



Goodheart-Willcox Publisher

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| Goodheart-Willcox Publisher Correlation of <i>Essential Health Skills for Middle School</i> and <i>Comprehensive Health Skills for Middle School</i> ©2019 to the Washington Outcomes Middle School (Grades Six through Eight) | | |
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| OUTCOME | | EVIDENCE FROM MATERIALS |
| Health Education Core Idea: Wellness (W) | | |
| 1: Dimensions of Health | | |
| H1.W1.6 | Describe interrelationships of dimensions of health. | Instruction: 10 Assessment: 34 (#2) |
| H1.W1.7 | Assess personal health behaviors in relation to dimensions of health. | Instruction: 20-21 Assessment: 21 (Hands-On Activity) |
| H1.W1.8 | Analyze interrelationships of personal dimensions of health. | Instruction: 10 Assessment: 35 (#15) |
| 2: Disease Prevention | | |
| H1.W2.6 | Differentiate between communicable and noncommunicable diseases. | Instruction: 335, 358 Assessment: 382 (#1) |
| H2.W2.6 | Determine how hereditary factors and health behaviors impact health. | Instruction: 16 Assessment: 34 (#5) |
| H7.W2.7a | Summarize lifestyle factors to prevent communicable and noncommunicable diseases. | Instruction: 371-380 Assessment: 380 (#1, #5) |
| H7.W2.7b | Explain benefits and consequences of various health behaviors. | Instruction: 210-212 Assessment: 317 (Hands-On Activity) |
| H7.W2.8a | Analyze how personal choices contribute to communicable and noncommunicable diseases. | Instruction: 337, 360 Assessment: 340 (Hands-On Activity), 383 (#18) |
| H7.W2.8b | Assess personal health behaviors that reduce or prevent health risks. | Instruction: 44 Assessment: 266 (#5) |
| 3: Analyzing Influences | | |
| H2.W3.6 | Explain factors that influence health decisions and behaviors. | Instruction: 252 Assessment: 329 (#17) |
| H2.W3.7 | Describe how peers, culture, and family influence health decisions and behaviors. | Instruction: 483 Assessment: 202 (#5) |
| H2.W3.8 | Describe how values, media, and technology influence health decisions and behaviors. | Instruction: 197-198 Assessment: 35 (#21) |
| 4: Access Valid Information | | |
| H3.W4.6 | Describe situations that call for expert health resources and services. | Instruction: 124 Assessment: 155 (#18) |
| H3.W4.7 | Analyze validity and reliability of health and wellness information and products. | Instruction: 28-29 Assessment: 34 (#10) |
| H3.W4.8 | Investigate local valid and reliable health and wellness information. | Instruction: 27-28 Assessment: 449 (#21) |
| 5: Communication | | |
| H3.W5.6 | Explain effective communication skills. | Instruction: 458-463 Assessment: 467 (#5) |

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| H4.W5.7 | Use communication skills effectively with family, peers, and others. | Instruction: 31 Assessment: 269 (#20) |
| H4.W5.8 | Demonstrate communication skills to enhance health and avoid or reduce health risks. | Instruction: 145 Assessment: 35 (#19) |
| 6: Decision-Making | | |
| H5.W6.6 | Identify circumstances that help or hinder making healthy decisions related to personal health. | Instruction: 251-253 Assessment: 205 (#22) |
| H5.W6.7 | Determine healthy alternatives for making a personal health decision. | Instruction: 111 Assessment: 182 (#5) |
| H5.W6.8 | Demonstrate a decision-making model to make a personal health-enhancing choice. | Instruction: 23-24 Assessment: 63 (#24) |
| 7: Goal-Setting | | |
| H6.W7.6 | Describe how goals can enhance health. | Instruction: 188 Assessment: 449 (#22) |
| H6.W7.7 | Describe components of goal-setting to enhance health. | Instruction: 24 Assessment: 383 (#22) |
| H6.W7.8 | Describe various short- and long-term goals that can be used to enhance health. | Instruction: 24 Assessment: 35 (#20) |
| Health Education Core Idea: Safety (Sa) | | |
| 1: Injury Prevention | | |
| H1.Sa1.6 | Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety. | Instruction: 403-406 Assessment: 406 (#4) |
| H2.Sa1.8 | Describe how some health risk behaviors influence safety and injury prevention practices. | Instruction: 280 Assessment: 283 (#4) |
| H7.Sa1.7 | Explain importance of being responsible for promoting safety and avoiding or reducing injury. | Instruction: 387 Assessment: 421 (#15) |
| H8.Sa1.8 | Advocate for safety and injury prevention. | Instruction: 31 Assessment: 421 (#22) |
| 2: First Aid | | |
| H1.Sa2.6a | Understand basic first aid skills. | Instruction: 408-409 Assessment: 418 (#1) |
| H1.Sa2.6b | Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures. | Instruction: 417-418 Assessment: 420 (#12) |
| H1.Sa2.7 | Explain basic first aid skills. | Instruction: 410-414 Assessment: 420 (#9) |
| H7.Sa2.7 | Demonstrate CPR and AED procedures. | Instruction: 417-418 Assessment: 420 (#12) |
| H7.Sa2.8a | Practice basic first aid skills. | Instruction: 414-418 Assessment: 418 (Hands-On Activity) |
| H7.Sa2.8b | Demonstrate CPR and AED procedures. | Instruction: 417-418 Assessment: 420 (#12) |
| 3: Violence Prevention | | |
| H1.Sa3.6a | Describe situations that could lead to violence. | Instruction: 497-498 Assessment: 525 (#20) |

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| H1.Sa3.6b | Identify potential dangers of sharing personal information through electronic media. | Instruction: 400-402 Assessment: 406 (#2) |
| H1.Sa3.7a | Describe how risk of violence increases with presence of weapons. | Instruction: 388 Assessment: 525 (#19) |
| H1.Sa3.7b | Understand potential dangers of sharing personal information through electronic media. | Instruction: 400-402 Assessment: 421 (#20) |
| H1.Sa3.8a | Analyze cause and effects of violence on individuals, families, and communities. | Instruction: 497 Assessment: 506 (#4) |
| H1.Sa3.8b | Explain how bystanders can help prevent, reduce, and avoid violence. | Instruction: 501, 504 Assessment: 525 (#18-19) |
| H1.Sa3.8c | Describe potential dangers of sharing personal information through electronic media. | Instruction: 400-402 Assessment: 406 (#5) |
| H4.Sa3.6 | Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence. | Instruction: 464-467 Assessment: 522 (#4) |
| H4.Sa3.7 | Demonstrate communication skills to prevent, reduce, and avoid violence situations. | Instruction: 522 Assessment: 525 (#22) |
| H4.Sa3.8 | Differentiate between passive, aggressive, and assertive communication. | Instruction: 460-462 Assessment: 467 (#5) |
| Health Education Core Idea: Nutrition | | |
| 1: Food Groups and Nutrients | | |
| H1.N1.6a | Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. | Instruction: 161-169 Assessment: 169 (Hands-On Activity) |
| H1.N1.6b | Describe consequences of skipping meals. | Instruction: 176 Assessment: 205 (#16) |
| H1.N1.7a | Classify foods by food groups and nutrients. | Instruction: 172-174 Assessment: 182 (Hands-On Activity) |
| H1.N1.7b | Summarize benefits of eating a variety of food from all food groups. | Instruction: 171 Assessment: 205 (#19) |
| H1.N1.8a | Compare and contrast nutritional value of fresh versus processed foods. | Instruction: 182 Assessment: 205 (#19) |
| H1.N1.8b | Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance. | Instruction: 161-162 Assessment: 205 (#16) |
| H3.N1.6 | Understand differences between reliable and unreliable sources of nutrition information. | Instruction: 178-179 Assessment: 182 (#4) |
| H3.N1.7 | Determine availability of valid and reliable nutrition information, products, and services. | Instruction: 187 Assessment: 205 (#20) |
| H3.N1.8 | Investigate valid and reliable nutrition information, products, and services. | Instruction: 200 Assessment: 193 (Hands-On Activity) |
| 2: Beverages | | |
| H1.N2.6 | Summarize importance of staying hydrated. | Instruction: 169 Assessment: 169 (#4) |
| H1.N2.7 | Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake. | Instruction: 178 Assessment: 182 (#2) |

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| H3.N2.6 | Identify beverages that should be limited and provide evidence to support limiting intake. | Instruction: 178 Assessment: 182 (#2) |
| H8.N2.8 | Develop a message to persuade someone to make healthy beverage choices. | Instruction: 178 Assessment: 169 (Hands-On Activity) |
| 3: Label Literacy | | |
| H1.N3.7 | Demonstrate how to calculate nutritional value based on serving sizes. | Instruction: 178-180 Assessment: 182 (#Hands-On Activity) |
| H3.N3.6a | Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. | Instruction: 178-180 Assessment: 182 (#4) |
| H3.N3.6b | Distinguish between serving size and portion size. | Instruction: 175 Assessment: 182 (Hands-On Activity) |
| H3.N3.7 | Demonstrate how to use Nutrition Facts labels to make healthier choices. | Instruction: 178-180 Assessment: 182 (#4) |
| H3.N3.8 | Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. | Instruction: 178-180 Assessment: 182 (#Hands-On Activity) |
| 4: Caloric Intake and Expenditure | | |
| H1.N4.6a | Distinguish between nutrient-dense and empty-calorie foods and identify examples of each. | Instruction: 171-172 Assessment: 182 (#2-3) |
| H1.N4.6b | Compare and contrast caloric expenditure for a variety of physical activities. | Instruction: 230 Assessment: 234 (#5) |
| H1.N4.7a | Explain relationship of caloric intake and expenditure to weight management. | Instruction: 190 Assessment: 205 (#22) |
| H1.N4.7b | Investigate strategies for healthy weight management. | Instruction: 188-192 Assessment: 193 (#3) |
| H7.N4.8 | Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan. | Instruction: 179-180 Assessment: 180 (caption question) |
| 5: Disease Prevention | | |
| H1.N5.6 | Identify diseases often caused by nutritional choices. | Instruction: 166 Assessment: 169 (caption question) |
| H1.N5.7 | Describe impact of nutritional choices in relation to disease prevention. | Instruction: 378, 380 Assessment: 382 (#8) |
| H1.N5.8 | Evaluate a variety of eating plans and determine potential short-term and long-term consequences based on nutritional intake. | Instruction: 368 Assessment: 204 (#9) |
| 6: Nutritional Planning | | |
| H2.N6.6 | Identify circumstances that influence healthy decision-making related to food choices and eating behaviors. | Instruction: 181 Assessment: 182 (#5) |
| H2.N6.7 | Describe how peers, culture, and family influence nutritional choices. | Instruction: 181 Assessment: 182 (#5) |
| H2.N6.8 | Draw conclusions regarding how society, culture, and economics influence nutrition choices. | Instruction: 181 Assessment: 182 (#5) |

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| H3.N6.8 | Investigate strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. | Instruction: 177-180 Assessment: 182 (#5) |
| H6.N6.6 | Develop a SMART (specific, measurable, attainable, realistic, and timely) goal to improve eating behaviors. | Instruction: 188-190 Assessment: 205 (#22) |
| H6.N6.7a | Create a daily food plan with adequate amounts of each nutrient. | Instruction: 171-175 Assessment: 205 (#20) |
| H6.N6.7b | Assess barriers to achieving a personal goal to improve healthy eating behaviors. | Instruction: 181 Assessment: 205 (#15) |
| H6.N6.8 | Create short- and long-term goals to establish healthy eating patterns. | Instruction: 188-190 Assessment: 205 (#22) |
| H7.N6.8 | Assess personal food and beverage intake based on recommended individual needs. | Instruction: 175, 180 Assessment: 159 (How Healthy Are You?) |
| Health Education Core Idea: Social Emotional Health | | |
| 1: Self-Esteem | | |
| H1.So1.6a | Describe factors that can influence self-esteem. | Instruction: 102 Assessment: 126 (#3) |
| H1.So1.6b | Understand how to improve one's self-esteem. | Instruction: 102 (feature) Assessment: 104 (#4) |
| H1.So1.7 | Explain how self-esteem influences personal health choices. | Instruction: 102-104 Assessment: 127 (#16) |
| H1.So1.8 | Compare characteristics of high and low self-esteem and impacts on health. | Instruction: 102-104 Assessment: 127 (#15) |
| H7 | Describe personal choices that can positively impact self-esteem. | Instruction: 102 (feature) Assessment: 127 (#20) |
| H7.So1.8 | Demonstrate ability to make choices that positively impact self-esteem. | Instruction: 102 (feature) Assessment: 127 (#20) |
| 2: Body Image and Eating Disorders | | |
| H1.So2.6a | Describe how self-esteem and body image are related. | Instruction: 195 Assessment: 202 (Hands-On Activity) |
| H1.So2.6b | Explain importance of a positive body image. | Instruction: 195-196 Assessment: 202 (#2) |
| H1.So2.8 | Identify signs, symptoms, and consequences of eating disorders. | Instruction: 198-200 Assessment: 204 (#11-12) |
| H2.So2.7 | Explain how peers and media influence body image. | Instruction: 197 Assessment: 205 (#17) |
| H2.So2.8 | Explain how body image influences eating disorders. | Instruction: 198-200 Assessment: 202 (#2) |
| 3: Stress Management | | |
| H1.So3.6a | Define stressor, eustress, and distress. | Instruction: 117 Assessment: 127 (#17) |
| H1.So3.6b | Explain causes and effects of stress. | Instruction: 117-118 Assessment: 124 (#1) |
| H1.So3.7 | Differentiate between eustress and distress. | Instruction: 117 Assessment: 127 (#17) |
| H1.So3.8 | Analyze effects of eustress and distress. | Instruction: 117 |

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| | | Assessment: 127 (#17) |
| H7. | Compare healthy and unhealthy ways of dealing with stress. | Instruction: 118-124 Assessment: 124 (#5) |
| H7. | Evaluate personal stress management techniques. | Instruction: 118-124 Assessment: 124 (Hands-On Activity) |
| H7.So3.6 | Understand stress management techniques. | Instruction: 118-124 Assessment: 124 (#4) |
| 4: Expressing Emotions | | |
| H1.So4.6a | Explain importance of understanding other perspectives when resolving interpersonal conflicts. | Instruction: 456-457 Assessment: 467 (#3) |
| H1.So4.6b | Summarize characteristics of empathy and compassion. | Instruction: 112 Assessment: 127 (#15) |
| H1.So4.7a | Describe ways to manage interpersonal conflict. | Instruction: 464-467 Assessment: 467 (#5) |
| H1.So4.7b | Explain how expressing emotions or feelings can influence others. | Instruction: 110, 460 Assessment: 110 (caption) |
| H2 | Compare and contrast the influence of family, culture, and media on how emotions are expressed. | Instruction: 106-112 Assessment: 127 (#23) |
| H3.So4.6 | Investigate resources for support when dealing with difficult emotions. | Instruction: 108-114 Assessment: 127 (#19) |
| H4.So4.8 | Demonstrate ways to manage or resolve interpersonal conflict. | Instruction: 464-467 Assessment: 467 (Hands-On Activity) |
| 5: Harassment, Intimidation, and Bullying | | |
| H1.So5.6a | Describe different types of harassment, intimidation, and bullying. | Instruction: 497-499 Assessment: 506 (#1-3) |
| H1.So5.6b | Analyze harmful effects of harassment, intimidation, and bullying. | Instruction: 500-502 Assessment: 506 (#4) |
| H1.So5.7 | Explain how harassment, intimidation, and bullying affect individuals, families, and communities. | Instruction: 500-501 Assessment: 525 (#19) |
| H1.So5.8a | Describe possible consequences of harassment, intimidation, and bullying. | Instruction: 500-502 Assessment: 506 (#5) |
| H1.So5.8c | Understand connection between bullying and harmful behaviors including suicide. | Instruction: 147-148 Assessment: 525 (#19) |
| H5.So5.7 | Determine strategies for responding to harassment, intimidation, and bullying. | Instruction: 501, 504 Assessment: 525 (#18) |
| H8.So5.8 | Advocate for a bully-free school and community environment. | Instruction: 505-506 Assessment: 525 (#24) |
| 6: Emotional, Mental, and Behavioral Health | | |
| H1.So6.6a | Identify signs and symptoms of depression and anxiety. | Instruction: 132-135 Assessment: 138 (#3) |
| H1.So6.6b | Identify reasons individuals may want to harm themselves. | Instruction: 135-136 Assessment: 152 (Hands-On Activity) |

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| H1.So6.6c | Understand that emotional and mental and behavioral health and well-being are as important as physical health and well-being. | Instruction: 10 Assessment: 10 (caption) |
| H1.So6.6d | Define stigma related to mental and behavioral health. | Instruction: 144 Assessment: 145 (#4) |
| H1.So6.7a | Identify different emotional and mental and behavioral health disorders. | Instruction: 131-137 Assessment: 138 (#1-3) |
| H1.So6.7b | Identify risk factors associated with self-harm and/or suicide. | Instruction: 147-148 Assessment: 152 (#1-3) |
| H1.So6.7c | Identify how individuals experience stigma related to mental and behavioral health. | Instruction: 144 Assessment: 145 (#4) |
| H1.So6.8a | Explain causes, symptoms, and effects of emotional and mental and behavioral health disorders. | Instruction: 131-138 Assessment: 138 (#4) |
| H1.So6.8b | Recognize signs that someone may be at risk of suicide. | Instruction: 147-148 Assessment: 152 (#1-3) |
| H1.So6.8d | Recognize stigma as it relates to emotional and mental and behavioral health. | Instruction: 144 Assessment: 145 (#4) |
| H2.So6.7 | Recognize how culture and media impact access to mental and behavioral health services. | Instruction: 144 Assessment: 145 (#4) |
| H3.So6.6 | Describe situations that call for professional emotional and mental and behavioral health services. | Instruction: 124, 135-136 Assessment: 154 (#7) |
| H3.So6.7 | Identify valid and reliable emotional and mental and behavioral health services. | Instruction: 140-142 Assessment: 141 (caption) |
| H3.So6.8 | Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. | Instruction: 140-142 Assessment: 145 (#5) |
| H4.So6.7 | Demonstrate supportive responses to people who may be experiencing mental and behavioral health disorders. | Instruction: 144-145 Assessment: 145 (Hands-On Activity) |
| Health Education Core Idea: Substance Use and Abuse | | |
| 1: Use and Abuse | | |
| H1.Su1.6a | Explain differences between appropriate use, misuse, and abuse of substances. | Instruction: 273-274, 282-283 Assessment: 283 (#2) |
| H1.Su1.6b | Understand stages of addiction. | Instruction: 255-256 Assessment: 257 (#5) |
| H1.Su1.7 | Distinguish between substance use, misuse, abuse, dependency, and addiction. | Instruction: 303-305, 315-316 Assessment: 305 (#4-5) |
| H1.Su1.8 | Explain classifications of substances. | Instruction: 299-301, 307-313 Assessment: 305 (#1) |
| H2.Su1.6 | Describe how peers and family influence substance use and abuse. | Instruction: 251-253 Assessment: 269 (#16) |
| H2.Su1.7 | Describe how peers and media influence substance use and abuse. | Instruction: 286-288 Assessment: 292 (#1) |
| H2.Su1.8 | Analyze factors that influence substance use and abuse. | Instruction: 314 Assessment: 329 (#16) |



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| H3.Su1.8 | Compare and contrast sources of information on substance abuse. | Instruction: 289 Assessment: 295 (#23) |
| 2: Effects | | |
| H1.Su2.6 | Understand short- and long-term effects of substance abuse on physical and mental health. | Instruction: 275-279 Assessment: 283 (#4) |
| H1.Su2.7 | Explain short- and long-term effects of substance abuse on dimensions of health. | Instruction: 308-313 Assessment: 317 (#5) |
| H1.Su2.8 | Describe how substance abuse affects dimensions of health. | Instruction: 308-313 Assessment: 317 (Hands-On Activity) |
| 3: Prevention | | |
| H1.Su3.6 | Identify how to use refusal skills to avoid substance use. | Instruction: 265-266 Assessment: 266 (Hands-On Activity) |
| H7.Su3.6 | Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. | Instruction: 238 Assessment: 266 (Hands-On Activity) |
| H7.Su3.7a | Demonstrate use of refusal skills to avoid substance use. | Instruction: 289 Assessment: 295 (#21) |
| H7.Su3.7b | Assess scenarios in which substances may be present and determine strategies to avoid exposure and use. | Instruction: 238 Assessment: 295 (#22) |
| H7.Su3.8a | Apply refusal skills to avoid substance use. | Instruction: 322-323 Assessment: 326 (Hands-On Activity) |
| H7.Su3.8b | Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. | Instruction: 262-266 Assessment: 269 (#22) |
| H8.Su3.6 | Promote benefits of abstaining from or discontinuing substance use. | Instruction: 259 Assessment: 326 (Hands-On Activity) |
| H8.Su3.7 | Construct a message describing benefits of being drug-free. | Instruction: 322 Assessment: 329 (#21) |
| H8.Su3.8 | Create a drug-free message for school. | Instruction: 261 Assessment: 295 (#20) |
| 4: Treatment | | |
| H3.Su4.6 | Identify valid and reliable substance abuse services. | Instruction: 324-325 Assessment: 326 (#4) |
| H3.Su4.7 | Describe situations that call for professional treatment for substance abuse. | Instruction: 315-317 Assessment: 328 (#8) |
| H3.Su4.8 | Investigate local services for those affected by substance abuse. | Instruction: 324-325 Assessment: 325 (caption) |
| 5: Legal Consequences | | |
| H1.Su5.6 | Identify legal and illegal substances. | Instruction: 299, 307 Assessment: 328 (#7) |
| H1.Su5.7 | Understand school policies related to substance possession and use. | Instruction: 315-316 Assessment: 317 (#5) |
| H1.Su5.8 | Describe short- and long-term legal consequences of substance use and the effects on personal goals. | Instruction: 278-281 Assessment: 280 (caption) |