



WYOMING
Health Education Content and Performance Standards
Grade 8
Teen Health Course 3 © 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: 270-275, 276-280, 281-285, 286-289 <i>Health Skills Activity</i> 274 <i>Quick Write</i> 281, 286 <i>Time Health</i> 290-291 <i>Building Health Skills</i> 292-293 TWE: MA 278, 279, 283 C 289
2. Students demonstrate an understanding of developmentally appropriate relationships between family life and sexuality and healthy lifestyles, health behaviors, and health risks.	SE: 124-128, 151-155, 458-463, 464-467 <i>Hands-On Health</i> 127 <i>Quick Write</i> 151, 458 <i>Health Skills Activity</i> 153 <i>Building Health Skills</i> 158-159 <i>Media Watch</i> 459 TWE: C 155
3. Students demonstrate an understanding of developmentally appropriate relationships between injury prevention and safety and healthy lifestyles, health behaviors, and health risks.	SE: 508-513, 514-519, 520-523, 524-527 <i>Quick Write</i> 508 <i>Health Skills Activity</i> 512 <i>Applying Health Skills</i> 513, 519 <i>Developing Good Character</i> 526 <i>Time Health</i> 538-539 <i>Building Health Skills</i> 540-541 TWE: C 513
4. Students demonstrate an understanding of developmentally appropriate relationships between tobacco use and addiction and healthy lifestyles, health behaviors, and health risks.	SE: 298-302, 303-307, 308-311 <i>Quick Write</i> 298 <i>Health Skills Activity</i> 300, 309 <i>Time Health</i> 312-313 <i>Building Health Skills</i> 314-315 TWE: CT 301 MA 304

BENCHMARKS	PAGE REFERENCES
5. Students demonstrate an understanding of developmentally appropriate relationships between nutrition and healthy lifestyles, health behaviors, and health risks	SE: 192-195, 196-201, 202-207, 208-211 <i>Quick Write</i> 196, 202, 208 <i>Hands-On Health</i> 200 <i>Health Skills Activity</i> 206, 210, 394 <i>Time Health</i> 212-213 <i>Building Health Skills</i> 214-215 TWE: HL 199 C 211
6. Students demonstrate an understanding of developmentally appropriate relationships between prevention and control of disease and healthy lifestyles, health behaviors, and health risks.	SE: 446-449, 450-453, 454-457, 458-463, 464-467, 478-479, 487-488, 493 <i>Quick Write</i> 446, 454 <i>Hands-On Health</i> 448 <i>Health Skills Activity</i> 456 <i>Time Health</i> 468-469, 498-499 <i>Building Health Skills</i> 470-471 TWE: C 449, 457 MA 452
7. Students demonstrate an understanding of developmentally appropriate relationships between mental and emotional health and healthy lifestyles, health behaviors, and health risks.	SE: 86-90, 91-95, 96-100, 101-105, 106-109 <i>Time Health</i> 50-51, 110-111, 406-407 <i>Quick Write</i> 86 <i>Health Skills Activity</i> 89 <i>Hands-On Health</i> 93 <i>Connect to Science</i> 98 <i>Building Health Skills</i> 112-113, 500-501 TWE: MA 88 HL 99
8. Students demonstrate an understanding of developmentally appropriate relationships between personal and community health and healthy lifestyles, health behaviors, and health risks.	SE: 4-6, 13, 46, 63-67, 72-75, 344-348, 349-353, 354-359, 371, 375, 380, 384, 389, 395, 399, 546-551, 552-557 <i>Hands-On Health</i> 7 <i>Health Skills Activity</i> 46, 66 <i>Connect to Science</i> 74 TWE: BC 127
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: 19, 45-46, 58-62, 63-67, 72-75, 104-105 <i>Applying Health Skills</i> 49, 201, 207, 285, 457 <i>Health Skills Activity</i> 66, 206, 370, 456 TWE: HL 156
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: 4-6, 14-15, 17, 46-47, 151-155, 449, 457, 487-488 <i>Hands-On Health</i> 7 <i>Health Skills Activity</i> 18, 43, 46, 210, 231, 346, 478 TWE: HL 17

BENCHMARKS	PAGE REFERENCES
2. Students explain the short-term consequences of safe, risky, and harmful behaviors for adolescents.	SE: 15-17, 151-155, 220-223, 301-302, 321-323, 449 <i>Figure 221, 278, 280, 283</i> <i>Time Health 312-313</i> TWE: MA 279 CLA 301
3. Students explain the importance of assuming responsibility for health behaviors.	SE: 14-19, 120 <i>Quick Write 14</i> <i>Health Skills Activity 18</i> <i>Applying Health Skills 90</i> <i>Developing Good Character 94, 148, 155, 322, 351, 402</i> TWE: WT 15
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: 49, 482-483, 487, 492 <i>Building Health Skills 22-23</i> <i>Connect to Science 424</i> <i>Hands-On Health 490</i> TWE: MA 148, 490
2. Students analyze how various forms of media influence health-enhancing behaviors, health risks, and the use of health products and services.	SE: 49, 59-60, 309, 332 <i>Building Health Skills 22-23, 262-263, 362-363</i> <i>Media Watch 32, 46, 201, 279, 310, 459, 487</i> <i>Health Skills Activity 309</i> TWE: MA 59
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: 12, 48-49, 147-148, 309 <i>Building Health Skills 22-23, 52-53</i> <i>Applying Health Skills 128</i> <i>Health Skills Activity 131, 309</i> <i>Quick Write 147</i> <i>Time Health 156-157</i> TWE: MA 148
4. Students explain the difference between internal and external influences.	SE: 48-49, 59, 308-309 <i>Building Health Skills 22-23, 262-263</i> <i>Quick Write 192</i> <i>Applying Health Skills 259</i> <i>Health Skills Activity 309</i> TWE: C 195
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: 37-38, 149-150, 168-170, 459 <i>Building Health Skills 52-53, 184-185, 292-293, 438-439, 540-541</i> <i>Media Watch 152</i> <i>Health Skills Activity 284, 300</i> TWE: CLA 37, 149, 284

BENCHMARKS	PAGE REFERENCES
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: 34-38, 94, 123, 459 <i>Hands-On Health</i> 36, 93 <i>Applying Health Skills</i> 38, 109, 289 <i>Building Health Skills</i> 136-137 <i>Media Watch</i> 152 <i>Health Skills Activity</i> 324 TWE: HL 35 CLA 37
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: 28, 31-33, 230-231, 235 <i>Developing Good Character</i> 31 <i>Media Watch</i> 32 <i>Applying Health Skills</i> 33, 155, 255, 557 <i>Building Health Skills</i> 158-159, 314-315 TWE: MA 31
2. Students apply strategies to make decisions to enhance health.	SE: 28-30, 286, 289, 311 <i>Quick Write</i> 28 <i>Health Skills Activity</i> 30, 121, 210, 258, 483 <i>Building Health Skills</i> 336-337 TWE: C 33
3. Students demonstrate the ability to apply collaborative goal setting or decision-making strategies to health issues and problems.	SE: <i>Building Health Skills</i> 215, 315 <i>Developing Good Character</i> 278 <i>Building Health Skills</i> 337 <i>With a Group</i> 394, 478 <i>Applying Health Skills</i> 513, 523 TWE: CLA 232 BC 554
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: 61, 552-557 <i>Health Skills Activity</i> 61, 74, 153, 359, 394, 460, 466, 522 <i>Applying Health Skills</i> 302, 307, 557 <i>Hands-On Health</i> 306 TWE: WT 306
2. Students demonstrate the ability to work cooperatively when advocating for health.	SE: <i>With a Group</i> 61, 74, 359, 394, 478, 556 <i>Applying Health Skills</i> 123, 150, 449, 527, 557 <i>Building Health Skills</i> 215, 293, 471 <i>Hands-On Health</i> 288 TWE: BC 554
3. Students describe barriers to effective advocacy strategies.	SE: 303 Media as a barrier can be discussed using pages 49, 59-60, 309, 332.

Codes Used for TWE Pages

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