

West Virginia Department of  
Education

West Virginia Wellness  
Education Standards for  
Health Education

TITLE:

**ESSENTIAL HEALTH**

GRADE  
LEVEL:

**High School**

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Health Education – High School		Correlation Pages
Cluster:	Health Promotion and Disease Prevention	
HE.1	Compare and contrast components of total wellness (e.g., physical, mental, emotional, social, spiritual, occupational, intellectual).	24 (#5), 31 (Real World Health), 81-89, 94, 95 (Skills for Health Wellness), 125 (#5), 161–165, 183 (#8), 221 (Real World Health), 385–386, 517, 534-536, 537 (#1), 542-543, 544 (#1), 546-549, 550, 551 (#1), 569, 576-583
HE.2	Differentiate between the positive and potentially negative effects of local and global environmental health problems (e.g. pollution/hazards, food production, energy, disease, public health issues).	27, 29, 31 (Real World Health), 33 (#27), 41 (Local And Global Health), 45-47, 89 (Local and Global Health), 93, 117 (Local and Global Health), 151, 174 (Local and Global Health), 275 (Local and Global Health), 276, 279 (#3), 308, 311 (#1), 367, 387
HE.3	Analyze and interpret ways public health and social policies, along with government regulations, influence health promotion and disease prevention (e.g., local, state, federal, and world health organizations).	27, 29, 31 (Real World Health), 33 (#27), 41 (Local And Global Health), 45-47, 89 (Local and Global Health), 93, 117 (Local and Global Health), 151, 174 (Local and Global Health), 275 (Local and Global Health), 276, 279 (#3), 308, 311 (#1), 367, 387, 664
HE.4	Differentiate between the causes of communicable and non-communicable diseases and identify/apply skills to prevent them (e.g. STDs/STIs, HIV/AIDS, bacteria/viral infections, universal precaution).	6, 352-353, 360, 397, 410-411, 413-414, 435-436,
HE.5	Analyze the impact of genetics and family history on personal health (e.g. genetic disease/disorders, body composition, mental/emotional health).	34 (Hands-On Activity), 50–54, 54 (Real World Health) 61 (#16–22), 62 (#29), 112–113, 118 (#1, 5), 128 (#33), 145, 236, 303, 305 (#3), 339, 424, 438 (#18), 509, 512 (#2)
HE.6	Explain how the environment (e.g., cultural, community, physical, social, etc.) affects and	54 (#5), 55 (Before You Read), 56–58, 59 (#2, 4, 5), 61 (#24, 26, 27), 62 (Hands-On

Health Education – High School		Correlation Pages
	interacts with growth and development.	Activity), 115, 188-189, 216 (Warm-Up Activity), 220, 221 (Real World Health), 237-238, 238 Real World Health, 248 (Researching Activity), 249 (Real World Activity) 252 (#35 & # 36), 263–265, 303–305, 305 (#4), 340, 411, 424, 477–478, 514, 665
HE.7	Analyze how personal health behaviors/choices affect the function of body systems in preventing premature death (e.g. lifestyle choices, chronic disease).	47–48, 49 (#1), 142, 260–263, 265(#2) 296–297, 299 (#6), 313(#10), 315 (Reading and Writing Practice), 383, 397-403, 510,543(Case Study)
<b>Cluster:</b>	<b>Culture, Media, and Technology</b>	
HE.8	Evaluate how media of all forms can impact personal, family, community and national health (e.g. validation of sources, technology’s impact on modern communication).	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), 151 (5–7, Real World Health), 153 (#26), 167 (Health in the Media), 220 (Health in the Media), 236 (Health in the Media), 271, 271 (Real World Health), 276–277, 279, 279 (#8), 303 (Research in Action), 304–305, 313 (#15), 321 (Health in the Media), 326 (Warm-Up Activity), 445 (Health in the Media), 477 (Health in the Media), 506 (Health in the Media), 548 (Health in the Media), 555 (#38), 564 (Research in Action), 565–566, 686 (Real World Health)
HE.9	Debate the potential influences of technology on personal, family, and community health (e.g. smartphone technology, apps, fitness trackers, personal appropriate uses of technology, responsible reporting of misuse).	48, 117-118, 122, 133-134, 145, 167 (Health In The Media), 220 (Health In The Media), 221 , 271, 282 (#20)
HE.10	Identify factors in the community that influence health (e.g. such as schools, resources, socioeconomic factors, geography, values, culture).	59 (Real World Health), 62 (#31), 99 (Real World Health), 102 (#27), p.128 (Hands-On), 167–168, 168 (#6), 191 (#7), 194 (#36), 202 (#5), 208 (Real World Health), 252 (#34), 279 (#6), 307, 309, 311 (#6), 341, 343 (Real World Health), 346 (#30), 387, 435 (Real World Health), 436 (#4), 448 (Research in Action), 458-459, 461(#1), 464-467 (Real World Health), 477, 479 (Real World Health), 520 (Research in Action, #2), 515 (Real World Health), 521 (Real World Health), 524 (#24), 554 (#27), 562 (Warm-Up Activity), 569, 580–586, 586 (Hands On

Health Education – High School		Correlation Pages
		Activity), 658 (#28)
HE.11	Analyze the impact peer influences have on healthy and unhealthy behaviors.	23-24, 62 (#31), 194 (#34), 278-279, 282 (#20), 314 (#22), 307-308, 311(#5), 378 (#32), 385, 387 (Real World Health), 524 (#22), 532- 5 34, 537 (#4), 575 (Warm Up Activity), 547–548, 554 (#28), 576-577, 642 (Real World Health)
HE.12	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation, and identity.	See Comprehensive Health for text book references to the standard.
<b>Cluster:</b>	<b>Health Information and Services</b>	
HE.13	Analyze and interpret health information/data to promote healthy decision making (e.g. quackery, food labels, websites, media).	14-17, 20 (Real World Health). 32 (#8–15), 124, 252 (#34 & #37), 321 (Help In The Media), 346, (#29), 524 (#24), 544 (Research in Action, #1), 554 (#27), 658 (#27)
HE.14	Use information systems to locate and utilize health care services that provide optimal health care.	12 (Research in Action), 27-31, 41, 58–59,401 , 367, 375, 396, 641-642
<b>Cluster:</b>	<b>Communication</b>	
HE.15	Utilize effective communication skills in a variety of situations.	194 (#36), 239 (Before You Read), 275, 279 (#6), 282 (Hands-On Activity, #2), 343 (Real World Health), 515 (Real World Health)
HE.16	Describe healthy ways to express emotions, needs, and desires in different situations (e.g. sportsmanship, relationships, death, dying and grief).	444, 449 (#7) (Real World Health), 687, 690-691, 693
HE.17	Demonstrate a variety of communication skills (e.g. verbal, non-verbal, listening, writing, technology, workplace).	552-554
HE.18	Identify potentially harmful situations and devise strategies and develop skills to avoid such situations through refusal, negotiation, and collaboration skills (e.g., violence and abuse situations, peer mediation, conflict resolution, support groups, “I” statements).	23, 24 (Real World Health), 278–279, 307–308, 311 (#5), 385–386, 387 (Real World Health), 554 (#29), 743 (Skills for Health and Wellness)
<b>Cluster:</b>	<b>Decision Making</b>	
HE.19	Apply and practice a decision-making process for various life situations (e.g., DECIDE process, SMART goals, goods and services purchases, relationships).	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
HE.20	Identify and discuss health concerns that require collaborative decision-making (e.g. sex, STDs/STIs, contraception).	23, 24 (Real World Health), 278–279, 307–308, 311 (#5), 385–386, 387 (Real World Health), 554 (#29), 743 (Skills for Health and

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		Wellness)
HE.21	Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community, and self (e.g., drugs, STDs/STIs, teen pregnancy/parenting).	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
HE.22	Evaluate mechanisms and decision making processes to formulate alternatives to health-related issues or problems (e.g., refusal skills, defense/coping mechanisms).	59 (Real World Health), 94–95, 107-110, 111-117, 224 (Hands-On Activity), 346 (#29)
HE.23	Evaluate the effectiveness of health-related decisions (e.g., Youth Risk Behavior Survey- YRBS data).	125, (#5), 127 (#28), 151(#2), 183 (#8), 221 (Real World Health), 467 (#7),
HE.24	Construction of personal boundaries as related to intimacy and sexual behaviors and effective communication skills concerning boundary invasion.	385, 549, 553
<b>Cluster:</b>	<b>Goal Setting Standards</b>	
HE.25	Assess personal health practices and overall health status.	45 (Warm-Up Activity), 49 , 87 , 114 , (Personal Profile) 124-127 (Check Your Understanding) (#27), (Personal Profile), 142, 166 , 200, 231 , 264, 302 , 324, 356, 420, 613, 675
HE.26	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., SMART Goals, F.I.T.T).	23 (Skills For Health And Wellness), 24 (#2), 62 (#30), 166, 182, (Skills For Health and Wellness), 180-183, 183(#12), 194 (Hands On Activity), 406 (#29), 438 (#20)
HE.27	Implement strategies and monitor progress in achieving a personal health goal.	23 (Skills For Health and Wellness), 24 (#2), 62 (#30), 166, 180–183, 182 (Skills For Health and Wellness), 183 (#12), 194 (Hands-On Activity), 406 (#29)
HE.28	Design an effective long-term personal health plan (e.g., individualized/group projects).	62 (#30), 128 (#30), 180–183, 183 (#12), 194 (Hands-On Activity), 223 (#27), 438 (#20), 583 (Real World Health)
<b>Cluster:</b>	<b>Health Behaviors</b>	
HE.29	Recognize and demonstrate the positive effects of nutrition and physical activity on health.	48-49, 58, 83, 156, 160, 162, 465, 665
HE.30	List examples and explain short and long-term impacts of health decisions on the individual, family and community.	59 (Real World Health), 94–95, 107-110, 111-117, 224 (Hands-On Activity), 346 (#29)
HE.31	Identify signs of stress and common stressors and develop effective stress management techniques.	473, 495, 497, 484, 485, 487-488, 490-492, 494, 498
HE.32	Identify causes, warning signs, and prevention strategies for depression and suicide.	513-515, 523-524,

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HE.33	Identify causes, preventions, and treatments for injuries and list responsible actions to create a safe and healthy environment.	62 (#29), 128 (#31), 237-238, 238 (Real World Health) , 248 (Researching Activity), 249 (Real-World Activity), 252 (#35 & #36) 314 (#24), 568 Case Study, 583 (Real World Health) 586 (Hands On Activity)
HE.34	Demonstrate basic first aid skills.	725-728
HE.35	Complete training on the proper administration of CPR through hands-on practice that is based on an instructional program established by the American Heart Association, Red Cross or another program that is nationally recognized and used the most current national evidence-based CPR guidelines that incorporates psychomotor skills development.	417
<b>Cluster:</b>	<b>Advocacy</b>	
HE.36	Present on the dangers of opioid use, the addictive characteristics of opioids, and explore safer alternatives to treat pain.	323
HE.37	Use written, audio/visual, and technology communication methods to express health messages.	554
HE.38	Demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g. peer education, projects, role play).	23-24, 62 (#31), 194 (#34), 278-279, 282 (#20), 314 (#22), 307-308, 311(#5), 378 (#32), 385, 387 (Real World Health), 524 (#22), 532- 5 34, 537 (#4), 575 (Warm Up Activity), 547–548, 554 (#28), 576-577, 642 (Real World Health)
HE.39	Promote the use of personal, family and community resources in health care situation. (e.g. general practitioners, medical facilities, internet).	48, 117-118, 122, 133-134, 145, 167 (Health In The Media), 220 (Health In The Media), 221 , 271, 282 (#20)
HE.40	Identify school support staff and community health services and describe the impact this service has on individual school and community (e.g. school nurse, civic organizations, volunteering opportunities).	34 (#31), 93, 102 (#30), 117 (Local & Global Health), 174 (Local and Global Health, 183 (#11), 184 (Before You Read), 224 (#31), 232 (Real World Health), 252 (#34), 275 (Local & Global Health), 276, 282 (#19), 308, 319, 346 (#30), 378 (#29), 387, 521 (Real World Health), 524 (#24), 554 (#27), 576, 578-581, 586 (#29), 658 (#27), 688 (Local & Global Health)
HE.41	Interpret the relationship between acts of responsible and productive citizenship and the health, safety, and security of a community.	463
HE.42	Analyze the results of national youth risk behavior surveys.	197, 277, 304-305

<b>Physical Education – High School</b>	
<b>Cluster</b>	<b>Development of Movement Forms/Motor Skills</b>



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PE.1	Identify, practice and apply general skills and activity-specific skills to enhance motor proficiency.	179-183, 194(Hands on Activity)
PE.2	Participate in a variety of competitive/non-competitive individual, dual, and team sports/activities.	158-168, 174-182
PE.3	Demonstrate offensive and defensive strategies while participating in individual, dual, and team sports/activities.	158-168, 174-182
PE.4	Perform a variety of dance and rhythmic activities.	161-167
<b>Cluster</b>	<b>Physical Activity</b>	
PE.5	Identify physical activities that increase fitness levels in addition to physical education class.	158, -163,165-168, 170-171, 174, 177, 180-183, 191, 193, 195,762
PE.6	Explain how physical activity participation patterns are likely to change throughout one’s life span.	161-168
PE.7	Identify a variety of regional outdoor adventure activities.	161-168
PE.8	Identify and describe local, state, national and/or international fitness and recreational resources and organizations.	165-167
PE.9	Assess the social, economic, cultural and environmental factors that impact physical activity.	161-168
<b>Cluster</b>	<b>Physical Fitness</b>	
PE.10	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl up, sit up, plank, push up).	169-171, 174-176, 180-181
PE.11	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).	169, 176-177, 192
PE.12	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).	166, 176-177
PE.13	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.	169, 178, 180-183, 193-194
PE.14	Practice principles of training in the design and implementation of a personal fitness program (e.g. F.I.T.T. Principle, Progressive Overload, Muscle Recovery).	164, 169, 171-172, 175, 177, 180
PE.15	Compare and contrast the fitness values of various physical activities.	139, 164, 170, 174, 183, 186
<b>Cluster</b>	<b>Responsible Personal and Social Behavior</b>	
PE.16	Examine potential risks of physical activity and determine how to minimize those risks.	158-163, 164-166, 167-169, 171, 172-174, 185-187, 191, 193
PE.17	Utilize responsible, considerate personal behaviors in physical activity settings.	160, 162, 165, 168,169, 174, 184
PE.18	Practice proper procedures and demonstrate etiquette	165, 176, 187-188

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	and fair play in physical activity settings.	
PE.19	Explain the influence of peers on physical activity participation and performance.	159-160, 165, 177-178, 186, 188