

Goodheart-Willcox Publisher Correlation of Essential Health Skills for Middle School ©2019 to West Virginia Department of Education Health / Wellness Standards Course: Health Education, Grade 6		
STANDARD		SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT
<u>Standard 1: Health Promotion and Disease Prevention (HE.S.1)</u> The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.		
1	investigate one's personal diet and include number and size of servings, and the RDA needs for adolescents	Instruction: 171-174 Assessment: 182 (Hands-On)
2	list short-term and long-term effects of alcohol, drugs, and tobacco.	Instruction: 245-249, 275-277, 307-313 Assessment: 249 (#3, 4), 283 (#3), 317 (#5)
3	discuss and examine strategies for the prevention of injuries (e.g., fractures, laceration, head trauma), communicable diseases (STD's, HIV, and AIDS), and other health problems.	Instruction: 371-380, 387-396 Assessment: 380 (#1-5), 396 (#1-5)
4	list healthy behaviors and practices that benefit each body system.	Instruction: 210-212, 259 (Figure 8.16) Assessment: 213 (Hands-On)
5	describe how family history and hereditary factors impact personal health.	Instruction: 16, 137, 359, 368, 379 (Building Your Skills) Assessment: 35 (#22)
6	demonstrate CPR and basic first aid.	Instruction: 408-418 Assessment: 418 (#1-5)
7	discuss the inter-relationship of health components in adolescence (emotional, intellectual, physical, social, spiritual, mental, environmental).	Instruction: 7-8 Assessment: 13 (Hands-On)
8	recognize medical terminology, anatomical landmarks, and functions of the reproductive system.	Instruction: 531-533, 597 (Building Your Skills) Assessment: 535 (#1, 2)
<u>Culture, Media, and Technology (HE.S.2)</u> Instructional materials will provide students with opportunities to analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.		
1	analyze how media messages influence health behaviors (e.g., appearance, fads, habits).	Instruction: 42 (Building Your Skills)

		Assessment: 155 (#20)
2	analyze advertiser influences on consumer choices (e.g., brand names, fads).	Instruction: 28-29, 262-263, 288 Assessment: 155 (#20)
3	explain how families influence the health of adolescents (e.g., family time, meal preparation, religious practices, weight control).	Instruction: 181, 197, 252, 287 Assessment: 205 (#15), 295 (#16)
4	describe the influence of personal values, beliefs and culture on health practices and behaviors.	Instruction: 20, 23 Assessment: 21 (#5), 563 (#21)
5	describe how peers, school, and community can impact personal health practices and behaviors.	Instruction: 19-20, 30 (Building Your Skills), 197, 287 Assessment: 21 (Hands-On)
6	explain how technology has advanced health promotion and disease prevention and can influence personal and family health practices and behaviors.	Instruction: 27, 212 (Figure 7.2) Assessment: 93 (#20), 237 (#20), 449 (#17)
Health Information and Services (HE.S.3) Instructional materials will provide students with opportunities to demonstrate the ability to access valid information and products and services to enhance health.		
1	analyze the validity of health information, products and services (e.g., choosing doctors, quackery).	Instruction: 26-29 Assessment: 63 (#22)
2	demonstrate how to access valid health information from home, school, and community (e.g., parent, 911, 211, teacher, school nurse).	Instruction: 26-29 Assessment: 63 (#22)
3	list and locate products that enhance and improve health (e.g., food, vitamins, and humidifiers).	Instruction: 42 (Building Your Skills) Assessment: 63 (#22)
4	describe situations that may require professional health services (e.g., sudden illness, accidents).	Instruction: 32, 54, 124, 141, 192 Assessment: 155 (#18)
5	research personal and hereditary information needed to determine preventive medical care (e.g., family health tree, health screenings, nutritional guidelines).	Instruction: 10, 16 Assessment: 35 (#22)
Communication (HE.S.4) Instructional materials will provide students with opportunities to demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.		
1	demonstrate effective verbal and non-verbal communication skills to enhance health (e.g.,	Instruction: 458-463

	body language, restating, individual and group conversation)	Assessment: 467 (#2, 3, Hands-On)
2	demonstrate a variety of positive coping mechanisms and conflict resolution skills (e.g., peer mediation and non-violent strategies) to deal with upset feelings and difficult situations.	Instruction: 464-467 Assessment: 295 (#19), 467 (#4, 5)
3	demonstrate refusal and negotiation skills to avoid or reduce risks (e.g., refusal skills, peer mediation, communication skills, texting, cell phone, and internet communications).	Instruction: 24-25, 265-266, 289, 322-323 Assessment: 32 (Hands-On), 93 (#22), 266 (Hands-On), 295 (#21, 22), 326 (Hands-On)
4	demonstrate how to call for help in an emergency. (e.g., 911, 211, teacher, neighbor).	Instruction: 391, 406, 410 Assessment: 418 (Hands-On)
5	give examples of communication skills to build and maintain healthy relationships (e.g., friendships, parents, teachers, classmates).	Instruction: 458-463 Assessment: 467 (#2, 3, Hands-On)
Decision Making (HE.S.5) Students will demonstrate the ability to use decision-making skills to enhance health.		
1	identify health-related situations that require healthy decisions (i.e., weight management, nutrition, risky behaviors).	Instruction: 20-21 Assessment: 63 (#24)
2	select healthy options that address health-related issues or problems (i.e. exercise, disease prevention)	Instruction: 322 (Building Your Skills) Assessment: 182 (#5)
3	describe potential outcomes when making health-related decisions (obesity, alcoholism, drug dependence) for self and others.	Instruction: 551 Assessment: 295 (#24), 383 (#19)
4	select decision-making skills that protect against communicable and non-communicable diseases (e.g., hand washing, covering coughs, safety, diet, exercise).	Instruction: 23-24 Assessment: 32 (#1)
5	compare healthy to unhealthy alternatives when making decisions (e.g., apple: brownie; non-sedentary: sedentary; tobacco; no tobacco).	Instruction: 23 (Figure 1.9) Assessment: 295 (#20)
6	list the steps of the decision-making process to solve problems.	Instruction: 23-24, 288 (Building Your Skills) Assessment: 32 (#1)
Goal Setting (HE.S.6) Instructional materials will provide students with opportunities to demonstrate the ability to use goal-setting skills to enhance health.		
1	list personal health practices (e.g., exercise, proper rest, diet, doctor/dental appointments).	Instruction: 30, 83-90, 209-213 Assessment: 90 (#1-5), 213 (#1-4)
2	explain how the goal setting process is important in designing strategies to avoid risky	Instruction: 24, 25 (Figure 1.11)

	behaviors (e.g. alcohol, tobacco, and other drugs, sexual activity).	Assessment: 32 (#2, 5), 35 (#20)
3	select a personal health goal and track its progress toward achievement (e.g., nutritional goals, fitness goals).	Instruction: 55, 188, 229-231 Assessment: 35 (#20), 383 (#22), 449 (#22)
4	describe how personal health goals and practices can change (i.e., maturity, peer influences, environment).	Instruction: 24, 25 (Figure 1.11) Assessment: 205 (#22)
<u>Health Behaviors (HE.S.7)</u>		
Instructional materials will provide students with opportunities to demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
1	differentiate between safe and risky behaviors in relationships (e.g., abuse, date rape, peer pressure, sexual activity).	Instruction: 487-488 Assessment: 493 (#22)
2	contrast the differences between safe and risky behaviors for preventing pregnancy and STDs (e.g., abstinence, birth control, drug use).	Instruction: 347, 487-488 Assessment: 383 (#19), 490 (#5)
3	list protective behaviors used to avoid and reduce threatening situations (e.g., be with a group, confide in parents or teachers).	Instruction: 488 (Figure 14.33) Assessment: 21 (Hands-On)
4	identify signs and strategies that can be used to reduce stress, anxiety and depression.	Instruction: 118-124, 132-133, 135 Assessment: 124 (#5), 138 (Hands-On)
5	discuss good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation).	Instruction: 40, 48, 54-56, 58, 60, 177-182 Assessment: 49 (#5), 60 (Hands-On), 182 (#5, Hands-On)
<u>Advocacy (HE.S.8)</u>		
Instructional materials will provide students with opportunities to		
1	work cooperatively to advocate for healthy individuals, families, and schools (i.e., blog, portfolio, school newspaper)	Instruction: 30-32 Assessment: 35 (#22), 62 (#21)
2	discuss ways that health messages and communication techniques can be altered depending on their audiences (i.e., tots, pre-teens, teens, adults, senior citizens,).	Instruction: 19 (Building Your Skills) Assessment: 35 (#21), 104 (Hands-On)
3	explain how to influence others to make positive health choices (e.g., by example, encouragement, positive messages).	Instruction: 19 (Building Your Skills), 30 (Building Your Skills), 483 Assessment: 493 (#17)