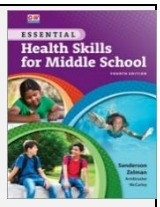
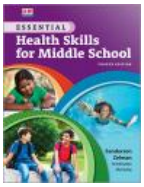
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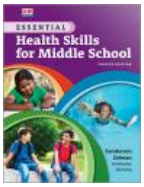
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for Human Development and Relationships,
and/or Human Development, Relationships, and Sexual Health
to Washington State Health Skills
Course: Health Education – Grade 7



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.	
Dimensions of Health		
H1.W1.7	Assess personal health behaviors in relation to dimensions of health.	**Instruction:** 3-9, 12, 15-19 3 Figure 1.1.1 People in a State of Well Being 4 Figure 1.1.2 Mental and Emotional Health 5 Figure 1.1.3 Interrelatedness of Health 6 Skills for Practicing Wellness 12 Figure 1.2.1 Health and Wellness Spectrum 15 Figure 1.2.3 Environmental Protective and Risk Factors 16 Figure 1.2.4 Cultural Practices 19 The Game of Life **Application:** 2 Reading and Notetaking Activity 10 Critical Thinking #1-2 10 Develop Your Skills #1-3 20 Develop Your Skills #1-2
Disease Prevention		
H7.W2.7a	Summarize lifestyle factors to prevent communicable and noncommunicable diseases.	**Instruction:** 99-105, 119-121 99 Figure 2.4.6 How Infectious Diseases Are Spread 100 Figure 2.4.7 When Should You Wash Your Hands 101 How to Wash Your Hands 102 Figure 2.4.8 Respiratory Etiquette 104 Figure 2.4.9 Food Sanitation Practices 105 Figure 2.4.10 Common Vaccines for Adolescents 119 Figure 2.5.12 Did You Know 119 Figure 2.5.13 Preventing Cancer 120 Figure 2.5.14 Preventing Common Types of Cancer **Application:** 103 Case Study - Brian Fights Off Infections 106 Critical Thinking #1, #3 106 Develop Your Skills #1, #3 121 Building Your Skills - Family History 122 Critical Thinking #2 122 Develop Your Skills #1-3

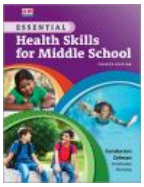


Standard		Correlating Textbook Pages
H7.W2.7b	Explain benefits and consequences of various health behaviors.	**Instruction:** 99-105, 119-121 99 Figure 2.4.6 How Infectious Diseases Are Spread 100 Figure 2.4.7 When Should You Wash Your Hands 101 How to Wash Your Hands 102 Figure 2.4.8 Respiratory Etiquette 104 Figure 2.4.9 Food Sanitation Practices 105 Figure 2.4.10 Common Vaccines for Adolescents 119 Figure 2.5.12 Did You Know 119 Figure 2.5.13 Preventing Cancer 120 Figure 2.5.14 Preventing Common Types of Cancer **Application:** 103 Case Study - Brian Fights Off Infections 106 Critical Thinking #1, #3 106 Develop Your Skills #1, #3 121 Building Your Skills - Family History 122 Critical Thinking #2 122 Develop Your Skills #1-3
Standard 2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Analyzing Influences		
H2.W3.7	Describe how peers, culture, and family influence health decisions and behaviors.	**Instruction:** 12-19, 121, 234, 262-265, 405-414, 425-426 12 Figure 1.2.1 Health and Wellness Spectrum 13 Figure 1.2.2 Genetic Structure of a Cell 15 Figure 1.2.3 Environmental Protective and Risk Factors 16 Figure 1.2.4 Cultural Practices That Affect Health and Wellness 19 The Game of Life 264 Figure 5.1.6 Peer Pressure 266 Influences on Substance Abuse 405 Figure 7.2.2 Physical Needs That the Family Meets 407 Figure 7.2.3 Educate and Socialize Children 410 Figure 7.2.6 Discussing Family Rules 425 Figure 7.3.6 Positive Versus Negative Peer Pressure **Application:** 14 Case Study - The Genetic Impact for Oliver, Kylie and Alejandro 17 Building Your Skills - The Power of Social Media to Inspire 20 Critical Thinking Skills #1-2 20 Develop Your Skills #1, #3 121 Building Your Skills - Family History 267 Building Your Skills - Making Healthy Decisions 268 Critical Thinking #1 408 Case Study - Luca and His Uncle John 414 Critical Thinking #1, #2, 414 Develop Your Skills #3 427 Critical Thinking #3 427 Develop Your Skills #2

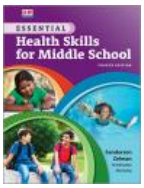


Standard		Correlating Textbook Pages
Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.		
Access Valid Information		
H3.W4.7	Analyze validity and reliability of health and wellness information and products.	**Instruction:** 27-30 27 Figure 1.3.5 Health Literacy 28 Figure 1.3.6 Medically Accurate Information 29 Figure 1.3.7 Accessing Valid Information 30 Figure 1.3.8 Health and Safety Information **Application:** 34 Critical Thinking #2
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Communication		
H4.W5.7	Use communication skills effectively with family, peers, and others.	**Instruction:** 392-402 393 Figure 7.1.4 The Communication Process 394 Figure 7.1.5 Nonverbal Communication Cues Are Used in Person and Digitally 395 Figure 7.1.6 Passive Aggressive or Assertive 397 Figure 7.1.7 Key Steps to Active Listening 398 Figure 7.1.8 Turning You Statements into I Statements 401 Figure 7.1.10 Negotiation Process 401 Figure 7.1.11 Listen 402 Figure 7.1.12 Mediation **Application:** 396 Building Your Skills - Community Connections, 403 Develop Your Skills #1
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
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H5.W6.7	Determine healthy alternatives for making a personal health decision.	**Instruction:** 21-23, 267 23 Figure 1.3.1 The Decision-Making Process **Application:** 21 Reading and Notetaking Activity 34 Critical Thinking #3 267 Building Your Skills - Making Healthy Decisions 309 Case Study - Mateo's Risky Behavior 317 Develop Your Skills #3
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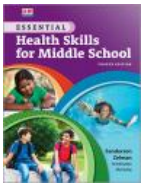
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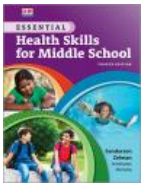
Standard		Correlating Textbook Pages
Standard 7:	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Health Education Core Idea: Safety (Sa)		
Injury Prevention		
H7.Sa1.7	Explain importance of being responsible for promoting safety and avoiding or reducing injury.	**Instruction:** 333-344 333 Figure 6.1.1 Fall Prevention 335 Figure 6.1.2 Poisoning Prevention 336 Figure 6.1.3 Weapons Safety 337 Figure 6.1.5 The Fire Triangle 338 Figure 6.1.6 Fire Safety Inspection Checklist 338 Figure 6.1.7 Escape Plan 339 Figure 6.1.8 When You Are on Fire 340 Figure 6.1.9 Natural Disasters 341 Preparing for Natural Disasters 342 Figure 6.1.10 Emergency Supply Items 344 Figure 6.1.11 Rules for Staying Home Alone **Application:** 332 Reading and Notetaking Activity 343 Building Your Skills - Planning for an Emergency 345 Critical Thinking #1-3 345 Develop Your Skills #1-3
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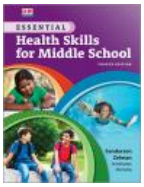
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Violence Prevention		
H1.Sa3.7a	Describe how risk of violence increases with presence of weapons.	**Instruction:** 335-336, 348-349 336 Figure 6.1.3 Weapons Safety 336 Figure 6.1.4 What Should You Do If You See a Weapon 348 Figure 6.2.2 Staying Safe at School **Application:** 345 Critical Thinking #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* 43-44, 80 43 Figure 9.1.1 Risk Factors for Violent Behavior 80 Figure 9.4.2 Tell Someone 86 Critical Thinking #1 86 Develop Your Skills 1-3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* 86 Critical Thinking #1 86 Develop Your Skills, #2-3 See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health *Analyze how situations and/or impulsive behaviors can lead to violence.* **Instruction:** 227-228, 304, 308, 312 43-44, 69, 78-85 43 Figure 9.1.1 Risk Factors for Violent Behavior 44 Figure 9.1.1 Risk Factors for Violent Behavior Continued 69 Figure 9.3.4 Intimate Partner Violence 78 Reading and Notetaking Activity 86 Critical Thinking #1 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* *Analyze techniques that are used to coerce or pressure someone to use violence.* 80-81 81 Figure 9.4.3 Avoiding Gang Violence
H4.Sa3.7	Demonstrate communication skills to prevent, reduce, and avoid violent situations.	**Instruction:** 26, 399-402 26 Figure 1.3.4 Conflict Resolution Skills 400 Figure 7.1.9 Common Sources of Conflict 401 Figure 7.1.10 Negotiation Process 401Figure 7.1.11 Listen 402 Figure 7.1.12 Mediation



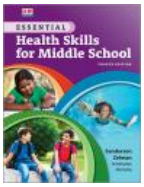
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H1.Sa3.7b	Understand potential dangers of sharing personal information through electronic media.	**Instruction:** 350-353 351 Figure 6.2.4 Examples of Personal Information, 352 Staying Safe on Social Media **Application:** 358 Develop Your Skills #1-3
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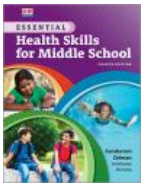
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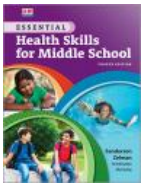
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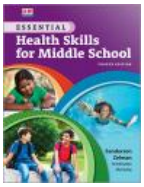
Standard		Correlating Textbook Pages
H2.N6.7	Describe how peers, culture, and family influence nutritional choices.	**Instruction:** 16, 18, 136, 140-143, 147-148 16 Figure 1.2.4 Cultural Practices That Affect Health and Wellness 148 Figure 3.2.11 Factors That Influence Food Choices **Application:** 135 Reading and Notetaking Activity 150 Case Study - Theo's Taste in Food
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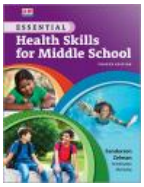
Standard		Correlating Textbook Pages
Self-Identity		
H1.Se3.7	Distinguish between biological sex, gender identity, gender expression, and sexual orientation.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 119-125 119 Figure 11.1.1 Parts of Sexuality 120 Figure 11.1.2 Chromosome Combinations 121-122 Figure 11.1.3 Gender Expectations 121- 122 Figure 11.1.4 Gender Identity 123 Breaking the Myth of Gendered Personality Traits 124 Figure 11.1.5 Gender Expression 125 Figure 11.1.6 Sexual Orientation **Application:** 118 Reading and Notetaking Activity 127 Building Your Skills - Promoting Acceptance Tolerance and Unity 129 Critical Thinking #1 129 Develop Your Skills #1-2
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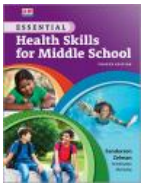
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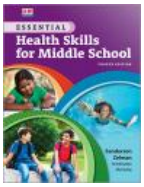
Standard		Correlating Textbook Pages
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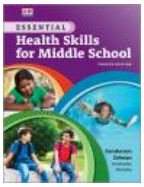
Standard		Correlating Textbook Pages
		Application: 388 Reading and Notetaking Activity 396 Building Your Skills - Be Assertive 403 Develop Your Skills #1 420 Building Your Skills - Making Friends Online 427 Critical Thinking #2 427 Develop Your Skills #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* 35 Figure 8.4.4 Enforcing Your Boundaries
H4.Se5.7b	Explain importance of setting personal boundaries and showing respect for the boundaries and values of others.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction** 33-36 34 Figure 8.4.3 Affection 35 Figure 8.4.4 Enforcing Your Boundaries 36 Figure 8.4.5 Reasons Young People Choose Abstinence 36 Figure 8.4.6 Supporting Abstinence **Application:** 29 Reading and Notetaking Activity 40 Critical Thinking #1, #3 40 Develop Your Skills #1
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H1.Se6.7b	Define sexual offenses as they relate to state law.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 56-61 56 Figure 9.2.1 Consent 58 Figure 9.2.2 Myths and Facts About Consent 61 Figure 9.2.5 Examples of Sexual Assault **Application:** 55 Reading and Notetaking Activity 65 Critical Thinking #1 65 Develop Your Skills #1-2



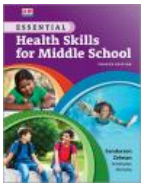
Standard		Correlating Textbook Pages
H1.Se6.7c	Identify consequences of sharing sexually explicit pictures or messages.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 133 Figure 11.2.3 Impacts of Sexting **Application:** 134 Building Your Skills - The Impact of Sexting
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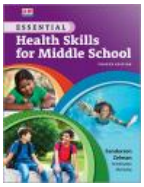
Standard		Correlating Textbook Pages
Stress Management		
H1.So3.7	Differentiate between eustress and distress.	**Instruction:** 209-210 209 Figure 4.3.1 Sources of Stress 210 Figure 4.3.2 Eustress **Application:** 208 Reading and Notetaking Activity 219 Critical Thinking #1 219 Develop Your Skills #1
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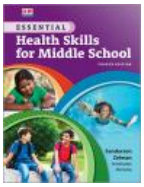
Standard		Correlating Textbook Pages
Harassment, Intimidation, and Bullying		
H5.So5.7	Determine strategies for responding to harassment, intimidation, and bullying.	**Instruction:** 335-336, 348-349 336 Figure 6.1.3 Weapons Safety 336 Figure 6.1.4 What Should You Do If You See a Weapon 348 Figure 6.2.2 Staying Safe at School **Application:** 345 Develop Your Skills #1 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction***:* 51-60 51 Figure 9.1.6 Ways to Be an Upstander 60 Figure 9.2.4 Stopping Sexual Harassment **Application**: 42 Reading and Notetaking Activity 54 Critical Thinking #3 54 Develop Your Skills #2
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Standard		Correlating Textbook Pages
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