



**Goodheart-Willcox Correlation of
 Comprehensive Health Skills © (2021)
 to Washington State Health Skills
 Course: Health Education – 6 Grade**

Standard		Correlating Textbook Pages
Health Education Core Idea: Wellness (W)		
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
<i>Dimensions of Health</i>		
H1.W1.6	Describe interrelationships of dimensions of health	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)
<i>Disease Prevention</i>		
H1.W2.6	Differentiate between communicable and noncommunicable diseases.	285–286, 371–376, 378–389, 390-400, 585–589, 596
H2.W2.6	Determine how hereditary factors and health behaviors impact health.	285–286, 379–380, 384–385, 445–454
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
<i>Analyzing Influences</i>		
H2.W3.6	Explain factors that influence health decisions and behaviors.	17–21, 132–137, 150–151, 271 (#16), 288–291, 294 (Hands-On Activity), 296–297
Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.		
<i>Access Valid Information</i>		
H3.W4.6	Describe situations that call for expert health resources and services.	138, 183, 187, 408–409, 421–423, 521, 524, 533–535, 539–543
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
<i>Communication</i>		
H4.W5.6	Explain effective communication skills.	21 (Hands-On Activity), 23–26, 29–31, 32 (Hands-On Activity), 325, 331 (#22), 358–360, 362 (Hands-On Activity), 365 (#19–20), 416 (Hands-On Activity), 419–423, 441 (#19–20), 478–481, 520–521, 524–526, 533–534, 535 (Hands-On Activity)



Standard		Correlating Textbook Pages
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
<i>Decision-Making</i>		
H5.W6.6	Identify circumstances that help or hinder making healthy decisions related to personal health.	23–29, 324 (Building Your Skills), 365 (#19), 441 (#21), 570
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
<i>Goal-Setting</i>		
H6.W7.6	Describe how goals can enhance health.	415 (Building Your Skills), 416 (Hands-On Activity), 441 (#19–23), 513 (#20)
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Health Education Core Idea: Safety (Sa)		
<i>Injury Prevention</i>		
H1.Sa1.6	Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety.	8, 93, 256–260, 418–419, 425–426
<i>First Aid</i>		
H1.Sa2.6	Understand basic first aid skills.	428–438, 441 (#19 and 23)
H1.Sa2.6b	Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures.	437 (Figure 13.31 Hands Only CPR), 438 (Figure 13.32 Using an Automated External Defibrillator (AED), 438, Critical Thinking (#5), 438 (Hands-On Activity)
<i>Violence Prevention</i>		
H1.Sa3.6a	Describe situations that could lead to violence	517–518, 540–541
H4.Sa3.6	Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence	25–26, 32 (Hands-On Activity), 331 (#19), 484–486, 492–494, 545 (#22)
H1.Sa3.6b	Identify potential dangers of sharing personal information through electronic media	420–423, 441 (#18 and 20), 522–524
Health Education Core Idea: Nutrition (N)		
<i>Food Groups and Nutrients</i>		
H1.N1.6a	Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water.	195–203, 195 (Figure 7.1 Types of Nutrients), 198 (Figure 7.4 Proteins' Role in the Body), 200 (Figure 7.7 Fats in Your Diet), 201 (Figure 7.8 Types and Functions of Vitamins), 202 (Figure 7.9 Types and Functions of Minerals), 203 (Hands-On Activity)
H3.N1.6	Understand differences between reliable and unreliable sources of nutrition information.	205–210, 213–214
H1.N1.6b	Describe consequences of skipping meals.	212



Standard		Correlating Textbook Pages
Beverages		
H1.N2.6	Summarize importance of staying hydrated.	205–215, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 209 (Figure 7.16 My Plate Daily Checklist), 210 (Figure 7.17 Effects of Malnutrition), 211 (Building Your Skills)
H3.N2.6	Identify beverages that should be limited and provide evidence to support limiting intake.	205–215, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 209 (Figure 7.16 My Plate Daily Checklist), 210 (Figure 7.17 Effects of Malnutrition), 211 (Building Your Skills)
Label Literacy		
H3.N3.6a	Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices.	205–209, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 206 (Figure 7.12 Choose My Plate.gov, 209 (Figure 7.16 My Plate Daily Checklist)
H3.N3.6b	Distinguish between serving size and portion size.	205–209, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 206 (Figure 7.12 Choose My Plate.gov, 209 (Figure 7.16 My Plate Daily Checklist), 210 (Figure 7.17 Effects of Malnutrition), 210 (Building Your Skills), 213-214, 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake)
Caloric Intake and Expenditure		
H1.N4.6a	Distinguish between nutrient- dense and empty-calorie foods and identify examples of each.	211-215, 211(Building Your Skills), 212 (Figure 7.18 Making Healthier Food Choices), 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215 (Figure 7.21 Factors that Influence Food Preferences), 216 Critical Thinking (#5), 216 (Hands-On Activity)
H1.N4.6b	Compare and contrast caloric expenditure for a variety of physical activities.	243, 249–254
Disease Prevention		
H1.N5.6	Identify diseases often caused by nutritional choices.	232–234, 232 (Figure 7.37 Examples of Disordered Eating), 233 (Figure 7.38 Types of Eating Disorders), 234 (Figure 7.39 Warning Signs Of Eating Disorders)
Nutritional Planning		
H6.N6.6	Develop a SMART (specific, measurable, attainable,	22, 24-25, 148, 263



Standard		Correlating Textbook Pages
	realistic, and timely) goal to improve eating behaviors.	
H2.N6.6	Identify circumstances that influence healthy decision-making related to food choices and eating behaviors.	35 (#22), 211–216, 222–227, 239 (#22), 262–268, 271 (#20)
Health Education Core Idea: Sexual Health (Se)		
<i>Anatomy, Reproduction, and Pregnancy</i>		
H1.Se1.6	Identify parts of the reproductive systems.	553-554, 553 (Figure 17.4 Menstrual Cycle), 554 (Figure 17.5 Zygote), 622, 641-643, 641 (Figure 20.1 Development of the Fetus), 642 (Figure 20.2 Myths and Facts of Pregnancy Prevention)
<i>Puberty and Development</i>		
H1.Se2.6	Identify physical, social, mental, and emotional changes that occur during puberty.	500-504, 500, Damage Control: The Negative Effect of Gossip and Rumors, 501 (Figure 15.24 Cliques), 502 (Figure 15.25 Changes Affecting Friendships), 551, 563–569, 564 (Figure 17.13 Primary and Secondary Sexual Characteristics), 566 (Case Study), 569 (Building Your Skills, 581 (Develop Your Skills (#22), 619–623, 621 (Figure 19.11 Physical Changes of Puberty)
<i>Self-Identity</i>		
H2.Se3.6	Understand the range of gender roles, identity, and expression across cultures.	558–559, 559 (Figure 17.9 Factors that Influence Development), 608, 611-616, 614 (Figure 19.6 Factors That Influence Sexual Orientation), 616 (Building Your Skills)
<i>Prevention</i>		
H1.Se4.6a	Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV.	507-508, (Benefit of abstinence), (Defined) 584, (Practicing) 589-591, 599, 623-626, 645, 657-658
H1.Se4.6b	Explain how STDs are transmitted and prevented.	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)



Standard		Correlating Textbook Pages
H1.Se4.6c	Identify examples of protective factors and risk behaviors.	590–591, 599–600, 643–651, 646 (Figure 20.5 Using the External Condom), 646, (Figure 20.6 Using the Internal Condom)
Healthy Relationships		
H3.Se5.6	Explain importance of talking with a family member and other trusted adults about relationships.	476-477, 506-507
H1.Se5.6a	Identify ways to communicate effectively in a variety of relationships.	581 (Develop Your Skills (#20), 637 (Develop Your Skills (#20), 656 (Building Your Skills
H1.Se5.6b	Recognize that everyone has the right to set boundaries based on personal values.	507-509, 507 (Figure 15.29 Balance), 507 (Figure 15.30 Questions to Ask About Physical Intimacy and Consent, 508 (Figure 15.31 Enforcing Your Boundaries), 508 509, 509 (Case Study), 525
Washington State Laws		
H1.Se6.6a	Understand which sexual health care services are available to youth.	559–562, 562 (Hands-On Activity), 570-571, 651–652 (Hands-On Activity), 655-656
H1.Se6.6b	Understand that there are behaviors that constitute sexual offenses.	518, 529, 538-541, 617, 630-631
H1.Se6.6c	Understand that it is illegal to send or post sexually explicit images or messages electronically.	420-423, 483, 539
Standard 8.: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Health Education Core Idea: Social Emotional Health (So)		
Self-Esteem		
H1.So1.6a	Describe factors that can influence self-esteem.	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), 138 (Hands-On Activity), 139-148, 142 (Figure 5.10 Healthy
H1.So1.6b	Understand how to improve one’s self-esteem.	135 (Figure 5.5 Factors Affecting Self-Esteem), 135, (Building Your Skills), 137 (Figure 5.6 Changing Negative Self-Talk to Positive Self-Talk)
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H1.So2.6a	Describe how self-esteem and body image are related.	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)



Standard		Correlating Textbook Pages
H1.So2.6b	Explain importance of a positive body image.	229–232, 230 (Case Study), 234-236
Stress Management		
H1.So3.6a	Define stressor, eustress, and distress.	149-158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress)
H1.So3.6b	Explain causes and effects of stress.	149-158, 150 (Figure 5.16 Sources of Your Stress)
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H1.So4.6a	Explain importance of understanding other perspectives when resolving interpersonal conflicts.	480–481, 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive)
H1.So4.6b	Summarize characteristics of empathy and compassion.	139, 146 (Figure 15.14 Recognize and Understand Someone else’s feeling), 561
H3.So4.6	Investigate resources for support when dealing with difficult emotions.	23-24, 23 (Figure 1.10 The Decision-Making Process) ,24 (Figure 1.11 Setting Smart Goals), 150-158, 150 (Figure 5.16 Sources of Your Stress), 153 (Figure 5.19 Stress Management Strategies), 153, (Case Study), 154 (Figure 5.20 How Can You Maintain a Positive Attitude), 155 (Figure 5.21 Time Management Strategies)
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H1.So5.6b	Analyze harmful effects of harassment, intimidation, and bullying.	165, 182, 232, 516, 518, 520, 522-526, 537-538
Emotional, Mental, and Behavioral Health		
H1.So6.6a	Identify signs and symptoms of depression and anxiety.	58, 174-175, 174 (Figure 6.7 Signs to Seek Professional Help), 183-184
H3.So6.6	Describe situations that call for professional emotional and mental and behavioral health services.	174-175, 183-184
H1.So6.6b	Identify reasons individuals may want to harm themselves.	181-186
H1.So6.6c	Understand that emotional and mental and behavioral health and well-being are as important as physical health and well-being.	6, 8, 131-132, 135, 138, 140-148
H1.So6.6d	Define stigma related to mental and behavioral health.	165-172
Education Core Idea: Substance Use and Abuse (Su)		
Use and Abuse		



Standard		Correlating Textbook Pages
H1.Su1.6a	Explain differences between appropriate use, misuse, and abuse of substances.	255, 341-342, 341 ((Figure 11.6 Symptoms of an Overdose), 342, Critical Thinking (#5) 342, (Hands On Activity) 343-353, 343, Graphic Organizer: Negative Effects of Drugs, 344 (Figure 11.8 Stages of Substance Use Disorder), 345, (Case Study), 346, The Consequences of Medication and Drug Abuse
H1.Su1.6b	Understand stages of addiction.	292-294 (Stages of Substance Abuse)
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H1.Su3.6	Identify how to use refusal skills to avoid substance use.	25–26, 32 (Hands-On Activity), 299–300, 305 (#22), 325, 331 (#19 and 21–22), 358–360, 362 (Hands-On Activity), 365 (#19–20)
H7.Su3.6	Identify scenarios in which substances may be present and determine strategies to avoid exposure and use.	288-291, 289 (Figure 9.14 Use Peer Pressure to Promote Healthy Behaviors), 290, (Case Study), 294 (Hands-On Activity), 321-324, (Building Your Skills), 329 Chapter 10 Review and Assessment, 355 (Figure 11.18 A Young Person's Environment)
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Standard		Correlating Textbook Pages
H3.Su4.6	Identify valid and reliable substance abuse services.	327-328, 360-362, 535
<i>Legal Consequences</i>		
H1.Su5.6	Identify legal and illegal substances.	166, 345-347