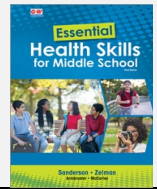
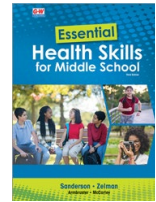


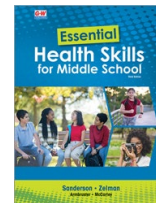
**Goodheart-Willcox Correlation of  
 Correlating Essential Health Skills Middle School ©(2023)  
 to Virginia Standards for Public Schools  
 Course: Health Education – Grade 7**



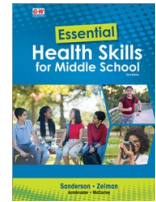
<b>Standard</b>		<b>Correlating Textbook Pages</b>
<b>Essential Health Concepts 7.1</b> The student will identify and explain essential health concepts to understand personal health.		
<b>Body Systems</b>		
7.1.a	Identify and describe the major structures and functions of the circulatory system.	47-51, 280, 380-381, 576
<b>Nutrition</b>		
7.1.b	Describe the value of nutrient-dense foods.	205-206, 212
7.1.c	Describe the benefit of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber.	84, 197, 200-203, 201 Figure 7.8, Types and Function of Vitamins, 202 Figure 7.9, Types and Function of Minerals
7.1.d	Identify decision-making steps for selecting healthy foods and beverages.	205-216 205 Figure 7.11, Dietary Guidelines, 207 Figure 7.14, Type of Vegetables, 209 Figure 7.16 MyPlate Daily Checklist, 211 Building Your Skills
7.1.e	Explain how allergens cause an allergic reaction.	385
<b>Physical Health</b>		
7.1.f	Explain the concept of active transportation (e.g., walking, biking).	19-21, 21 Hands On Activity
<b>Disease Prevention/Health Promotion</b>		
7.1.g	Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.	116-122, 116 Figure 4.13 Apps and Devices to Improve Sleep, 117 Building Your Skills, 118 Figure 4.14 Napping Strategies, 119 Figure 4.15 Foods and Drinks That Promote Sleep
7.1.h	Explain the impact of weather-or climate-related physical conditions on individuals, including allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.	17, Figure 1.8 Environmental Protective and Risk Factors
7.1.i	Describe how the school and the community can impact personal health practices and behaviors, including the availability of physical, emotional, and social health services; emergency response systems; healthcare products; and recreational and leisure opportunities.	17 17, 31-32, 31 Figure 1.17 Parts of a Community, 32 Figure 1.18 Examples of Community Resources, 327, 592 Building Your Skills, 656-657



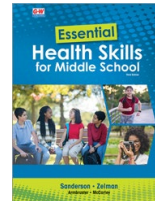
Standard		Correlating Textbook Pages
7.1.j	Identify government agencies that provide consumer protections for health products and services	26-32, 27 Figure 1.14 Access Valid Information, 28 Figure 1.15 Health and Safety Information
<b>Substance Abuse Prevention</b>		
7.1.k	Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors.	279-285, 280 Figure 9.4 Effects of Nicotine on the Body, 312-319, 313 Figure 10.6 Alcohol on Brain Function, 344-347, 345 Case Study
7.1.l	Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses.	277-279, 336, 344-353, 347 Figure 11.9 Link Between Depression and Drug abuse
7.1.m	Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs).	356-360, 358 Building Your Skills, 359 Figure 11.20 Strategies for Saying No to Drugs
<b>Safety/Injury Prevention</b>		
7.1.n	Identify potential safety issues related to babysitting, caring for younger siblings, being alone at home, in the neighborhood (e.g., water sports, recreation areas, shopping areas), and being online.	407 – 416, 408 Figure 13.2 Beware of Poisons, 410 Figure 13.5 Fire Safety Inspection Checklist, 415 Building Your Skills, 418-426, 418 Figure 13.11 Potentially Dangerous Places in Your Community
<b>Mental Wellness/Social And Emotional Skills</b>		
7.1.o	Identify the body's physical and psychological responses to stress.	132 Figure 5.2 Aspects of Your Identify, 151-152, 182-183, 185, 356
7.1.p	Identify the characteristics of healthy interpersonal relationships.	476-477, 506-507
7.1.q	Recognize the impact of disappointment or adversity on physical, social, and emotional health and how to cope effectively and change one's feelings.	132 Figure 5.2 Aspects of Your Identify, 142-143, 151-158, 182-183, 185, 245, 356
7.1.r	Describe situations that can cause a range of emotions and feelings, and describe how to recognize these feelings and emotions and predict how long they may last.	132, 140-148, 150-158, 356
7.1.s	Identify healthy verbal, nonverbal, written, and visual communication.	478-483, 478 Figure 15.4 The Community Process, 481 Building Your Skills



Standard		Correlating Textbook Pages
7.1.t	Define disordered eating and describe types of eating disorders.	232-234, 233 Figure 7.38 Types of Eating Disorders, 234 Figure 7.39 Warning Signs of Eating Disorders
7.1.u	Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression.	165-156, 170, 176-177, 231, 347, 531
<b>Violence Prevention</b>		
7.1.v	List the characteristics of and how to contribute to a positive (i.e., emotionally safe) school climate.	525-526, 537-538
7.1.w	Describe the role of empathy in preventing bullying and cyberbullying.	525 – 526, 537-538
7.1.x	Explain the myths and facts about gangs and gang-related behaviors.	518, 538-539
<b>Community/Environmental Health</b>		
7.1.y	Describe human behaviors that contribute to air, water, soil, and noise pollution.	446-450, 447 Figure 14.3 Smog, 447 Figure 14.4 Source of Indoor Air Pollution, 448 Figure 14.6 Climate Change and Flooding
<b>Healthy Decision 7.2</b> -The student will use decision-making skills to promote health and personal wellness.		
<b>Body Systems</b>		
7.2.a	Describe how healthy food choices and physical activity keep the circulatory system healthy.	47-51
<b>Nutrition</b>		
7.2.b	Analyze the effects of nutrition on daily performance (i.e., mind and body).	8, 19-21, 210-211, 559
7.2.c	Explain the cognitive and physical benefits of eating a healthy breakfast.	212 Figure 7.18 Making Healthier Food Choices
7.2.d	Use a decision-making process to evaluate daily food intake and nutritional requirements	205-216, 205 7.11, Dietary Guidelines, 207 Figure 7.14, Type of Vegetables, 211 Building Your Skills
7.2.e	Discuss the concept of an allergen-safe zone.	385
<b>Physical Health</b>		
7.1.f	Analyze the physical and mental health benefits of active transportation.	19-21, 211 Hands-On Activity

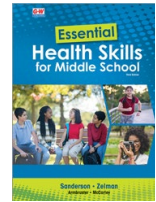


Standard		Correlating Textbook Pages
<b>Disease Prevention/Health Promotion</b>		
7.2.g	Compare current personal sleep and rest habits with recommended guidelines for teenagers.	116-122, 116 Figure 4.13 Apps and Devices to Improve Sleep, 117 Building Your Skills, 119 Figure 4.15 Foods and Drinks That Promote Sleep
7.2.h	Describe ways to prevent weather-or climate-related physical environmental conditions, such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.	17, Figure 1.8 Environmental Protective and Risk Factors
7.2.i	Identify resources in the community that are dedicated to promoting health.	17, 31-32, 31 Figure 1.17 Parts of a Community, 32 Figure 1.18 1 Examples of Community Resources, 327, 592 Building Your Skills, 656-657
7.2.j	Identify state and federal laws that provide consumer protections.	26-32
<b>Substance Abuse Prevention</b>		
7.2.k	Understand that addiction is a compulsive physiological need for and use of a habit-forming substance.	287, 294
7.2.l	Explain the purpose of the Food and Drug Administration (FDA), and differentiate between FDA-approved and non-FDA-approved substances.	28, 200, 213, 277
7.2.m	Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs.	279-285, 280 Figure 9.4 Effects of Nicotine on the Body, 312-319, 313 Figure 10.6 Alcohol on Brain Function, 344-347, 345 Case Study
<b>Safety/Injury Prevention</b>		
7.2.n	Explain the importance of recognizing harmful and risky behaviors related to personal safety.	288-294, 290 Figure 9.14 Triggers, 321-324, 324 Building Your Skills, 355 – 356, 356 Figure 11.19 Preventing Medication and Drug Misuse and Abuse
<b>Mental Wellness/Social and Emotional Skills</b>		
7.2.o	Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health.	132 Figure 5.2 Aspects of Your Identify, 140-148, 150-158, 182-183, 185, 245, 356
7.2.p	Explain how empathy, compassion, and acceptance of others support healthy relationships.	146, 561

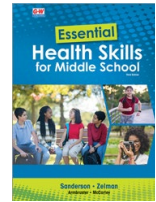


Standard		Correlating Textbook Pages
7.2.q	Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity.	132 Figure 5.2 Aspects of Your Identify, 140-148, 150-158, 182-183, 85, 245, 356
7.2. r	Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support.	141-148, 141 Figure 5.8 Learn to Control Your Emotions, 142 Figure 5.10 Healthy, Positive Ways to Accept and Express Emotions, 145 Figure 5.13 Think Positive!, 152-153, 153 Figure 5.19 Stress Management Strategies
7.2. s	Describe the relationship between healthy communication skills and healthy relationships.	476 – 484, 476 Figure 15.2 The Emotional Impact of a Relationship , 477 Figure 15.3 Signs of an Unhealthy Relationship, 506-507
7.2. t	Describe the warning signs, risk factors, and protective factors for eating disorders.	232-234, 233 Figure 7.38 Types of Eating Disorders, 234 Figure 7.38 Types of Eating Disorders
7.2. u	Explain when mental illnesses and mental challenges require support or assistance (e.g., when they affect one’s relationships, responsibilities, and involvement in activities).	174-179 174 Figure 6.7 Signs to Seek Professional Help, 175 Building Your Skills, 176 Figure 6.8 What Does a Therapist Do?, 177 Figure 6.9 Types of Mental Health Medications
<b>Violence Prevention</b>		
7.2.v	Explain how violence, bullying, and harassment affect personal health and school safety.	165 Figure 6.1 Effects of Bullying on Mental Health, 182, 232, 520, 520 Figure 16.2, Question About Bullying, 525 – 526, 537-538
7.2.w	Explain why it is important to be able to identify bullying behavior to prevent bullying and cyberbullying.	517-526
7.2.x	Explain why people may join gangs, including the relationship between self-image and gang-related behaviors.	518, 538-539
<b>Community/Environmental Health</b>		
7.2.y	Explain how environmental health is essential to personal and community health.	445-454, 447 Figure 14.3, 447 Figure 14.4 Source of Indoor Air Pollution, 448 Figure 14.6 Climate Change and Flooding, 456-466, 458 Figure 14.17 Environmental Protection Hierarchy
<b>Advocacy And Health Promotion 7.3 The Student Will Promote Healthy Schools, Families, And Communities.</b>		

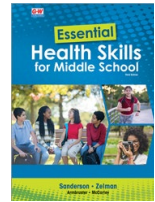




Standard		Correlating Textbook Pages
<b>Body Systems</b>		
	Promote strategies for maintaining a healthy circulatory system	47-51, 280, 380-381, 576
<b>Nutrition</b>		
7.3.b	Encourage nutrient-dense food choices at home, at school, and in restaurants.	205-206, 212 Figure 7.18 Making Healthier Food Choices
7.3.c	Educate peers and family members on the importance of eating a healthy breakfast and being physically active.	212 Figure 7.18 Making Healthier Food Choices
7.3.d	Explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events.	205 – 216, 205 7.11, 200, 211 Building Your Skills
7.3.e	Promote understanding of the importance of handwashing, not sharing food, and allergen safe-zones	216, 394-395, Figure 12.24 Food Sanitation Practices.
<b>Physical Health</b>		
7.1.f	Design and promote safe walking and bike routes to and from school or another location in the community.	418-419, 418 Figure 13.11 Potentially Dangerous Places in Your Community, 419 Figure 13.13 Staying Safe in Public Places
<b>Disease Prevention/Health Promotion</b>		
7.3.g	Engage family to create a personal plan to meet recommended guidelines for sleep and rest.	116-122, 116 Figure 4.13 Apps and Devices to Improve Sleep, 117 Building Your Skills, 119 Figure 4.15 Foods and Drinks That Promote Sleep
7.3.h	Determine strategies to protect against the harmful effects of the sun, heat, and cold.	17, Figure 1.8 Environmental Protective and Risk Factors
7.3.i	Define public health, and describe the associated health and medical careers and the training required for these occupations.	7-13, 12 Figure 1.4 Physician Specialist
7.3.j	Evaluate and promote a healthcare product or service for students, families, schools, or communities that will help others to make positive health choices.	7-13, 12 Figure 1.4 Physician Specialist
<b>Substance Abuse Prevention</b>		
7.3.k	Identify ways to participate in school and community efforts to promote a drug-free lifestyle.	31-32, 32 Figure 1.18 Examples of Community Resources, 327, 592 Building Your Skills, 656



<b>Standard</b>		<b>Correlating Textbook Pages</b>
7.3.1	Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products, and other drugs.	26-32, 28 Figure 1.15 Health and Safety Information, 29 Figure 1.16 Communicating Health Information, 80 Building Your Skills
7.3.m	Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills).	296-300, 299 Figure 9.22 Examples of Responses to Refuse Tobacco, 325-326, 325 Figure 10.15 Strategies for Refusing Alcohol, 356-360, 358 Building Your Skills
<b>Safety/Injury Prevention</b>		
7.3.n	Describe ways to maintain a safe and healthy environment at school, in the community, at home, and online.	418-426, 418 Figure 13.11 Potentially Dangerous Places in Your Community, 419 Figure 13.13 Staying Safe in Public Places, 421 Case Study
<b>Mental Wellness/Social And Emotional Skills</b>		
7.3.o	Develop achievable goals for handling stressors in healthy ways.	132 Figure 5.2 Aspects of Your Identify, 140-148, 150-158 182-183, 185, 245, 356
7.3.p	Design ways to demonstrate empathy, compassion, and acceptance for others to support healthy relationships.	146, 561
7.3.q	Promote strategies for coping with disappointment and adversity.	132 Figure 5.2 Aspects of Your Identify, 140-148, 150-158, 182-183, 185, 245, 356
7.3.r	Promote help-seeking for mental health concerns.	174-179, 175 Building Your Skills
7.3.s	Demonstrate healthy verbal, nonverbal, written, and visual communication skills.	478-484, 478 Figure 15.4 The Community Process, 479 Figure 15.5 Nonverbal Communication Cues, 481 Building Your Skills
7.3.t	Identify school and community resources for help and support with eating disorders.	232 Figure 7.37, 233 Figure 7.38 Types of Eating Disorders, 234 Figure 7.39 Warning Signs of Eating Disorders
7.3.u	Identify personal, family, school, community, and healthcare professional resources that can help oneself and others with mental illnesses and challenges.	174-179, 174 Figure 6.7 Signs to Seek Professional Help, 175 Building Your Skills, 176 Figure 6.8 What Does a Therapist Do?, 177 Figure 6.9 Types of Mental Health Medications
<b>Violence Prevention</b>		



<b>Standard</b>		<b>Correlating Textbook Pages</b>
7.3.v	Assess your school's safety protocols (e.g., reporting processes, support provided for a positive climate) and recommend suggestions for improvement.	165 Figure 6.1 Effects of Bullying on Mental Health,, 182, 232, 520, 520 Figure 16.2 Question About Bullying, 525-526, 537-538
7.3.w	Create a campaign to prevent/stop bullying or cyberbullying.	525-526, 526 Figure 16.7 Think Before you Post
7.3.x	Create strategies to promote awareness of consequences associated with gang involvement and healthy alternatives to gang involvement.	518, 538 – 539
<b>Community/Environmental Health</b>		
7.3.y	Demonstrate ways to conserve and promote the conservation of natural resources.	456-466, 458 Figure 14.17 Environmental Protection Hierarchy