



Goodheart-Willcox Publisher Correlation of Comprehensive Health Skills for Middle School ©2019 to Alabama Course of Study: Health Education Course: Health Education, Grades 6-8	
STANDARDS / ANCHOR STANDARDS	CORRELATING PAGES
HEALTH PROMOTION – GRADE 6 Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
6.1.1 Describe the interrelationship between social and emotional health in adolescence. a. Identify how positive relationships can enhance each dimension of health b. Explain how stress can affect personal health.	4-9, 5 (reading activity), 7-8, 13 (#5) Hands on activity 10-11, 110-111, 115-125
6.1.2 List ways to reduce or prevent injuries and illness. Examples: stretching techniques, regular exercise, equipment safety, flu shot, obtaining immunizations against HPV and other conditions	10-11, 14-19, 18, 37, 375-376, 384-419, 424-434
6.1.3 Describe benefits of practicing healthy behaviors. Examples: using household products only for intended purposes, dietary choices, physical activity, drinking plenty of water	359-360, 379 (Building Your Skills)
6.1.4 Examine how personal health and wellness are affected positively or negatively by an individual's surroundings.	14-19, 18-20, 21 (#2, 5), 37, 424-434
6.1.5 Identify how positive family practices and beliefs promote personal health. Examples: regular dental and vision check-ups, regular doctor visits	137, 148, 191, 197, 287, 359, 379 (Building Your Skills)
ANALYZING INFLUENCES – GRADE 6 Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.	
6.2.1 Examine how family and peers influence the health of adolescents. Examples: inactivity, fast food consumption a. List personal family guidelines and rules that enhance health. b. List peer situations that enhance health.	10-11, 375-376 137, 148, 191, 197, 287, 359, 379 (Building Your Skills) 450-476, 476-491



6.2.2 Identify health services offered in the school.	30-32, 322 (Building Your Skills) 155 (#21), 289, 329 (#21)
6.2.3 Investigate how messages from media influence health behaviors. Examples: social media, fast food advertisements, editing photos to enhance physical appearance	42 (Building Your Skills), 181, 197=198, 202 (#5), 253, 288
6.2.4 Explain the influence of values and beliefs on individual health practices and behaviors. Examples: family values, religious beliefs	19 (Building Your Skills), 26-29, 205 (#17), 212 (Figure 7.2), 402, 449 (#17)
6.2.5 Identify how bad health choices result in poor personal health. Example: excessive caloric intake resulting in excess poundage	20, 23, 24, 100, 486, 487, 551 470 (Figure 14.16)
ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 6	
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
6.3.1 Analyze the validity of a variety of Internet sources for health information. Examples: valid sites -. Edu (education), .org (non-profit), or. Gov. (government); unreliable health information sites -.com (commercial) a. Identify local resources for reliable health information. Examples: public health agencies, school nurse, health education teacher	26-29, 42 212 (Figure 7.2) 11-12
6.3.2 Determine the accessibility of reliable resources, personnel, and services that enhance health. Examples: school counselor, school nurse, dentist, 911	9, 32, 124, 141-142, 155 (#18), 192, 412
INTERPERSONAL COMMUNICATION – GRADE 6	
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
6.4.1 Apply effective verbal and nonverbal communication skills to enhance health. Examples: praise, high-five, fist bump, thumbs up a. Demonstrate appropriate nonverbal communication skills someone could use when upset. Examples: walking away, remaining calm and quiet	30-32, 458-463, 467 (#5, Hands-On), 493 (#16)
6.4.2 List refusal and negotiation skills to avoid or reduce health risks. Examples: saying no, suggesting alternative choices	24-25, 32 (Hands-On), 265-266, 266 (Hands-On), 289, 322-323, 326 (Hands-On), 347, 624-625



<p>6.4.3 Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts. Examples: compromising, apologizing, addressing the issue</p>	<p>25-26, 464-467 30-32, 322 (Building Your Skills)</p>
<p>DECISION-MAKING – GRADE 6 Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
<p>6.5.1 Describe situations that can help or hinder making a healthy decision. Examples: socio-economic status, access to medical services, availability of healthful foods, sedentary lifestyle</p>	<p>23-24, 205 (#15), 288 (Building Your Skills)</p>
<p>6.5.2 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. Example: role-playing healthy ways to express anger and frustration</p>	<p>295 (#20) 23-24, 32 (#1)</p>
<p>GOAL-SETTING – GRADE 6 Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	
<p>6.6.1 Assess personal health practices. Examples: food choices, physical activity, hygiene</p>	<p>35 (#20), 228, 449 (#16) 2-91</p>
<p>6.6.2 Describe how setting goals to increase time for physical activity and academic study may reduce stress.</p> <p>a. List activities that can improve physical and mental health</p>	<p>32 (#5), 205 (#22), 383 (#22), 493 (#21), 525 (#20) 24, 35 (#20), 55 (Building Your Skills), 188, 190, 229-231 55 (Building Your Skills), 383 (#22), 493 (#21)</p>
<p>SELF-MANAGEMENT – GRADE 6 Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	
<p>6.7.1 Critique examples of responsible behaviors that reduce health risks. Examples: choosing healthy foods, participating in healthy activities, having regular medical and dental check-ups</p>	<p>25, 563 (#18)</p>
<p>6.7.2 Describe practices to avoid or reduce health risks to self and others. Examples: smoking or vaping, drinking alcohol, using illegal drugs, texting while driving</p>	<p>127 (#15), 202 (Hands-On), 205 (#22), 237 (#21), 493 (#21)</p>
<p>ADVOCACY – GRADE 6 Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	



<p>6.8.1 State a health-enhancing position and support it with accurate information. Example: applying sunscreen has been proven to help prevent skin cancer</p>	<p>93 (#18), 155 (#16), 237 (#15), 295 (#23), 383 (#23) 21 (Hands-On), 49 (Hands-On), 63 (#21), 155 (#21), 257 (Hands-On), 329 (#21), 383 (#19)</p>
<p>6.8.2 Identify ways by which health messages can be altered to appeal to different audiences. Example: modifying a snack advertisement to target children, teenagers, or adults</p>	<p>19 (Building Your Skills), 42 (Building Your Skills), 659 (#20)</p>
<p>HEALTH PROMOTION – GRADE 7 Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	
<p>7.1.1 Summarize the interrelationship of emotional, social, and physical health.</p> <p>a. Determine how peers may affect the six dimensions of health.</p> <p>b. Illustrate how changing family dynamics can affect health. Examples: divorce, relocating, death</p>	<p>7-8, 13 (#5) 18-20, 30 (Building Your Skills), 148-149, 252, 449 (#16) 269 (#17), 278-279, 316, 490 (#5), 621, 652-655</p>
<p>7.1.2 Predict the risk of injury or illness if engaging in unhealthy behaviors. Examples: riding in the bed of a pick-up truck, biking without a helmet, riding without a seat belt</p> <p>a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs.</p>	<p>335-337, 340 (#1, 3), 371 (Figure 11.37) 387-396, 550-552</p>
<p>7.1.3 Determine barriers to practicing healthy behaviors. Examples: lack of finances, access to health services, social support</p> <p>a. Examine how nutritional choices and psychological issues may lead to eating disorders.</p>	<p>25, 563 (#18) 55 (Building Your Skills), 383 (#22), 493 (#21) 206-235</p>
<p>7.1.4 Predict the consequences of engaging in unhealthy behaviors.</p> <p>a. Discuss ways to prevent obesity.</p> <p>b. Determine health risks associated with body piercings or tattoos.</p>	<p>127 (#15), 202 (Hands-On), 205 (#22), 237 (#21), 493 (#21) 227-235</p>
<p>7.1.5 Research family medical history and how it impacts personal health now and in the future.</p> <p>a. Discuss hereditary diseases that impact personal health and wellness.</p>	<p>21 (Hands-On), 49 (Hands-On), 63 (#21), 155 (#21), 257 (Hands-On), 329 (#21), 383 (#19)</p>



ANALYZING INFLUENCES – GRADE 7	
Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.	
7.2.1 Describe how family values and behaviors influence the health of adolescents. Examples: eating family daily, participating in physical activity, practicing open communication	21 (Hands-On), 49 (Hands-On), 63 (#21), 155 (#21), 257 (Hands-On), 329 (#21), 383 (#19)
7.2.2 Explain how communities can affect personal health practices and behaviors. Examples: public policies regarding water pollution, air quality, tobacco use	18-20, 21 (#2, 5) 442-447
7.2.3 Describe how the media can send mixed messages about health. Examples: advertisements concerning tobacco, alcohol, and nutrition	19 (Building Your Skills), 42 (Building Your Skills), 659 (#20)
7.2.4 Explain how school and public health policies can influence health promotion and disease prevention. Examples: vending machine selections, vaccination requirements, wellness check-ups	30-32 21 (Hands-On), 49 (Hands-On), 63 (#21), 155 (#21), 257 (Hands-On), 329 (#21), 383 (#19)
7.2.5 Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol.	127 (#15), 202 (Hands-On), 205 (#22), 237 (#21), 493 (#21) 238-327
ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 7	
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
7.3.1 Distinguish between facts and myths of health information. a. Examine beliefs concerning the transmission of HIV/AIDS; distinguish between fact and fallacy.	26-29 212 (Figure 7.2) 350-356
7.3.2 Demonstrate the ability to locate valid school and community health resources. Examples: health clinic, school wellness committee, school nurse, local health department	9, 32, 124, 141-142, 155 (#18), 192, 412
INTERPERSONAL COMMUNICATION – GRADE 7	
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
7.4.1 Discuss effective conflict management or resolution strategies. Example: five steps to resolve conflict: calm down, state and understand the problem, apologize, promote solution finding, follow-up	458-463, 467 (#5, Hands-On), 493 (#16)



7.4.2 Model refusal skills that avoid or reduce health risks. Examples: role playing how to effectively handle bullying, harassment, and peer pressure situations	24-25, 32 (Hands-On), 265-266, 266 (Hands-On), 289, 322-323, 326 (Hands-On), 347, 624-625
7.4.3 Demonstrate skills that avoid conflict. Examples: asking someone respectfully not to smoke, practice active listening, reacting sensibly, communicating clearly, practicing patience	93 (#23), 464 (Figure 14.10)
DECISION-MAKING – GRADE 7 Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
7.5.1 Distinguish when a self-decision should be made or if help should be sought from a responsible adult. Examples: friends begin drinking, unsafe situation arises at school, suicidal friend, suspected abuse, seat belt use, suicidal thoughts a. Determine when it is necessary to ask for assistance when making a health choice. Examples: friend begins to self-harm, negative peer pressure	30-32, 322 (Building Your Skills) 24-25, 32 (Hands-On), 265-266, 266 (Hands-On), 289, 322-323, 326 (Hands-On), 347, 624-625
7.5.2 Analyze healthy alternatives over unhealthy alternatives when making decisions. Examples: eating regular meals vs. skipping meals, choosing healthy snacks vs. junk food, getting proper exercise vs. too much screen time	21, 277-279, 305 (Hands-On), 308 (Case Study)
GOAL-SETTING – GRADE 7 Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
7.6.1 Assess current personal health practices and set a goal to adopt, maintain, or improve one or more health practices.	20-21, 23-25, 100
7.6.2 Describe changing abilities, priorities, and responsibilities that impact personal health goals. Examples: age, injuries, changing jobs, leaving active school life to work, sedentary to walking, walking to jogging, jogging to running; eating poorly to making healthy food choices leading to weight loss or weight gain	23-25, 32 (#5), 205 (#22), 383 (#22), 493 (#21), 525 (#20) 55 (Building Your Skills), 383 (#22), 493 (#21) 156-235
SELF-MANAGEMENT – GRADE 7 Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	



<p>7.7.1 State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors. Examples: fast food vs. My Plate recommendations, screen time vs. active living</p>	<p>25, 563 (#18)</p>
<p>7.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. Examples: practicing proper use of prescription medications, good nutrition, proper rest, regular exercise; avoiding driver distractions</p>	<p>64-66, 127 (#15), 158-160, 202 (Hands-On), 205 (#22), 237 (#21), 301, 493 (#21)</p>
<p>ADVOCACY – GRADE 7 Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	
<p>7.8.1 Create ways to influence and support others in making positive health choices. Examples: using social media campaigns, YouTube live campaign, posters; addressing local school board with the need for quality physical education and healthier food choices</p>	<p>7-8, 13 (#5), 20-21 30-32 42 (Building Your Skills), 181, 197=198, 202 (#5), 253, 288</p>
<p>7.8.2 Describe which advertising appeals are being used in various advertisements. Examples: bandwagon appeal, brand loyalty appeal, sex appeal</p>	<p>19 (Building Your Skills), 27, 42 (Building Your Skills), 659 (#20) 181, 197=198, 202 (#5), 253, 288 30 (Building Your Skills), 74 (Hands-On), 237 (#19)</p>
<p>HEALTH PROMOTION – GRADE 8 Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	
<p>8.1.1 Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p>a. Determine how social influences can affect physical health.</p> <p>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</p>	<p>7-8, 13 (#5), 20-21 21 (Hands-On), 181, 197, 252-253, 287, 483-484, 549-551 470 (Figure 14.16)</p>
<p>8.1.2 Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p>a. Describe ways to reduce or prevent injuries and illness in adolescents as it pertains to family history, personal behaviors, and health care.</p>	<p>18-20, 21 (#2, 5) 43, 246, 277, 365-366, 380 384-419</p>
<p>8.1.3 Create a plan for eliminating personal unhealthy behaviors. Examples: inappropriate use of needles, tobacco use, physical inactivity, sexual contact, alcohol consumption, inadequate sleep</p>	<p>20-21, 21 (Hands-On), 305 (Hands-On), 308 (Case Study) 387-396, 550-552 258, 284, 318</p>



8.1.4 Analyze the relationship between engaging in regular physical activity and healthy eating as ways to improve personal health.	7-8, 13 (#5), 20-21 10-11, 375-376 156-235
8.1.5 Analyze family history to determine the effects of health conditions that may be chronic or acute diseases. Examples: diabetes, high-cholesterol, high blood pressure, cancer, mental health issues	359-360, 379 (Building Your Skills)
ANALYZING INFLUENCES – GRADE 8	
Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.	
8.2.1 Describe the influence of culture on health beliefs, practices, and behaviors. Examples: religious beliefs, gang activity, family customs	20, 23, 24, 100, 486, 487, 551, 635 (#16) 470 (Figure 14.16)
8.2.2 Examine ways the school and community encourage students to use appropriate life skills to improve health. Examples: participating in conflict resolution practices, Red Ribbon Week, Walk to School Day	21 (Hands-On), 181, 197, 252-253, 287, 483-484, 549-551 30 (Building Your Skills), 74 (Hands-On), 237 (#19)
8.2.3 Analyze the influences of technology on personal and family health. Examples: screen time, video game addictions, activity trackers, diabetes monitor, heart monitor, fitness assessment tools	19 (Building Your Skills), 205 (#17), 212 (Figure 7.2), 402, 449 (#17)
8.2.4 Explain how societal perceptions influence healthy and unhealthy behaviors. Examples: acceptance of teenage smoking and teenage pregnancy by peers, certain communities, and cultures	21 (Hands-On), 181, 197, 252-253, 287, 483-484, 549-551 42 (Building Your Skills) 470 (Figure 14.16)
8.2.5 Give examples of how substance abuse can increase the likelihood of other health risk behaviors. Examples: alcohol consumption lowering inhibitions, e-cigarettes or vaping leading to smoking	43, 246, 277, 365-366, 380 470 (Figure 14.16)
ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 8	
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
8.3.1 Analyze the validity of health claims made concerning health products, and services. Examples: use of herbal medicines, nutritional supplements, weight loss supplements, steroids use	11-12, 26-28, 42 (Building Your Skills), 60 (Hands-On), 63 (#22), 145 (Hands-On) 42 (Building Your Skills), 181, 197=198, 202 (#5), 253, 288 26-29
8.3.2 Identify situations that may require professional health services, including self-harm, suicidal thoughts,	7-8, 13 (#5), 20-21 9, 32, 124, 141-142, 155 (#18), 192, 412



substance abuse, sexual abuse, and harm toward others.	21 (Hands-On), 49 (Hands-On), 63 (#21), 155 (#21), 257 (Hands-On), 329 (#21), 383 (#19)
INTERPERSONAL COMMUNICATION – GRADE 8	
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
8.4.1 Analyze how strategies using verbal and nonverbal communication effectively can enhance health. Examples: verbal – using positive interpersonal communication to avoid conflict Non-verbal – shaking hands, displaying positive facial expressions, making eye contact	458-463, 467 (#5, Hands-On), 493 (#16)
8.4.2 Demonstrate negotiation skills, which help, resolve conflict in bullying situations.	7-8, 13 (#5), 20-21 93 (#23), 464 (Figure 14.10)
8.4.3 Demonstrate effective communication when confronted with mental or emotional problems in others. Examples: respect vs. disrespect, empathy vs. complacency, calmness vs excitability, confronting vs non-confrontational	7-8, 13 (#5), 20-21 30-32, 322 (Building Your Skills) 458-463, 467 (#5, Hands-On), 493 (#16)
DECISION-MAKING – GRADE 8	
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
8.5.1 Predict the impact on self and others when making a health-related decision. Examples: following a time-management plan, walking to school, limiting caffeine intake, riding with an impaired driver a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts. Examples: underage drinking leading to being arrested, injury or death when not wearing a seat belt, riding a motorcycle without a helmet resulting in head injury	35 (#22), 205 (#20, 22), 228-234, 237 (#21), 390-391, 395 (Building Your Skills) 295 (#20)
8.5.2 Critique the positive and negative outcomes of a health-related decision. Examples: positive – keeping calendar to manage time, reading food labels, getting adequate sleep; negative – tobacco use, eating disorders, drug use	35 (#22), 205 (#20, 22), 228-234, 237 (#21), 390-391, 395 (Building Your Skills) 23-24, 32 (#1)
GOAL-SETTING – GRADE 8	
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
8.6.1 Apply strategies and skills needed to attain a personal health goal.	35 (#20), 228, 449 (#16) 32 (#5), 205 (#22), 383 (#22), 493 (#21), 525 (#20) 127 (#15), 202 (Hands-On), 205 (#22), 237 (#21), 493 (#21)



<p>8.6.2 Analyze how keeping an activity record will help an individual to attain a personal health goal. Examples: using food journal to track nutritional intake, My Fitness Pal, Fitbit, digital tracking device, track daily activity with activity log</p>	<p>24, 35 (#20), 55 (Building Your Skills), 188, 190, 229-231 55 (Building Your Skills), 383 (#22), 493 (#21) 25, 563 (#18)</p>
<p>SELF-MANAGEMENT – GRADE 8 Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	
<p>8.7.1 Perform overall self-assessments and identify behaviors that will impact personal health. Examples: assessing sleeping, eating, and exercising patterns</p>	<p>25, 563 (#18), 563 (#21) 55 (Building Your Skills), 383 (#22), 493 (#21) 127 (#15), 202 (Hands-On), 205 (#22), 237 (#21), 493 (#21)</p>
<p>8.7.2 Document healthy practices and behaviors that will improve the health of self and others. Example: maintaining a personal health journal</p>	<p>25, 563 (#18) 30-32 32 (#5), 205 (#22), 383 (#22), 493 (#21), 525 (#20)</p>
<p>ADVOCACY – GRADE 8 Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	
<p>8.8.1 Demonstrate ways to influence and support others in making positive health choices. Examples: public service announcements, persuasive writing, YouTube videos, skits</p>	<p>30-32 19 (Building Your Skills), 42 (Building Your Skills), 659 (#20) 93 (#18), 155 (#16), 237 (#15), 295 (#23), 383 (#23)</p>
<p>8.8.2 Work collaboratively to advocate for healthy individuals, families, and schools. Examples: designing healthy recipes, supporting the school wellness policy, school newscasts, school newsletters</p>	<p>21 (Hands-On), 49 (Hands-On), 63 (#21), 155 (#21), 257 (Hands-On), 329 (#21), 383 (#19) 137, 148, 191, 197, 287, 359, 379 (Building Your Skills)</p>