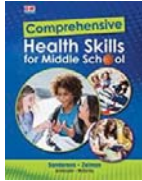



TITLE:	<b>Comprehensive Health Skills</b>	<b>West Virginia Department of Education</b>
GRADE LEVEL:	<b>Grades 6-8</b>	<b>West Virginia Wellness Education Standards for Health Education</b>
ISBN:	<b>Print ISBN: 9781635633085</b>	
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<b>Health Education</b>		<b>Correlation Pages</b>
<b>Cluster</b>	<b>Health Promotion and Disease Prevention</b>	
WE.6.1	Investigate personal diet, create an understanding of serving size versus portion size, and analyze nutritional needs of adolescents.	172-174, 550-552
WE.6.2	List short-term and long-term effects of alcohol, drugs, and tobacco.	273-283, 285-290, 291-292
WE.6.3	List short-term and long-term effects of sedentary lifestyle.	208-212, 236-237
WE.6.4	Examine healthy behaviors and practices beneficial to each body system and help lead to a healthy lifestyle.	19-21, 156, 253, 380, 383
WE.6.5	Describe how family health history, hereditary factors, and personal lifestyle choices impact personal health.	14-15, 16-21, 31-33, 359-360, 376, 379, 565-566, 589
WE.6.6	Analyze the seven dimensions of wellness and how to maintain or improve them (e.g., physical, emotional, social, intellectual, spiritual, environmental, and occupational).	20, 33, 498, 528, 536, 542-545, 561
WE.6.7	Recognize medical terminology, anatomical landmarks, and functions of the reproductive system.	531-533, 547-548, 561, 568, 597

Health Education		Correlation Pages
<b>Cluster</b>	<b>Culture, Media, and Technology</b>	
WE.6.8	Analyze how media messages influence choices on health behaviors (e.g., tobacco, drugs, alcohol, eating disorders, etc.).	19–20, 35, 42 (Building Your Skills),102, 155, 181, 197-198, 202 (#45),205, 235(Review and Assessment), 253–254, 264–265, 269, 288, 320, 322, 472, 502–504, 623-624
WE.6.9	Analyze advertiser influences on consumer choices (e.g., brand names, fads).	184-193
WE.6.10	Explain how families influence the health of adolescents (e.g., family time, meal preparation, religious practices, weight control).	16, 19–21, 102, 137–138, 148, 181, 191, 197, 252, 286–287, 314, 359, 379 (Building Your Skills), 538–539
WE.6.11	Explain the influence of personal values, beliefs, and culture on health practices and behaviors.	19 ((Building Your Skills) ),23–24, 100–101, 104, 125(Review and Assessment), 200, 203(Review and Assessment), 285, 323, 470 (Figure 14-16), 478–479, 484, 486–488, 492, 522, 550–552, 563
WE.6.12	Explain how peers, school, and community can impact personal health practices and behaviors.	18–19, 30, 102–103, 127, 149, 155 (#21), 213, 235(Review and Assessment), 254, 262–264, 280–281, 291, 295, 314, 320, 322 (Building Your Skills), 329 (#21), 383, 398–399, 400-406, 441, 471, 493, 517–518, 525
WE.6.13	Explain how technology has advanced health promotion and disease prevention.	17, 19-21, 27, 31, 212 (Figure 7.2), 237, 329, 449, 502–506
WV.6.1 4	Discuss the importance of respecting individual differences (e.g., race, religion, size, age, sex, gender identity).	100, 496, 606-609, 611-614, 633
<b>Cluster</b>	<b>Health Information and Service</b>	
WE.6.15	Analyze the validity of health information, products, and services.	26–29, 33(Review and Assessment), 34, 42, 61(Review and Assessment), 63, 91(Review and Assessment), 179, 192, 196–

<b>Health Education</b>		<b>Correlation Pages</b>
		197, 203(Review and Assessment), 349, 401, 443, 446
WE.6.16	Identify sources of valid health information.	26–29, 33(Review and Assessment), 34, 42, 61(Review and Assessment), 63, 91(Review and Assessment), 179, 192, 196–197, 203(Review and Assessment), 349, 401, 443, 446
WE.6.17	Describe situations that may require professional health services (e.g., drug addiction, suicide prevention, sudden illness, accidents).	11-12, 32, 53–54, 61(Review and Assessment), 124, 139-145, 140–142, 149–151, 153(Review and Assessment), 187, 192, 202, 203(Review and Assessment), 304, 317, 324, 412, 432, 514, 521
WE.6.18	Recognize the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.	11-12, 32, 53–54, 61(Review and Assessment), 124, 139-145, 140–142, 149–151, 153(Review and Assessment), 187, 192, 202, 203(Review and Assessment), 304, 305, 311-312, 317, 324, 412, 432, 514, 521
<b>Cluster</b>	<b>Communication</b>	
WE.6.19	Demonstrate effective verbal and non-verbal communication skills (e.g., refusal skills, body language, restating).	35, 127, 155, 205, 295, 329, 383, 421, 449, 458–463, 467 (#2, #3, and #5), 467( Hands-On Activity), 479 (Figure 14.25), 484, 484 (Figure 14.29), 484 (#5), 493, 525, 563, 601
WE.6.20	Describe a variety of positive coping mechanisms and conflict resolution skills to deal with difficult situations.	22, 25–26, 32-34, 93, 205, 269, 295, 458, 454, 464–467, 472–475, 491-492, 522, 525
WE.6.21	Use positive communication skills to build and maintain healthy relationships.	30-32, 35, 127, 155, 205, 295, 329, 383, 421, 449, 458–463, 467 (#2, #3, and #5), 467( Hands-On Activity), 479 (Figure 14.25), 484, 484 (Figure 14.29), 484 (#5), 493, 525, 563, 601

<b>Health Education</b>		<b>Correlation Pages</b>
WE.6.22	Explain refusal and negotiation skills to avoid or reduce risks of dangerous situations.	24–26, 32 (Hands-On Activity), 93, 265–266 (Hands-On Activity), 289, 295, 322-323, 326 (Hands-On Activity), 347, 383, 421, 465–466, 484, 484 (Figure 14.29), 522
<b>Cluster</b>	<b>Decision Making</b>	
WE.6.23	List the steps of the decision-making process to solve problems.	23-24, 288
WE.6.24	Select healthy options that benefit health-related issues or problems.	13, 19, 21, 24-26, 35, 42, 49, 55, 60, 61(Review and Assessment), 85, 91(Review and Assessment), 102, 125(Review and Assessment), 127 (#15), 177, 182, 193, 202 (Hands-On Activity), 203(Review and Assessment), 205 (#22), 213, 234, 235(Review and Assessment), 237 (#21), 265-266, 289, 322-323, 347, 383, 406, 421, 441, 449, 461, 465-466, 467, 475, 484, 493, 499, 543, 560, 573, 588
WE.6.25	Describe potential outcomes when making health-related decisions (obesity, alcoholism, drug dependence) for self and others.	24, 33(Review and Assessment), 67, 72, 74, 91(Review and Assessment), 93, 208, 213, 235(Review and Assessment), 237, 266, 269 (#15), 305, 308, 322, 329, 401, 421, 449, 487, 515, 525
WE.6.26	Select decision-making skills that protect against communicable and non-communicable diseases.	23–26, 61(Review and Assessment), 63, 93, 155, 203(Review and Assessment), 205 (#15), 237, 265-266, 288(Building Your Skills), 289, 295, 322-323, 329, 347, 421, 465-466, 551, 624-625
WE.6.27	Examine multiple options and differentiate between healthy and unhealthy choices when making decisions.	19, 21, 23, 69, 84–90, 91(Review and Assessment), 93, 140–144, 208, 210–212, 235(Review and Assessment), 237, 245–248, 254,

Health Education		Correlation Pages
		259, 295, 298, 305, 308–313, 401, 421, 456-466, 483, 487, 555, 624-625
<b>Cluster</b>	<b>Goal Setting</b>	
WE.6.28	Explain how the goal setting process is important in designing strategies to avoid risky behaviors.	19, 30, 85, 127, 143, 152, 155, 177, 182, 203(Review and Assessment), 205, 261, 269, 295, 317, 322, 326, 329, 379–380, 383, 395–396, 421, 446, 525, 550, 580, 598, 601, 624-625
WE.6.29	Select a personal health goal and track progress toward achievement.	4-9, 8, 10-11, 13 (#5 Hands on Activity), 14, 15 (Figure 1.5), 19 (Building Your Skills) 20, 21, 21 (#5 and Hands-On Activity), 23, 24, 34, 33 (Review and Assessment), 104, 125 (Review and Assessment), 210–212, 235 (Review and Assessment), 252–255, 265, 269,277, 285, 305, 308, 315, 360, 362, 383, 456–458
WE.6.30	Describe how personal health goals and practices can change (e.g., maturity, peer influences, environment).	13(#5), 18–21, 21 #2 and #5), 30 (Building Your Skills), 33(Review and Assessment), 34, 88–90, 91 (Review and Assessment), 138, 147–148, 248–252, 314, 358–360, 421, 425–434, 538–539
<b>Cluster</b>	<b>Health Behaviors</b>	
WE.6.31	Differentiate between safe and risky behaviors in relationships.	4-9, 8, 10-11, 13 (#5 Hands on Activity), 14, 15 (Figure 1.5), 19 (Building Your Skills) 20, 21, 21 (#5 and Hands-On Activity), 23, 24, 34, 33 (Review and Assessment), 104, 125 (Review and Assessment), 210–212, 235 (Review and Assessment), 252–255, 265, 269,277, 285, 305, 308, 315, 360, 362, 383, 456–458, 560,

<b>Health Education</b>		<b>Correlation Pages</b>
		601
WE.6.32	Discuss healthy lifestyle practices to improve personal and family health.	24–25, 32, 33(Review and Assessment), 35 (#20), 55, 61(Review and Assessment), 85, 153(Review and Assessment), 205, 228–230, 235(Review and Assessment), 237, 383, 449 (#16), 493, 525, 563
WE.6.33	List protective behaviors used to avoid and reduce threatening situations (e.g., be with a group, confide in trusted adults).	19, 30, 85, 127, 143, 152, 155, 177, 182, 203(Review and Assessment), 205, 261, 269, 295, 317, 322, 326, 329, 379–380, 383, 395–396, 421, 446, 525, 550, 580, 598, 601, 624-625
WE.6.34	Identify appropriate strategies used to reduce stress, anxiety, and depression.	116-124, 132-134, 135
WE.6.35	Contrast the differences between safe and risky behaviors for preventing pregnancy and STDs/STIs.	341-342, 348-349, 487, 621-622, 633, 637, 639-640, 641-642, 644-646, 648-650, 652-653, 655, 657, 662
WE.6.36	Demonstrate CPR, hands only CPR, AED, and basic first aid.	408-418
<b>Cluster</b>	<b>Advocacy</b>	
WE.6.37	Advocate for healthy lifestyles.	21 (Hands-On Activity), 24-26, 27 (Hands-On Activity) 30, 31, 35, 49 (Hands-On Activity), 63, 93 (#18), 119, 155 (#16), 237 (#15), 261, 265-266, 289, 269, 295 (#23), 322, 329 (#21), 347, 383 (#19), 383 (#23), 421, 441, 465-466, 525, 624-625
WE.6.38	Discuss ways health messages can be altered depending on the audience.	19 (Building Your Skills), 31, 35, 42 (Building Your Skills), 63, 93, 155, 203(Review and Assessment), 205, 295, 322, 329, 441, 45-459, 659 (#20)

<b>Health Education</b>		<b>Correlation Pages</b>
WE.6.39	Explain how to influence others to make positive health choices.	21 (Hands-On Activity), 24-26, 27 (Hands-On Activity) 30, 31, 35, 49 (Hands-On Activity), 63, 93 (#18), 119, 155 (#16), 237 (#15), 261, 265-266, 289, 269, 295 (#23), 322, 329 (#21), 347, 383 (#19), 383 (#23), 421, 441, 465-466, 525, 624-625
WE.6.40	Discuss results of national or state youth risk behavior survey information.	28-29, Develop Your Skills, 35, 63, 93, 127, 155, 205, 237, 261, 269, 295, 322, 329, 383, 421, 441, 449, 493, 525
<b>Physical Education</b>		
<b>Cluster</b>	<b>Movement Forms / Motor Skills</b>	
WE.6.41	Perform independently in physical activity to improve skills and fitness.	209-213, 214-220, 232-234
WE.6.42	Perform basic skills necessary to participate in individual, dual, team, and lifetime activities.	209-213, 214-220
WE.6.43	Perform social and/or multicultural dances.	218, 220, 230-233
<b>Cluster</b>	<b>Physical Activity</b>	
WE.6.44	Participate in physical activity in addition to physical education class.	190-191, 209-213, 214-220, 222-226
WE.6.45	Identify lifelong physical activity opportunities (e.g., walk/run, bike, hike, dance, strength training).	209-213, 214-220, 222-226
<b>Cluster</b>	<b>Physical Fitness</b>	
WE.6.46	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl up, sit up, plank, push up).	214-220, 222-226
WE.6.47	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).	214-220, 222-226
WE.6.48	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).	214-220, 222-226
WE.6.49	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.	227-234

<b>Physical Education</b>		
WE.6.50	Describe the fitness benefits of a variety of physical activities (e.g., stretching, cardio, strength training).	209-213, 214-220, 222-226
WE.6.51	Describe the importance of warm-up and cool-down activities when participating in physical fitness.	209-213, 214-220, 222-226
<b>Cluster</b>	<b>Responsible Personal and Social Behavior</b>	
WE.6.52	Work cooperatively and productively in a group to accomplish a set goal/task.	190-192, 209-213, 222-226
WE.6.53	Follow rules, procedures, etiquette for safety and fair play.	209-213, 214-220, 222-226
WE.6.54	Practice behaviors that are supportive and inclusive in physical activity.	209-213, 214-220, 222-226

### Wellness Education – Grade 7

<b>Health Education</b>		<b>Correlation Pages</b>
<b>Cluster</b>	<b>Health Promotion and Disease Prevention</b>	
WE.7.1	List the six essential nutrients; determine their sources and functions.	160–169 Getting Enough Nutrients; 170–182 Creating a Healthy Eating Plan 169 Hands On Activity; 177 Building Your Skills
WE.7.2	Analyze the effects of risky lifestyle behaviors on body systems and general wellness.	19-21, 156, 253, 380. 383
WE.7.3	Describe the anatomy and functions of the reproductive system.	531-533, 547-548, 561, 568, 597
WE.7.4	Identify general symptoms and potentially long-term health consequences of STDs/STIs.	341-342, 348-349, 487, 621-622, 633, 637, 639-640, 641-642, 644-646, 648-650, 652-653, 655, 657, 662
WE.7.5	Explain short-term and long-term effects of alcohol, drug, and tobacco use.	242–249 Tobacco and Your Health; 272–283 The Effects of Alcohol 249 Hands On Activity; 283 Hands On Activity
WE.7.8	Research the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.	11-12, 32, 53–54, 61(Review and Assessment), 124, 139-145, 140–142, 149–151, 153(Review and Assessment), 187, 192, 202, 203(Review and Assessment), 304, 305, 311-312, 317, 324, 412, 432, 514, 521
<b>Cluster</b>	<b>Culture, Media, and Technology</b>	
WE.7.9	Compare and contrast the influence of peers, community, and cultural beliefs on health behaviors.	19–20, 21 (Hands-On Activity), 102, 181, 191, 197, 252–254, 287, 314, 322, 379 (Building Your Skills), 483–484, 502–504, 539, 550, 623
WE.7.10	Debate how messages from the media and advertising can influence health behaviors.	19–20, 35, 42 (Building Your Skills), 102, 155, 181, 197-198, 202



Health Education		Correlation Pages
		(#45),205, 235(Review and Assessment), 253–254, 264–265, 269, 288, 320, 322, 472, 502–504, 623-624
WE.7.11	Describe the impact of different types of bullying and identify necessary coping skills.	24–26, 32 (Hands-On Activity), 93, 265–266 (Hands-On Activity), 289, 295, 322-323, 326 (Hands-On Activity), 347, 383, 421, 465–466, 484, 484 (Figure 14.29), 522
WE.7.12	Explain the importance of respecting individual differences (e.g., race, religion, size, age, sex, gender identity).	19 ((Building Your Skills) ,23–24, 100–101, 104, 125(Review and Assessment), 200, 203(Review and Assessment), 285, 323, 470 (Figure 14-16), 478–479, 484, 486–488, 492, 522, 550–552, 563
WE.7.13	Determine the intent of media messages about alcohol, tobacco, and other drugs (e.g., alcoholic beverage commercials, prescription, and OTC drugs).	19–20, 35, 42 (Building Your Skills),102, 155, 181, 197-198, 202 (#45),205, 235(Review and Assessment), 253–254, 264–265, 269, 288, 320, 322, 472, 502–504, 623-624
WE.7.14	Analyze the food industry and how it affects the health of society.	171–172 Guidelines for Healthy Eating; 177–182 Making Healthy Food Choices 177 Building Your Skills; 182 Hands On Activity
WE.7.15	Examine the influence of the family on the health of adolescents (e.g., smoking, drinking, drug use, meal plans).	16, 19–21, 102, 137–138, 148, 181, 191, 197, 252, 286–287, 314, 359, 379 (Building Your Skills), 538–539
<b>Cluster</b>	<b>Health Information and Service</b>	
WE.7.16	Research the costs of health information, insurance, products, and services.	26–29, 33(Review and Assessment), 34, 42, 61(Review and Assessment), 63, 91(Review and Assessment), 179, 192, 196–197, 203(Review and Assessment), 349, 401, 443, 446
WE.7.17	Identify valid health information from a variety of sources (e.g., home, community, internet).	26–29, 30, 34, 61(Review and Assessment), 63, 65, 91(Review and Assessment), 93, 127, 155, 177, 179, 203(Review and Assessment), 295, 383, 398-406, 471, 493, 563, 601
WE.7.18	Explain why a situation might require professional and community health services.	11-12, 32, 53–54, 61(Review and Assessment), 124, 139-145, 140–142, 149–151, 153(Review and Assessment), 187, 192, 202, 203(Review and Assessment), 304, 317, 324, 412, 432, 514, 521
WE.7.19	Identify misinformation and stereotyping associated with food industries and/or health service.	171-182
<b>Cluster</b>	<b>Communication</b>	
WE.7.20	Analyze effective verbal and non-verbal communication skills (e.g., body language, restating, individual/group conversation).	35, 127, 155, 205, 295, 329, 383, 421, 449, 458–463, 467 (#2, #3, and #5), 467( Hands-

Health Education		Correlation Pages
		On Activity), 479 (Figure 14.25), 484, 484 (Figure 14.29), 484 (#5), 493, 525, 563, 601
WE.7.21	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).	25–26, 32, 93, 205, 269, 295, 464–467, 472–475, 522, 525
WE.7.22	Give examples of refusal and negotiation skills to avoid health risks.	24–26, 32 (Hands-On Activity), 93, 265–266 (Hands-On Activity), 289, 295, 322–323, 326 (Hands-On Activity), 347, 383, 421, 465–466, 484, 484 (Figure 14.29), 522
WE.7.23	Discuss ways to develop and maintain healthy family relationships.	30–32, 35, 127, 155, 205, 295, 329, 383, 421, 449, 458–463, 467 (#2, #3, and #5), 467( Hands-On Activity), 479 (Figure 14.25), 484, 484 (Figure 14.29), 484 (#5), 493, 525, 563, 601
<b>Cluster</b>	<b>Decision Making</b>	
WE.7.24	Apply established dietary guidelines in meal planning.	171–182
WE.7.25	Discuss the consequences of poor nutritional choices.	187–188
WE.7.26	Role-play situations and practice positive decision-making concerning alcohol, tobacco and other drugs.	322 Advocating for a Drug-Free Life; 322–323 Strategies for Refusing Drugs 295 Develop Your Skills #20; 322 Building Your Skills
WE.7.27	Apply the steps of a decision-making process to solve a problem.	23–24, 288
<b>Cluster</b>	<b>Goal Setting</b>	
WE.7.28	Develop a personal health plan to address strengths and weaknesses (e.g., diet, exercise, sleep, relationships).	4–9, 8, 10–11, 13 (#5 Hands on Activity), 14, 15 (Figure 1.5), 19 (Building Your Skills) 20, 21, 21 (#5 and Hands-On Activity), 23, 24, 34, 33 (Review and Assessment), 104, 125 (Review and Assessment), 210–212, 235 (Review and Assessment), 252–255, 265, 269, 277, 285, 305, 308, 315, 360, 362, 383, 456–458
WE.7.29	Explain the importance of the goal setting process when planning future events.	19, 30, 85, 127, 143, 152, 155, 177, 182, 203(Review and Assessment), 205, 261, 269, 295, 317, 322, 326, 329, 379–380, 383, 395–396, 421, 446, 525, 550, 580, 598, 601, 624–625
WE.7.30	Discuss the impact of multiple factors on personal health goals (e.g., change of schools, getting older, new interests, family alteration).	13(#5), 18–21, 21 #2 and #5), 30 (Building Your Skills), 33(Review and Assessment), 34, 88–90, 91 (Review and Assessment), 138, 147–148, 248–252, 314, 358–360, 421, 425–434, 538–539

Health Education		Correlation Pages
Cluster	Health Behaviors	
WE.7.31	Recognize risky or harmful behaviors that may occur in relationships (e.g., abuse, date rape, sexual activity).	4-9, 8, 10-11, 13 (#5 Hands on Activity), 14, 15 (Figure 1.5), 19 (Building Your Skills) 20, 21, 21 (#5 and Hands-On Activity), 23, 24, 34, 33 (Review and Assessment), 104, 125 (Review and Assessment), 210–212, 235 (Review and Assessment), 252–255, 265, 269, 277, 285, 305, 308, 315, 360, 362, 383, 456–458, 560, 601
WE.7.32	Analyze the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs/STIs, including Hepatitis B virus (HBV), HIV/AIDS, (e.g., abstinence, birth control, disease control).	341-342, 348-349, 487, 621-622, 633, 637, 639-640, 641-642, 644-646, 648-650, 652-653, 655, 657, 662
WE.7.33	Role-play protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment).	19, 30, 85, 127, 143, 152, 155, 177, 182, 203 (Review and Assessment), 205, 261, 269, 295, 317, 322, 326, 329, 379–380, 383, 395–396, 421, 446, 525, 550, 580, 598, 601, 624-625
WE.7.34	Identify strategies to reduce stress, anxiety, and depression.	116-124, 132-134, 135,
WE.7.35	Demonstrate CPR, hands only CPR, AED and basic first aid procedures.	408-418
Cluster	Advocacy	
WE.7.36	Advocate to work cooperatively with family for healthy lifestyles (e.g., exercise together, diet plans, food preparation, spend time together).	21 (Hands-On Activity), 24-26, 27 (Hands-On Activity) 30, 31, 35, 49 (Hands-On Activity), 63, 93 (#18), 119, 155 (#16), 237 (#15), 261, 265-266, 289, 269, 295 (#23), 322, 329 (#21), 347, 383 (#19), 383 (#23), 421, 441, 465-466, 525, 624-625
WE.7.37	Explain why making positive health choices will influence others.	21 (Hands-On Activity), 24-26, 27 (Hands-On Activity) 30, 31, 35, 49 (Hands-On Activity), 63, 93 (#18), 119, 155 (#16), 237 (#15), 261, 265-266, 289, 269, 295 (#23), 322, 329 (#21), 347, 383 (#19), 383 (#23), 421, 441, 465-466, 525, 624-625
WE.7.38	Analyze results of national or state youth risk behavior survey information.	28-29, Develop Your Skills, 35, 63, 93, 127, 155, 205, 237, 261, 269, 295, 322, 329, 383, 421, 441, 449, 493, 525

Physical Education		
Cluster	Movement Forms/Development of Motor Skills	
WE.7.39	Participate in a variety of individual, dual, and team sports.	209-213, 214-220, 222-226
WE.7.40	Participate in a variety of non-competitive individual	190–191, Be Physically Active

<b>Physical Education</b>		
	activities.	
WE.7.41	Create and perform a dance sequence in time to music.	218, 220, 230-233
<b>Cluster</b>	<b>Physical Activity</b>	
WE.7.42	Identify opportunities for physical activity available in the community and/or state (e.g., bicycling, golfing, white water rafting, kayaking, hunting, fishing, skiing, mountain biking, hiking, rock climbing).	31–32 Advocating for Community Health; 212–213 Choose Physical Activities You Enjoy 30 Building Your Skills; 237 Develop Your Skills #19
WE.7.43	Participate in physical activities both in and outside school.	190-191, 209-213, 214-220, 222-226
<b>Cluster</b>	<b>Physical Fitness</b>	
WE.7.44	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl up, sit up, plank, push up).	214-220, 222-226
WE.7.45	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).	214-220, 222-226
WE.7.46	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).	214-220, 222-226
WE.7.47	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.	227-234
WE.7.48	Identify personal fitness needs and participate in physical activities to improve individualized goals.	209-213, 214-220, 222-226
WE.7.49	Explain how the principles of progression and overload improve personal fitness performance.	209-213, 214-220, 222-226
WE.7.50	Differentiate between health-related fitness (e.g. cardiovascular fitness, muscular strength, muscular endurance, body composition, flexibility) and skill related fitness (e.g. speed, agility, balance, reaction time, power, coordination).	209-213, 214-220, 222-226
<b>Cluster</b>	<b>Responsible Personal and Social Behavior</b>	
WE.7.51	Demonstrate cooperative team building skills appropriate for physical activity (e.g., equal opportunity for participation).	30-32, 35, 127, 155, 205, 295, 329, 383, 421, 449, 458–463, 467 (#2, #3, and #5), 467( Hands-On Activity), 479 (Figure 14.25), 484, 484 (Figure 14.29), 484 (#5), 493, 525, 563, 601
WE.7.52	Demonstrate appropriate conflict resolution skills (e.g., peer mediation).	22, 25–26, 32-34, 93, 205, 269, 295, 458, 454, 464–467, 472–475, 491-492, 522, 525
WE.7.53	Demonstrate knowledge of rules, etiquette, and safety while participating in various physical activities (e.g. sportsmanship, fair play).	214-220

## Wellness Education – Grade 8

<b>Health Education</b>	<b>Correlation Pages</b>
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Health Education		Correlation Pages
<b>Cluster</b>	<b>Health Promotion and Disease Prevention</b>	
WE.8.1	Apply sound nutritional principles to healthy food choices (e.g., whole foods, menu preparation, nutrition labels).	170–182 Creating a Healthy Eating Plan, 182 Hands On Activity; 205 Develop Your Skills #20
WE.8.2	Analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, processed and high sugar foods).	19-21 (Hands-On-Activity), 156, 253, 380, 383
WE.8.3	Label and explain the functions of the body systems (e.g., circulatory, skeletal, reproductive, digestive).	531-533, 547-548, 561, 568, 597
WE.8.4	Determine the risk factors that lead to teen pregnancy, HIV/AIDS, HBV, and other STDs/STIs.	341-342, 348-349, 487, 621-622, 633, 637, 639-640, 641-642, 644-646, 648-650, 652-653, 655, 657, 662
WE.8.5	Recognize behaviors that protect and keep the male and female reproductive systems healthy.	531-533, 547-548, 561, 568, 597
<b>Cluster</b>	<b>Culture, Media, and Technology</b>	
WE.8.6	Identify cultural influences on health behaviors (e.g., nutrition, hygiene, relationships, medical, drug use).	19–20, 35, 42 (Building Your Skills), 102, 155, 181, 197-198, 202 (#45), 205, 235 (Review and Assessment), 253–254, 264–265, 269, 288, 320, 322, 472, 502–504, 623-624
WE.8.7	Discuss the use of technology and its positive and negative impact on health (e.g., video games, computers, cell phones, medical information and advancements).	17, 19-21, 27, 31, 212 (Figure 7.2), 237, 329, 449, 502–506
WE.8.8	Describe how bullying can have a negative impact on quality of life.	494, 496, 498–501, 505–506
WE.8.9	Discuss the importance of respecting individual differences (e.g., race, religion, size, age, sex, gender identity).	100, 496, 606-609, 611-614, 633
<b>Cluster</b>	<b>Health Information and Service</b>	
WE.8.10	Research how health information, products, and services are financed (e.g., government, consumers, trusts).	11-12, 26-28, 42 (Building Your Skills), 60 (Hands-On), 63 (#22), 145 (Hands-On)
WE.8.11	Research products advertised to enhance health and analyze the accuracy of information provided (e.g., vitamins, supplements, dietary aids).	13, 20, 23-32, 61 (Review and Assessment), 63, 82, 187, 203 (Review and Assessment), 212 (Figure 7-2), 235 (Review and Assessment), 383
WE.8.12	Evaluate the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.	11-12, 32, 53–54, 61 (Review and Assessment), 124, 139-145, 140–142, 149–151, 153 (Review and Assessment), 187, 192, 202, 203 (Review and Assessment), 304, 305, 311-312, 317, 324, 412, 432, 514, 521
<b>Cluster</b>	<b>Communication</b>	
WE.8.13	Demonstrate ways to exhibit care, consideration, and respect for self and others.	13, 19, 21, 24-26, 35, 42, 49, 55, 60, 61 (Review and Assessment), 85,

Health Education		Correlation Pages
		91(Review and Assessment), 102, 125(Review and Assessment), 127 (#15), 177, 182, 193, 202 (Hands-On Activity), 203(Review and Assessment), 205 (#22), 213, 234, 235(Review and Assessment), 237 (#21), 265-266, 289, 322-323, 347, 383, 406, 421, 441, 449, 461, 465-466, 467, 475, 484, 493, 499, 543, 560, 573, 588
WE.8.14	Develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer-mediation, non-violent strategies).	25–26, 32, 93, 205, 269, 295, 464–467, 472–475, 522, 525
WE.8.15	Compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy, drunk driving, STDs/STIs, dating violence, harassment, alcohol, tobacco, and other drugs).	24–26, 32 (Hands-On Activity), 93, 265–266 (Hands-On Activity), 289, 295, 322-323, 326 (Hands-On Activity), 347, 383, 421, 465–466, 484, 484 (Figure 14.29), 522
WE.8.16	Practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect, conflict resolution).	35, 127, 155, 205, 295, 329, 383, 421, 449, 458–463, 467 (#2, #3, and #5), 467( Hands-On Activity), 479 (Figure 14.25), 484, 484 (Figure 14.29), 484 (#5), 493, 525, 563, 601
<b>Cluster</b>	<b>Decision Making</b>	
WE.8.17	Develop healthy practices regarding health-related issues (e.g., nutrition, weight control, exercise, prescription drugs).	24-26, 32 (#1), 93, 212–213, 235(Review and Assessment), 237, 254, 259–260, 265-266, 269, 289, 295, 308, 322, 329, 347, 401, 406, 421, 465-466, 487, 551, 624-625
WE.8.18	Predict potential outcomes of health-related decisions (e.g., alcohol, tobacco, and other drug use, nutrition, seatbelts and positioning in various modes of transportation).	21, 23-24, 60, 61(Review and Assessment), 67, 72–74, 91(Review and Assessment), 93, 122, 208, 210–212, 235(Review and Assessment), 245–248, 259, 269, 275, 288, 301–303, 308–313, 400–401, 406, 421, 500, 502–504, 510–511, 515, 525
WE.8.19	Develop decision-making skills needed to protect against communicable and non-communicable diseases.	19, 21, 23, 69, 84–90, 91(Review and Assessment), 93, 140–144, 208, 210–212, 235(Review and Assessment), 237, 245–248, 254, 259, 295, 298, 305, 308–313, 401, 421, 456-466, 483, 487, 555, 624-625
WE.8.20	Distinguish between options that are healthy and unhealthy.	19, 21, 23, 69, 84–90, 91(Review and Assessment), 93, 140–144, 208, 210–212, 235(Review and Assessment), 237, 245–248, 254, 259, 295, 298, 305, 308–313, 401, 421, 456-466, 483,

Health Education		Correlation Pages
		487, 555, 624-625
WE.8.21	Apply the steps to the decision-making process to solve problems.	22-26
<b>Cluster</b>	<b>Goal Setting</b>	
WE.8.22	Assess personal health practices (e.g., safety, diet, exercise, sleep, alcohol, tobacco, and other drug use).	5, 23-32, 37, 61(Review and Assessment), 65, 97, 129, 159, 193–194, 200, 203(Review and Assessment), 205, 207, 228, 231, 235(Review and Assessment), 241, 271, 297, 333, 385, 423, 453, 493
WE.8.23	Discuss the importance of the goal setting process in designing strategies to quit unhealthy and risky behaviors.	23-32, 32 (#5), 35 (#20), 55 (Building Your Skills), 61(Review and Assessment), 85, 91(Review and Assessment), 188–192, 203(Review and Assessment), 205 (#22), 228–231, 235(Review and Assessment), 237, 383 (#22), 493 (#21)
WE.8.24	Design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care).	24–25, 32, 33(Review and Assessment), 35 (#20), 55, 61(Review and Assessment), 85, 153(Review and Assessment), 205, 228–230, 235(Review and Assessment), 237, 383, 449 (#16), 493, 525, 563
WE.8.25	Determine how personal health goals and practices can vary as priorities change (e.g., family illness, death of close friend, personal tragedy, maturity).	24-25, 35, 55 (Building Your Skills), 85, 91(Review and Assessment), 205, 228, 235(Review and Assessment), 383 (#22), 449, 493 (#21)
<b>Cluster</b>	<b>Health Behaviors</b>	
WE.8.26	Distinguish between safe and risky or harmful behaviors in relationships (e.g., abuse, date rape, peer pressure, gang membership).	19, 30, 85, 127, 143, 152, 155, 177, 182, 203(Review and Assessment), 205, 261, 269, 295, 317, 322, 326, 329, 379–380, 383, 395–396, 421, 446, 525, 550, 580, 598, 601, 624-625
WE.8.27	Examine the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs/STIs (e.g., abstinence, birth control).	19, 30, 85, 127, 143, 152, 155, 177, 182, 203(Review and Assessment), 205, 261, 269, 295, 317, 322, 326, 329, 379–380, 383, 395–396, 421, 446, 525, 550, 580, 598, 601, 624-625
WE.8.28	Explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership, eating disorders).	13, 19, 21, 24-26, 35, 42, 49, 55, 60, 61(Review and Assessment), 85, 91(Review and Assessment), 102, 125(Review and Assessment), 127 (#15), 177, 182, 193, 202 (Hands-On Activity), 203(Review and Assessment), 205 (#22), 213, 234, 235(Review and Assessment), 237 (#21), 265-266, 289, 322-323, 347,

Health Education		Correlation Pages
		383, 406, 421, 441, 449, 461, 465-466, 467, 475, 484, 493, 499, 543, 560, 573, 588
WE.8.29	Design strategies to reduce stress, anxiety, and depression.	116-124, 132-134, 135
WE.8.30	Create good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation, family time).	24–25, 32, 33(Review and Assessment), 35 (#20), 55, 61(Review and Assessment), 85, 153(Review and Assessment), 205, 228–230, 235(Review and Assessment), 237, 383, 449 (#16), 493, 525, 563
WE.8.31	Demonstrate hands only CPR, AED, and first aid procedures.	407-418407–418 Knowing Basic First Aid, 418 Lesson Review #5; 420 Check Your Knowledge #11
<b>Cluster</b>	<b>Advocacy</b>	
WE.8.32	Work cooperatively to advocate for healthy individuals, families, communities, and schools (e.g., health organizations, local health fairs).	21 (Hands-On Activity), 30-32, 35, 49 (Hands-on), 63 (#21), 93, 127, 155, 203(Review and Assessment), 205, 261, 269, 322, 329,383, 441, 449, 493, 525
WE.8.33	Identify ways in which health messages and communication techniques can be altered for different audiences (e.g., age, gender, life experiences).	19 (Building Your Skills), 31, 35, 42 (Building Your Skills), 63, 93, 155, 203(Review and Assessment), 205, 295, 322, 329, 441, 45-459, 659 (#20)
WE.8.34	Explain how to encourage others to make positive health choices	21 (Hands-On Activity), 24-26, 27 (Hands-On Activity) 30, 31, 35, 49 (Hands-On Activity), 63, 93 (#18), 119, 155 (#16), 237 (#15), 261, 265-266, 289, 269, 295 (#23), 322, 329 (#21), 347, 383 (#19), 383 (#23), 421, 441, 465-466, 525, 624-625
WE.8.35	Explain the need for legislation to protect and promote personal safety and health (e.g., traffic laws, health departments).	13, 30-31, 155 (#18), 166, 171–172, 203(Review and Assessment), 248, 262–265, 281, 290, 295, 309, 319–320, 354–356, 395, 398-406, 436–437, 471, 504, 512, 518, 520, 525
WE.8.36	Recognize and promote environmental practices that will preserve natural resources for personal and community health.	21 (Hands-On Activity), 30-32, 35, 49 (Hands-on), 63 (#21), 93, 127, 155, 203(Review and Assessment), 205, 261, 269, 322, 329,383, 441, 449, 493, 525
WE.8.37	Analyze results of national or state youth risk behavior survey information.	195–198, 200, 202, 203(Review and Assessment), 252-253, 285, 314, 483-484, 551, 623
<b>Physical Education</b>		
<b>Cluster</b>	<b>Movement Forms/Development of Motor Skills</b>	
WE.8.38	Demonstrate basic offensive and defensive strategy	24–26, 32 (Hands-On Activity), 93,



<b>Physical Education</b>		
	while participating in individual, dual, and team sports (e.g., lead-up games/activities)	265–266 (Hands-On Activity), 289, 295, 322-323, 326 (Hands-On Activity), 347, 383, 421, 465–466, 484, 484 (Figure 14.29), 522
WE.8.39	Practice basic techniques and safety procedures while participating in non-competitive lifetime physical activity (e.g., wear helmet and other protective gear, practice safe use of equipment).	209–210 Fitness Defined; 212 Physical Activity Guidelines 210 Case Study; 213 Hands On Activity, 222-226
WE.8.40	Participate in a variety of rhythm and movement skills (e.g., social dance, line dance).	218, 220, 230-233
WE.8.41	Identify characteristics of skilled performance in a sport or activity (e.g., rubric, self/peer assessment).	218-220
<b>Cluster</b>	<b>Physical Activity</b>	
WE.8.42	Evaluate the health benefits of two or more physical activities.	208-212
WE.8.43	Develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures).	24–25, 32, 33(Review and Assessment), 35 (#20), 55, 61(Review and Assessment), 85, 153(Review and Assessment), 205, 228–230, 235(Review and Assessment), 237, 383, 449 (#16), 493, 525, 563
<b>Cluster</b>	<b>Physical Fitness</b>	
WE.8.44	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl up, sit up, plank, push up).	209-213, 222-226
WE.8.45	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).	209-213, 222-226
WE.8.46	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).	209-213, 222-226
WE.8.47	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.	209-213, 222-226
WE.8.49	Implement personal fitness goals related to health related fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, body composition, flexibility) and skill related fitness (e.g., speed, agility, balance, reaction time, power, coordination).	190–191 Be Physically Active; 215–218 Health-Related Fitness 193 Lesson Review #3; 237 Develop Your Skills #21
WE.8.50	Apply knowledge of progression and overload (e.g., gradual increase in F.I.T.T.) in the development of a personal fitness program.	209-213, 214-220, 222-226
<b>Cluster</b>	<b>Responsible Personal and Social Behavior</b>	
WE.8.51	Demonstrate appropriate, responsible behaviors in	209-213, 214-220, 222-226

<b>Physical Education</b>		
	physical activity settings including proper rules, etiquette and safety (e.g., sportsmanship, fair play, use of safety equipment-goggles, helmets).	
WE.8.52	Discuss situations that may lead to conflict and practice mediation skills (e.g., compromise, “I” messages).	25–26, 32, 93, 205, 269, 295, 464–467, 472–475, 522, 525
WE.8.53	Discuss the effects of peer pressure on physical activity participation and performance.	25–26, 32, 93, 205, 269, 295, 464–467, 472–475, 522, 525