



**WYOMING**  
**Health Education Content and Performance**  
**Standards Grade 8**  
**Teen Health Course 1 © 2005**

BENCHMARKS	PAGE REFERENCES
<b>1. HEALTH PROMOTION AND DISEASE PREVENTION</b> <b>Students will comprehend concepts related to health promotion and disease prevention.</b>	
1. Students demonstrate an understanding of developmentally appropriate relationships between alcohol and other drug use, misuse, abuse and addiction and healthy lifestyles, health behaviors, and health risks.	SE: 230-233, 239, 240-245, 246-249 <i>Applying Health Skills</i> 195 TWE: HL 46, 232 MA 244
2. Students demonstrate an understanding of developmentally appropriate relationships between family life and sexuality and healthy lifestyles, health behaviors, and health risks.	SE: 54-59 TWE: An 192 DC 56
3. Students demonstrate an understanding of developmentally appropriate relationships between injury prevention and safety and healthy lifestyles, health behaviors, and health risks.	SE: 140-141, 258-260, 261-265, 266-271 TWE: AK 262 BC 263
4. Students demonstrate an understanding of developmentally appropriate relationships between tobacco use and addiction and healthy lifestyles, health behaviors, and health risks.	SE: 212-217, 218-221 <i>Building Health Skills</i> 224-225 <i>Time Health</i> 222-223 TWE: AK 198 HL 220 WT 219
5. Students demonstrate an understanding of developmentally appropriate relationships between nutrition and healthy lifestyles, health behaviors, and health risks	SE: 116-120, 121-125, 126-132 TWE: An 118 WT 199
6. Students demonstrate an understanding of developmentally appropriate relationships between prevention and control of disease and healthy lifestyles, health behaviors, and health risks.	SE: 189-190, 191-195, 196-201 <i>Applying Health Skills</i> 195 <i>Hands-On Health</i> 186 TWE: An 192 HL 189
7. Students demonstrate an understanding of developmentally appropriate relationships between mental and emotional health and healthy lifestyles, health behaviors, and health risks.	SE: 32-35, 36-40, 41-45 TWE: Di 33 HL 34, 68 HSP 43
8. Students demonstrate an understanding of developmentally appropriate relationships between personal and community health and healthy lifestyles, health behaviors, and health risks.	SE: 4-7, 14-18, 133-137 <i>Thinking Critically</i> 7 #4 <i>Analyzing Influences</i> 7 #7 TWE: BC 58 C 137

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<b>2. ACCESSING HEALTH INFORMATION, PRODUCTS, AND SERVICES</b> <b>Students demonstrate the health skill of accessing valid health information and health-promoting products and services.</b>	
1. Students demonstrate the ability to utilize various sources of health information, products, and services.	SE: 100-103, 104-107 <i>Building Health Skills</i> 110-111 TWE: CLA 127 HL 101
<b>3. SELF MANAGEMENT</b> <b>Students demonstrate the health skill of practicing health-enhancing behaviors and reduce health risks.</b>	
1. Students describe healthy adolescent behaviors and appropriate strategies to improve or maintain health.	SE: 87, 90, 127-129, 131 <i>Time Health</i> 76-77 TWE: AI 93 CL 232 LA 73
2. Students explain the short-term consequences of safe, risky, and harmful behaviors for adolescents.	SE: 16-17, 131-132, 133-135 <i>Applying Health Skills</i> 93 TWE: Ev 10 HL 46 MA 136
3. Students explain the importance of assuming responsibility for health behaviors.	SE: 8-13 <i>Building Health Skills</i> 176-177 <i>Hands-On Health</i> 6 TWE: AI 93
<b>4. INFLUENCE OF CULTURE, MEDIA, AND TECHNOLOGY</b> <b>Students use the health skill of analyzing the influence of culture, media, technology, and other factors on health.</b>	
1. Students describe how culture, technology, and medical advances influence health-enhancing behaviors, health risks, and the use of health products and services.	SE: 126, 137 TWE: B 137 BC 10 HL 152, 192 M 26
2. Students analyze how various forms of media influence health-enhancing behaviors, health risks, and the use of health products and services.	SE: 126 <i>Analyzing Health Skills</i> 125 TWE: HL 123, 222 M 26
3. Students analyze how peers, role models, family, and the community influence health-enhancing behaviors, health risks, and the use of health products and services.	SE: 60-65 TWE: BC 24, 43 CCA 10 Di 21 HL 123 M 26 MA 15
4. Students explain the difference between internal and external influences.	SE: 10, 40, 55, 63 <i>Building Health Skills</i> 26-27 <i>Figure 3.1</i> 54 TWE: M 26

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<b>5. INTERPERSONAL COMMUNICATION</b> <b>Students demonstrate the health skill of using interpersonal communication skills to enhance health.</b>	
1. Students demonstrate and apply an understanding of verbal and nonverbal refusal, conflict resolution, and negotiation strategies to enhance health and reduce health risks.	SE: 11, 64-65, 70-75 <i>Building Health Skills</i> 78-79, 224-225 <i>Hands-On Health</i> 244 TWE: Di 69 WT 77
2. Students demonstrate and apply an understanding of effective verbal and non-verbal communication strategies in order to respectfully express needs, wants, and feelings.	SE: 66-69 <i>Building Health Skills</i> 78-79 <i>Health Skills Activity</i> 72 TWE: An 67 Di 69 WT 77
<b>6. GOAL-SETTING AND DECISION-MAKING SKILLS</b> <b>Students demonstrate the health skill of goal setting and decision-making skills to enhance health.</b>	
1. Students apply strategies to set personal goals to enhance health.	SE: 20-23 <i>Analyzing Health Skills</i> 23 <i>Building Health Skills</i> 204-205 TWE: Di 12
2. Students apply strategies to make decisions to enhance health.	SE: 12, 14-19 TWE: CLA 124 HSP 127
3. Students demonstrate the ability to apply collaborative goal setting or decision-making strategies to health issues and problems.	SE: 12 TWE: An 22 Ap 16 CLA 124
<b>7. ADVOCATING FOR HEALTH</b> <b>Students demonstrate the health skill of advocating for personal, family, and community health.</b>	
1. Students demonstrate an understanding of effective methods for advocating for personal, family, and community health.	SE: <i>Time Health</i> 222-223 TWE: BC 58, 238, 247 CLA 64, 127, 231
2. Students demonstrate the ability to work cooperatively when advocating for health.	SE: <i>Applying Health Skills</i> 19 <i>Time Health</i> 222-223 TWE: BC 58, 63 CCA 44 CLA 64, 124, 264 HL 25
3. Students describe barriers to effective advocacy strategies.	SE: Page 283 could be used for a discussion on barriers to advocating for environmental health. TWE: BC 168, 247 Di 222

## Codes Used for TWE Pages

AI	Analyzing Information
AK	Applying Knowledge
An	Analyzing
Ap	Applying
B	Brainstorming
BC	Beyond the Classroom
C	Close
CCA	Cross-Curriculum Activity
CL	Cooperative Learning
CLA	Cooperative Learning Activity
DC	Developing Good Character
Di	Discussing
Ev	Evaluating
HL	Health Literacy
HSP	Health Skills Practice
LA	Language Arts
M	Model
MA	More About
WT	What Teens Want to Know