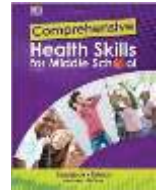


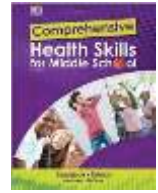
**Goodheart-Willcox Correlation of  
 Comprehensive Health Skills Middle School © (2021)  
 to Florida Standards for Public Schools  
 Course: Comprehensive Health Education,  
 Florida Statute 1003.42 – Grade 7**



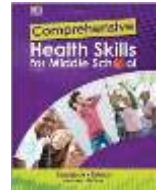
BENCHMARK		CORRELATING TEXT PAGES
<b>Strand: HEALTH LITERACY CONCEPTS</b>		
Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.		
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.  <u>Clarifications:</u> Teen pregnancy, caloric balance, time management, and conflict resolution.	25, 299-300, 325, 358-360
HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.  <u>Clarifications:</u> Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.	131-138, 131 (Figure 5.1 Characteristic of People with Positive Mental and Emotional Health), 135 (Figure 5.5 Factors Affecting Self-Esteem), 135, (Building Your Skills), 136, Questions to Help Assess Mental and Emotional Health, 138, Critically Thinking (#4)
HE.7.C.1.3	Analyze how environmental factors affect personal health.  <u>Clarifications:</u> Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.	285-286, 379-380, 384-385, 445-454
HE.7.C.1.4	Describe ways to reduce or prevent injuries and adolescent health problems.  <u>Clarifications:</u> Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.	10, 15-21, 77-96, 110-114, 152-158, 161 (#19-22), 183-184, 216, 251, 256-260, 266, 268, 325-328, 391-400, 403 (#19-21), 407-438, 441 (#18-21), 453-454, 589-591, 603 (#19), 632-634, 655
HE.7.C.1.5	Classify infectious agents and their modes of transmission to the human body.  <u>Clarifications:</u> HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.	585-590, 586 (Figure 18.3 Possible Symptoms of Gonorrhea), 588 (Figure 18.6 Herpes Simplex Viruses That Cause Genital Herpes), 588 (Figure 18.7 Growths Caused by HPV), 589 (Case Study), 590 (Figure 18.8 Sexually Transmitted Infections), 592-593, 592 (Building Your Skills), 596-597, 597 (Figure 18.14 HIV damages the immune system, making it vulnerable to opportunistic infections:), 603 (Develop Your Skills (#18))
HE.7.C.1.6	Explain how appropriate health care can promote personal health.	10-13, 10 (Figure 1.3 Paying Attention To And Practicing Wellness), 11 (Case Study)



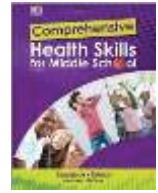
	<p><u>Clarifications:</u> Registered dietitian to plan healthy meals, asthma action plan, and immunization.</p>	
HE.7.C.1.7	<p>Describe how heredity can affect personal health.</p> <p><u>Clarifications:</u> Sickle-cell anemia, diabetes, and acne.</p>	15-17, 19-21, 103-104, 165, 210-211, 244, 288, 379-380, 382, 386, 396-398
HE.7.C.1.8	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p><u>Clarifications:</u> Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p>	19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311-319, 344-353, 379-380, 454, 529-533, 570-571, 585, 596, 603 (#19), 622-623, 632-633, 655
<p><b>Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b></p>		
HE.7.C.2.1	<p>Examine how family health behaviors influence health of adolescents.</p> <p><u>Clarifications:</u> Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>	16-19, 99 (#18), 134-135, 150-151, 165, 182, 271 (#20), 289, 321-323, 355, 475-476, 489-490, 517, 530-532, 559, 613, 654
HE.7.C.2.2	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p><u>Clarifications:</u> Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>	18, 35 (#17), 133-135, 165, 179, 182, 185, 289, 297, 323, 355, 441 (#41), 475-476, 503-504, 518, 538, 559, 569-570, 590, 616-617
HE.7.C.2.3	<p>Examine how the school and community may influence the health behaviors of adolescents.</p> <p><u>Clarifications:</u> Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.</p>	17-19, 30 (feature), 165, 174-175, 182, 185, 271 (#18), 289-290, 297, 325, 355, 359, 475-476, 503-504, 518, 537-541, 559, 616-617, 630
HE.7.C.2.5	<p>Analyze how messages from media influence health behaviors.</p> <p><u>Clarifications:</u> Sports figures promoting fast food, provocative images in film/print</p>	18 (feature), 26-29, 35 (#21), 80 (feature), 166-167, 182-183, 186 (Hands-On Activity), 189 (#20), 229-231, 290-291, 296-299, 305 (#19), 324, 355, 539, 603 (#22), 661 (#20)



	advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.	
HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.  <i>Clarifications:</i> Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.	10-13, 27-32, 80, 215, 229-231, 234-235, 290-291, 298-299, 324, 355
HE.7.C.2.7	Determine how cultural changes related to health beliefs and behaviors impact personal health.  <i>Clarifications:</i> Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.	14, 19-21, 23, 130, 133-134, 231, 490-491, 497-498
HE.7.C.2.8	Evaluate how changes in social norms impact healthy and unhealthy behavior.  <i>Clarifications:</i> Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.	229-231, 325, 355, 503-504, 521, 538, 611, 624, 626 (Hands-On Activity), 661 (#16 and 21)
HE.7.C.2.9	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.  <i>Clarifications:</i> Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.	23-24, 271 (#16-17), 288, 321-323, 355-360, 492, 507, 540, 568, 626 (Hands-On Activity), 643, 654,
<b>Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR</b>		
<b>Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.</b>		
HE.7.B.3.1	Analyze the validity of health information, products, and services.  <i>Clarifications:</i> Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.	26-29, 80 (feature), 99 (#22), 161 (#18), 223-225, 298-299, 331 (#23-24), 337-339, 359-360, 403 (#22), 513 (#21), 545 (#21), 581 (#19), 593 (Hands-On Activity), 603 (#23), 617, 641-643
HE.7.B.3.3	Compare a variety of technologies to gather health information.	10-13, 27-32, 80, 215, 229-231, 234-235, 290-291, 298-299, 324, 355

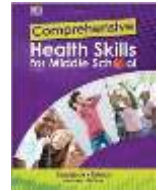


	<p><u>Clarifications:</u>          WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>	
HE.7.B.3.4	<p>Differentiate among professional health services that may be required.</p> <p><u>Clarifications:</u>          Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.</p>	183-185, 316-317, 356-362, 407-411, 423-428, 430-438
<p><b>Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</b></p>		
HE.7.B.4.1	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p><u>Clarifications:</u>          Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>	99 (#23), 125 (#21 and 22), 137, 138 (Hands-On Activity), 140-148, 152-154, 161 (#23), 175 (feature), 178-179, 183, 189 (#22), 239 (#10), 271 (#20), 290 (feature), 299-300, 302 (Hands-On Activity), 305 (#20), 319 (Hands-On Activity), 325, 331 (#19 and 21-22), 358-360, 362 (Hands-On Activity), 365 (#19-20), 403 (#21 and 24), 416 (Hands-On Activity), 421-423, 430, 441 (#19-20), 461 (feature), 478-483, 492-494, 498-499, 508, 513 (#18), 521, 526, 533, 542, 545 (#22), 569 (feature), 581 (#20), 593 (Hands-On Activity), 603 (#20), 617 (Hands-On Activity), 625-626, 630, 634, 658 (Hands-On Activity), 661 (#19)
HE.7.B.4.2	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p><u>Clarifications:</u>          Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>	25-26, 32 (Hands-On Activity), 125 (#22), 286 (Hands-On Activity), 299-300, 302 (Hands-On Activity), 325, 331 (#21-22), 358-359, 362 (Hands-On Activity), 365 (#19-20), 403 (#20), 441 (#20), 484-487, 508, 542, 545 (#22), 590, 603 (#20), 630, 657-658
HE.7.B.4.3	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p><u>Clarifications:</u>          Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>	25-26, 125 (#23), 239 (#20), 331 (#19), 484-487, 492-494, 498-499, 521, 533, 545 (#22), 603 (#20)
HE.7.B.4.4	<p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p><u>Clarifications:</u>          "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>	99 (#24), 175 (feature), 183, 226-227, 271 (#20), 327-328, 361-362, 419-423, 430, 486-487, 504, 513 (#21), 521, 524, 533-535, 538-542, 581 (#20), 593 (Hands-On Activity), 630, 634, 661 (#19 and 21)



Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.		
HE.7.B.5.1	<p>Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p><u>Clarifications:</u>            Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.</p>	23-24, 137, 189 (#17), 271 (#21), 298-299, 324 (feature), 331 (#19), 356, 365 (#18), 441 (#21), 541, 569-571, 581 (#21), 622, 628, 643, 657-658
HE.7.B.5.2	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><u>Clarifications:</u>            Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>	23-24, 125 (#19), 137, 141-148, 152-158, 211-215, 239 (#19-20), 271 (#21), 288-302, 331 (#20), 342 (Hands-On Activity), 356-360, 441 (#21), 533-534, 542, 570, 616 (feature), 623-624, 658
HE.7.B.5.4	<p>Determine when individual or collaborative decision-making is appropriate.</p> <p><u>Clarifications:</u>            Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>	19-24, 137, 324, 559, 568-570, 623-624, 656-658
HE.7.B.5.5	<p>Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p><u>Clarifications:</u>            Driving under the influence, lack of exercise, and poor diet.</p>	20-21, 103-104, 116-122, 271 (#21), 279-286, 234 (feature), 353 (Hands-On Activity), 441 (#21), 469 (#18), 570, 581 (#21), 622-623, 658
Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.		
HE.7.B.6.1	<p>Analyze personal beliefs as they relate to health practices.</p> <p><u>Clarifications:</u>            Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.</p>	23-24, 271 (#16-17), 288, 321-323, 355-360, 492, 507, 540, 568, 626 (Hands-On Activity), 643, 654,
HE.7.B.6.2	<p>Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.</p> <p><u>Clarifications:</u></p>	24-25, 32 (#5), 35 (#20), 70 (Hands-On Activity), 92 (feature), 117 (feature), 135, 211 (feature), 222, 239 (#22), 263-265, 271 (#20), 403 (#23), 469 (#21), 513 (#20), 545 (#20), 581 (#21)





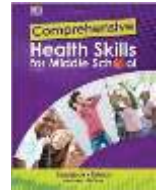
	Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.	
HE.7.B.6.3	<p>Explain strategies and skills needed to assess progress and maintenance of a personal health goal.</p> <p><u>Clarifications:</u>          Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.</p>	24-25, 35 (#20), 117 (feature), 137, 211 (feature), 222, 239 (#22), 263-265, 271 (#20), 297-300, 325-327, 403 (#23), 469 (#21), 513 (#20), 545 (#20)
<b>Strand: HEALTH LITERACY PROMOTION</b>		
<b>Standard 7: Self-Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b>		
HE.7.P.7.1	<p>Examine the importance of assuming responsibility for personal-health behaviors.</p> <p><u>Clarifications:</u>          Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.</p>	19-21, 23-26, 141-144, 152-158, 161 (#22), 174, 178, 181-185, 211-216, 222-227, 256-260, 262-265, 328, 356-360, 403 (#18-21), 461-466, 541-542, 603 (#15), 622, 628, 641, 654
HE.7.P.7.2	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks.</p> <p><u>Clarifications:</u>          Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.</p>	25-26, 32 (Hands-On Activity), 125 (#22), 286 (Hands-On Activity), 299-300, 302 (Hands-On Activity), 325, 331 (#21-22), 358-359, 362 (Hands-On Activity), 365 (#19-20), 403 (#20), 441 (#20), 484-487, 508, 542, 545 (#22), 590, 603 (#20), 630, 657-658
<b>Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b>		
HE.7.P.8.1	<p>Utilize the influence of others to promote positive health choices.</p> <p><u>Clarifications:</u>          Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p>	29-32, 99 (#21), 125 (#20 and 21), 161 (#20), 178-179, 185, 239 (#19-21), 271 (#18 and 20), 286 (Hands-On Activity), 289, 296-298, 305 (#20- 22), 319 (Hands-On Activity), 325-328, 331 (#19- 20), 358-360, 365 (#19-21), 403 (#20), 461 (feature), 466, 513 (#19), 533, 538, 540, 545 (#24), 603 (#20 and 23), 616 (feature), 626 (Hands-On Activity)
HE.7.P.8.2	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p><u>Clarifications:</u>          Bullying prevention, Internet safety, and nutritional choices.</p>	10-13, 27-32, 80, 215, 229-231, 234-235, 290-291, 298-299, 324, 355



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HE.7.P.8.3	<p>Work cooperatively to advocate for healthy individuals, peers, and families.</p> <p><u>Clarifications:</u> Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>	<p>29-32, 99 (#21), 179 (Hands-On Activity), 185, 203 (Hands-On Activity), 239 (#20), 286 (Hands-On Activity), 298 (feature), 319 (Hands-On Activity), 325-328, 331 (#20), 358 (feature), 365 (#21), 403 (#20-21 and 24), 469 (#20), 513 (#19), 538, 540, 545 (#24), 603 (#19), 616 (feature), 658</p>
HE.7.P.8.4	<p>Analyze ways health messages can target different audiences.</p> <p><u>Clarifications:</u> Print media, broadcast media, billboards, and Internet resources.</p>	<p>286 (Hands-On Activity), 299, 403 (#24), 441 (#23), 461 (feature), 513 (#19), 603 (#23)</p>