



WYOMING
Health Education Content and Performance
Standards Grade 11
Glencoe Health © 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: 562-567, 568-573, 574-578, 591, 592-597, 598-602, 603-610, 611-615 <i>Health Skills Activity</i> 566 <i>Did You Know</i> 599, 610 TWE: CT 563 MA 599
2. Students demonstrate an understanding of developmentally appropriate relationships between family life and sexuality and healthy lifestyles, health behaviors, and health risks.	SE: 21-22, 274-279, 280-285, 286-290, 294-295, 313-317, 318-323, 648-651, 652-657, 658-661 <i>Health Minute</i> 317 <i>Quick Start</i> 318 <i>Real Life</i> 321 <i>Time Health</i> 534 <i>Hands-On Health</i> 650 TWE: CT 319
3. Students demonstrate an understanding of developmentally appropriate relationships between injury prevention and safety and healthy lifestyles, health behaviors, and health risks.	SE: 95-97, 98-103, 330-334, 706-713, 714-718, 719-724 <i>Real Life</i> 100 <i>Hands-On Health</i> 333, 708 <i>Applying Health Skills</i> 334 <i>Health Minute</i> 722 TWE: HL 96 C 103
4. Students demonstrate an understanding of developmentally appropriate relationships between tobacco use and addiction and healthy lifestyles, health behaviors, and health risks.	SE: 540-545, 546-550, 551-555 <i>Quick Write</i> 539 <i>Did You Know</i> 541 <i>Health Minute</i> 548 <i>Health Skills Activity</i> 553 <i>Hands-On Health</i> 554 TWE: MA 541
5. Students demonstrate an understanding of developmentally appropriate relationships between nutrition and healthy lifestyles, health behaviors, and health risks	SE: 110-113, 114-121, 122-129, 144-150, 151-156, 157-163 <i>Health Minute</i> 111, 115, 126 <i>Hands-On Health</i> 118, 153 <i>Real Life</i> 127 TWE: CT 115

BENCHMARKS	PAGE REFERENCES
6. Students demonstrate an understanding of developmentally appropriate relationships between prevention and control of disease and healthy lifestyles, health behaviors, and health risks.	SE: 622-626, 627-634, 635-641, 648-651, 652-657, 658-661, 678-680, 682-685, 688-694 <i>Quick Write</i> 621 <i>Health Minute</i> 625, 641 <i>Real Life</i> 639 <i>Hands-On Health</i> 678 <i>Health Skills Activity</i> 686 TWE: CLA 685
7. Students demonstrate an understanding of developmentally appropriate relationships between mental and emotional health and healthy lifestyles, health behaviors, and health risks.	SE: 170-177, 178-183, 184-187, 188-190, 198-204, 205-209, 210-213, 214-217, 224-229, 230-233 <i>Hands-On Health</i> 191 <i>Time Health</i> 192, 218, 242 <i>Health Minute</i> 208, 211 TWE: HL 206 C 209
8. Students demonstrate an understanding of developmentally appropriate relationships between community health and environmental health and healthy lifestyles, health behaviors, and health risks.	SE: 551-555, 766-771, 772-776, 777-781 <i>Health Skills Activity</i> 553 <i>Quick Write</i> 765 <i>Real Life</i> 770 <i>Health Minute</i> 775 TWE: MA 767 C 771
9. Students demonstrate an understanding of developmentally appropriate relationships between personal health and consumer health and healthy lifestyles, health behaviors, and health risks.	SE: 4-9, 10-12, 17-21, 48-53, 54-59, 60-63 <i>Real Life</i> 19, 51 <i>Time Health</i> 68 TWE: CT 20 C 21
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 locate and utilize various sources of health information, products, and services.	SE: 32, 48-53, 54-59, 64-65 <i>Real Life</i> 51, 235 <i>Applying Health Skills</i> 59, 137, 579 <i>Accessing Information</i> 69, 139, 355, 617 <i>Activity</i> 770 TWE: D 65
3. SELF MANAGEMENT Students demonstrate the health skill of practicing health-enhancing behaviors and reduce health risks.	
1. Students demonstrate an understanding of appropriate strategies for improving or maintaining personal health.	SE: 6-9, 20-21, 75-79, 83-86, 110-113, 123-129, 148-150, 318-323 <i>Health Minute</i> 111, 126 <i>Hands-On Health</i> 118 <i>Real Life</i> 127, 321 TWE: CLA 20
2. Students analyze the short-term and long-term consequences of safe, risky, and harmful behaviors for adolescents and adults.	SE: 19-21, 316, 318-323, 542-545, 568-569, 574-578, 648-651, 678-679, 682-685 <i>Time Health</i> 436 TWE: CT 20

BENCHMARKS	PAGE REFERENCES
3. Students analyze the importance of assuming responsibility for health behaviors.	SE: 10-11, 17, 28, 38, 252, 277 <i>Character Check</i> 77, 216, 469, 565, 665 TWE: CT 18
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 analyze how internal and external influences of culture, technology, and medical advances affect health-enhancing behaviors, health risks, and the selection of health products and services.	SE: 14-16, 31, 112, 276 <i>Hands-On Health</i> 15 <i>Applying Health Skills</i> 16 <i>Time Health</i> 22 TWE: D 14
2. Students evaluate how internal and external influences of messages from various forms of media affect health-enhancing behaviors, health risks, and the selection of health products and services.	SE: 15, 31, 49, 113, 563-564 <i>Hands-On Health</i> 15 <i>Applying Health Skills</i> 53, 113 <i>Analyzing Influences</i> 165, 243 <i>Did You Know</i> 563 <i>Real Life</i> 564 TWE: MA 50 CLA 112, 321, 566
3. Students evaluate how internal and external influences of peers, role models, family, and the community affect health-enhancing behaviors, health risks, and the selection of health products and services.	SE: 12-13, 31, 111, 275-276, 305, 307-308 <i>Hands-On Health</i> 15 <i>Applying Health Skills</i> 53, 213 <i>Quick Write</i> 109, 169 <i>Analyzing Influences</i> 269 TWE: C 16, 113 D 276, 315
5. INTERPERSONAL COMMUNICATION Students demonstrate the health skill of using interpersonal communication skills to enhance health.	
1. Students demonstrate an understanding of verbal and nonverbal: refusal, conflict resolution, collaboration, and negotiation strategies to enhance health and reduce health risks.	SE: 30, 262-267, 309-312, 332, 338, 547, 611-612 <i>Applying Health Skills</i> 261 <i>Health Minute</i> 264 <i>Exploring Issues</i> 265 <i>Health Skills Activity</i> 566, 572, 601 <i>Hands-On Health</i> 607 TWE: D 265
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: 250-253, 254-258, 332 <i>Health Skills Activity</i> 186 <i>Hands-On Health</i> 258, 311, 572 <i>Applying Health Skills</i> 261, 279, 306 <i>Health Minute</i> 264 TWE: HL 322
3. Students analyze how interpersonal communication affects relationships.	SE: 28-29, 254-261 <i>Hands-On Health</i> 258 <i>Health Skills Activity</i> 259 <i>Applying Health Skills</i> 279 <i>Communication Skills</i> 325 TWE: D 255 MA 257

BENCHMARKS	PAGE REFERENCES
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 an understanding of personal goal setting strategies to enhance health.	SE: 33-36 <i>Health Skills Activity</i> 8, 89, 118 <i>Health Minute</i> 35 <i>Hands-On Health</i> 35 <i>Applying Health Skills</i> 92, 121, 183 <i>Goal Setting</i> 121, 139, 165, 459, 617 TWE: MA 35 C 79
2. Students apply an understanding of decision-making strategies to enhance health.	SE: 33-36 <i>Quick Write</i> 3 <i>Applying Health Skills</i> 36, 92, 204 <i>Decision Making</i> 297, 437, 557, 731 <i>Health Skills Activity</i> 407, 522, 686 <i>Health Minute</i> 612 TWE: VL 34
3. Students collaboratively apply goal setting or decision-making strategies to health issues and problems.	SE: <i>Applying Health Skills</i> 36, 86, 279 <i>Goal Setting</i> 165, 783 TWE: CLA 34
7. ADVOCATING FOR HEALTH Students demonstrate the health skill of advocating for personal, family, and community health.	
1. Students apply and evaluate a variety of methods to advocate for personal, family, and community health to various audiences.	SE: 32, 777-781 <i>Advocacy</i> 41, 69, 325 <i>Beyond the Classroom</i> 43, 557 <i>Hands-On Health</i> 66, 430, 780 <i>Time Health</i> 556, 782 <i>Quick Write</i> 765 TWE: C 67
2. Students demonstrate how to influence and support others in making positive health choices.	SE: 32 <i>Time Health</i> 42, 556, 580, 782 <i>Advocacy</i> 325 <i>Real Life</i> 549 <i>Beyond the Classroom</i> 557, 783 <i>Hands-On Health</i> 650, 780 TWE: C 67
3. Students demonstrate the ability to work cooperatively when advocating for health.	SE: <i>Applying Health Skills</i> 129, 724 <i>Hands-On Health</i> 153 <i>School and Community</i> 437, 557 <i>Parent Involvement</i> 481, 557, 581, 669 TWE: CL 541, 685
4. Students describe barriers to effective advocacy.	The teacher and students can discuss barriers to effective advocacy when advocating <u>for</u> health. See the references listed in #3 above.

Codes Used for TWE Pages

C	Close
CL	Cooperative Learning
CLA	Cooperative Learning Activity
CT	Critical Thinking
D	Discussing
HL	Health Literacy
MA	More About
VL	Visual Learning