

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 7		
STANDARD		SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT
<u>Health Promotion and Disease Prevention</u> Instructional materials will provide students with opportunities to comprehend concepts related to health promotion and disease prevention to enhance health.		
1	list the six essential nutrients; determine their sources and functions.	Instruction: 161-169 Assessment: 169 (#1-5)
2	analyze the effects of risky behaviors on body systems and general wellness (e.g., substance abuse, smoking).	Instruction: 245-248, 275-277, 307-313 Assessment: 249 (#5), 283 (Hands-On), 317 (#5)
3	describe the anatomy and functions of the reproductive system.	Instruction: 531-534 Assessment: 535 (#1-5)
4	identify general symptoms and potentially long-term health consequences of STDs (e.g., opportunistic infections, infertility, death)	Instruction: 342-346 Assessment: 349 (#1-3, Hands-On)
5	demonstrate first aid procedures (e.g., CPR, control bleeding, airway obstructions, fractures).	Instruction: 408-418 Assessment: 418 (#1-5)
6	describe ways to maintain and improve the components of health (emotional, physical, social, intellectual, spiritual, environmental (e.g., total wellness, positive thinking).	Instruction: 7-8 Assessment: 13 (#1, Hands-On)
<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	compare and contrast the influence of cultural beliefs on health behaviors (e.g., nutrition, hygiene, medical treatment, alcohol, tobacco, and other drugs.	Instruction: 19 Assessment: 21 (#5)
2	debate how messages from the media can influence health behaviors (e.g., advertising techniques).	Instruction: 42 (Building Your Skills), 197-198 Assessment: 202 (#5)
3	describe the impact of bullying (e.g., physical, verbal, cyber) and identify necessary coping skills.	Instruction: 498-506 Assessment: 35 (#15), 506 (2-5)
4	recognize the importance of respecting individual differences (e.g., race, religion, size, age, sex).	Instruction: 477-478 Assessment: 63 (#23)
5	analyze media messages about alcohol,	Instruction: 253, 288

	tobacco, and other drugs (e.g., alcoholic beverage commercials, prescription and OTC drugs).	Assessment: 202 (#5)
6	analyze the influence that advertisers have on consumer choices (e.g., tobacco and alcohol use, clothing styles, makeup).	Instruction: 42 (Building Your Skills), 262-263 Assessment: 202 (#5)
7	evaluate how peers, schools, and communities can impact personal health practices and behaviors (e.g., PTA, scouting and other youth organizations).	Instruction: 19-20, 30 (Building Your Skills), 197, 287 Assessment: 21 (Hands-On)
8	examine the influence of the family on the health of adolescents (e.g., smoking, drinking, drug use, meal plans).	Instruction: 181, 197, 252, 287 Assessment: 205 (#15), 295 (#16)
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	evaluate the costs of health information, products and services (e.g., compare/contrast products, internet purchases)	Instruction: 26-27, 42 (Building Your Skills) Assessment: 63 (#22)
2	recognize valid health information found in the home, school, community and the internet (e.g. literature, hospital brochures, websites).	Instruction: 26-29 Assessment: 63 (#22)
3	appraise the accessibility of products that enhance health (e.g., age requirements, internet, community access)	Instruction: 26-29 Assessment: 63 (#22)
4	list situations that require professional and community health services (e.g., accidents, illnesses, health maintenance).	Instruction: 32, 54, 124, 141, 192 Assessment: 155 (#18)
5	utilize personal and hereditary data to determine medical care needs (e.g., health screenings, nutritional guidelines).	Instruction: 10, 16 Assessment: 35 (#22)
6	identify myths, misinformation and stereotyping associated with health services (e.g., quackery, false advertising).	Instruction: 68 (Figure 3.2), 146 (Graphic Organizer) Assessment: 63 (#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	analyze effective verbal and non-verbal communication skills to enhance health (e.g., body language, restating, individual/group conversation).	Instruction: 458-463 Assessment: 467 (#2, 3, Hands-On)
2	explain how character and personality affect the perception of one's ability to communicate (e.g., confident = aggressive; shy = passive).	Instruction: 460-462 Assessment: 467 (#5)

3	analyze the effectiveness of a variety of positive coping mechanisms/conflict resolution skills (e.g., peer mediation, non-violent strategies to deal with upset feelings and difficult situations).	Instruction: 464-467 Assessment: 295 (#19), 467 (#4, 5)
4	give examples of refusal and negotiation skills to avoid health risks (e.g., say no, avoid risks, give excuses).	Instruction: 24-25, 265-266, 289, 322-323 Assessment: 32 (Hands-On), 93 (#22), 266 (Hands-On), 295 (#21, 22), 326 (Hands-On)
5	discuss ways one can develop healthful family relationships (e.g., share with siblings, chores, spend time together).	Instruction: 471-474 Assessment: 475 (Hands-On)
6	list steps that can be taken to improve dysfunctional family relationships (e.g., Alanon, counselor, trusted adults, try to get along).	Instruction: 471-474 Assessment: 475 (Hands-On)
7	demonstrate the value of assertive strategies when asking for help in an emergency (e.g. 911, 211, police, fire, teacher).	Instruction: 460-462 Assessment: 467 (#5)
8	list communication skills to build and maintain healthy relationships (e.g., listening, body language, patience)	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	apply the USDA Dietary Guidelines in meal planning.	Instruction: 171-172 Assessment: 182 (Hands-On)
2	discuss the consequences of poor nutritional choices (e.g., eating disorders) for self and others (e.g., families, babies).	Instruction: 176-177 Assessment: 205 (#16)
3	illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs.	Instruction: 261 (Building Your Skills), 265-266, 288 (Building Your Skills), 322 (Building Your Skills) Assessment: 266 (#4), 295 (#16, 24), 317 (Hands-On)
4	apply the steps of a decision-making process to solve a problem.	Instruction: 23-24, 288 (Building Your Skills) Assessment: 32 (#1)
5	differentiate between healthy and unhealthy alternatives when making decisions.	Instruction: 23 (Figure 1.9) Assessment: 295 (#20)
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	develop a personal health plan to address strengths, weaknesses and health risks.(e.g., diet, exercise, sleep, relationships).	Instruction: 30, 177 (Building Your Skills), 228-234 Assessment: 182 (#5), 234 (#1-5)

2	explain how the goal setting process is important when planning future events (e.g., college, marriage, job).	Instruction: 24, 25 (Figure 1.11) Assessment: 32 (#2, 5), 35 (#20)
3	create and develop a personal health goal.	Instruction: 55, 188, 229-231 Assessment: 35 (#20), 383 (#22), 449 (#22)
4	discuss how time may change personal health goals. (e.g., change of schools, getting older, new interests, family alteration)	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	recognize risky or harmful behaviors that may occur in relationships (e.g., abuse, date rape, sexual activity).	Instruction: 487-488 Assessment: 493 (#22)
2	analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs, including HIV/AIDS and HBV (e.g., abstinence, birth control, disease control).	Instruction: 347, 487-488 Assessment: 383 (#19), 490 (#5)
3	dramatize protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment).	Instruction: 499 (Building Your Skills), 512 (Case Study) Assessment: 515 (Hands-On), 515 (#22)
4	identify strategies to reduce stress, anxiety and depression.	Instruction: 118-124, 132-133, 135 Assessment: 124 (#5), 138 (Hands-On)
5	identify 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	advocate to their family to work cooperatively for healthy lifestyles (e.g., exercise together, diet plans, food preparation, spend time together).	Instruction: 31 Assessment: 35 (#18)
2	explain why making positive health choices will influence others.	Instruction: 181 Assessment: 35 (#18)
3	explain how to influence others to make positive health choices (e.g., by example, encouragement, positive messages).	Instruction: 19 (Building Your Skills), 181, 322 (Building Your Skills) Assessment: 35 (#18)