

Goodheart-Willcox Publisher
Correlation of
***Comprehensive Health Skills* © (2021)**
to West Virginia Department of Education
Course: High School Health Education Grades 9-12



Standard		Correlating Textbook 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).	7–10, 7 (Case Study), 12 (8), 211–220, 330–331, 335 (Real World Health Skills), 772–773, 780–781, 782–786, 788–789
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).	59-62, 610-637
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).	49, 58–59, 62–63, 257–260, 317, 320–321, 382–383, 389 (2), 413–415, 419 (12), 421 (Hands-On Skills Activity), 447, 463 (2), 544–545, 628 (Real World Health Skills), 629–631, 637 (1), 643 (Health Management Plan), 660, 719 (Health in the Media), 775, 809–810
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).	675-682, 679 (Research in Action), 681 (Case Study), 684-685, 684 (Skills for Health and Wellness), 692 (Local and Global Health)
HE.5	Analyze the impact of genetics and family history on personal health (e.g. genetic disease/disorders, body composition, mental/emotional health).	14-16, 106, 144- 189, 211, 271, 281, 380, 411, 455, 703, 716
HE.6	Explain how the environment (e.g., cultural, community, physical, social, etc.) affects and interacts with growth and development.	8-10, 773, 780-787
HE.7	Analyze how personal health behaviors/choices affect the function of body systems in preventing premature death (e.g. lifestyle choices, chronic disease).	13-27, 22 (Local And Global Health) , 24 (Health In The Media), 26 (Skills For Health And Wellness)
Cluster:	Culture, Media, and Technology	
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).	23–25, 29 (13), 30 (11, 15), 107–108, 138 (14), 177–178, 178 (Health in the Media), 235 (Health in the Media), 242 (15), 271–272, 294 (14), 300–304, 306 (3), 324 (7, 8), 380, 382, 384, 387 (Health in the Media), 392 (14), 412–413, 420 (14),



		456, 459, 464 (14), 475 (Health in the Media), 519 (Research in Action), 522–524, 558 (14), 569 (Health in the Media), 785, 814–815, 816 (Health in the Media), 827 (Health in the Media)
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).	17, 23-25, 78, 88, 107-108, 125, 131, 153, 158-159, 177-178, 212, 273, 384, 387, 412, 522-526, 567-569, 581, 583-584, 589-591
HE.10	Identify factors in the community that influence health (e.g. such as schools, resources, socioeconomic factors, geography, values, culture).	57-59, 113, 115-116
HE.11	Analyze the impact peer influences have on healthy and unhealthy behaviors.	88-93, 385, 388, 393, 414, 456-458, 508, 517-526, 787
HE.12	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation, and identity.	114-115, 803-810, 809 (Research in Action)
Cluster:	Health Information and Services	
HE.13	Analyze and interpret health information/data to promote healthy decision making (e.g. quackery, food labels, websites, media).	42-49, 352, 384, 664, 719, 828, 831
HE.14	Use information systems to locate and utilize health care services that provide optimal health care.	26-27, 50-56, 687, 693, 740, 748-749
Cluster:	Communication	
HE.15	Utilize effective communication skills in a variety of situations.	71-78
HE.16	Describe healthy ways to express emotions, needs, and desires in different situations (e.g. sportsmanship, relationships, death, dying and grief).	71-78, 128-130, 133-134
HE.17	Demonstrate a variety of communication skills (e.g. verbal, non-verbal, listening, writing, technology, workplace).	71-78, 94, 96-97, 484-485
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).	38, 71-78, 82-85, 9-2, 385, 388, 414, 458, 508
Cluster:	Decision Making	
HE.19	Apply and practice a decision-making process for various life situations (e.g., DECIDE process, SMART goals, goods and services purchases, relationships).	33-40, 45
HE.20	Identify and discuss health concerns that require collaborative decision-making (e.g. sex, STDs/STIs, contraception).	35-38, 91-93
HE.21	Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family,	57, 507, 533-534, 552



	community, and self (e.g., drugs, STDs/STIs, teen pregnancy/parenting).	
HE.22	Evaluate mechanisms and decision making processes to formulate alternatives to health-related issues or problems (e.g., refusal skills, defense/coping mechanisms).	35-38, 71-79, 76 (Quiz), 91-93, 385, 388 (Skills for Health and Wellness), 414, 458, 508
HE.23	Evaluate the effectiveness of health-related decisions (e.g., Youth Risk Behavior Survey- YRBS data).	16-18, 703-704, 716-717
HE.24	Construction of personal boundaries as related to intimacy and sexual behaviors and effective communication skills concerning boundary invasion.	91-93, 471-476, 494-502, 528-529
Cluster:	Goal Setting Standards	
HE.25	Assess personal health practice257-264, 287-291, 328-335, 331 (Research in Action), 336-347, 346 (Skills for Health and Wellness),s and overall health status.	16-18, , 257-264, 271-273, 273 (Health in the Media), 287-291, 328-335, 331 (Research in Action), 336-347, 346 (Skills for Health and Wellness), 703-704, 716-717
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).	39-40,146-147, 257-264, 287-291, 328-335, 331 (Research in Action), 336-347, 346 (Skills for Health and Wellness), 815
HE.27	Implement strategies and monitor progress in achieving a personal health goal.	39-40,146-147, 287, 815
HE.28	Design an effective long-term personal health plan (e.g., individualized/group projects).	3, 52, 99, 245, 257-264, 287-291, 328-335, 331 (Research in Action), 336-347, 346 (Skills for Health and Wellness), 364, 407, 561, 643, 733
Cluster:	Health Behaviors	
HE.29	Recognize and demonstrate the positive effects of nutrition and physical activity on health.	13-27, 22 (Local and Global Health), 24 (Health in the Media), 26 (Skills for Health and Wellness), 105-109, 105 (Research In Action)
HE.30	List examples and explain short and long-term impacts of health decisions on the individual, family and community.	39-40,146-47, 287-291, 336-347, 376 (Skills for Health and Wellness), 815
HE.31	Identify signs of stress and common stressors and develop effective stress management techniques.	177-178,193
HE.32	Identify causes, warning signs, and prevention strategies for depression and suicide.	109, 110 (Skills For Health And Wellness), 111, 203, 221-231, 227 (Case Study) 229 (Local And Global Health), 313
HE.33	Identify causes, preventions, and treatments for injuries and list responsible actions to create a safe and healthy environment.	610-637, 612 (Local And Global Health), 623 (Research In Action), 626 (Case Study), 632 (Health In The Media), 635 (Skills For Health And Wellness)
HE.34	Demonstrate basic first aid skills.	354-355, 592-602
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	354-355, 595-602



	another program that is nationally recognized and used the most current national evidence-based CPR guidelines that incorporates psychomotor skills development.	
Cluster:	Advocacy	
HE.36	Present on the dangers of opioid use, the addictive characteristics of opioids, and explore safer alternatives to treat pain.	434-436, 435 (Local and Global Health), 443, 451
HE.37	Use written, audio/visual, and technology communication methods to express health messages.	16-18, 703-704, 716-717
HE.38	Demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g. peer education, projects, role play).	22, 304, 481, 814
HE.39	Promote the use of personal, family and community resources in health care situation. (e.g. general practitioners, medical facilities, internet).	54, 660, 663-665, 664 (Health in the Media), 55 (Health and Wellness), 754-756, 787-793
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).	54, 660, 663-665, 664 (Health in the media), 55 (Skills For Health And Wellness), 754-756, 787-793
HE.41	Interpret the relationship between acts of responsible and productive citizenship and the health, safety, and security of a community.	41-55, 43 (Research In Action), 47 (Health In The Media), 48 (Case Study) , 52 (Skills For Health And Wellness), 55 (Local And Global Health
HE.42	Analyze the results of national youth risk behavior surveys.	16-18, 564-571, 564 Warm-Up Activity, 569 Health in the Media, 571 Review: Know and Understand 1-3, Think Critically 4-6, 571 Real World Health Skills, 572-579, 572 Warm-Up Activity, 574 Health Across the Life Span, 578 Local and Global Health, 579 Review: Know and Understand 1-4, Think Critically 5-6, 579 Real World Health Skills, 703-704, 716-717

Cluster	Development of Movement Forms/Motor Skills	
Physical Education – High School		
PE.1	Identify, practice and apply general skills and activity-specific skills to enhance motor proficiency.	332-347, 342 (Case Study), 346(Skills for Health and Wellness)
PE.2	Participate in a variety of competitive/non-competitive individual, dual, and team sports/activities.	343-349, 346 (Skills for Health and Wellness)
PE.3	Demonstrate offensive and defensive strategies while participating in individual, dual, and team sports/activities.	349-354, 325 (Health in the Media)
PE.4	Perform a variety of dance and rhythmic activities.	343, 349-351
Cluster	Physical Activity	



PE.5	Identify physical activities that increase fitness levels in addition to physical education class.	328-335, 336-342, 342 (Case Study)
PE.6	Explain how physical activity participation patterns are likely to change throughout one's life span.	328-335, 342-346
PE.7	Identify a variety of regional outdoor adventure activities.	338-339, 349-353, 358 (Local and Global Health)
PE.8	Identify and describe local, state, national and/or international fitness and recreational resources and organizations.	329-335, 346-347, 331 (Research In Action)
PE.9	Assess the social, economic, cultural and environmental factors that impact physical activity.	333 (Health Across the Life Span), 346-347, 348-357,
Cluster	Physical Fitness	
PE.10	Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl up, sit up, plank, push up).	333-335, 343-346, 353
PE.11	Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).	333-335, 343-346, 353
PE.12	Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile-run).	333-335, 343-346, 353
PE.13	Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.	16-17, 326-331, 326 (Check Your Health and Wellness Skills)
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).	332-335, 346 (Skills for Health and Wellness)
PE.15	Compare and contrast the fitness values of various physical activities.	16-17, 337-346, 346 (Skills for Health and Wellness)
Cluster	Responsible Personal and Social Behavior	
PE.16	Examine potential risks of physical activity and determine how to minimize those risks.	348-356, 352 (Health in the Media)
PE.17	Utilize responsible, considerate personal behaviors in physical activity settings.	338-346, 349-353
PE.18	Practice proper procedures and demonstrate etiquette and fair play in physical activity settings.	348-355, 352 (Health in the Media)
PE.19	Explain the influence of peers on physical activity participation and performance.	348-350