



Goodheart-Willcox Publisher Correlation of <i>Comprehensive 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.	Instruction: 14–21 (Recognizing Factors that Affect Health and Wellness) 67–68 (Why You Need Sleep) 210–212 (The Benefits of Physical Activity) Application: 21 (Lesson 1.2 Review, Hands-On Activity) 383 (Chapter 11 Review and Assessment #19–20)
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	Instruction: 10 (Overall Well-Being) Application: 13 (Lesson 1.1 Review, #5) 34–35 (Chapter 1 Review and Assessment #2, #15)
1.8.3	Analyze how the environment affects personal health.	Instruction: 18–20 (Environmental Risk Factors) 248–249 (The Impact of Secondhand Smoke) 424–434 (Common Hazards in the Environment) Application: 421 (Chapter 12 Review and Assessment, #17)
1.8.4	Describe how family history can impact personal health.	Instruction: 16 (Genetic Risk Factors) 137 (What Causes Mental Health Conditions?) Application: 379 (Building Your Skills: Family History)
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.	Instruction: 146–152 (Preventing Suicide) 200–202 (Prevention of Eating Disorders) 319–323 (Preventing Drug Abuse and Addiction) 397–406 (Staying Safe in the Community and Online) Application: 380 (Lesson 11.5 Review #1–5, Hands-On Activity) 525 (Chapter 15 Review and Assessment #24)
1.8.6	Explain how appropriate health care can promote personal health.	Instruction: 10–13 (The Healthcare and Wellness Connection) Application: 34 (Chapter 1 Review and Assessment #3–4)
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.	Instruction: 67–69 (Why You Need Sleep) 143–144 (Barriers to Seeking Help) 483–484 (Peer Pressure) Application: 266 (Lesson 8.3 Review #5)



1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	Instruction: 43–44 (Suntans, Sunburns, and Skin Cancer) 245–248 (Health Effects of Tobacco Use) Application: 152 (Lesson 5.3 Review #1–2, #5)
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	Instruction: 52–54 (Common Mouth and Teeth Problems) 117–118 (The Body’s Response to Stress) Application: 193 (Lesson 6.3 Review #5)
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.	Instruction: 16 (Genetic Risk Factors) 137–138 (What Causes Mental Health Conditions?) 252 (Why Young People Try Smoking) Application: 379 (Building Your Skills: Family History)
2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.	Instruction: 19–20 (Social Environment) 197–198 (Influences on Body Image) Application: 63 (Chapter 2 Review and Assessment #17)
2.8.3	Describe how peers influence healthy and unhealthy behaviors.	Instruction: 197 (Influences on Body Image) 483–484 (Peer Pressure) Application: 254 (Case Study)
2.8.4	Analyze how the school and community can affect personal health practice and behaviors.	Instruction: 262–265 (Preventing Tobacco Use) 291 (Support Groups) Application: 525 (Chapter 15 Review and Assessment #19, #21, #23)
2.8.5	Analyze how messages from media influence health behaviors.	Instruction: 197–198 (Influences on Body Image) 264–265 (Antismoking Campaigns) Application: 35 (Chapter 1 Review and Assessment #21) 269 (Chapter 8 Review and Assessment #19)
2.8.6	Analyze the influence of technology on personal and family health.	Instruction: 26–27 (Accessing and Evaluating Health Information) 502–505 (Cyberbullying) Application: 237 (Chapter 7 Review and Assessment #20) 329 (Chapter 10 Review and Assessment #22)
2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.	Instruction: 252 (Why Young People Try Smoking) 285–288 (Identifying Factors That Influence Beliefs About Alcohol Use) Application: 202 (Lesson 6.4 Review #5)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.	Instruction: 23–24 (Making Healthy Decisions) 100–101 (Who Are You?, How Do You See Yourself?) 200 (Ways to Prevent Eating Disorders) Application: 563 (Chapter 16 Review and Assessment #21)
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	Instruction: 20–21 (Lifestyle Risk Factors) 277 (Effects on Your Life) 315 (Drug Abuse) Application: 254 (Case Study)
2.8.10	Explain how public health policies can influence health promotion and disease prevention.	Instruction: 10–13 (The Healthcare and Wellness Connection) 262–265 (Preventing Tobacco Use) 436–438 (Society’s Actions to Protect the Environment) 511–512 (Reporting of Child Neglect and Abuse) Application: 182 (Lesson 6.2 Review #1, Hands-On Activity) 295 (Chapter 9 Review and Assessment #15, #18, #24) 525 (Chapter 15 Review and Assessment #19, #23)
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.	Instruction: 26–29 (Accessing and Evaluating Health Information and Services) 42 (Building Your Skills: Evaluating Skin and Hair Care Products) Application: 63 (Chapter 2 Review and Assessment #22) 349 (Lesson 11.2 Review, Hands-On Activity)
3.8.2	Access valid health information from home, school, and community.	Instruction: 26–29 (Accessing and Evaluating Health Information and Services) Application: 493 (Chapter 14 Review and Assessment #19, #22) 563 (Chapter 16 Review and Assessment #19–20) 601 (Chapter 17 Review and Assessment #20–21)
3.8.3	Determine the accessibility of products that enhance health.	Instruction: 20 (Economic Environment) Application: 82 (Lesson 3.2 Review, Hands-On Activity) 383 (Chapter 11 Review and Assessment #16)
3.8.4	Describe situations that may require professional health services.	Instruction: 139–145 (Treatment for Mental Health Conditions) 149–151 (Respond to Warning Signs of Suicide) 202 (Treatment of Eating Disorders) 323–325 (Treating Drug Abuse and Addiction) 407–418 (Knowing Basic First Aid) Application: 152 (Lesson 5.3 Review #5)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

3.8.5	Locate valid and reliable health products and services.	Instruction: 26–29 (Accessing and Evaluating Health Information and Services) Application: 42 (Building Your Skills: Evaluating Skin and Hair Care Products) 525 (Chapter 15 Review and Assessment #23)
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.	Instruction: 30–32 (Communicating About Health) 458–463 (Communication Skills) Application: 205 (Chapter 6 Review and Assessment #20–22) 295 (Chapter 9 Review and Assessment #19, #21–22) 329 (Chapter 10 Review and Assessment #19–20)
4.8.2	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	Instruction: 24–25 (Using Refusal Skills) 265–266 (Skills for Resisting Tobacco) 289 (Education and Refusal Skills) 465–466 (Negotiation) Application: 93 (Chapter 3 Review and Assessment #22) 326 (Lesson 10.3 Review, Hands-On Activity)
4.8.3	Demonstrate effective conflict management or resolution strategies.	Instruction: 25–26 (Resolving Conflicts) 464–467 (Conflict Resolution Skills) Application: 93 (Chapter 3 Review and Assessment #23)
4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.	Instruction: 145 (Having the Tough Conversations) 325–326 (Helping Someone Who Is Addicted to Drugs) Application: 35 (Chapter 1 Review and Assessment #19) 143 (Building Your Skills: Talking About Mental Health)
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.	Instruction: 197–198 (Influences on Body Image) 250–257 (Understanding Tobacco Use) 483–484 (Peer Pressure) Application: 35 (Chapter 1 Review and Assessment #16–17, #21) 295 (Chapter 9 Review and Assessment #16)
5.8.2	Determine when health-related situations require the application of a thoughtful decision-making process.	Instruction: 23–24 (Making Healthy Decisions) 551 (Handling Peer Pressure) Application: 63 (Chapter 2 Review and Assessment #24) 421 (Chapter 12 Review and Assessment #21)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

5.8.3	Distinguish when individual or collaborative decision making is appropriate.	Instruction: 24–25 (Using Refusal Skills) 464–467 (Conflict Resolution Skills, Mediation) 483–484 (Peer Pressure) Application: 143 (Building Your Skills: Talking About Mental Health)
5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	Instruction: 23–24 (Making Healthy Decisions) 192–193 (Unhealthy Weight-Loss Strategies, Healthy Strategies for Gaining Weight) Application: 401 (Case Study) 421 (Chapter 12 Review and Assessment #18, #21)
5.8.5	Predict the potential short-term impact of each alternative on self and others.	Instruction: 275–276 (Health Effects of Alcohol Use) 308–309 (Negative Health Effects – Marijuana) Application: 269 (Chapter 8 Review and Assessment #20) 515 (Lesson 15.2 Review #5)
5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.	Instruction: 23–24 (Making Decisions and Setting Goals) 551 (Handling Peer Pressure) Application: 401 (Case Study)
5.8.7	Analyze the outcomes of a health-related decision.	Instruction: 24 (The Decision-Making Process) Application: 254 (Case Study) 269 (Chapter 8 Review and Assessment #15, #17, #20) 305 (Lesson 10.1 Review, Hands-On Activity)
Standard 6—Students will demonstrate the ability to use goal-setting skills to enhance health.		
6.8.1	Assess personal health practices.	Instruction: 23–24 (Making Decisions and Setting Goals) 228 (Checking Your Health-Related Fitness Level) Application: 5 (How Healthy Are You?) 493 (Chapter 14 Review and Assessment #16)
6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.	Instruction: 24–25 (Setting and Reaching Goals) 229–231 (Setting Your Goals) Application: 35 (Chapter 1 Review and Assessment #20) 449 (Chapter 13 Review and Assessment #22)
6.8.3	Apply strategies and skills needed to attain a personal health goal.	Instruction: 22–32 (Building Skills for Health and Wellness) 227–231 (A Personal Fitness Plan) Application: 493 (Chapter 14 Review and Assessment #21)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

6.8.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	Instruction: 24 (Setting and Reaching Goals) 229–231 (Setting Your Goals) Application: 55 (Building Your Skills: Setting Personal Hygiene Goals)
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.	Instruction: 30 (Advocating for Personal Health) 522 (Violence Prevention) Application: 55 (Building Your Skills: Taking Charge of Your Personal Hygiene)
7.8.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	Instruction: 119 (Stress Management Strategies) 372–373 (Hand Washing) Application: 418 (Lesson 12.3 Review, Hands-On Activity) 461 (Building Your Skills: Be Assertive)
7.8.3	Demonstrate behaviors to avoid or reduce health risks to self and others.	Instruction: 115–124 (Managing Stress) 221–226 (Fitness Safety) 370–380 (Preventing Diseases) 397–406 (Staying Safe in the Community and Online) Application: 525 (Chapter 15 Review and Assessment #20, #24)
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.	Instruction: 26–32 (Accessing and Evaluating Health Information and Services) Application: 237 (Chapter 7 Review and Assessment #22) 383 (Chapter 11 Review and Assessment #23)
8.8.2	Demonstrate how to influence and support others to make positive health choices.	Instruction: 30–32 (Communicating About Health) Application: 237 (Chapter 7 Review and Assessment #19, #21) 322 (Building Your Skills: Advocating for a Drug-Free Life)
8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.	Instruction: 30–32 (Communicating About Health) Application: 93 (Chapter 3 Review and Assessment #24) 155 (Chapter 5 Review and Assessment #21)
8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.	Instruction: 30–32 (Communicating About Health) Application: 295 (Chapter 9 Review and Assessment #19) 383 (Chapter 11 Review and Assessment #23)