



Goodheart-Willcox <i>Correlation of Comprehensive Health Skills for High School ©2021</i> to Washington State Health Skills Course: Health Education Grades 9-12		
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.HS	Analyze personal dimensions of health and design a plan to balance health.	39-40, 52
<i>Disease Prevention</i>		
H2.W2.HSa	Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.	279, 594, 654, 667, 676-682, 684-690, 693-695, 703-706, 708-720, 724-727
H2.W2.HSb	Assess personal risk factors and predict future health status.	13, 27, 58-59, 75, 105-109, 123, 125, 143-145, 211-212, 232-234, 271-273, 298-306, 310, 380-382, 411-413, 455-456, 517-543, 703-704, 763, 773, 813-815
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.HS	Analyze how a variety of factors impact personal and community health.	13, 27, 58-59, 75, 105-109, 123, 125, 143-145, 211-212, 232-234, 271-273, 298-306, 310, 380-382, 411-413, 455-456, 517-543, 703-704, 763, 773, 813-815
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.HS	Create a resource that outlines where and how students can access valid and reliable health information, products, and services.	42-45, 47-49, 352, 384, 664, 719, 828, 831
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.HS	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	71-79, 80-86
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
<i>Decision-Making</i>		
H5.W6.HS	Predict potential short- and long-term outcomes of a personal health-related decision.	13-27, 105-109
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		



Standard		Correlating Textbook Pages
Goal-Setting		
H6.W7.HS	Implement strategies to achieve a personal health goal.	39-40, 52
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		
H5.Sa1.HS	Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety.	17-18, 348-355, 564-571
H1.Sa1.HS	Describe how to prevent occupational injuries.	569-570
H2.Sa1.HS	Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors.	78-79, 348-355, 457-474, 507-508, 525-526, 533-534, 548, 552, 564-571, 573-591
First Aid		
H7.Sa2.HSb	Apply basic first aid skills. H7.Sa2.HSa Demonstrate CPR and AED procedures.	354-355, 592-602
Violence Prevention		
H2.Sa3.HS	Evaluate societal influences on violence.	516- 517, 519, 543
H7.Sa3.HS	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations.	38, 80-86, 91-92
H8.Sa3.HS	Advocate for violence prevention.	516-517, 519, 543
H1.Sa3.HS	Analyze potential dangers of sharing personal information through electronic media.	444, 522-526, 581-591
Health Education Core Idea: Nutrition (N)		
Food Groups and Nutrients		
H1.N1.HS	Predict impact of consuming adequate or inadequate amounts of nutrients.	16-17, 267-269, 285
H3.N1.HS	Evaluate resources for accessing valid and reliable information, products, and services for healthy eating.	42-45, 47
H8.N1.HS	Collaborate with others to advocate for healthy eating at home, in school, or in the community.	16-17, 267-269, 285
Beverages		
H2.N2.HS	Analyze the impact of school rules and community and federal laws on beverage availability and choice.	405-409
Label Literacy		
H5.N3.HS	Cite evidence from Nutrition Facts labels useful for making informed and healthy choices.	274-276
H3.N3.HS	Analyze trends in portion size as compared to recommended serving sizes.	274



Standard		Correlating Textbook Pages
Caloric Intake and Expenditure		
H7.N4.HS	Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.	287-291, 330
Disease Prevention		
H1.N5.HS	Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases.	16-17, 267-269, 285
Nutritional Planning		
H7.N6.HS	Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture.	257-267
H6.N6.HS	Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.	15, 280-282
Health Education Core Idea: Sexual Health (Se)		
Anatomy, Reproduction, and Pregnancy		
H1.Se1.HSa	Summarize fertilization, fetal development, and childbirth.	750-757
H5.Se1.HS	Explain the role hormones play in sexual behavior and decision- making.	187, 742, 782-783
H1.Se1.HSb	Describe emotional, social, physical, and financial effects of being a teen or young adult parent.	760-765
H1.Se1.HSc	Describe behaviors that impact reproductive health.	504-508, 685, 739-740, 747-749, 758-759, 818, 830, 832
H7.Se1.HS	Describe steps of testicular self- exam and the importance of breast self-awareness.	739-740, 748-749
Puberty and Development		
H1.Se2.HSa	Explain the physical, social, mental, and emotional changes associated with being a young adult.	782-787
H1.Se2.HSb	Describe how sexuality and sexual expression change throughout the life span.	782-784, 788-791 , 793
Self-Identity		
H2.Se3.HS	Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation.	114-115 , 471-476, 494-502, 804-810
Prevention		
H1.Se4.HSa	Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV.	504, 758-759, 818 , 830-845
H7.Se4.HS	Demonstrate steps to using a condom correctly.	835-836
H3.Se4.HS	Identify local youth-friendly sexual health services.	58-60
H1.Se4.HSb	Understand that people can choose abstinence at different times in their lives.	505-509, 685, 818



Standard		Correlating Textbook Pages
H8.Se4.HS	Advocate for STD testing and treatment for sexually active youth.	679, 687
H5.Se4.HS	Use a decision-making model to make a sexual health-related decision.	35-38
Healthy Relationships		
H1.Se5.HSa	Differentiate between affection, love, commitment, and sexual attraction.	494-502
H1.Se5.HSb	Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships.	471-476, 495-499, 501
H4.Se5.HS	Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent.	70-79, 471-476, 494-502, 528-529
H2.Se5.HS	Analyze factors that can affect the ability to give or recognize consent to sexual activity.	474, 499-500, 528-529
H3.Se5.HS	Identify ways to access accurate information and resources for survivors of sexual offenses.	536
Washington State Laws		
H3.Se6.HS	Describe laws related to accessing sexual health care services.	544, 809
H7.Se6.HS	Understand importance of personal and social responsibility for sexual decisions	17, 675-682, 763-765, 815-816
H1.Se6.HSa	Examine laws and consequences related to sexual offenses, including when a minor is involved.	544
H1.Se6.HSb	Identify laws and concerns related to sending or posting sexually explicit pictures or messages.	590-591
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.HSa	Assess self-esteem and determine its impact on personal dimensions of health.	122-125
H1.So1.HSb	Understand changes in self- esteem can occur as people mature.	123-127
Body Image and Eating Disorders		
H3.So2.HS	Explain why people with eating disorders need support services.	312-314
H1.So2.HS	Identify supportive services for people with eating disorders	313-314
H8.So2.HS	Describe how to support someone who has symptoms of an eating disorder.	312-314
Stress Management		
H1.So3.HS	Identify physical and psychological responses to stressors.	194-203
H7.So3.HS	Develop a personal stress management plan.	194-203



Standard		Correlating Textbook Pages
Expressing Emotions		
H8.So4.HS	Advocate for ways to manage or resolve interpersonal conflict.	82-86
H1.So4.HS	Summarize strategies for coping with difficult emotions, including defense mechanisms.	130-133
H4.So4.HS	Demonstrate effective communication skills to express emotions.	71-79
Harassment, Intimidation, and Bullying		
H1.So5.HS	Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying.	518, 521, 524-526, 513-531
H2.So5.HS	Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying.	517-520 , 522-524, 530-531
Emotional, Mental, and Behavioral Health		
H1.So6.HSa	Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders.	9, 103-105, 218, 312-313, 411, 455
H1.So6.HSb	Describe how self-harm or suicide impacts other people.	223, 238-239
H1.So6.HSc	Explain how to help someone who is thinking about attempting suicide.	234-238
H3.So6.HSa	Identify school and community resources that can help a person with emotional and mental and behavioral health concerns.	109-111 , 203 , 221-223, 228-231 , 313
H3.So6.HSb	Describe laws related to minors accessing mental health care.	433
H8.So6.HS	Advocate for reducing stigma associated with emotional and mental and behavioral health	228
Education Core Idea: Substance Use and Abuse (Su)		
Use and Abuse		
H1.Su1.HSa	Analyze why individuals choose to use or not use substances.	380-382, 411-413, 455-456,
H1.Su1.HSb	Differentiate classifications of substances.	364 – 389, 396-417, 440-461
H3.Su1.HSa	Analyze validity of information on substance use.	42-45, 47-49, 384, 664
H3.Su1.5b	Describe laws related to minors accessing substance abuse treatment.	433
Effects		
H1.Su2.HSa	Summarize short- and long-term effects of substance abuse on dimensions of health.	366-378, 400-409, 441-445
H1.Su2.HSb	Analyze how addiction and dependency impact individuals, families, and society.	373-375, 405-409, 444-445
Prevention		



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Standard		Correlating Textbook Pages
H6.Su3.HS	Predict how a drug-free lifestyle will support achievement of short- and long-term goals	39-40, 146-147
H8.Su3.HS	Design a drug-free message for a community beyond school.	58-61
Treatment		
H3.Su4.HS	Analyze valid and reliable information to prevent or treat substance dependency and addiction.	42-45, 47-49, 384, 664
H1.Su4.HS	Understand how codependency relates to substance use and abuse.	219
Legal Consequences		
H1.Su5.HS	Compare and contrast school, local, state, and federal laws related to substance possession and use.	433