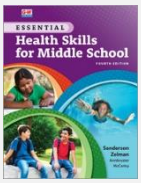
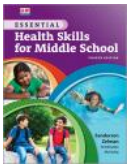
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Goodheart-Willcox Correlation of
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to Washington State Health Skills
Course: Health Education – Grade 8

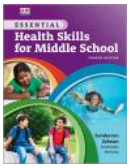


Standard		Correlating Textbook Pages
Health Education Core Idea: Wellness (W)		
Standard 1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Dimensions of Health		
H1.W1.8	Analyze interrelationships of personal dimensions of health.	**Instruction:** 3-9 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 **Application:** 2 Reading and Notetaking Activity 10 Critical Thinking #1-2 10 Develop Your Skills #1-2
Disease Prevention		
H7.W2.8a	Analyze how personal choices contribute to 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 Develop Your Skills #1, #3 121 Building Your Skills - Family History 122 Critical Thinking #2 122 Develop Your Skills #1-3
H7.W2.8b	Assess personal health behaviors that reduce or prevent health risks.	**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

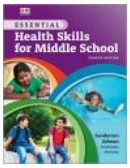


Standard		Correlating Textbook Pages
		119 Figure 2.5.12 Did You Know 119 Figure 2.5.13 Preventing Cancer 120 Figure 2.5.14 Preventing Common Types of Cancer **Application:** 103 Case Study - Brian Fights Off Infections 106 Critical Thinking #1, #3 106 Develop Your Skills #1, #3 121 Building Your Skills - 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.W3.8	Describe how values, media, and technology influence health decisions and behaviors.	**Instruction:** 12-19, 121, 234, 262-267, 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 265 Figure 5.1.8 Media Messages 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 175 Critical Thinking #2 267 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

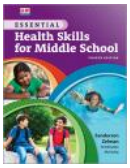
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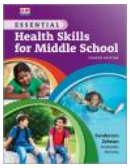
Standard		Correlating Textbook Pages
Standard 3:	Students will demonstrate the ability to access valid information and products and services to enhance health.	
Access Valid Information		
H3.W4.8	Investigate local valid and reliable health and wellness information.	**Instruction:** 27-30 27 Figure 1.3.5 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.W5.8	Demonstrate communication skills to enhance health and avoid or reduce health risks.	**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.	
Decision-Making		
H5.W6.8	Demonstrate a decision-making model to make a personal health-enhancing choice.	**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



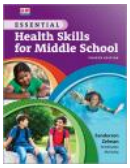
Standard		Correlating Textbook Pages
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
Goal-Setting		
H6.W7.8	Describe various short- and long- term goals that can be used to enhance health.	**Instruction:** 23-24, 149, 168-172 24 Figure 1.3.2 Setting SMART Goals 171 Figure 3.4.5 Record Your Progress **Application:** 34 Develop Your Skills #2 151 Develop Your Skills #1 169 Building Your Skills Be SMART Stay Motivated 161 Building Your Skills - My Fitness Needs
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.	**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
H2.Sa1.8	Describe how some health risk behaviors influence safety and injury prevention practices.	**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



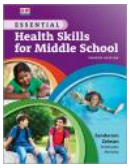
Standard		Correlating Textbook Pages
		345 Critical Thinking #1-3 345 Develop Your Skills #1-3
First Aid		
H7.Sa2.8a.	Practice basic first aid skills.	**Instruction:** 359-369 360 Figure 6.3.1 First Aid 361 Figure 6.3.2 First Aid Kit 362 Figure 6.3.3 How to Communicate with 911 Dispatchers 363 Figure 6.3.4 First Aid for Bleeding Cuts and Scrapes 364 Figure 6.3.5 Treating Shock 364 Figure 6.3.6 EpiPens 365 Figure 6.3.7 First Aid for Electrical Shock 365 Figure 6.3.8 Burns 367 Figure 6.3.9 The Five and Five Method 368 Figure 6.3.10 Hands Only CPR 369 Figure 6.3.11 Using an Automated External Defibrillator (AED) **Application:** 359 Reading and Notetaking Activity 370 Critical Thinking #1-2 370 Develop Your Skills #1-3
H7.Sa2.8b	Demonstrate CPR and AED procedures.	**Instruction:** 366-369 367 Figure 6.3.9 The Five and Five Method 368 Figure 6.3.10 Hands Only CPR 369 Figure 6.3.11 Using an Automated External Defibrillator (AED) **Application:** 370 Develop Your Skills #1-2
Violence Prevention		
H1.Sa3.8a	Analyze causes and effects of violence on individuals, families, and communities.	**Instruction:** 221 221 Figure 4.4.1 Effects of Bullying on Mental Health *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* 43, 45, 48, 59, 62, 68-69, 71 43 Figure 9.1.1 Risk Factors for Violent Behavior 45 Figure 9.1.3 Why Does Bullying Happen 48 Figure 9.1.5 Consequences of Bullying 59 Figure 9.2.3 People Experiencing Sexual Harassment 62 Figure 9.2.6 Impacts of Sexual Assault on Health 68 Figure 9.3.3 Power and Control Wheel 69 Figure 9.3.4 Signs of Intimate Partner Violence 71 Figure 9.3.6 Risk Factors for Child Abuse and Neglect **Application:** 42 Reading and Notetaking Activity 65 Develop Your Skills #3 77 Critical Thinking #1-2



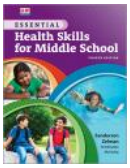
Standard		Correlating Textbook Pages
		Analyze how situations and/or impulsive behaviors can lead to violence. **Instruction:** 227-228, 304, 308, 312 See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health 43-44, 69, 78-85 43 Figure 9.1.1 Risk 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 *Analyze techniques that are used to coerce or pressure someone to use violence.* *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* 80-81 81 Figure 9.4.3 Avoiding Gang Violence
H4.Sa3.8	Differentiate between passive, aggressive, and assertive communication.	**Instruction:** 394-395 395 Figure 7.1.6 Passive Aggressive or Assertive **Application:** 396 Building Your Skills - Be Assertive
H1.Sa3.8b	Explain how bystanders can help prevent, reduce, and avoid violence.	**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 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 65 Develop Your Skills #1-2



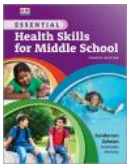
Standard		Correlating Textbook Pages
H1.Sa3.8c	Describe potential dangers of sharing personal information through electronic media.	**Instruction:** 350-353 351 Figure 6.2.4 Examples of Personal Information, 352 Staying Safe on Social Media **Application:** 358 Develop Your Skills #1-3
Health Education Core Idea: Nutrition (N)		
Food Groups and Nutrients		
H1.N1.8a	Compare and contrast nutritional value of fresh versus processed foods.	**Instruction:** 129-130, 136-143, 146-147 130 Figure 3.1.7 Fats in Your Diet 136 Key Concepts Promoted by the Dietary Guidelines 137 Figure 3.2.2 MyPlate Food Guidance 138 Figure 3.2.3 Grains 139 Figure 3.2.4 Types of Vegetables 141 Figure 3.2.6 MyPlate Daily Checklist 143 Figure 3.2.8 Making Healthier Food Choices 147 Figure 3.2.10 Nutrition Facts **Application:** 134 Critical Thinking #2-3 134 Develop Your Skills #1-2 135 Reading and Notetaking Activity 150 Case Study - Theo's Taste in Food 151 Develop Your Skills #1, #3
H1.N1.8b	Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance.	**Instruction:** 125-133 125 Figure 3.1.1 Types of Nutrients 126 Figure 3.1.2 Carbohydrates 127 Figure 3.1.3 Fiber 128 Figure 3.1.4 Protein's Role in the Body 131 Figure 3.1.8 Types and Functions of Vitamins 132 Figure 3.1.9 Types and Functions of Minerals **Application:** 134 Critical Thinking #1-3 134 Develop Your Skills #1-3
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Standard		Correlating Textbook Pages
Beverages		
H8.N2.8	Develop a message to persuade someone to make healthy beverage choices.	**Instruction:** 114-115, 118-119, 133, 137, 143 119 Figure 2.5.12 Did You Know 133 Figure 3.1.10 Drink More Water **Application:** 122 Develop Your Skills #3 134 Develop Your Skills #3 144 Building Your Skills - Making Healthy Food Choices 151 Critical Thinking #1
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H3.N3.8	Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices.	**Instruction:** 136-137, 140-141, 146-147 136 Figure 3.2.1 Key Concepts Promoted by the Dietary Guidelines 137 Figure 3.2.2 MyPlate Food Guidance 141 Figure 3.2.6 MyPlate Daily Checklist 146 Figure 3.2.9 Recommended Daily Calorie Intake 147 Figure 3.2.10 Nutrition Facts **Application:** 151 Develop Your Skills #1, #3
Caloric Intake and Expenditure		
H7.N4.8	Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan.	**Instruction:** 144, 146, 154, 168, 170 146 Figure 3.2.9 Recommended Daily Calorie Intake 154 Figure 3.3.1 Moderate Physical Activity 167 Figure 3.4.2 Types of Fitness Apps 170 Figure 3.4.4 Approximate Calories Burned in 60 Minutes **Application:** 154 Case Study - Walk in My Shoes: Jaquan's Story 175 Develop Your Skills #1
Disease Prevention		
H1.N5.8	Evaluate a variety of eating plans and determine potential short- term and long-term consequences based on nutritional intake.	**Instruction:** 103, 110, 114, 119-120, 136-149, 142-143 104 Figure 2.4.9 Food Sanitation Practices 110 Figure 2.5.3 Atherosclerosis 119 Figure 2.5.12 Preventing Noninfectious Diseases 136 Figure 3.2.1 Key Concepts Promoted by the Dietary Guidelines 137 Figure 3.2.2 MyPlate Food Guidance 141 Figure 3.2.6 MyPlate Daily Checklist 143 Figure 3.2.8 Making Healthier Food Choices 145 The Healthy Eating Journey 146 Figure 3.2.9 Recommended Daily Calorie Intake 149 Figure 3.2.12 Eating Mindfully **Application:** 122 Critical Thinking #2 122 Develop Your Skills #2

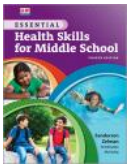


Standard		Correlating Textbook Pages
		135 Reading and Notetaking Activity 144 Building Your Skills - Making Healthy Food Choices 151 Critical Thinking #1
Nutritional Planning		
H7.N6.8	Assess personal food and beverage intake based on recommended individual needs.	**Instruction:** 125, 133, 136-137, 140-141, 144 133 Figure 3.1.10 Water 136 Figure 3.2.1 Dietary Guidelines 137 Figure 3.2.2 MyPlate Food Guidance 141 Figure 3.2.6 Recommended Amounts 146 Figure 3.2.9 Recommended Daily Calorie Intake **Application:** 134 Develop Your Skills #3 135 Reading and Notetaking Activity 144 Building Your Skills - Making Healthy Food Choices 151 Develop Your Skills #3
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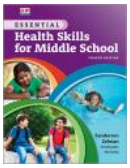


Standard		Correlating Textbook Pages
		150 Case Study - Theo's Taste in Food
Health Education Core Idea: Sexual Health (Se)		
Anatomy, Reproduction, and Pregnancy		
H1.Se1.8a	Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 21-23 21 Figure 8.3.1 The Male Reproductive System 22 Figure 8.3.2 The Female Reproductive System 23 Figure 8.3.3 Uterus Ovaries **Application:** 20 Reading and Notetaking Activity 28 Critical Thinking #1-2
H1.Se1.8b	Identify physical, emotional, and social effects of sexual activity.	*See Supplemental Human Development, Relationships, and Sexual Health* **Instruction:** 133-134 133 Figure 11.2.3 Impacts of Sexting **Application:** 131 Reading and Notetaking Activity 134 Building Your Skills - The Impact of Sexting 137 Case Study - Cameron and Tracee's Not So Magical Relationship 138 Critical Thinking #2 138 Develop Your Skills #1-3
Puberty and Development		
H1.Se2.8	Describe the physical, social, mental, and emotional changes that occur during adolescence.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 3-15 3 Figure 8.1.1 Stages of the Human Life Cycle 10 Figure 8.2.1 Primary and Secondary Sexual Characteristics 13 Puberty: What to Expect 15 Figure 8.2.3 Intellectual Development **Application:** 9 Reading and Notetaking Activity 11 Case Study - Akiko Feels Left Behind 18 Critical Thinking #1-2 18 Develop Your Skills #1-3

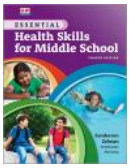
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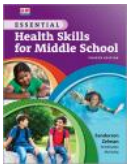
Standard		Correlating Textbook Pages
Self-Identity		
H2.Se3.8	Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation.	*See Supplemental Human Development, Relationships, and Sexual Health* **Instruction:** 119-125 119 Figure 11.1.1 Parts of Sexuality 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 128 Figure 11.1.8 Safe Zones **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**Instruction:**
Prevention		
H1.Se4.8a	Summarize ways to prevent pregnancy and STDs.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 103-115 103 Figure 10.2.6 Planning and Practicing Refusal Skills 111 Figure 10.3.2 HIV Transmission 114 Figure 10.3.5 HIV Prevention 115 Figure 10.3.6 PrEP and PEP **Application**: 102 Case Study - Aiden's "Perfect" Relationship 109 Reading and Notetaking Activity *See Supplemental Human Development, Relationships, and Sexual Health* **Instruction**: 142-150 142 Figure 11.3.3 Benefits of Abstinence 143 Benefits of Abstinence from Sexual Activity 144 Figure 11.3.4 External Condom 145 Figure 11.3.5 Cervical Cap 146 Figure 11.3.6 Oral Contraceptives 146 Figure 11.3.7 Vaginal Ring 147 Figure 11.3.8 Intrauterine Device (IUD) 147 Figure 11.3.9 Emergency Contraception 148 Figure 11.3.10 Withdrawal **Application:** 139 Reading and Notetaking Activity



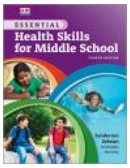
Standard		Correlating Textbook Pages
		142 Case Study - Aparna Chooses Abstinence 150 Critical Thinking #1 150 Develop Your Skills #1-3
H7.Se4.8	List steps to using a condom correctly.	*See Supplemental Human Development, Relationships, and Sexual Health* **Instruction:** 144-145 144 Figure 11.3.4 External Condom **Application:** 150 Reading and Notetaking Activity
H3.Se4.8	Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 21-27 24 Figure 8.3.4 Zygote 26 Figure 8.3.5 Embryonic Stage 27 Figure 8.3.6 Postpartum 98-115 98 Figure 10.2.1 Most Commonly Reported STIs 100 Figure 10.2.2 Possible Symptoms of Gonorrhea 100 Figure 10.2.3 Syphilis 101 Figure 10.2.4 Herpes Simplex Viruses That Cause Genital Herpes 101 Figure 10.2.5 Growths Caused by HPV 110 Figure 10.3.1 Defining HIV and AIDS 111 Figure 10.3.2 HIV Transmission 112 Figure 10.3.3 Stage 1: Acute HIV Infection **Application:** 20 Reading and Notetaking Activity 25 Case Study - Jake Learns About Reproduction 28 Develop Your Skills #1-3 97 Reading and Notetaking Activity 108 Critical Thinking #1-2 *See Supplemental Human Development, Relationships, and Sexual Health* **Instruction:** 140-150 142 Figure 11.3.3 Benefits of Abstinence 143 Benefits of Abstinence from Sexual Activity 144 Figure 11.3.4 External Condom 145 Figure 11.3.5 Cervical Cap 146 Figure 11.3.6 Oral Contraceptives 146 Figure 11.3.7 Vaginal Ring 147 Figure 11.3.8 Intrauterine Device (IUD) 147 Figure 11.3.9 Emergency Contraception 148 Figure 11.3.10 Withdrawal



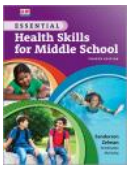
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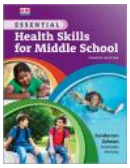
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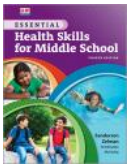
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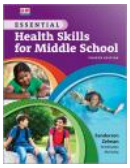
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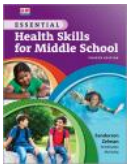
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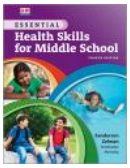
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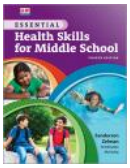
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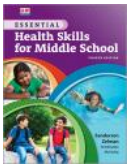
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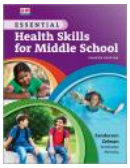
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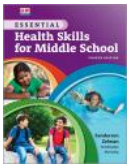
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