

<b>Goodheart-Willcox Publisher Correlation of Essential Health ©2015 to West Virginia Department of Education Course: Health – Grade 9</b>		
<b>STANDARD</b>		<b>SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT</b>
<b>Health Promotion and Disease Prevention (HE.S.1)</b> Instructional materials will provide students with opportunities to comprehend concepts related to health promotion and disease prevention to enhance health.		
1.	compare and contrast components of total wellness (i.e., social, physical, mental, emotional, spiritual, environmental).	8-10, 12 (Lesson Review)
2.	differentiate between the positive and potentially negative effects of local and global environmental health problems (e.g., pollution of air, land, water, noise, exposure to sun, pesticides, food production).	49, 89 (Local and Global Health), 174 (Local and Global Health), 236-237, 262, 478 (Local and Global Health), 717
3.	analyze and interpret ways public health and social policies, along with government regulations (e.g., local, state, federal, world health organizations), influence health promotion and disease prevention.	27, 93, 151, 201, 276, 294, 308, 319, 354 (Local and Global Health), 367, 387
4.	differentiate between the causes of communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.	355, 356-359, 361-364, 411-412, 415-421, 423-425, 431-435, 438 (#18)
5.	identify and apply skills to prevent communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.	365-367, 415-421, 423-425, 431-435
6.	analyze the impact of genetics and family history on personal health (e.g., DNA, genetic diseases, genetic counseling).	42, 50, 52-54, 62 (#29), 112-113, 303, 413, 424, 509, 626 (Hands-On Activity)
7.	explain how the environment (cultural, community, physical, social, etc.) affects and interacts with growth and development.	368 (Health across the Life Span), 665-666, 678, 672
8.	identify universal precautions and explain why they are important.	188-189, 366, 726

9.	analyze how personal health practices affect the function of body systems in preventing premature death.	161-165, 194 (#31 and Hands-On Activity), 207-208, 238 (Real World Health)
<b>Culture, Media, and Technology (HE.S.2)</b> Instructional materials will provide students with opportunities to analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.		
1.	recognize cultural diversities and their influences on health behaviors (e.g., alcohol, tobacco, and other drugs, life expectancy, risky behaviors).	47, 260-265, 287-292, 294-299, 327-336, 664-666
2.	evaluate how media perspectives of health impact personal, family and community health (e.g., books, magazines, newspaper, radio, TV, internet, cell phones, social networks).	15-17, 48, 84 (Research in Action), 88 (Health in the Media), 128 (#32), 132 (Warm-Up Activity), 134-137, 139 (#7), 150 (Health in the Media), 167 (Health in the Media), 220 (Health in the Media), 236 (Health in the Media), 271, 277 (Research in Action), 303 (Research in Action), 304 (Health in the Media), 305, 321 (Health in the Media), 326 (Warm-Up Activity), 445 (Health in the Media), 477 (Health in the Media), 477 (Health in the Media), 506 (Health in the Media), 565, 586 (#31)
3.	explore technology (e.g., exercise equipment, virtual reality, computers, computerized equipment, smart phones) and its influence on personal, family, and community health.	48, 173, 194 (#33)
4.	identify factors in the community that influence health (e.g., schools, religion, traditions, socioeconomic factors, geography, values).	56, 58-59, 117, 137, 167-168, 202 (#5), 346 (#30), 448 (Research in Action), 453, 458, 463, 542, 547, 549, 567-569, 580-581, 679 (Real World Health)
5.	analyze ways peers influence healthy and unhealthy behaviors (e.g., positive and negative peer pressure).	271, 304, 458, 477, 541-542, 543 (Case Study)
<b>Health Information and Services (HE.S.3)</b> Instructional materials will provide students with opportunities to demonstrate the ability to access valid information and products and services to enhance health.		
1.	identify and evaluate the validity of health information, products and services (e.g., books, magazine advertisements, infomercials/TV, internet, newspaper advertisements, billboards, radio).	14-19, 88 (Health in the Media), 93, 150 (Health in the Media), 183, 252 (#37), 279
2.	identify factors that influence personal choices of health promoting products based on current information (e.g., quackery, food labels, media, peers, family).	13 (Warm-Up Activity), 15, 20 (Real World Health), 93-94, 128 (#32), 133-137, 279, 305, 314 (#21)

3.	locate and utilize resources to identify health care services that provide optimal health care (e.g., speakers, hotlines, internet, yellow pages).	307 (Skills for Health and Wellness), 343, 467 (Real World Health), 470 (#24), 515
4.	analyze the cost and accessibility of health care for individuals and families.	27-31, 517, 690
<b>Communication (HE.S.4)</b> 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.	utilize effective communication skills concerning alcohol, tobacco, and other drug, nutrition, sexuality, and relationships with peers, family and others.	99 (Real World Health), 102 (#28), 278-279, 282 (#20 and 22), 307-308, 314 (#22), 341, 343, 530 (Warm-Up Activity), 533-536, 547-548, 554 (#28 and 29)
2.	identify or role play healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).	151 (Real World Health), 188, 336 (Real World Health), 446-447, 449 (Real World Health), 470 (#24), 493, 495 (#7), 534, 550, 691-693, 696 (#24)
3.	demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).	24 (Real World Health), 34 (#28), 49 (Real World Health), 59 (Real World Health), 89 (Real World Health), 102 (#27), 118 (Real World Health), 139 (Real World Health), 151 (Real World Health), 224 (#30), 271 (Real World Health), 282 (#20), 530 (Warm-Up Activity), 532-534
4.	identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive “I” statements).	309, 549-550, 559-561, 571, 576-577, 579 (Skills for Health and Wellness), 583 (Real World Health), 586 (#32)
<b>Decision Making (HE.S.5)</b> 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).	22, 24 (Real World Health), 83-84, 90 (Before You Read), 121, 128 (Hands-On Activity), 224 (Hands-On Activity), 252 (#36), 293 (Warm-Up Activity), 346 (#29), 406 (#28), 438 (#19), 465, 498 (#28), 626 (#22), 658 (#30), 696 (#23)
2.	identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STDs, HIV/AIDS transmission/prevention, refusal skills).	385-386, 403 (Real World Health)

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).	260-265, 272 (Warm-Up Activity), 282 (Hands-On Activity), 287-288, 294-299, 311 (Real World Health), 314 (#23), 329-336, 346 (Hands-On Activity), 382 (Warm-Up Activity)
4.	formulate alternatives to health-related issues or problems (e.g., defense/coping mechanisms).	123 (Skills for Health and Wellness), 150, 275, 278 (Skills for Health and Wellness), 447, 519 (Skills for Health and Wellness), 693
5.	evaluate the effectiveness of health-related decisions (e.g., personal assessments).	127 (#28), 151 (#2), 163 (Research in Action), 346 (#29), 438 (#19), 467 (#7)
<b>Goal Setting (HE.S.6)</b> Instructional materials will provide students with opportunities to demonstrate the ability to use goal-setting skills to enhance health.		
1.	assess personal health practices and overall health status (e.g., personal assessments, medical screenings, health-fair).	31, 45 (Warm-Up Activity), 49 (Personal Profile), 62 (#31), 87 (Personal Profile), 106 (Warm-Up Activity), 114 (Personal Profile), 142 (Personal Profile), 166 (Personal Profile), 182, 200 (Personal Profile), 231 (Personal Profile), 264 (Personal Profile), 302 (Personal Profile), 324 (Personal Profile), 356 (Personal Profile), 385 (Personal Profile), 420 (Personal Profile), 447 (Personal Profile), 535 (Personal Profile), 613 (Personal Profile), 675 (Personal Profile)
2.	develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., short-term/long-term goals).	22, 23 (Skills for Health and Wellness), 34 (#29), 62 (#30), 121, 128 (#30), 406 (#29), 464
3.	implement strategies and monitor progress in achieving a personal health goal (e.g., periodic assessment).	23 (Skills for Health and Wellness), 181, 182, 194 (Hands-On Activity), 406 (#29), 447 (Personal Profile), 467 (Skills for Health and Wellness)
4.	design an effective long-term personal health plan (e.g., individualized/group projects).	23 (Skills for Health and Wellness), 121-123, 123 (Skills for Health and Wellness), 180-183, 194 (Hands-On Activity)
<b>Health Behaviors (HE.S.7)</b> Instructional materials will provide students with opportunities to demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
1.	complete a personal health assessment and detail behavioral changes and strategies needed to enhance health and reduce risk (e.g., personal risk assessment, wellness inventory).	34 (Hands-On Activity), 45 (Warm-Up Activity), 62 (#29 and 30), 106 (Warm-Up Activity), 128 (#31), 160 (Warm-Up Activity), 221 (Real World Health)

2.	recognize and demonstrate the positive effects of nutrition and physical activity on health.	70-79, 161-165, 168 (Real World Health)
3.	list examples and explain short and long term impacts of health decisions (e.g., smoking, good diet, wearing seat belts) on the individual, family and community (e.g., lung cancer, heart disease, STDs).	74, 109-110, 238, 260-265, 282 (Hands-On Activity), 295-299, 314 (#23), 329-335, 406 (#32)
4.	identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management techniques.	160 (Before You Read), 224 (#31), 447 (Personal Profile), 475-479, 479 (Real World Health), 482, 486-489, 491-493, 495 (Skills for Health and Wellness), 498 (#27)
5.	identify causes, warning signs (e.g., physical, mental/emotional) and prevention strategies for depression and suicide (e.g., counselors, hotlines, outreach programs).	504-505, 509-512, 512 (Real World Health), 514-515, 518-519, 521, 521 (Real World Health), 524 (#23 and 24)
6.	identify ways to develop good character and improve self-esteem (e.g., self-efficacy, role playing).	456 (Warm-Up Activity), 458-461, 461 (Real World Health), 463, 470 (#25 and Hands-On Activity)
7.	identify causes (e.g., accidents, natural disasters), preventions (e.g., CPR, first aid, in-school emergency plan) and treatments for injuries and list responsible actions to create a safe and healthy environment (e.g., ATVs, helmets, boating, bicycling, firearms, seatbelts, fire safety).	46-47, 48 (Skills for Health and Wellness), 49 (Real World Health), 55 (Warm-Up Activity and Before You Read), 56-58, 62 (Hands-On Activity), 185-191, 201, 336 (Real World Health), 510 (Research in Action), 583 (Real World Health), 715-743, 745 (#46)
8.	demonstrate basic first aid skills (e.g., CPR, AED, bandaging, universal precautions)	725-740, 745 (#45)
<b>Advocacy (HE.S.8)</b>		
Instructional materials will provide students with opportunities to:		
1.	use written, audio and visual communication methods to express health messages (e.g., posters, reports, role playing).	34 (#30), 128 (#32), 140 (Warm-Up Activity), 154 (#27), 183 (Real World Health), 202 (Real World Health), 252 (#35), 282 (#20), 311 (Real World Health), 314 (#24), 325 (Real World Health), 403 (Real World Health), 421 (Real World Health), 429 (Real World Health), 524 (#24), 658 (#27)
2.	demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g., peer educators, role playing).	62 (#31), 102 (#30), 194 (#32), 282 (#20 and 21), 314 (#22), 378 (#32), 403 (Real World Health), 438 (#17), 524 (#22), 554 (#29), 714 (#49)

3.	promote the use of personal, family and community resources in health care situations (e.g., family practitioners, community medical facilities, yellow pages).	62 (#29), 128 (#31), 470 (#24), 524 (#24 and 25), 554 (#27), 586 (#30), 658 (#27 and 28)
4.	identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.	102 (#27), 178 (Case Study), 275, 307 (Skills for Health and Wellness) 310, 346 (#30), 386 (Skills for Health and Wellness), 449 (Real World Health), 467, 470 (#24), 494 (Case Study), 580, 724
5.	demonstrate that he/she is a responsible and productive citizen who helps ensure the health, safety and security of the community (e.g., community service, school organizations, community organizations).	62 (#32), 451, 463, 465, 467 (Skills for Health and Wellness), 492, 540 (Skills for Health and Wellness)
6.	adapt health messages and communication techniques to a specific target audience (e.g., peer educators, peer mediators).	62 (#31), 102 (#30), 194 (#32), 282 (#20 and 21), 314 (#22), 378 (#32), 403 (Real World Health), 438 (#17), 524 (#22), 554 (#29), 714 (#49)