



**Goodheart-Willcox Publisher Correlation of
Comprehensive Health Skills for Middle School ©2019
to Washington State Health Education K-12 Learning Standards
(Grade 6)**

Health Education Core Idea: Wellness (W)

Topic	Correlating Pages
Describe interrelationships of dimensions of health.	8, 10, 13 (#5)
Differentiate between communicable and non-communicable diseases.	335-340, 358-369
Determine how hereditary factors and health behaviors impact health.	16, 21, 359, 379 (Building Your Skills)
Explain factors that influence health decisions and behaviors.	30 (Building Your Skills), 181, 197-198, 205 (#15), 251-253, 286-288
Describe situations that call for expert health resources and services.	32, 124, 155 (#18), 493 (#22), 601 (#22)
Explain effective communication skills.	458-463, 467 (Hands-On)
Identify circumstances that help or hinder making healthy decisions related to personal health.	23-24, 288 (Building Your Skills)
Describe how goals can enhance health.	24, 229-231

Health Education Core Idea: Safety (SA)

Topic	Correlating Pages
Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety.	403-406, 406 (#3, 4)
Understand basic first aid skills.	408-418, 418 (#1-3, 5)
Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures.	417-418, 418
Describe situations that could lead to violence.	497-498



Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence.	25-26, 464-467, 501, 504-506
Identify potential dangers of sharing personal information through electronic media.	400-402, 406 (#5)
Health Education Core Idea: Nutrition (N)	
Topic	Correlating Pages
Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water.	161-169
Understand differences between reliable and unreliable sources of nutrition information.	171-182
Describe consequences of skipping meals.	178
Summarize importance of staying hydrated.	169
Identify beverages that should be limited and provide evidence to support limiting intake.	178
Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices.	178-179
Distinguish between serving size and portion size.	172, 178, 202
Distinguish between nutrient- dense and empty-calorie foods and identify examples of each.	171-172, 178
Compare and contrast caloric expenditure for a variety of physical activities.	190
Identify diseases often caused by nutritional choices.	174
Develop a SMART (specific, measurable, attainable, realistic, and timely) goal to improve eating behaviors.	24, 25 (Figure 1.11), 32 (#2), 35 (#20), 229 (Building Your Skills)



Identify circumstances that influence healthy decision-making related to food choices and eating behaviors.	177-181, 182 (#5)
Health Education Core Idea: Sexual Health (Se)	
Topic	Correlating Pages
Identify parts of the reproductive systems.	531-533
Identify physical, social, mental, and emotional changes that occur during puberty.	545-550, 552 (#5, Hands-On)
Understand the range of gender roles, identity, and expression across cultures.	609-612, 615 (#5)
Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV.	347, 487-488, 490 (#5), 622-623, 642-643, 650 (Hands-On), 655
Explain how STDs are transmitted.	342
Identify examples of protective factors and risk behaviors.	10, 21 (Hands-On), 347, 484 (Figure 14.29), 488 (Figure 14.33), 631
Explain importance of talking with a family member and other trusted adults about relationships.	466, 484, 493 (#19)
Identify ways to communicate effectively in a variety of relationships.	458-463, 467 (Hands-On)
Recognize that everyone has the right to set boundaries based on personal values.	249 (#5), 486, 487-488
Understand which sexual health care services are available to youth.	348, 349 (Hands-On)
Understand that there are behaviors that constitute sexual offenses.	627-629, 632 (#1-5, Hands-On)
Understand that it is illegal to send or post sexually explicit images or messages electronically.	400-402, 406 (#5)



Health Education Core Idea: Social Emotional Health (So)	
Topic	Correlating Pages
Describe factors that can influence self-esteem.	41 (Case Study), 102, 127 (#20)
Understand how to improve one’s self-esteem.	102 (Building Your Skills), 104 (#4)
Describe how self-esteem and body image are related.	197-198
Explain importance of a positive body image.	195
Define stressor, eustress, and distress.	117, 124 (#1)
Explain causes and effects of stress.	117-118, 124 (Hands-On)
Understand stress management techniques.	118-124, 124 (#5)
Explain importance of understanding other perspectives when resolving interpersonal conflicts.	26, 465-466
Summarize characteristics of empathy and compassion.	112, 152 (Hands-On)
Investigate resources for support when dealing with difficult emotions.	107-110, 111-112, 114 (#4)
Describe different types of harassment, intimidation, and bullying.	498-506, 627-628
Analyze harmful effects of harassment, intimidation, and bullying.	498-506, 627-628
Identify signs and symptoms of depression and anxiety.	132-133, 135, 138 (#4)
Describe situations that call for professional emotional and mental and behavioral health services.	141, 144-145, 145 (#5)
Identify reasons individuals may want to harm themselves.	134-136
Understand that emotional and mental and behavioral health and well-being are as important as physical health and well-being.	106-107
Define stigma related to mental and behavioral health.	143-144, 145 (#4)
Health Education Core Idea: Substance Use and Abuse (Su)	
Topic	Correlating Pages
Explain differences between appropriate use, misuse, and abuse of substances.	303-305, 305 (#4, 5)
Understand stages of addiction.	255-256, 257 (#3), 282 (Figure 9.10)



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Describe how peers and family influence substance use and abuse.	251-254, 285-288
Understand short- and long- term effects of substance abuse on physical and mental health.	245-248, 249 (#4, 5), 275-277, 283 (#4)
Identify how to use refusal skills to avoid substance use.	265-266, 266 (Hands-On), 289, 326 (Hands-On)
Identify scenarios in which substances may be present and determine strategies to avoid exposure and use.	265-266, 266 (Hands-On), 289, 326 (Hands-On)
Promote benefits of abstaining from or discontinuing substance use.	259 (Figure 8.16), 259-260, 266 (#5), 322 (Building Your Skills)
Identify valid and reliable substance abuse services.	260, 290-292, 292 (#5), 324-325
Identify legal and illegal substances.	300-301, 304-305, 307-313