

**GLENCOE CORRELATION**  
**TEEN HEALTH COURSE 3**  
**ARKANSAS**

Health Education Curriculum Framework  
 Grades 5-8 (Student Learning Expectations)

STUDENT LEARNING EXPECTATIONS	PAGE REFERENCES
<b>Strand 2: Health Education</b>	
Content Standard 1: Students will comprehend health promotion and disease prevention concepts.	
HE.1.1. Explain how positive health behaviors prevent injury, disease, and premature death.	SE: 14-19, 152, 449, 457, 459 <i>Health Skills Activity 18</i> <i>Building Health Skills 22-23, 498-499</i> TWE: WT 15
HE.1.2. Describe the interrelationships between mental/emotional, social and physical health during adolescence (e.g., health triangle, wheel, chain).	SE: 4-7, 121, 125, 221 <i>Hands-On Health 7</i> <i>Building Health Skills 20-21, 22-23</i> TWE: MIN 5 C 7
HE.1.3. Explain how the interaction of body systems are influenced by behaviors (e.g., tobacco use, exercise habits, eating habits, etc.)	SE: 221, 252, 257-258, 301-302, 320-321, 371, 375, 380, 384, 389, 395 TWE: CLA 301
HE.1.4. Analyze how environment and personal health are interrelated and how they influence one's health (e.g., self inventory).	SE: 546-550 <i>Quick Write 545</i> TWE: MA 549
Content Standard 2: Students will demonstrate communication skills to enhance health.	
HE.2.1. Demonstrate effective verbal and non-verbal communication to enhance health skills (e.g., role play).	SE: 34-38, 459 <i>Hands-On Health 36</i> <i>Applying Health Skills 38</i> <i>Health Skills Activity 210</i> TWE: HL 35 C 38
HE.2.2. Analyze how the behavior of family and peers affects communication (e.g., alcoholism, depression, etc.).	SE: 128, 145 <i>Hands-On Health 127</i> <i>Building Health Skills 134-135</i> TWE: C 329
HE.2.3. Practice ways to communicate respect for self and others (e.g., role play).	SE: 120, 123, 128, 143, 146, 154 <i>Applying Health Skills 123</i> TWE: HA 116
HE.2.4. Demonstrate refusal and negotiation skills that maintain healthy relationships (e.g., anger management).	SE: 37-38, 149-150, 166, 169-170 <i>Health Skills Activity 171, 240, 284, 332</i> TWE: CLA 37, 149
HE.2.5. List the possible causes of conflict in schools, families, and communities.	SE: 164-167, 172-173 <i>Hands-On Health 165</i> <i>Applying Health Skills 167</i> TWE: C 167
HE.2.6. Demonstrate strategies to prevent and/or to manage conflict in healthy ways (e.g., conflict resolution, anger management, etc.).	SE: 166, 168-171 <i>Applying Health Skills 167</i> <i>Building Health Skills 182-183, 184-185</i> TWE: C 171

STUDENT LEARNING EXPECTATIONS	PAGE REFERENCES
<p>Content Standard 3: Students will use goal-setting and decision-making skills to enhance health.</p>	
<p>HE.3.1. Apply individually and collaboratively the decision-making process related to health issues and problems.</p>	<p>SE: 28-30 <i>Health Skills Activity</i> 30, 99, 121, 210, 258 <i>Building Health Skills</i> 212-213 TWE: C 33</p>
<p>HE.3.2. Identify influences on personal health goals (e.g., self-inventory).</p>	<p>SE: 48-49, 59, 144, 147-148 <i>Building Health Skills</i> 20, 336, 360 <i>Health Skills Activity</i> 309 TWE: MA 47, 148</p>
<p>HE.3.3. Compare the influences and determine the consequences for health-related decisions (e.g., graphic organizers such as Venn diagram, compare and contrast).</p>	<p>SE: 10, 154-155 <i>Building Health Skills</i> 76-77, 336-337 <i>Applying Health Skills</i> 146 TWE: HL 17</p>
<p>HE.3.4. Create and practice a personal health plan that includes strengths, weaknesses, and health risks (e.g., weight management and exercise).</p>	<p>SE: 230-235, 238-239 <i>Building Health Skills</i> 50-51, 212-213, 242-243 TWE: C 19</p>
<p>Content Standard 4: Students will model health-enhancing and risk-reducing behaviors.</p>	
<p>HE.4.1. Discuss the importance of assuming responsibility for personal health behavior.</p>	<p>SE: 14-18, 128 <i>Quick Write</i> 14 <i>Developing Good Character</i> 148, 155, 322, 331 <i>Building Health Skills</i> 498-499 TWE: T 331</p>
<p>HE.4.2. Analyze a personal health assessment to determine health strengths and risks (e.g., self).</p>	<p>SE: <i>Applying Health Skills</i> 7, 201 <i>Health Skills Activity</i> 46 <i>Hands-On Health</i> 226 <i>Figure</i> 227-228 <i>Building Health Skills</i> 498-499 <i>Self Check</i> 499</p>
<p>HE.4.3. Identify and distinguish between safe and risky behaviors (e.g., personal/relationships, substance use/steroid, supplements, etc.).</p>	<p>SE: 14-19, 151-152, 173-176, 241 <i>Building Health Skills</i> 22-23 TWE: WT 15</p>
<p>HE.4.4. Demonstrate and practice strategies to improve personal and family health.</p>	<p>SE: 151-152, 202-204, 459 <i>Building Health Skills</i> 158-159, 212-213, 498-499, 540-541 TWE: C 195</p>
<p>HE.4.5. Demonstrate and practice injury prevention strategies for personal and family health (e.g., basic first aid, fire safety, seat belts, etc.).</p>	<p>SE: 239-240, 508-513, 514-519, 524-527, 528-532 <i>Building Health Skills</i> 538-539 TWE: C 513</p>
<p>HE.4.6. Practice ways to avoid life-threatening situations (e.g., conflict resolution, stress management, etc.).</p>	<p>SE: 168-170, 172-176, 533-537 <i>Health Skills Activity</i> 174 <i>Quick Write</i> 533 TWE: WT 175</p>

<b>STUDENT LEARNING EXPECTATIONS</b>	<b>PAGE REFERENCES</b>
HE.4.7. Demonstrate and practice strategies to manage stress.	SE: 39-43 <i>Health Skills Activity</i> 43, 222, 398, 430 <i>Building Health Skills</i> 112-113, 500-501 TWE: WT 40
HE.4.8. Practice bus safety.	SE: <i>Traffic safety, vehicular safety, and pedestrian safety are discussed on pages</i> 514-516.
<b>Content Standard 5:</b> Students will analyze the influence of culture, media, technology, and other factors on health.	
HE.5.1. Analyze influences of culture on health behaviors (e.g., heredity, acquired traits, etc.).	SE: 49, 193, 478, 483 <i>Connection to Social Studies</i> 36 TWE: MIN 193
HE.5.2. Critique how messages from media and other sources influence health behaviors.	SE: 49, 59-60, 332 <i>Media Watch</i> 18, 257 <i>Building Health Skills</i> 76-77, 336-337 <i>Coach's Box</i> 361 TWE: MA 59
HE.5.3. Analyze the influence of technology on personal and family health (e.g., Internet, video games, etc.).	SE: 49, 223 <i>Connect to Science</i> 65, 521 <i>Building Health Skills</i> 78-79, 136-137 TWE: HL 355
HE.5.4. Interpret how information from peers influences health (e.g., myths/facts).	SE: 49 <i>Health Skills Activity</i> 460 <i>Applying Health Skills</i> 463
<b>Content Standard 6:</b> Students will evaluate health information products and services.	
HE.6.1. Investigate the validity of health information, products, and services (e.g., media).	SE: 19, 45-46, 49, 60-61, 238 <i>Media Watch</i> 46, 238 <i>Building Health Skills</i> 78-79, 260-261 TWE: MA 45
HE.6.2. Identify home, school, and community resources that provide valid health information.	SE: 45, 74-75 <i>With a Group</i> 66 <i>Building Health Skills</i> 136-137, 468-469 TWE: P 74
HE.6.3. Demonstrate how media influence the selection of health information and products.	SE: 59-61 <i>Building Health Skills</i> 76-77, 360-361 TWE: MA 59
HE.6.4. Compare the costs and validity of health products and services.	SE: 66 <i>Building Health Skills</i> 76-77
HE.6.5. Identify situations requiring professional health services.	SE: 101-105 <i>Figure</i> 102 <i>Applying Health Skills</i> 105 TWE: CLA 103
HE.6.6. Research a variety of health-related careers and services.	SE: <i>Career Corner</i> 25, 55, 139, 161, 365 <i>With a Group</i> 66 <i>Applying Health Skills</i> 75 TWE: R 97

STUDENT LEARNING EXPECTATIONS	PAGE REFERENCES
Content Standard 7: Students will develop strategies to enhance their wellness based on evaluations of personal, family, and community health.	
HE.7.1. Participate in overall health assessment for pre- and post-test data.	SE: <i>Applying Health Skills</i> 7, 201 <i>Health Skills Activity</i> 46 <i>Hands-On Health</i> 226 <i>Figure</i> 227-228 <i>Building Health Skills</i> 498-499 <i>Self Check</i> 499
HE.7.2. Discuss information and barriers to health issues.	SE: 60, 68-69, 254-255 <i>Media Watch</i> 46, 209 TWE: MA 47, 69
HE.7.3. Illustrate how to influence and support others in making positive health choices (e.g., positive peer pressure).	SE: 61, 147 <i>Applying Health Skills</i> 324 <i>Health Skills Activity</i> 324, 460, 478 TWE: BA 147
HE.7.4. Practice working cooperatively to campaign for healthy communities (e.g., group posters).	SE: <i>Health Skills Activity</i> 74, 153 <i>Building Health Skills</i> 214-215, 244-245, 292-293 TWE: TT 244
HE.7.5. Judge communication methods for accurately expressing health information (e.g., student-generated public service announcements).	SE: <i>Applying Health Skills</i> 19, 324 <i>Self Check</i> 245, 313, 363, 559 <i>Building Health Skills</i> 362-363, 558-559 TWE: TT 244

### Codes Used for TWE Pages

BA	Bellringer Activity
C	Close
CLA	Cooperative Learning Activity
HA	Hands-On Activity
HL	Health Literacy
MA	More About
MIN	Meeting Individual Needs
P	Promoting Coordinated School Health
R	Researching
T	Teach
TT	Teaching Tips
WT	What Teens Want to Know