



## Goodheart-Willcox Publisher Correlation of *Essential Health* ©2018 to Washington State Health Education K-12 Learning Standards (High School)

### Health Education Core Idea: Wellness (W)

Topic	Correlating Pages
Analyze personal dimensions of health and design a plan to balance health.	8-11, 12 (1, 4, 5, Real World Health)
Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases.	365-369, 370 (4-6), 420-421, 428-429, 429 (3)
Assess personal risk factors and predict future health status.	38 (Warm-Up), 44 (Real World Health), 46-49, 50 (Warm-Up), 51-54, 55 (Warm-Up), 56-59, 62 (Hands-On)
Analyze how a variety of factors impact personal and community health.	38 (Warm-Up), 44 (Real World Health), 46-49, 50 (Warm-Up), 51-54, 55 (Warm-Up), 56-59, 62 (Hands-On)
Create a resource that outlines where and how students can access valid and reliable health information, products, and services.	14-19, 20 (Real World Health)
Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	559-561, 561 (2)
Predict potential short- and long-term outcomes of a personal health-related decision.	198 (Before You Read), 343 (Real World Health)
Implement strategies to achieve a personal health goal.	22, 23 (Skills for Health and Wellness), 24 (#2), 34 (#29), 62 (#30), 128 (30), 406 (#29)

### Health Education Core Idea: Safety (SA)

Topic	Correlating Pages
Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety.	716, 732, 745 (#46)
Describe how to prevent occupational injuries.	722-723
Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors.	716, 724
Apply basic first aid skills.	725-726
Demonstrate CPR and AED procedures.	729, 745 (#47)
Evaluate societal influences on violence.	295, 488-489, 563-564
Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations.	559-561
Advocate for violence prevention.	569, 586 (Hands-On)



Analyze potential dangers of sharing personal information through electronic media.	566
<b>Health Education Core Idea: Nutrition (N)</b>	
<b>Topic</b>	<b>Correlating Pages</b>
Predict impact of consuming adequate or inadequate amounts of nutrients.	70-77, 79 (#3, 4, 8)
Evaluate resources for accessing valid and reliable information, products, and services for healthy eating.	81-82, 85-87
Collaborate with others to advocate for healthy eating at home, in school, or in the community.	99 (Real World Health), 102 (#27)
Analyze the impact of school rules and community and federal laws on beverage availability and choice.	99 (Real World Health)
Cite evidence from Nutrition Facts labels useful for making informed and healthy choices.	91-94, 99 (#1, 2, 5, 6)
Analyze trends in portion size as compared to recommended serving sizes.	92, 115-116
Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.	83, 121-122
Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases.	42, 74, 161-162
Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture.	81-87, 89 (Real World Health)
Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.	114-118, 118 (Real World Health)
<b>Health Education Core Idea: Sexual Health (Se)</b>	
<b>Topic</b>	<b>Correlating Pages</b>
Summarize fertilization, fetal development, and childbirth.	606-608, 609 (Real World Health), 631-633
Explain the role hormones play in sexual behavior and decision-making.	676-677, 679 (#4, 7)
Describe emotional, social, physical, and financial effects of being a teen or young adult parent.	652-653, 655 (#2, 5)
Describe behaviors that impact reproductive health.	47, 383, 385 (Personal Profile), 387 (Real World Health)
Describe steps of testicular self-exam and the importance of breast self-awareness.	427-428, 623



Explain the physical, social, mental, and emotional changes associated with being a young adult.	675-679, 679 (#6, 7)
Describe how sexuality and sexual expression change throughout the life span.	676-679
Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation.	676-679
Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV.	385-386
Demonstrate steps to using a condom correctly.	386
Identify local youth-friendly sexual health services.	387, 406 (29)
Understand that people can choose abstinence at different times in their lives.	385-386, 396 (Real World Health)
Advocate for STD testing and treatment for sexually active youth.	389-396, 401-403
Use a decision-making model to make a sexual health-related decision.	385, 406 (28, 32)
Differentiate between affection, love, commitment, and sexual attraction.	546-549, 551 (8)
Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships.	546-551
Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent.	547-549, 551 (Real World Health), 554 (30)
Analyze factors that can affect the ability to give or recognize consent to sexual activity.	575 (Warm-up), 576-577, 583 (1, 5)
Identify ways to access accurate information and resources for survivors of sexual offenses.	579-580, 583, 586 (Hands-on)
Describe laws related to accessing sexual health care services.	579-580, 583, 586 (Hands-on)
Understand importance of personal and social responsibility for sexual decisions.	47, 575 (Warm-Up), 577-578
Examine laws and consequences related to sexual offenses, including when a minor is involved.	576-577, 578-579
Identify laws and concerns related to sending or posting sexually explicit pictures or messages.	566



<b>Health Education Core Idea: Social Emotional Health (So)</b>	
<b>Topic</b>	<b>Correlating Pages</b>
Assess self-esteem and determine its impact on personal dimensions of health.	457-458, 461 (1, 7)
Understand changes in self-esteem can occur as people mature.	457-458, 461 (1, 7)
Explain why people with eating disorders need support services.	148-149, 151 (1, 2)
Identify supportive services for people with eating disorders.	148-149, 151 (1, 2)
Describe how to support someone who has symptoms of an eating disorder.	148-149, 151 (1, 2)
Identify physical and psychological responses to stressors.	481-484, 486-489
Develop a personal stress management plan.	491-494, 495 (4, 5)
Advocate for ways to manage or resolve interpersonal conflict.	559-561
Summarize strategies for coping with difficult emotions, including defense mechanisms.	445-449
Demonstrate effective communication skills to express emotions.	446-447, 449 (7)
Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying.	569, 569 (#6), 583, 583 (#4)
Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying.	564 (Research in Action), 566-567, 568 (Case Study), 569 (#5)
Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders.	503-507
Describe how self-harm or suicide impacts other people.	507, 514-515, 515 (#2)
Explain how to help someone who is thinking about attempting suicide.	515, 515 (#4)
Identify school and community resources that can help a person with emotional and mental and behavioral health concerns.	518-519, 520 (Real World Health)
Describe laws related to minors accessing mental health care.	518-519, 520 (Real World Health)
Advocate for reducing stigma associated with emotional and mental and behavioral health.	517, 524 (Hands-On)



<b>Health Education Core Idea: Substance Use and Abuse (Su)</b>	
<b>Topic</b>	<b>Correlating Pages</b>
Analyze why individuals choose to use or not use substances.	269-271, 271 (#4, 5, 7, 8, Real World Health), 302-305, 305 (#3, 4, 6), 337 (Warm-up), 339-340, 343 (#3)
Differentiate classifications of substances.	319-320, 325 (#5), 328
Analyze validity of information on substance use.	275, 307, 326 (Warm-up)
Describe laws related to minors accessing substance abuse treatment.	274, 309, 342-343
Summarize short- and long-term effects of substance abuse on dimensions of health.	260-265, 265 (#2-8), 282 (Hands-On), 291-292, 292 (#6, 7), 294-299, 314 (#23), 327-335, 336 (#5, 6)
Analyze how addiction and dependency impact individuals, families, and society.	264-265, 265 (#8), 267-269, 271 (#7), 277, 311 (Case Study), 311 (Real World Health), 314 (#22), 341, 343 (#4)
Predict how a drug-free lifestyle will support achievement of short- and long-term goals.	306 (Before Your Read), 343 (Real World Health)
Design a drug-free message for a community beyond school.	282 (#21), 343 (Real World Health)
Analyze valid and reliable information to prevent or treat substance dependency and addiction.	275, 307, 342-343
Understand how codependency relates to substance use and abuse.	271, 271 (#5), 304-305, 340
Compare and contrast school, local, state, and federal laws related to substance possession and use.	276, 279 (#7), 308, 311 (#1)