



**Goodheart-Willcox Correlation of  
 Comprehensive Health Skills © (2021)  
 to Washington State Health Skills  
 Course: Health Education – 7 Grade**

Standard		Correlating Textbook Pages
<b>Health Education Core Idea: Wellness (W)</b>		
<b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
<i>Dimensions of Health</i>		
H1.W1.7	Assess personal health behaviors in relation to 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>		
H7.W2.7a	Summarize lifestyle factors to prevent communicable and noncommunicable diseases.	59–61, 279–282, 285–286, 370–376, 378–389, 390-400, 585–589, 596
H7.W2.7b	Explain benefits and consequences of various health behaviors.	390-400
<b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
<i>Analyzing Influences</i>		
H2.W3.7	Describe how peers, culture, and family influence health decisions and behaviors.	18–19, 80 (Building Your Skills), 99 (#17), 119–122, 125 (#17 and 21), 133–135, 151–153, 165–167, 181–183, 189 (#15 and 20), 215, 229–231, 244–246, 271 (#19), 289–291, 305 (#19), 324, 469 (#16), 603 (#22), 624, 626 (Hands-On Activity), 661 (#20)
<b>Standard 3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.		
<i>Access Valid Information</i>		
H3.W4.7	Analyze validity and reliability of health and wellness information and products.	80 (Building Your Skills), 592 (Building Your Skills), 603 (#21)
<b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
<i>Communication</i>		
H4.W5.7	Use communication skills effectively with family, peers, and others.	478–483, 478 (Figure 15.4 The Communication Process), 479 (Figure 15.5 Nonverbal Communication Cues Are Used in



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		Person and Digitally), 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive), 483 (Figure 15.8 Turning You-Statements into I-Statements)
<b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.		
<b>Decision-Making</b>		
H5.W6.7	Determine healthy alternatives for making a personal health decision.	116–122, 116 (Figure 4.3 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), 120 (Figure 4.16 Relaxation Techniques), 121 Ways to Get a Good Night’s Sleep, 122 Critical Thinking (#5), 122 (Hands-On Activity)
<b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.		
<b>Goal-Setting</b>		
H6.W7.7	Describe components of goal-setting to enhance health.	22, 25-26 (Figure 1.12 Tips for Resting Pressure), 26 (Figure 1.13 Conflict Resolution Skills), 356-360
<b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
<b>Health Education Core Idea: Safety (Sa)</b>		
<b>Injury Prevention</b>		
H7.Sa1.7	Explain importance of being responsible for promoting safety and avoiding or reducing injury.	404-416, 405 Reading Activity, 406 Graphic Organizer – Safety at Home, 407 (Figure (Figure 13.1 Prevent Falls in the Home), 408 (Figure 13.2 Beware of Poison's), 409 (Figure 13.3 What Should You Do If You See a Weapon?), 410 (Figure 13.5 Fire Safety Inspection Checklist), 411 (Figure 13.6 What is and Escape Plan?), 411 Figure 13.7 When You are on Fire), 412 (Figure 13.8 Natural Disasters), 413 Are You Prepared?, 414 (Figure 13.9 Emergence Supplies), 415 (Building Your Skills), 416 (Figure 13.10 Rules for Staying Home Alone)
<b>First Aid</b>		
H1.Sa2.7	Explain basic first aid skills.	427-438, 428 (Figure 13.20 First Aid Classes Teach), 429 (Figure 13.21 First-Aid Kit Essentials), 430 (Figure 13.22 How to Communicate with 911 Dispatchers),



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		441 (Develop Your Skills (#19, #23))
H7.Sa2.7	Demonstrate CPR and 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), 441 (Develop Your Skills (#19, #23))
<b>Violence Prevention</b>		
H1.Sa3.7a	Describe how risk of violence increases with presence of weapons.	408-409, 409 (Figure 13.3 What Should You Do If You See a Weapon?)
H4.Sa3.7	Demonstrate communication skills to prevent, reduce, and avoid violent situations.	520–522, 524, 528–532, 537–542, 545 (#22), 611–616
H1.Sa3.7b	Understand potential dangers of sharing personal information through electronic media.	420–423, 441 (#18 and 20), 499, 522–526
<b>Health Education Core Idea: Nutrition (N)</b>		
<b>Food Groups and Nutrients</b>		
H1.N1.7a	Classify foods by food groups and nutrients.	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), 215, (Figure 7.21 Factors that Influence Food Preferences)
H1.N1.7b	Summarize benefits of eating a variety of food from all food groups.	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), 215, (Figure 7.21 Factors that Influence Food Preferences)
H3.N1.7	Determine availability of valid and reliable nutrition information, products, and services.	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)
<b>Beverages</b>		
H1.N2.7	Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake.	211–215, 216 (#5 and Hands-On Activity)



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<b>Label Literacy</b>		
H3.N3.7	Demonstrate how to use Nutrition Facts labels to make healthier 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), 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)
H1.N3.7	Demonstrate how to calculate nutritional value based on serving sizes.	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)
<b>Caloric Intake and Expenditure</b>		
H1.N4.7a	Explain relationship of caloric intake and expenditure to weight management.	212 (Figure 7.18 Making Healthier Food Choices), 219, (Figure 7.24 Factors that Influence Body Composition), 222–227, 222 (Figure 7.29 Healthy Calorie Balance), 224 The Healthy Weight Journey, 225 (Figure 7.32 Strategies to Practice Eating Mindfully), 226 (Figure 7.33 Support System's for Weight Management), 227 Hands On Activity), 577
H1.N4.7b	Investigate strategies for healthy weight management.	222–227, 222 (Figure 7.29 Healthy Calorie Balance), 224 The Healthy Weight Journey, 225 (Figure 7.32 Strategies to Practice Eating Mindfully), 226 (Figure 7.33 Support System's for Weight Management),
<b>Disease Prevention</b>		
H1.N5.7	Describe impact of nutritional choices in relation to disease prevention.	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)
<b>Nutritional Planning</b>		
H6.N6.7a	Create a daily food plan with adequate amounts of each nutrient.	194-195–203, 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



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		Functions of Minerals), 203 (Hands-On Activity)
H6.N6.7b	Assess barriers to achieving a personal goal to improve healthy eating behaviors.	35 (#22), 211–216, 222–227, 239 (#22), 262–268, 271 (#20)
H2.N6.7	Describe how peers, culture, and family influence nutritional choices.	215, (Figure 7.21 Factors that Influence Food Preferences)
<b>Health Education Core Idea: Sexual Health (Se)</b>		
<b><i>Anatomy, Reproduction, and Pregnancy</i></b>		
H1.Se1.7a	Describe reproductive systems including body parts and functions.	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)
H1.Se1.7b	Describe the stages of a pregnancy from fertilization to birth.	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)
<b><i>Puberty and Development</i></b>		
H1.Se2.7	Recognize that there are individual differences in growth and development.	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)
<b><i>Self-Identity</i></b>		
H1.Se3.7	Distinguish between biological sex, gender identity, gender expression, and sexual orientation.	608-609, 613-614, 616-617
<b><i>Prevention</i></b>		
H1.Se4.7a	List and describe commonly used methods of birth control, including abstinence.	589–591, 599–600, 623, 643–651, 646 (Figure 20.5 Using the External Condom), 646, (Figure 20.6 Using the Internal Condom)
H1.Se4.7b	Describe methods to prevent the transmission of STDs/HIV, including abstinence.	589–591, 599–600, 623, 643–651, 646 (Figure 20.5 Using the External Condom), 646, (Figure 20.6 Using the Internal Condom)



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H1.Se4.7c	Understand that all STDs are treatable and many are curable.	585–591, 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))
H3.Se4.7	Identify medically accurate information about STDs.	581 (Develop Your Skills (#19), 592–593, 592 Building Your Skills, 593 (Hands-On Activity), 603 (Develop Your Skills (#23), 637 (Develop Your Skills (#21), 641–643, 658 Hands On Activity
H5.Se4.7	Identify a decision-making model that can be used to make a health-related decision.	506–507, 507 (Figure 15.29 Balance), 507 Questions to Ask About Physical Intimacy and Consent Physical Intimacy and Consent 589-590, 589 (Case Study), 603 (Develop Your Skills (#20), 625–626, 625 (Case Study), 626 (Hands-On Activity), 637 (Develop Your Skills (#23), 658 (Hands-On Activity)
H1.Se4.7d	Describe factors that contribute to or protect against engaging in risk behaviors.	590–591, 599–600, 643–651, 646 (Figure 20.5 Using the External Condom), 646, (Figure 20.6 Using the Internal Condom)
<b>Healthy Relationships</b>		
H1.Se5.7	Describe characteristics of healthy and unhealthy relationships.	476-477, 506-507
H4.Se5.7a	Demonstrate communication skills that foster healthy relationships.	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), 590, 603 (Develop Your Skills (#20), 616 (Building Your Skills), 625–626, 625 (Case Study), 625 (Case Study), 626 (Figure 19.18 Words for Resisting Sexual Pressure), 626 (Hands-On Activity), 628-629, 629 630 (Figure 19.22 Stopping Sexual Harassment) 632-633, 633 (Figure 19.25 Talking to Survivors of Sexual Assault), 637 (Develop Your Skills (#22, #23), 656 (Building Your skills)



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H4.Se5.7b	Explain importance of setting personal boundaries and showing respect for the boundaries and values of others.	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
<b>Washington State Laws</b>		
H1.Se6.7a	Identify laws related to accessing sexual health care services.	559–562, 562 (Hands-On Activity), 570-571, 651–652 (Hands-On Activity), 655-656
H1.Se6.7b	Define sexual offenses as they relate to state law.	518, 529, 538-541, 617, 630-631
H1.Se6.7c	Identify consequences of sharing sexually explicit pictures or messages.	420-423, 483, 539
<b>Standard 8.:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
<b>Health Education Core Idea: Social Emotional Health (So)</b>		
<b>Self-Esteem</b>		
H1.So1.7	Explain how self-esteem influences personal health choices.	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 Positive Ways to Accept and Express Emotions)
H7.So1.7	Describe personal choices that can positively impact 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)
<b>Body Image and Eating Disorders</b>		
H2.So2.7	Explain how peers and media influence body image.	229–232
<b>Stress Management</b>		
H1.So3.7	Differentiate between eustress and distress.	149-158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress)
H7.So3.7	Compare healthy and unhealthy ways of dealing with stress.	149-158, 150 (Figure 5.16 Sources of Your Stress)
<b>Expressing Emotions</b>		
H1.So4.7a	Describe ways to manage interpersonal conflict.	480–481, 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive)



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H1.So4.7b	Explain how expressing emotions or feelings can influence others.	23-24, 23 (Figure 1.10 The Decision-Making Process), 24 (Figure 1.11 Setting Smart Goals), 139, 146 (Figure 15.14 Recognize and Understand Someone else’s feeling), 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)
<b>Harassment, Intimidation, and Bullying</b>		
H5.So5.7	Determine strategies for responding to harassment, intimidation, and bullying.	165, 182, 232, 516, 518, 520, 522-526, 537-538
H1.So5.7	Explain how harassment, intimidation, and bullying affect individuals, families, and communities.	165, 182, 232, 516, 518, 520, 522-526, 537-538
<b>Emotional, Mental, and Behavioral Health</b>		
H1.So6.7a	Identify different emotional and mental and behavioral health disorders.	174-175, 183-184
H3.So6.7	Identify valid and reliable emotional and mental and behavioral health services.	174-175, 183-184
H1.So6.7b	Identify risk factors associated with self-harm and/or suicide.	181-186
H2.So6.7	Recognize how culture and media impact access to mental and behavioral health services.	167, 420-423, 421(Figure 13.5 THINK), 421(Case Study), 441 (Develop Your Skills), (#20), 441 (Think Critically (#18), 483, 499 (Figure 15.23 Be Physically Present with Friends), 524-526, 526 (Figure 16.7 (THINK Before You Post)
H4.So6.7	Demonstrate supportive responses to people who may be experiencing mental and behavioral health disorders.	173, 176, 327, 354, 361, 656
H1.So6.7c	Identify how individuals experience stigma related to mental and behavioral health.	165-172
<b>Education Core Idea: Substance Use and Abuse (Su)</b>		
<b>Use and Abuse</b>		
H1.Su1.7	Distinguish between substance use, misuse, abuse, dependency, and addiction.	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





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H2.Su1.7	Describe how peers and media influence substance use and abuse.	283, The Myths and Facts of Vaping, 288-291, 289 (Figure 9.14 Use Peer Pressure to Promote Healthy Behaviors), 290-291, 290, (Case Study), 291 (Figure 9.15 Types of Vaping Ads to Which Young People Are Exposed), 294 (Hands-On Activity), 296-299, 297(Figure 9.20 Characteristics of Good Friends versus Toxic Friends)
<b>Effects</b>		
H1.Su2.7	Explain short- and long-term effects of substance abuse on dimensions of health.	316 (Figure 10.9 Drinking Alcohol makes it Unsafe to Drive because Alcohol), 317, (Case Study), 319, Critical Thinking (#5), 319, (Hands-On Activity), 344-353, 344 (Figure 11.8 Stages of Substance Use Disorder), 345, (Case Study), 346, The Consequences of Medication and Drug Abuse, 347 (Figure 11.9 Link Between Depression and Drug Abuse), 251 (Figure 11.15 Long-Term Negative Effects of Heroin Use), 353,Critical Thinking (#5)
<b>Prevention</b>		
H7.Su3.7a	Demonstrate use of 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.Su3.7b	Assess 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)
H8.Su3.7	Construct a message describing benefits of being drug-free.	22-25, 263, 356-360, 358, (Building Your Skills), 533-535
<b>Treatment</b>		
H3.Su4.7	Describe situations that call for professional treatment for substance abuse.	327-328, 360-362, 535
<b>Legal Consequences</b>		
H1.Su5.7	Understand school policies related to substance possession and use.	284–285, 296–297, 314–317, 325–326, 345–347, 349