



**Goodheart-Willcox Correlation of
 Comprehensive Health Skills © (2021)
 to Washington State Health Skills
 Course: Health Education – 8 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.W1.8	Analyze interrelationships of personal 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.W2.8a	Analyze how personal choices contribute to communicable and noncommunicable diseases.	59–61, 279–282, 285–286, 370–376, 378–389, 390-400, 585–589, 596
H7.W2.8b	Assess personal health behaviors that reduce or prevent health risks.	390-400
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
<i>Analyzing Influences</i>		
H2.W3.8	Describe how values, media, and technology 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)
Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.		
<i>Access Valid Information</i>		
H3.W4.8	Investigate local valid and reliable health and wellness information.	80 (Building Your Skills), 592 (Building Your Skills), 603 (#21)
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.W5.8	Demonstrate communication skills to enhance health and avoid or reduce health risks.	478–483, 478 (Figure 15.4 The Communication Process), 479 (Figure 15.5 Nonverbal Communication Cues Are Used in



Standard		Correlating Textbook Pages
		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)
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
Decision-Making		
H5.W6.8	Demonstrate a decision-making model to make a personal health-enhancing choice.	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)
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
Goal-Setting		
H6.W7.8	Describe various short- and long- term goals that can be used to enhance health.	22, 25-26 (Figure 1.12 Tips for Resting Pressure), 26 (Figure 1.13 Conflict Resolution Skills), 356-360
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Health Education Core Idea: Safety (Sa)		
Injury Prevention		
H8.Sa1.8	Advocate for safety and injury prevention.	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)
H2.Sa1.8	Describe how some health risk behaviors influence safety and injury prevention practices.	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



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		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)
First Aid		
H7.Sa2.8a.	Practice 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), 441 (Develop Your Skills (#19, #23)
H7.Sa2.8b	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)
Violence Prevention		
H1.Sa3.8a	Analyze causes and effects of violence on individuals, families, and communities.	5 17-519, 517 (Figure 16.1 Risk Factors for Violent Behavior), 519 (Building Your Skills), 522-524, 528-532, 528 (Figure 16.8 Examples of Abuse), 529 (Figure 16.9 Violent Crimes Common in Abuse), 529 (Figure 16.10 Signs of Intimate Partner Violence)
H4.Sa3.8	Differentiate between passive, aggressive, and assertive communication.	520-522, 524, 528-532, 537-542, 545 (#22), 611-616
H1.Sa3.8b	Explain how bystanders can help prevent, reduce, and avoid violence.	520-521, 520 (Figure 16.2 Question About Bullies), 521 (Figure 16.3 Ways to Be an Upstander), 524-526, 526 Figure 16.7 Think Before You Post), 526 Critical Thinking (#5), 526 (Hands-On Activity), 538-539, 538 (Figure 16.18 Tell Someone if You...), 539 (Figure 16.19, Avoiding Gang Violence), 541-542, 541 (Figure 16.21 What Is Suspicious Activity?), 542 Critical Thinking #(5), 542 (Hands-On Activity), 629 (Figure 19.20 Examples of Myths and Facts of Consent), 630, 631 (Figure 19.23 Examples of Sexual Assault)
H1.Sa3.8c	Describe potential dangers of sharing personal information through electronic media.	420-423, 441 (#18 and 20), 499, 522-526



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Health Education Core Idea: Nutrition (N)		
<i>Food Groups and Nutrients</i>		
H1.N1.8a	Compare and contrast nutritional value of fresh versus processed foods.	205–216
H1.N1.8b	Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance.	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)
H3.N1.8	Investigate 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)
<i>Beverages</i>		
H8.N2.8	Develop a message to persuade someone to make healthy beverage choices.	211–215, 216 (#5 and Hands-On Activity)
<i>Label Literacy</i>		
H3.N3.8	Draw conclusions from Nutrition Facts labels and make recommendations for healthy 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)
<i>Caloric Intake and Expenditure</i>		
H7.N4.8	Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan.	35 (Develop Your Skills (#22), 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), 216 (Hands-On Activity), 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), 239 (Develop Your Skills, (#22),



Standard		Correlating Textbook Pages
		262–268, 263 (Building Your Skills Your Skills), 264 (Figure 8.16 Approximate Calories Burned in 60 Minutes)
Disease Prevention		
H1.N5.8	Evaluate a variety of eating plans and determine potential short- term and long-term consequences based on nutritional intake.	195–203, 210–211
Nutritional Planning		
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 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.	211-215, (Figure 7.21 Factors that Influence Food Preferences) , 216 (Hands-On Activity), 239 (#20)
Health Education Core Idea: Sexual Health (Se)		
Anatomy, Reproduction, and Pregnancy		
H1.Se1.8a	Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation.	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.Se1.8b	Identify physical, emotional, and social effects of sexual activity.	570–571, 585, 589 (Case Study), 596, 622–623, 655–657
Puberty and Development		
H1.Se2.8	Describe the physical, social, mental, and emotional changes that occur during adolescence.	502, 568, 571 (#5 and Hands-On Activity), 621–622
Self-Identity		
H2.Se3.8	Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation.	608-609, 613-614, 616-617
Prevention		
H1.Se4.8a	Summarize ways to prevent pregnancy and STDs.	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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H7.Se4.8	List steps to using a condom correctly.	590–591, 599–600, 643–651, 646 (Figure 20.5 Using the External Condom), 646, (Figure 20.6 Using the Internal Condom)
H3.Se4.8	Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy.	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
H1.Se4.8b	Summarize signs, symptoms, potential impact, and treatment of STDs.	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)
H5.Se4.8	Use a decision-making model 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.Se4.8c	Compare and contrast potential outcomes of risk behaviors and protective factors.	590–591, 599–600, 643–651, 646 (Figure 20.5 Using the External Condom), 646, (Figure 20.6 Using the Internal Condom)
H7.Se4.8	Describe personal role in protecting one’s own sexual and reproductive health.	589–591, 599–600, 603 (#19–20), 624–626, 632–633, 641–651, 657–658
Healthy Relationships		
H1.Se5.8a	Explain how to build and maintain healthy family, peer, and dating relationships.	505–510, 507 (Figure 15.29 Balance), 507 Questions to Ask About Physical Intimacy and Consent Physical Intimacy and Consent 508 (Figure 15.31 Enforcing Your Boundaries), 509 (Case Study), 510 Figure 15.32 Coping with the End of a Dating Relationship)
H1.Se5.8b	Define sexual consent and identify ways that consent can be communicated and accepted.	474, 477, 628–629
H2.Se8.8	Analyze the impact of technology and social media on friendships and relationships.	229–231, 230 (Case Study)



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H6.Se5.8	Develop a plan to communicate and maintain personal boundaries and 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.Se6.8a	Understand laws related to accessing sexual health care services.	559–562, 562 (Hands-On Activity), 570-571, 651–652 (Hands-On Activity), 655-656
H7.Se6.HS	Understand importance of personal responsibility for sexual decisions.	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)
H1.Se6.8b	Identify state laws related to sexual offenses, including when a minor is involved.	518, 529, 538-541, 617, 630-631
H1.Se6.8c	Explain consequences of sharing sexually explicit pictures or messages.	420-423, 483, 539
Standard 8.: Students will demonstrate the ability to advocate for personal, family, and community health.		
Health Education Core Idea: Social Emotional Health (So)		
Self-Esteem		
H1.So1.8	Compare characteristics of high and low self-esteem and impacts on health.	135 (Figure 5.5 Factors Affecting Self-Esteem), 135, (Building Your Skills), 137 (Figure 5.6 Changing Negative Self-Talk to Positive Self-Talk)
H7.So1.8	Demonstrate ability to make choices that positively impact 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
Body Image and Eating Disorders		
H2.So2.8	Explain how body image influences eating disorders.	229–234, 232 (Figure 7.37 Example of Disordered Eating), 233 (Figure 7.38 Types of Eating Disorders), 234 (Figure 7.39 Warning Signs of Eating Disorders)
H1.So2.8	Identify signs, symptoms, and consequences of eating disorders.	229–234, 232 (Figure 7.37 Example of Disordered Eating), 233 (Figure 7.38 Types of Eating Disorders), 234 (Figure 7.39 Warning Signs of Eating Disorders)



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<i>Stress Management</i>		
H1.So3.8	Analyze effects of eustress and distress.	149-158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress)
H7.So3.8	Evaluate personal stress management techniques.	149-158, 150 (Figure 5.16 Sources of Your Stress)
<i>Expressing Emotions</i>		
H4.So4.8	Demonstrate ways to manage or resolve 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)
H2.So4.8	Compare and contrast the influence of family, culture, and media on how emotions are expressed.	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)
<i>Harassment, Intimidation, and Bullying</i>		
H1.So5.8a	Describe possible consequences of harassment, intimidation, and bullying.	165, 182, 232, 516, 518, 520, 522-526, 537-538
H8.So5.8	Advocate for a bully-free school and community environment.	26-29, 28 (Figure 1.15 Health and Safety Information), 29 (Figure 1.16 Tips to Access Valid Information), 158, 173-179, 173, Graphic Organizer: Identifying Resources, 175 (Building Your Skills)
H1.So5.8c	Understand connection between bullying and harmful behaviors including suicide.	181-186
<i>Emotional, Mental, and Behavioral Health</i>		
H1.So6.8a	Explain causes, symptoms, and effects of emotional and mental and behavioral health disorders.	174-175, 183-184
H3.So6.8	Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older.	80 (Building Your Skills), 592 (Building Your Skills), 603 (#21)
H1.So6.8b	Recognize signs that someone may be at risk of suicide.	1 5-21, 15 (Figure 1.6 Health and Wellness Spectrum), 17 (Figure 1.8 Environmental Protective and Risk Factors), 19 (Figure 1.9 Cultural Practices That Affect Health and Wellness), 20 The Game of Life, 21 Critical Thinking (#5), 21 (Hands-On Activity), 181-184, 181 (Figure 6.12 Risk Factors of Suicide), 184 Watch Out For Warning Signs,



Standard		Correlating Textbook Pages
H1.Su6.8d	Recognize stigma as it relates to emotional and mental and behavioral health.	172, 177-178 178 (Figure 6.10 Stigma About Mental Illnesses).
Education Core Idea: Substance Use and Abuse (Su)		
Use and Abuse		
H2.Su1.8	Analyze factors that influence substance use and abuse.	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
H3.Su1.8	Compare and contrast sources of information on substance use.	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)
H1.Su1.8	Explain classifications of substances.	291-294, 344, 344 (Figure 11.8 Stages of Substance Use Disorder)
Effects		
H1.Su2.8	Describe how substance abuse affects 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)
Prevention		
H7.Su3.8a	Apply 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.Su3.8b	Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others.	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
H8.Su3.8	Create a drug-free message for school.	22-25, 263, 356-360, 358, (Building Your Skills), 533-535
Treatment		
H3.Su4.8	Investigate local services for those affected by substance abuse.	327-328, 360-362, 535
Legal Consequences		
H6.Su5.8	Describe short- and long-term legal consequences of substance use and the effects on personal goals.	284-285, 296-297, 314-317, 325-326, 345-347, 349