16)
6.1.b	Analyze the recommended daily intake of macronutrients (carbohydrates, fat, and protein) for adolescent males and females.	162-168, 169 (#1, 2, 3, Hands-On), 171-175, 178, 182 (#1, 3, Hands-On)
6.1.c	Compare the intake of nutrients and metabolism.	167 (Figure 6.8), 168 (Figure 6.9), 193
6.1.d	Assess the effects of communicable and non-communicable diseases on the functions of the body.	337-339, 340 (#4), 360-369, 369 (#4, Hands-On)
6.1.e	Differentiate between proper use and misuse of prescription and nonprescription medications.	303-305, 305 (#4, Hands-On)
6.1.f	Evaluate refusal strategies related to alcohol, tobacco, and other drug use.	265-266, 266 (Hands-On), 289, 295 (#21, 22), 322-323, 326 (Hands-On)
6.1.g	Determine the effects of environmental influences on personal health.	18-20, 21 (#2), 30 (Building Your Skills), 252, 285, 314, 421 (#17), 425-434, 434 (#1-5)
6.1.h	Create strategies to prevent injuries, to include safety habits in vehicles, on the Internet, and in public areas, and using protective gear.	222-226, 226 (#1-5), 387-396, 396 (#1-5), 398-406, 406 (#1-5)
6.1.i	Describe basic first aid and emergency procedures for treatment of sunburn and injuries to the head, teeth, and eyes.	408-418, 418 (#1-5), 421 (#18, 19-23)



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6.1.j	Identify and interpret nonverbal cues.	459, 525 (#22)
6.1.k	Describe the possible effects of bullying, to include the increased risk for harm and violence when bullying aggression persists.	35 (#15), 498-506, 506 (#3, 5)
6.1.l	Explain methods to reduce conflict, harassment, and violence.	25-26, 501, 504, 522
6.1.m	Explain the myths and facts about gangs and gang-related behaviors.	518-519, 522 (#5),
6.1.n	Analyze the relationship between self-image and gang-related behaviors.	518-519, 522 (#5)
6.1.o	Recognize the importance of significant friends or adult mentors.	63 (#23), 143 (Building Your Skills), 349 (Hands-On), 493 (#19), 543 (Hands-On)
6.1.p	Identify personal characteristics that can contribute to happiness for self and others (e.g., self-discipline, positive self-image, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harming behaviors).	23-24, 99 (Figure 4.1), 100-104, 104 (#4), 113 (Building Your Skills), 120, 155 (#20)
6.1.q	Analyze the factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).	458-463, 474, 478
6.1.r	Research the impact of air quality on body function during moderate and vigorous physical activity.	18, 426-428, 434 (Hands-On)



Healthy Decisions

6.2 The student will describe the influence of family, peers, and media on personal health decisions.

COMPETENCY		CORRELATING PAGES
6.2.a	Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks.	172-174
6.2.b	Recognize how family, peers, and culture affect food and physical activity choices, as well as choices about bedtime and how long to sleep.	73, 84-90, 181, 212-213, 213 (#3)
6.2.c	Evaluate the influence of the media and marketing techniques on prescription and non-prescription medication choices.	304-305
6.2.d	Identify the benefits of a tobacco-free environment.	245-249, 249 (#5)
6.2.e	Describe how screen time affects physical and social health.	90, 93 (#17), 190, 479
6.2.f	Analyze the role of self and others in avoiding risk-taking behaviors.	308 (Case Study), 551
6.2.g	Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.	308 (Case Study), 551
6.2.h	Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants, and other drugs.	252-253, 285-288, 292 (#1), 314
6.2.i	Use a decision-making process to determine when medical assistance is needed.	32, 124, 155 (#18), 192, 202
6.2.j	Explain the importance of friends or adult mentors in avoiding gang involvement.	519, 522 (#5)
6.2.k	Identify external influences that affect personal health choices.	16-21, 21 (#1-5), 30 (Building Your Skills), 181, 197-198, 205 (#15), 252-253, 269 (#19), 285-288, 295 (#16), 314, 538-539
6.2.l	Recognize the importance of family, peers, and the media in preventing bullying.	501, 505-506



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6.2.m	Analyze the role of emotions in safe behaviors and violent behaviors, and the importance of effective conflict resolution skills.	25-26, 93 (#23), 464-467, 467 (Hands-On)
6.2.n	Describe how culture, media, and other external factors influence perceptions about body image and gender roles.	197-198, 202 (#5)
6.2.o	Explain the importance of understanding the feelings and perspectives of others.	110-113, 114 (Hands-On)
6.2.p	Identify internal factors, such as criticism or stress, which influence emotional and social health.	102, 104 (#4), 114, 114 (Hands-On)
Advocacy and Health Promotion		
6.3 The student will develop personal strategies and skills for personal, social, and community health.		
COMPETENCY		CORRELATING PAGES
6.3.a	Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients.	171-174, 177 (Building Your Skills), 180 (Figure 6.20), 182 (Hands-On)
6.3.b	Assess personal and family wellness related to nutrition, physical activity, and sleep choices.	68-69, 93 (#21), 170 (Graphic Organizer), 171-172, 208 (Graphic Organizer), 211
6.3.c	Monitor personal progress toward a physical activity, nutrition, and sleep goal.	32 (#5), 35 (#20), 55 (Building Your Skills), 229 (Building Your Skills)
6.3.d	Analyze the influence of media on issues related to body image and weight management.	197-198, 202 (#5), 205 (#17)
6.3.e	Develop strategies to prevent chronic disease.	376-380, 380 (#5)
6.3.f	Identify strategies to reduce illness and injury at home and at school.	387-396, 398-399, 421 (#17)
6.3.g	Develop a plan to remain injury free that includes avoiding risk-taking behaviors and using protective gear.	387-396, 398-406



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6.3.h	Determine strategies to protect against the harmful effects of the sun.	21, 40, 43-45
6.3.i	Recognize the effects of peer pressure.	252-253, 287, 483-484, 493 (#17)
6.3.j	Analyze the reliability of health information.	26-29
6.3.k	Recognize the persuasive tactics used by various types of media.	42 (Building Your Skills), 181, 197-198, 253, 288
6.3.l	Create a plan to prevent and manage stress.	118-124, 124 (#5)
6.3.m	Demonstrate ways to show respect for individual differences, opinions, and beliefs.	477-478
6.3.n	Set personal boundaries for privacy, safety, and expression of emotions and opinions.	400-401, 487-488
6.3.o	Assess positive and negative responses to criticism.	101
6.3.p	Evaluate a plan to prevent or manage the effects of bullying.	501, 505-506, 506 (#5)
6.3.q	Practice ways to resolve conflict nonviolently.	25-26, 93 (#23), 464-467
6.3.r	Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.	24-25, 32 (Hands-On), 265-266, 266 (Hands-On), 289, 295 (#21, 22), 322-323, 326 (Hands-On)
6.3.s	Identify the relationships among personal actions, self-image, and personal success.	101-102, 127 (#16)
6.3.t	Encourage others to minimize pollution in the environment.	436-440, 441 (Building Your Skills), 446 (Hands-On)
6.3.u	Create and monitor progress toward a goal to protect the environment.	449 (#23)



GRADE SEVEN

Essential Health Concepts

7.1 The student will identify and explain essential health concepts to understand personal health.

COMPETENCY		CORRELATING PAGES
7.1.a	Identify and describe the major structures and functions of the circulatory system.	575-578, 580 (#1-3)
7.1.b	Identify ways to increase daily physical activity.	212-213, 213 (Hands-On)
7.1.c	Explain the concept of active transportation (walking and biking).	190-191
7.1.d	Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.	67-68, 72-74, 74 (#5)
7.1.e	Analyze the caloric and nutritional value of foods and beverages.	177 (Building Your Skills), 178-180
7.1.f	Describe ways to prevent weather- or climate-related physical conditions such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.	224-225
7.1.g	Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber.	163, 168 (Figure 6.9), 173
7.1.h	Describe how heredity influences growth and development.	359-360, 379 (Building Your Skills)
7.1.i	Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors.	256, 282, 315-317
7.1.j	Identify consumer protections for health products and services.	42 (Building Your Skills), 193, 262
7.1.k	Analyze how the school and community can affect personal health practices and behaviors, to include access to and availability of physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities.	30 (Building Your Skills), 93 (#24), 155 (#21), 291, 295 (#18), 383 (#16), 471, 522, 525 (#23)



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7.1.l	Analyze the benefits of stress management and stress-reduction techniques.	118-124, 124 (#5)
7.1.m	Recognize harmful and risky behaviors.	21, 305 (Hands-On), 308 (Case Study)
7.1.n	Identify potential personal safety issues related to being home alone, caring for others, being in the neighborhood and community, and being online.	387-396, 398-406
7.1.o	Identify alternatives to gang-related behaviors and acts of violence.	519, 522, 522 (#5)
7.1.p	Develop strategies for coping with disappointment.	104, 120
7.1.q	Identify physical, social, and emotional factors that affect school success.	74, 278
7.1.r	Identify the benefits of healthy interpersonal relationships.	455-456, 467 (#1)
7.1.s	Recognize the impact of difficult family situations on physical, social, and emotional health.	117, 475
7.1.t	Differentiate between passive, aggressive, and assertive communication.	460-461, 467 (#5)
7.1.u	Explain how violence, bullying, and harassment affect health and safety.	500, 502, 506 (#5)
7.1.v	Describe the role of empathy in preventing bullying (in school and online).	505-506
7.1.w	Describe human activities that contribute to air, water, soil, and noise pollution.	426-430, 434
Healthy Decisions		
7.2 The student will use decision-making skills to promote health and personal wellness.		
COMPETENCY		CORRELATING PAGES
7.2.a	Determine the health benefits of regular physical activity and fitness.	210-212



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7.2.b	Examine the importance of participating in recreational and leisure activities.	212-213
7.2.c	Calculate the health benefits of active transportation.	190-191
7.2.d	Describe how healthy food choices and physical activity keep the circulatory system healthy.	377-378, 380 (#5)
7.2.e	Analyze the effects of nutrition on daily performance.	164-165, 166-169, 169 (Hands-On)
7.2.f	Determine the cognitive and physical benefits of eating a healthy breakfast.	156 (Warm-Up Activity), 177, 178
7.2.g	Evaluate the accuracy of claims about dietary supplements and popular diets.	192-193, 193 (#5)
7.2.h	Use a decision-making process to evaluate daily food intake and nutritional requirements.	177-180, 182 (#5)
7.2.i	Compare current personal sleep and rest habits with recommended guidelines for teenagers.	67-68, 74 (#1, Hands-On), 93 (#15)
7.2.j	Evaluate the impact of sleep and rest on physical and mental performance.	75, 75 (Hands-On), 93 (#15, 20)
7.2.k	Describe types of advertising techniques used in a variety of media, to include social media, that may influence adolescents' decisions concerning alcohol, tobacco, and drug use, and gang involvement.	26-27, 42 (Building Your Skills), 262-263, 288
7.2.l	Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.	257 (Hands-On), 269 (#17), 278-279, 316, 317 (Hands-On)
7.2.m	Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances.	265-266, 289, 295 (#21), 322-323, 326 (Hands-On)



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7.2.n	Explain the influence of personal and family values and beliefs on individual health practices and behaviors.	20, 23-24, 100
7.2.o	Describe how peers influence healthy and unhealthy behaviors.	252-253, 287, 483-484, 493 (#17)
7.2.p	Explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for emotional health.	114, 118-124, 124 (#5)
7.2.q	Develop achievable goals for handling stressors in healthy ways.	118-124, 124 (#5)
7.2.r	Explain the importance of a positive (emotionally safe) school climate for school success.	30 (Building Your Skills), 420 (#17)
7.2.s	Explain why it is important to prevent bullying at school and online.	505-506
7.2.t	Describe how a healthy environment is essential to personal and community health.	30 (Building Your Skills), 31-32
7.2.u	Evaluate the relationship of social and environmental factors to individual and community health.	19-20, 31-32
7.2.v	Identify the community's financial resources dedicated to promoting health.	295 (#20), 441 (Building Your Skills), 446 (Hands-On), 449 (#21)
Advocacy and Health Promotion		
7.3 The student will promote healthy schools, families, and communities.		
COMPETENCY		CORRELATING PAGES
7.3.a	Create a campaign to promote cardiovascular health.	35 (#22)
7.3.b	Formulate a plan to increase opportunities for physical activity at home, at school, and in the community.	228-234
7.3.c	Design and promote safe walking and bike routes to and from school or another location in the community.	403-405, 406 (#3, Hands-On)



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7.3.d	Encourage nutrient-dense food choices at home and at school.	178, 182 (Hands-On)
7.3.e	Encourage peers and family members to eat healthy foods and to be physically active.	205 (#19-22)
7.3.f	Create a personal and family plan to meet guidelines for sleep and rest.	84-90
7.3.g	Promote the importance of regular health and medical screenings and medical examinations.	10, 378 (Figure 11.43)
7.3.h	Identify ways to participate in school and community efforts to promote a drug-free lifestyle.	261 (Building Your Skills), 322 (Building Your Skills)
7.3.i	Describe how family practices and customs promote positive health choices.	20, 21 (#5), 470
7.3.j	Analyze the types of advertising techniques used to influence adolescent and family health practices and decisions.	26-27, 42 (Building Your Skills), 262-263, 288
7.3.k	Evaluate the validity of information from different resources, and share findings with others.	26-29
7.3.l	Identify a health care product or service for students, families, schools, or communities.	42 (Building Your Skills), 49 (Hands-On), 60 (Hands-On), 63 (#22)
7.3.m	Demonstrate how to influence others to make positive health choices.	30-31, 237 (#19)
7.3.n	Create strategies to address differences between family values and beliefs and those of friends.	26
7.3.o	Create strategies to promote awareness of consequences associated with gang involvement.	518-519, 522 (#5)
7.3.p	Promote strategies for coping with disappointment and adversity.	104, 120
7.3.q	Promote help-seeking for mental health concerns.	141-142, 143 (Building Your Skills), 145 (#4, 5), 155 (#21, 22)



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7.3.r	Design an evaluation tool that measures the safety and supportiveness of a school climate.	30 (Building Your Skills)
7.3.s	Create a campaign to prevent bullying in school and online.	505-506, 525 (#24)
7.3.t	Identify ways to maintain a safe and healthy environment at school and at home.	387-396, 398-399, 421 (#17)
7.3.u	Demonstrate ways to conserve and promote the conservation of natural resources.	441-446, 446 (Hands-On)

GRADE EIGHT

Essential Health Concepts

8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

COMPETENCY		CORRELATING PAGES
8.1.a	Identify and describe the major structures and functions of the brain and nervous system.	590-593, 598 (#5)
8.1.b	Assess the health risks of a sedentary lifestyle.	210 (Case Study), 212, 237 (#15)
8.1.c	Examine the health risks caused by food contaminants.	182, 374-375
8.1.d	Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.	198-202, 202 (#4)
8.1.e	Assess the health risks of not getting enough sleep.	72-74, 74 (#5)
8.1.f	Explain the roles of preventive health measures, immunization, and treatment in disease prevention.	346-348, 355-356, 375-376, 380 (#4)
8.1.g	Analyze the risk factors associated with communicable and noncommunicable diseases.	337-340, 359-360, 369 (Hands-On)



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8.1.h	Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.	360-361, 366-368, 369 (Hands-On)
8.1.i	Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.	245-249, 249 (#4, 5), 275-277, 307-313, 317 (#5)
8.1.j	Research the signs, symptoms, and causes of addiction.	255-256, 257 (#3), 282-283, 317
8.1.k	Explain how drugs affect the brain.	307-313, 317 (#5)
8.1.l	Describe the relationship between healthy behaviors and cognitive performance.	67-68, 69-70, 163, 178
8.1.m	Identify the benefits and risks of social networking.	19-20, 205 (#17), 401-402, 421 (#18, 20), 502
8.1.n	Assess the health consequences of injuries, and identify leading injury-prevention measures.	222-223, 226 (Hands-On), 387-391
8.1.o	Evaluate the health risks associated with feelings of immortality and invincibility.	549-550
8.1.p	Identify the consequences of involvement in potentially dangerous situations, such as when weapons, physical violence, and gangs are present.	388, 389, 517-521, 522 (Hands-On)
8.1.q	Analyze the role of tolerance and resilience in coping with stress.	113 (Building Your Skills), 114, 127 (#15)
8.1.r	Explain the impact of failing to recognize issues related to emotional and mental health.	131-138, 138 (Hands-On), 141-142, 145 (Hands-On)
8.1.s	Explain why seeking help for mental health issues is important.	143-145, 145 (Hands-On)
8.1.t	Describe the signs and symptoms of and suicide.	147-149, 150, 152 (#5)



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8.1.u	Explain how individual, social, and cultural differences may increase vulnerability to bullying.	499 (Building Your Skills), 506 (#3)
8.1.v	Describe pollutants found in water, soil, and air and their impact on body systems.	426-430, 434 (Hands-On)
Healthy Decisions		
8.2 The student will apply health concepts and skills to the management of personal and family health.		
COMPETENCY		CORRELATING PAGES
8.2.a	Identify brain and nervous system disorders.	590-593
8.2.b	Describe ways to maintain brain and nervous system health.	163, 167
8.2.c	Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.	24, 25 (Figure 1.11), 32 (#2), 35 (#20), 188, 189, 205 (#22), 229-231
8.2.d	Compare healthy and risky approaches to weight management.	188-192, 193 (#5)
8.2.e	Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.	181, 198
8.2.f	Examine the causes and effects of compulsive behaviors, such as eating disorders.	198-202, 202 (#4)
8.2.g	Describe personal and family preventive health measures, including immunizations, nutrition, physical activity, and sleep, in preventing diabetes, heart disease, stroke, and other chronic diseases.	376-380, 380 (Hands-On)
8.2.h	Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.	252-253, 285-288, 292 (#1), 314
8.2.i	Explain why most teenagers do not use alcohol, tobacco, or other drugs.	252, 265, 287, 322 (Building Your Skills)



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8.2.j	Create short- and long-term health and fitness SMART goals that are achievable, purposeful, and that support cognitive performance and academic success.	229-231, 234 (#5)
8.2.k	Describe effective coping mechanisms for managing personal and family stress.	118-124, 124 (#5)
8.2.l	Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.	23-24, 32 (#1)
8.2.m	Develop goals to analyze and manage the impact of social networking.	19 (Building Your Skills), 205 (#17)
8.2.n	Evaluate the importance of developing relationships that are positive and promote wellness.	455-456, 467 (#1)
8.2.o	Analyze the risks associated with gang-related activities for self, family, and the community.	518-519, 522 (#5)
8.2.p	Recognize warning signs associated with bullying behaviors (e.g., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors).	498-501
8.2.q	Describe signs of self-harm behaviors.	135-136, 155 (#17, 21, 22)
8.2.r	Explain how humans and the environment are interdependent.	18-20, 30 (Building Your Skills), 425-426
Advocacy and Health Promotion		
8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.		
COMPETENCY		CORRELATING PAGES
8.3.a	Design strategies to protect and promote brain and nervous system health.	163, 167
8.3.b	Evaluate the physical, mental, and social benefits of physical activity.	210-212



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8.3.c	Develop practical solutions for removing barriers to physical activity and healthy food choices.	177-180, 212-213
8.3.d	Identify strategies to increase water intake.	169, 224
8.3.e	Create a plan to make healthy food choices, including choosing fruits and vegetables, in a variety of settings.	171-182
8.3.f	Encourage family to choose healthy foods.	177-180, 205 (#20)
8.3.g	Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.	376-380, 380 (Hands-On)
8.3.h	Develop guidelines for using social networks.	19 (Building Your Skills), 205 (#17)
8.3.i	Create a media campaign for the use of refusal and negotiation skills to avoid risky situations.	383 (#19)
8.3.j	Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.	455-457, 467 (#1)
8.3.k	Describe healthy ways to handle the emotional, psychological, and physical consequences of stress.	118-124, 124 (#5)
8.3.l	Design a management plan to reduce stress.	118-124, 124 (#5)
8.3.m	Justify and encourage safe, respectful, and responsible relationships.	455-457, 467 (#1)
8.3.n	Identify resources for helping someone who is exhibiting self-harming behaviors.	135-136, 155 (#17, 21, 22)
8.3.o	Create strategies for helping others prevent or get help with bullying.	501, 505-506, 506 (#5)
8.3.p	Analyze opportunities for community service.	483, 518



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8.3.q	Create environmental design solutions that promote physical and psychological health.	30 (Building Your Skills)
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