



**Goodheart-Willcox Publisher Correlation of
 Comprehensive Health Skills for Middle School ©2019
 to Washington State Health Education K-12 Learning Standards
 (Grade 8)**

Health Education Core Idea: Wellness (W)

Topic	Correlating Pages
Analyze interrelationships of personal dimensions of health.	7-10, 13 (#1, 5)
Analyze how personal choices contribute to communicable and non-communicable diseases.	371-380
Assess personal health behaviors that reduce or prevent health risks.	20-21, 21 (#3, 5)
Describe how values, media, and technology influence health decisions and behaviors.	20, 23, 42 (Building Your Skills), 100-101, 197-198, 202 (#5), 253, 288
Investigate local valid and reliable health and wellness information.	26-29
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Demonstrate communication skills to enhance health and avoid or reduce health risks.	458-463, 467 (#2-5, Hands-On)
Demonstrate a decision-making model to make a personal health-enhancing choice.	23-24, 32 (#1)
Describe various short- and long- term goals that can be used to enhance health.	24, 25 (Figure 1.11), 32 (#2, 5), 188, 189, 229-231

Health Education Core Idea: Safety (SA)

Topic	Correlating Pages
Advocate for safety and injury prevention.	387-396, 396 (#1-5, Hands-On)
Describe how some health risk behaviors influence safety and injury prevention practices.	387-388, 396 (#1, 3), 403-406, 406 (#1-4)
Practice basic first aid skills.	408-418, 418 (#1-5)
Demonstrate CPR and AED procedures.	417-418
Analyze causes and effects of violence on individuals, families, and communities.	282, 313, 497-498, 509-510, 517-521, 522 (Hands-On)
Differentiate between passive, aggressive, and assertive communication.	460-462, 467 (#5)
Explain how bystanders can help prevent, reduce, and avoid violence.	505-506, 522
Describe potential dangers of sharing personal information through electronic media.	402, 406 (#5), 421 (#20)



Health Education Core Idea: Nutrition (N)	
Topic	Correlating Pages
Compare and contrast nutritional value of fresh versus processed foods.	168, 178-179
Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance.	166-167, 176, 539, 542
Investigate valid and reliable nutrition information, products, and services.	178-180
Develop a message to persuade someone to make healthy beverage choices.	178 (Figure 6.18)
Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices.	178-179
Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan.	179-180, 190 (Figure 6.30)
Evaluate a variety of eating plans and determine potential short- term and long-term consequences based on nutritional intake.	172-175
Assess personal food and beverage intake based on recommended individual needs	172-175
Create short- and long-term goals to establish healthy eating patterns.	177 (Building Your Skills), 188, 189
Investigate strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.	180-181
Draw conclusions regarding how society, culture, and economics influence nutrition choices.	181
Health Education Core Idea: Sexual Health (Se)	
Topic	Correlating Pages
Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation.	531-534, 535 (#1-5)
Identify physical, emotional, and social effects of sexual activity.	487-488, 490 (#5), 620-621, 625 (#3)
Describe the physical, social, mental, and emotional changes that occur during adolescence.	545-552
Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation.	609-612



Summarize ways to prevent pregnancy and STDs.	346-348, 641-649, 650 (#2-5)
List steps to using a condom correctly.	644-645
Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy.	348, 349 (Hands-On), 639-641, 654-655
Summarize signs, symptoms, potential impact, and treatment of STDs.	342-349
Use a decision-making model to make a health-related decision.	23-24, 32 (#1)
Compare and contrast potential outcomes of risk behaviors and protective factors.	10, 21 (Hands-On), 347, 484 (Figure 14.29), 488 (Figure 14.33), 631
Describe personal role in protecting one's own sexual and reproductive health.	346-348, 547 (Figure 16.16), 548 (Figure 16.17)
Explain how to build and maintain healthy family, peer, and dating relationships.	455-458, 467 (#1, 5)
Define sexual consent and identify ways that consent can be communicated and accepted.	629, 632 (#5)
Analyze the impact of technology and social media on friendships and relationships.	478-480, 484 (#5)
Develop a plan to communicate and maintain personal boundaries and values.	458-463, 487-488
Understand laws related to accessing sexual health care services.	348, 349 (Hands-On), 383 (#16)
Understand importance of personal responsibility for sexual decisions.	383 (#19), 650 (Hands-On), 655, 656 (Building Your Skills), 656 (#4, Hands-On)
Identify state laws related to sexual offenses, including when a minor is involved.	510, 629
Explain consequences of sharing sexually explicit pictures or messages.	402, 406 (#5), 421 (#20)

Health Education Core Idea: Social Emotional Health (So)

Topic	Correlating Pages
Compare characteristics of high and low self-esteem and impacts on health.	101-104, 127 (#16)
Demonstrate ability to make choices that positively impact self-esteem.	102 (Building Your Skills), 104 (#4)
Explain how body image influences eating disorders.	198-200, 202 (#2-4)
Identify signs, symptoms, and consequences of eating disorders.	198-202, 202 (#2-4)
Analyze effects of eustress and distress.	117
Evaluate personal stress management techniques.	118-124, 124 (#5)



Demonstrate ways to manage or resolve interpersonal conflict.	25-26, 464-467
Compare and contrast the influence of family, culture, and media on how emotions are expressed.	106-110, 114 (#4)
Describe possible consequences of harassment, intimidation, and bullying.	500, 502, 506 (#5)
Advocate for a bully-free school and community environment.	499 (Building Your Skills), 501, 505-506
Understand connection between bullying and harmful behaviors including suicide.	147-148, 505
Explain causes, symptoms, and effects of emotional and mental and behavioral health disorders.	131-138
Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older.	140-142
Recognize signs that someone may be at risk of suicide.	147-150, 152 (#5)
Recognize stigma as it relates to emotional and mental and behavioral health.	143-144, 145 (#4)
Health Education Core Idea: Substance Use and Abuse (Su)	
Topic	Correlating Pages
Analyze factors that influence substance use and abuse.	251-254, 285-288
Compare and contrast sources of information on substance use.	243-244, 249 (Hands-On), 306 (Graphic Organizer), 321
Explain classifications of substances.	299-301, 307
Describe how substance abuse affects dimensions of health.	245-248, 249 (#4, 5), 275-277, 283 (#4)
Apply refusal skills to avoid substance use.	265-266, 266 (Hands-On), 289, 322-323, 326 (Hands-On)
Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others.	261 (Building Your Skills), 319-320, 322 (Building Your Skills)
Create a drug-free message for school.	322 (Building Your Skills)
Investigate local services for those affected by substance abuse.	260, 290-291, 323-325
Describe short- and long-term legal consequences of substance use and the effects on personal goals.	278-279, 283 (#4, Hands-On), 316, 317 (Hands-On)