SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT



STANDARD

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 1: Health Promotion and Disease Prevention (HE.S.1)

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	Instruction: 171-174		
	needs for adolescents	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,	Instruction: 371-380, 387-396		
	laceration, head trauma), communicable diseases (STD's, HIV, and AIDS), and other health problems.	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,	Instruction: 7-8		
	intellectual, physical, social, spiritual, mental, environmental).	Assessment: 13 (Hands-On)		
8	recognize medical terminology, anatomical landmarks, and functions of the reproductive	Instruction: 531-533, 597 (Building Your Skills)		
	system.	Assessment: 535 (#1, 2)		
Culture, Media, and Technology (HE.S.2)				

Instructional materials will provide students with opportunities to analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

analyze how media messages influence health behaviors (e.g., appearance, fads, habits).

can impact personal health practices and behaviors. 6 explain how technology has advanced health promotion and disease prevention and can influence personal and family health practices and behaviors. 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). 2 demonstrate how to access valid health information from home, school, and community (e.g., parent, 911, 211, teacher, school nurse). 3 list and locate products that enhance and improve health (e.g., food, vitamins, and humidifiers). 4 describe situations that may require professional health services (e.g., sudden illness, accidents). 5 research personal and hereditary information needed to determine preventive medical care (e.g., family health tree, health screenings, nutritional guidelines). Communication (HE.S.4) Instruction: 27, 212 (Figure 7.2) Assessment: 21 (Hands-On) Instruction: 27, 212 (Figure 7.2) Assessment: 93 (#20), 237 (#20), 449 (#17) Assessment: 93 (#20), 237 (#20), 449 (#17) Instruction: 26-29 Assessment: 63 (#22) Instruction: 26-29 Assessment: 63 (#22) Instruction: 32, 54, 124, 141, 192 Assessment: 155 (#18) Instruction: 10, 16 Assessment: 35 (#22)			Accomment: 155 (#30)			
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(e.g., family health tree, health screenings, nutritional guidelines). Assessment: 35 (#22) Communication (HE.S.4) Instructional materials will provide students with opportunities to demonstrate the ability to use interpersonal	3	1				
nutritional guidelines). Communication (HE.S.4) Instructional materials will provide students with opportunities to demonstrate the ability to use interpersonal			Assessment: 35 (#22)			
Communication (HE.S.4) Instructional materials will provide students with opportunities to demonstrate the ability to use interpersons			(
Instructional materials will provide students with opportunities to demonstrate the ability to use interperson						
		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.						
demonstrate effective verbal and non-verbal Instruction: 458-463	1		Instruction: 458-463			
communication skills to enhance health (e.g.,		communication skills to enhance health (e.g.,				

	hady language restating individual and group	Assessment: 467 (#2, 2, Hands On)
	body language, restating, individual and group conversation)	Assessment: 467 (#2, 3, Hands-On)
2	demonstrate a variety of positive coping	Instruction: 464-467
	mechanisms and conflict resolution skills (e.g.,	
	peer mediation and non-violent strategies) to	Assessment: 295 (#19), 467 (#4, 5)
	deal with upset feelings and difficult	
	situations.	
3	demonstrate refusal and negotiation skills to	Instruction: 24-25, 265-266, 289, 322-323
	avoid or reduce risks (e.g., refusal skills, peer	
	mediation, communication skills, texting, cell	Assessment: 32 (Hands-On), 93 (#22), 266 (Hands-
	phone, and internet communications).	On), 295 (#21, 22), 326 (Hands-On)
4	demonstrate how to call for help in an	Instruction: 391, 406, 410
	emergency. (e.g., 911, 211, teacher, neighbor).	
		Assessment: 418 (Hands-On)
5	give examples of communication skills to build	Instruction: 458-463
	and maintain healthy relationships (e.g.,	
	friendships, parents, teachers, classmates).	Assessment: 467 (#2, 3, Hands-On)
	<u>Decision Makin</u>	
	Students will demonstrate the ability to use d	ecision-making skills to enhance health.
		T
1	identify health-related situations that	Instruction: 20-21
	require healthy decisions (i.e., weight	
	management, nutrition, risky behaviors).	Assessment: 63 (#24)
2	select healthy options that address health-	Instruction: 322 (Building Your Skills)
	related issues or problems (i.e. exercise,	
	disease prevention)	Assessment: 182 (#5)
3	describe potential outcomes when making	Instruction: 551
	health-related decisions (obesity, alcoholism,	A 205 (424) 202 (440)
	drug dependence) for self and others.	Assessment: 295 (#24), 383 (#19)
4	select decision-making skills that protect	Instruction: 23-24
	against communicable and non-	
	communicable diseases (e.g., hand washing,	Assessment: 32 (#1)
	covering coughs, safety, diet, exercise).	Lestweeting 22 (Finance 4 O)
5	compare healthy to unhealthy alternatives	Instruction: 23 (Figure 1.9)
	when making decisions (e.g., apple: brownie;	Access 205 (#20)
	non-sedentary: sedentary; tobacco; no	Assessment: 295 (#20)
<u> </u>	tobacco).	Instruction, 22, 24, 200 (Duilding Vous Chille)
6	list the steps of the decision-making process	Instruction: 23-24, 288 (Building Your Skills)
	to solve problems.	A
	Cool Couling	Assessment: 32 (#1)
Inctrice	Goal Setting	
IIISTruc	tional materials will provide students with opportu skills to enhanc	nities to demonstrate the ability to use goal-setting
1		Instruction: 30, 83-90, 209-213
1	list personal health practices (e.g., exercise,	
	proper rest, diet, doctor/dental	Accessment: 00 (#1 E) 212 (#1 4)
	appointments).	Assessment: 90 (#1-5), 213 (#1-4)
2	explain how the goal setting process is	Instruction: 24, 25 (Figure 1.11)
_	important in designing strategies to avoid risky	mod decion. 27, 25 (riguie 1.11)
	important in acaising attacesies to avoid haky	



	behaviors (e.g. alcohol, tobacco, and other	Assessment: 32 (#2, 5), 35 (#20)
	drugs, sexual activity).	755535HCHL. 52 (#2, 5), 55 (#20)
3	select a personal health goal and track its progress toward achievement (e.g., nutritional	Instruction: 55, 188, 229-231
	goals, fitness goals).	Assessment: 35 (#20), 383 (#22), 449 (#22)
4	describe how personal health goals and practices can change (i.e., maturity, peer	Instruction: 24, 25 (Figure 1.11)
	influences, environment).	Assessment: 205 (#22)
	Health Behavior	rs (HE.S.7)
Instruct	ional materials will provide students with opportu enhancing behaviors and avoio	nities to demonstrate the ability to practice health- d or reduce health risks.
1	differentiate between safe and risky behaviors	Instruction: 487-488
	in relationships (e.g., abuse, date rape, peer	
	pressure, sexual activity).	Assessment: 493 (#22)
2	contrast the differences between safe and	Instruction: 347, 487-488
	risky behaviors for preventing pregnancy and STDs (e.g., abstinence, birth control, drug use).	Assessment: 383 (#19), 490 (#5)
3	list protective behaviors used to avoid and	Instruction: 488 (Figure 14.33)
	reduce threatening situations (e.g., be with a	
4	group, confide in parents or teachers).	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
5	discuss good health practices to improve	Assessment: 124 (#5), 138 (Hands-On)
5	discuss good health practices to improve personal and family health (e.g., hygiene,	Instruction: 40, 48, 54-56, 58, 60, 177-182
	nutrition, food preparation).	Assessment: 49 (#5), 60 (Hands-On), 182 (#5, Hands-
	, , ,	On)
	Advocacy (H	
4	Instructional materials will provide s	T .
1	work cooperatively to advocate for healthy individuals, families, and schools (i.e., blog,	Instruction: 30-32
	portfolio, school newspaper)	Assessment: 35 (#22), 62 (#21)
2	discuss ways that health messages and	Instruction: 19 (Building Your Skills)
	communication techniques can be altered	
	depending on their audiences (i.e., tots, pre-	Assessment: 35 (#21), 104 (Hands-On)
	teens, teens, adults, senior citizens,).	
3	explain how to influence others to make	Instruction: 19 (Building Your Skills), 30 (Building
	positive health choices (e.g., by example,	Your Skills), 483
	encouragement, positive messages).	
		Assessment: 493 (#17)