

| 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 8 | | |
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| 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 | apply sound nutritional principles to healthy food choices (e.g., menu preparation, nutrition labels). | Instruction: 177-182 Assessment: 182 (#5) |
| 2 | analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, eating disorders). | Instruction: 198-200, 245-249, 275-277, 307-313 Assessment: 249 (#3, 4), 283 (#3), 317 (#5) |
| 3 | label and explain the functions of the bodies systems (e.g., circulatory, skeletal, reproductive, digestive). | Instruction: 568-573, 575-580, 582-588, 590-598 Assessment: 573 (#2-5), 580 (#1-5), 588 (#1-5), 598 (#1-5) |
| 4 | determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases. | Instruction: 342 Assessment: 349 (Hands-On) |
| 5 | demonstrate first aid procedures (e.g., CPR, control bleeding, airway obstructions, fractures). | Instruction: 408-418 Assessment: 418 (#1-5) |
| 6 | list and explain the components of total wellness (i.e., emotional, intellectual, physical, social, and spiritual). | Instruction: 7-8 Assessment: 13 (Hands-On) |
| 7 | recognize behaviors that protect and keep the male and female reproductive systems healthy. | Instruction: 531-533 Assessment: 601 (#23) |
| <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 | identify cultural influences on health behaviors (e.g., nutrition, hygiene, relationships, medical, drug use). | Instruction: 20 Assessment: 21 (#5) |
| 2 | discuss the use of technology and its positive and negative effects on health (e.g., video games, computers, cell phones, medical advances) | Instruction: 27, 212 (Figure 7.2) Assessment: 93 (#20), 237 (#20), 449 (#17) |
| 3 | describe how bullying can negatively affect one's life (low esteem, antisocial behavior). | Instruction: 498-506 |

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| | | Assessment: 35 (#15), 506 (2-5) |
| 4 | defend the importance of respecting individual differences. | Instruction: 477-478 Assessment: 63 (#23) |
| 5 | critique methods of advertising focused on health information, products and services. | Instruction: 42 (Building Your Skills), 262-263 Assessment: 202 (#5) |
| 6 | list methods that advertisers use to influence consumer choices (e.g., brand names, medicines, alcohol use). | Instruction: 42 (Building Your Skills), 262-263 Assessment: 202 (#5) |
| 7 | explain how peers, schools, and communities impact personal health practices and behaviors. | Instruction: 19-20, 30 (Building Your Skills), 197, 287 Assessment: 21 (Hands-On) |
| 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 | investigate how health information, products and services are financed (e.g., government, consumers, trusts). | Instruction: 262-264, 290 Assessment: 292 (#3), 295 (#16) |
| 2 | evaluate if health information from home, school, and community is reliable (e.g., source, purpose). | Instruction: 26-29 Assessment: 32 (#4) |
| 3 | list and analyze products that are advertised to enhance health (e.g., vitamins, supplements). | Instruction: 42 (Building Your Skills) Assessment: 63 (#22) |
| 4 | list occasions that require professional health agencies (e.g., illness, accidents, education). | Instruction: 32, 54, 124, 141, 192 Assessment: 155 (#18) |
| 5 | evaluate medical care and cost (e.g., doctor fees, hospital costs, medicine, Medicare/Medicaid). | Instruction: 12-13 Assessment: 13 (#3, 4) |
| 6 | research myths, misinformation and stereotyping associated with health services (e.g., quackery, medical fraud). | Instruction: 68 (Figure 3.2), 146 (Graphic Organizer) Assessment: 63 (#22) |

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| 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 ways to exhibit care, consideration and respect for self and others (e.g., peer mediation, conflict resolution). | Instruction: 464-467 Assessment: 295 (#19), 467 (#4, 5) |
| 2 | analyze how personality affects one's ability to communicate (e.g., confident = aggressive; shy | Instruction: 460-462 |

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| | = passive). | Assessment: 467 (#5) |
| 3 | develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer mediation, non-violent strategies). | Instruction: 464-467 Assessment: 295 (#19), 467 (#4, 5) |
| 4 | compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy, drunk driving, STDs, dating violence, harassment, alcohol, tobacco, and other drugs). | Instruction: 24-25, 265-266, 289, 322-323 Assessment: 32 (Hands-On), 93 (#22), 266 (Hands-On), 295 (#21, 22), 326 (Hands-On) |
| 5 | plan ways to develop healthful family relationships. | Instruction: 471-474 Assessment: 475 (Hands-On) |
| 6 | discuss adjustments (e.g., role change, finances) that can be made if family changes occur (e.g., divorce, death, job loss, fire, disease, natural disasters). | Instruction: 475 Assessment: 475 (#5) |
| 7 | practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect). | 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 a decision-making process for various life situations (e.g., alcohol, tobacco, and other drugs, food choices, weight control, relationships, health care providers, making purchases, education and career options). | Instruction: 23-24, 265-266, 288 (Building Your Skills) Assessment: 32 (#1), 295 (#24) |
| 2 | identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STDs, HIV/AIDS transmission/prevention, refusal skills). | Instruction: 24 Assessment: 32 (#1) |
| 3 | analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community and self (alcohol, tobacco, and other drugs use, STD transmission, pregnancy prevention, teen parenting). | Instruction: 288 (Building Your Skills) Assessment: 269 (#15), 294 (#16), 317 (Hands-On) |
| 4 | formulate alternatives to health-related issues or problems (e.g., defense/coping mechanisms). | Instruction: 23 (Figure 1.9) Assessment: 295 (#20) |
| 5 | evaluate the effectiveness of health-related decisions (e.g., personal assessments). | Instruction: 229 (Building Your Skills) Assessment: 237 (#21) |

| Goal Setting (HE.S.6) | | |
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| Instructional materials will provide students with opportunities to demonstrate the ability to use goal-setting skills to enhance health. | | |
| 1 | assess personal health practices (e.g., safety, diet, exercise, sleep, alcohol, tobacco, and other drugs). | Instruction: 30, 83-90, 209-213 Assessment: 90 (#1-5), 213 (#1-4) |
| 2 | discuss the importance of the goal setting process in designing strategies to quit using tobacco and other risky behaviors. | Instruction: 259-261 Assessment: 266 (#2) |
| 3 | design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care). | Instruction: 55, 188, 229-231 Assessment: 35 (#20), 383 (#22), 449 (#22) |
| 4 | determine how personal health goals and practices can vary as priorities change (e.g., family illness, death of close friend, personal tragedy, maturity) | Instruction: 24, 25 (Figure 1.11) Assessment: 205 (#22) |
| Health Behaviors (HE.S.7) | | |
| Instructional materials will provide students with opportunities to demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | |
| 1 | distinguish between safe and risky or harmful behaviors in relationships (e.g., abuse, date rape, peer pressure, suicide, gang membership, anger, depression, anxiety). | Instruction: 487-488 Assessment: 493 (#22) |
| 2 | examine the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs (e.g., abstinence, birth control). | Instruction: 347, 487-488 Assessment: 383 (#19), 490 (#5) |
| 3 | explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership, eating disorders). | Instruction: 488 (Figure 14.33) Assessment: 21 (Hands-On) |
| 4 | design strategies to reduce stress, anxiety and depression. | Instruction: 118-124, 132-133, 135 Assessment: 124 (#5), 138 (Hands-On) |
| 5 | create good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation, family time). | Instruction: 40, 48, 54-56, 58, 60, 177-182 Assessment: 49 (#5), 60 (Hands-On), 182 (#5, Hands-On) |
| 6 | describe safety guidelines for preventing intentional and unintentional injuries (e.g., pedestrian, motor vehicle, bicycle, ATV, safety). | Instruction: 387-396, 398-406 Assessment: 396 (#1-5), 406 (#1-5) |
| Advocacy (HE.S.8) | | |
| Instructional materials will provide students with opportunities to | | |

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| 1 | work cooperatively to advocate for healthy individuals, families, communities, and schools (e.g., health organizations, local health fairs). | Instruction: 30-32 Assessment: 35 (#22), 62 (#21) |
| 2 | identify ways in which health messages and communication techniques can be altered for different audiences (e.g., age, gender, life experiences). | Instruction: 19 (Building Your Skills) Assessment: 35 (#21), 104 (Hands-On) |
| 3 | explain how to encourage others to make positive health choices (e.g., by example, making positive choices). | Instruction: 19 (Building Your Skills), 181, 322 (Building Your Skills) Assessment: 35 (#18) |
| 4 | explain the need for legislation to protect and promote personal safety and health (traffic laws, health departments). | Instruction: 262-264, 403-405 Assessment: 406 (#3) |
| 5 | recognize and promote environmental practices that will preserve natural resources for personal and community health. | Instruction: 436-446 Assessment: 446 (#1-5) |