



WYOMING
Health Education Content and Performance
Standards Grade 8
Teen Health Course 2 © 2005

BENCHMARKS	PAGE REFERENCES
1. HEALTH PROMOTION AND DISEASE PREVENTION Students will comprehend concepts related to health promotion and disease prevention.	
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: 79, 304-308, 309-312, 315, 318-323 <i>Health Skills Activity</i> 307, 323 <i>Quick Write</i> 318 TWE: MA 320, 325
2. Students demonstrate an understanding of developmentally appropriate relationships between family life and sexuality and healthy lifestyles, health behaviors, and health risks.	SE: 220-225, 231-235, 346-351 <i>Building Health Skills</i> 180-181, 358-359 <i>Quick Write</i> 220 TWE: MA 347
3. Students demonstrate an understanding of developmentally appropriate relationships between injury prevention and safety and healthy lifestyles, health behaviors, and health risks.	SE: 394-397, 398-403, 404-409, 415 <i>Quick Write</i> 394, 404 <i>Developing Good Character</i> 395 <i>Health Skills Activity</i> 396 <i>Applying Health Skills</i> 397, 403 TWE: C 397 MA 405
4. Students demonstrate an understanding of developmentally appropriate relationships between tobacco use and addiction and healthy lifestyles, health behaviors, and health risks.	SE: 274-277, 282-286, 287-291 <i>Quick Write</i> 275 <i>Health Skills Activity</i> 277 <i>Time Health</i> 292-293 <i>Building Health Skills</i> 294-295 TWE: C 277 MA 378
5. Students demonstrate an understanding of developmentally appropriate relationships between nutrition and healthy lifestyles, health behaviors, and health risks	SE: 77-78, 88-93, 94-97, 98-101, 108-111 <i>Quick Write</i> 88, 98 <i>Health Skills Activity</i> 92, 99 <i>Time Health</i> 112-113, 178-179 <i>Building Health Skills</i> 114-115 TWE: WT 90 HL 189
6. Students demonstrate an understanding of developmentally appropriate relationships between prevention and control of disease and healthy lifestyles, health behaviors, and health risks.	SE: 332-335, 336-340, 341-345, 346-351, 352-355, 373, 379 <i>Building Health Skills</i> 178-179, 386-387 <i>Connect to Science</i> 343 <i>Health Skills Activity</i> 354, 373, 377 TWE: WT 342 HL 373

BENCHMARKS	PAGE REFERENCES
7. Students demonstrate an understanding of developmentally appropriate relationships between mental and emotional health and healthy lifestyles, health behaviors, and health risks.	SE: 188-193, 194-197, 198-201, 203-207 <i>Health Skills Activity</i> 189 <i>Hands On Health</i> 202 <i>Connect to Science</i> 204 <i>Time Health</i> 208-209, 324-325 <i>Building Health Skills</i> 210-211 TWE: MA 190
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, 9-10, 12-17, 54-58, 69-73, 430-434, 435-439 <i>Time Health</i> 18-19, 80-81, 112-113, 178-179, 440-441 <i>Building Health Skills</i> 148-149 TWE: BC 143
2. ACCESSING HEALTH INFORMATION, PRODUCTS, AND SERVICES Students demonstrate the health skill of accessing valid health information and health-promoting products and services.	
1. Students demonstrate the ability to utilize various sources of health information, products, and services.	SE: 27, 136-141, 142-145 <i>Building Health Skills</i> 20-21, 148-149 <i>Health Skills Activity</i> 27, 143, 307, 354 <i>Applying Health Skills</i> 111, 145, 247, 277 <i>Quick Write</i> 346 TWE: HL 139
3. SELF MANAGEMENT Students demonstrate the health skill of practicing health-enhancing behaviors and reduce health risks.	
1. Students describe healthy adolescent behaviors and appropriate strategies to improve or maintain health.	SE: 4-7, 17, 26-30, 231-233 <i>Hands On Health</i> 6 <i>Time Health</i> 18-19, 112-113, 178-179 <i>Building Health Skills</i> 82-83, 114-115, 180-181, 210-211, 294-295, 326-327, 386-387 <i>Health Skills Activity</i> 129 TWE: C 7
2. Students explain the short-term consequences of safe, risky, and harmful behaviors for adolescents.	SE: 54-55, 305, 309, 315, 318-321 TWE: MA 325
3. Students explain the importance of assuming responsibility for health behaviors.	SE: 40-41, 231 <i>Developing Good Character</i> 175, 191 TWE: MA 232
4. INFLUENCE OF CULTURE, MEDIA, AND TECHNOLOGY Students use the health skill of analyzing the influence of culture, media, technology, and other factors on health.	
1. Students describe how culture, technology, and medical advances influence health-enhancing behaviors, health risks, and the use of health products and services.	SE: 8, 28, 378-379 <i>Health Skills Activity</i> 10, 189 <i>Applying Health Skills</i> 11 TWE: C 11

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2. Students analyze how various forms of media influence health-enhancing behaviors, health risks, and the use of health products and services.	SE: 11, 28, 132-134 <i>Health Skills Activity</i> 10, 189 <i>Applying Health Skills</i> 11, 225, 312 <i>Media Watch</i> 17, 285 <i>Hands On Health</i> 135, 284 <i>Building Health Skills</i> 358-359 TWE: C 11 MA 133
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: 8-11, 28, 132-133 <i>Health Skills Activity</i> 10, 189 <i>Applying Health Skills</i> 11, 225, 312 <i>Building Health Skills</i> 294-295 TWE: C 11 CT 28 MA 232
4. Students explain the difference between internal and external influences.	SE: 8, 28 <i>Applying Health Skills</i> 11 <i>Building Health Skills</i> 294-295 TWE: AI 294
5. INTERPERSONAL COMMUNICATION Students demonstrate the health skill of using interpersonal communication skills to enhance health.	
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: 29-30, 228-229, 234-235, 244-246, 248-251 <i>Health Skills Activity</i> 15, 234, 250, 323 <i>Applying Health Skills</i> 17, 30, 235, 308 <i>Building Health Skills</i> 46-47, 180-181, 266-267, 326-327 TWE: MA 233
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: 29, 216-219, 224 <i>Building Health Skills</i> 46-47, 238-239 <i>Health Skills Activity</i> 196, 218 <i>Hands On Health</i> 223 <i>Developing Good Character</i> 224, 232 TWE: C 219
6. GOAL-SETTING AND DECISION-MAKING SKILLS Students demonstrate the health skill of goal setting and decision-making skills to enhance health.	
1. Students apply strategies to set personal goals to enhance health.	SE: 36-39 <i>Health Skills Activity</i> 38, 110 <i>Building Health Skills</i> 82-83, 386-387 <i>Developing Good Character</i> 191 TWE: HL 37
2. Students apply strategies to make decisions to enhance health.	SE: 31-34 <i>Quick Write</i> 31 <i>Hands On Health</i> 35 <i>Health Skills Activity</i> 75 <i>Building Health Skills</i> 114-115 TWE: C 35

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3. Students demonstrate the ability to apply collaborative goal setting or decision-making strategies to health issues and problems.	SE: <i>Health Skills Activity</i> 75 <i>Building Health Skills</i> 82-83 <i>Time to Think</i> 179 <i>With A Group</i> 218
7. ADVOCATING FOR HEALTH Students demonstrate the health skill of advocating for personal, family, and community health.	
1. Students demonstrate an understanding of effective methods for advocating for personal, family, and community health.	SE: 435-439 <i>Applying Health Skills</i> 39, 101, 277, 351 <i>Time Health</i> 44-45, 440-441 <i>Health Skills Activity</i> 110, 121, 406 TWE: MA 113
2. Students demonstrate the ability to work cooperatively when advocating for health.	SE: <i>Building Health Skills</i> 83, 181, 211 <i>With A Group</i> 110, 234 <i>Hands On Health</i> 433 TWE: CLA 293
3. Students describe barriers to effective advocacy strategies.	SE: <i>Time Health</i> 440 TWE: CT 440

Codes Used for TWE Pages

AI	Analyzing Influences
BC	Beyond the Classroom
C	Close
CLA	Cooperative Learning Activity
CT	Critical Thinking
HL	Health Literacy
MA	More About
WT	What Teens Want to Know