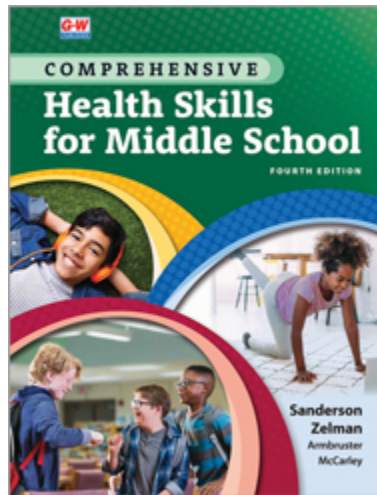




Comprehensive Health Skills for Middle School, 4th Edition

By: Catherine Sanderson, Mark Zelman, Lindsay Armbruster, and Mary McCarley

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Subject: Health: Middle School

Grade Levels: 6–8

Comprehensive Health Skills for Middle School provides the skills and information students need to make responsible decisions and promote a lifetime of health and wellness.

- This fourth edition features cutting-edge, contemporary health topics, such as vaping, opioids, social media, mindfulness, empathy and resilience, online communication, health disparities, and COVID-19. Factual, objective information about human sexuality is included in the text. Content and skills align to the National Health Education Standards and the National Sex Education Standards.
- Each module contains skills-based activities that align to each health skill area in the National Health Education Standards. These activities were created by award-winning health instructors. Each health and wellness topic focuses on the skills students can use to make healthy decisions and promote health.
- With integration in a Learning Management System, you have the flexibility to turn lessons and modules on and off. Guide students to focus on specific text and resources relevant to your coursework, rather than having access to the entire digital textbook.
- High-interest special features encourage deeper thinking about health topics. Features such as Case Studies help students associate text topics with real-life scenarios and apply health skills related to each scenario. Building Your Skills features highlight health skills that students need to maintain health and wellness and provide an activity to allow students to practice their skills.
- Many resources are available digitally in Spanish, including the complete textbook, workbook activities, reading guides, review and assessment questions, parent/trusted adult engagement exercises, and more. All Spanish resources were translated by professional translators, not AI.

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[National Sex Education Standards Alignment](#)
[P.E. and Health Standards Alignment](#)

About the Author(s)

Catherine Sanderson - Catherine A. Sanderson is the Poler Family Professor of Psychology at Amherst College. She received a bachelor's degree in psychology, with a specialization in Health and Development, from Stanford University, and received both master's and doctoral degrees in psychology from Princeton University. Professor Sanderson's research examines how personality and social variables influence health-related behaviors. Her research also examines the development of persuasive messages and interventions to prevent unhealthy behavior and predictors of relationship satisfaction. This research has received grant funding from the National Science Foundation and the National Institutes of Health. Professor Sanderson has published more than 25 journal articles and book chapters; four college textbooks; high school and middle school health textbooks; and a trade book, *The Positive Shift*, which examines how mindset influences happiness, health, and even how long people live. Her latest book, *Why We Act: Turning Bystanders into Moral Rebels*, examines why good people often stay silent or do nothing in the face of wrongdoing. In 2012, she was named one of the country's top 300 professors by the Princeton Review.

Mark Zelman - Mark Zelman is a Professor of Biology at Aurora University, Aurora, Illinois. He received a bachelor's degree in biology at Rockford College, with minors in chemistry and psychology. He received a PhD in microbiology and immunology at Loyola University of Chicago, where he studied the molecular and cellular mechanisms of autoimmune disease. During his postdoctoral research at the University of Chicago, he studied aspects of cell physiology pertaining to cell growth and cancer. Dr. Zelman supervises undergraduate research on streptococcal and staphylococcal infections, and mechanisms of antibiotic resistance. He teaches science education courses for high school teachers. He has published articles on microbiology, infectious disease, autoimmune disease, and biotechnology, and he has written two college texts on human diseases and infection control. Dr. Zelman works with public health projects. He is an officer of the Illinois State Academy of Sciences and Editor-in-Chief of the Academy's scientific journal, *Transactions*.

Lindsay Armbruster - Lindsay Armbruster experiences, on a daily basis, the impact that positivity and happiness can have on a class, an individual, and on students' health behaviors. As a result, her teaching focuses on strengths and possibilities and is highly influenced by the theories of skills-based health education and positive psychology. Lindsay has been teaching Health Education since 2004, ranging all grade levels—kindergarten through twelfth grade as well as graduate school—with most of her experience occurring at the middle school level. Lindsay received her bachelor's degree in school and community health education from the State University of New York College at Brockport and her

master's degree in curriculum development and instructional technology from the University at Albany, while also completing coursework toward a master's degree in Public Health at the George Washington University. She is a winner of the New York State Association for Health, Physical Education, Recreation and Dance (NYSAHPERD) Health Teacher of the Year award and the Society of Health & Physical Educators (SHAPE) America Eastern District Health Teacher of the Year award. Lindsay is a frequent presenter at local, state, and regional conferences.

Mary McCarley - Mary McCarley is the National Health Education Content Specialist. She taught health education for 14 years in Charlotte Mecklenburg Schools. As a teacher, she excelled at creating an engaging, student-centered learning environment with a focus on real-world learning and skills-based health education. Mary graduated from UNC-Chapel Hill with an Exercise and Sports Science degree and East Carolina University with a Master of Arts in Education in Health Education. She is a National Board Certified Teacher in Health Education. In addition, Mary is the 2016 North Carolina High School Teacher of the Year for Health Education and the 2016 High School Southern District Teacher of the Year for the Advancement of Health Education. Mary presents at conferences and for school districts on various health education topics locally and nationally. She provides professional development and training for school districts to help teachers effectively implement a skills-based health education curriculum.