

**GLENCOE CORRELATION**  
**HEALTH AND WELLNESS**  
**ARKANSAS**

Health Education Curriculum Framework  
 Grades 9-12 (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. Analyze the effects of behavior on personal health maintenance and disease prevention.	SE: 6, 14-15, 125-127, 275, 304, 316 <i>Health Behavior Contract</i> 16, 325
HE.1.2. Evaluate and exhibit an understanding of the lifelong interrelationships of mental, emotional, intellectual, social, and physical health.	SE: 5-8, 59, 68-69, 581, 637 <i>Self-Directed Learning</i> 83
HE.1.3. Analyze how the individual is affected by family, peers, community, and environment.	SE: 30-31, 35, 90-93, 129, 605-607, 611-612
HE.1.4. Plan how to reduce risks of potential health problems during adulthood.	SE: 126-131, 271, 275-277, 446-447, 460 <i>Activity</i> 278
HE.1.5. Assess the influence of research and medical advances on the prevention and control of health problems.	SE: 403-405, 509-510, 514, 520, 720-727 <i>Effective Communication</i> 511 <i>Self-Directed Learning</i> 511
HE.1.6. Evaluate and debate the influence of public health policies and government regulations on health promotion and disease prevention.	SE: 504, 553-554, 601-602, 613-614 <i>Self-Directed Learning</i> 555
Content Standard 2: Students will demonstrate communication skills to enhance health.	
HE.2.1. Demonstrate skills for communicating effectively with family, peers, and others.	SE: 60-61, 63, 113 <i>Effective Communication</i> 159, 237 <i>Responsible Citizenship</i> 639
HE.2.2. Analyze how communication affects relationships.	SE: 60-61, 91 <i>Critical Thinking</i> 65, 171
HE.2.3. Model healthy ways to communicate respect for self and others.	SE: 40, 42-43, 61, 117 <i>Activity</i> 44 <i>Critical Thinking</i> 65 <i>Responsible Citizenship</i> 639
HE.2.4. Analyze the possible causes of conflict in schools, families, and communities.	SE: 97-99, 105, 161, 165, 691 <i>Activity</i> 674
HE.2.5. Develop and demonstrate strategies for solving conflicts using refusal, negotiation, and collaboration skills.	SE: 106-109 <i>Activity</i> 110, 674 <i>Effective Communication</i> 111
HE.2.6. Create healthy lifelong strategies to prevent and manage conflicts.	SE: 106-109 <i>Activity</i> 110 <i>Responsible Citizenship</i> 111
HE.2.7. Demonstrate various strategies used to make decisions related to health needs and risks of young adults (e.g., refusal skills, positive peer pressure skills, negotiation skills).	SE: 31-32, 108, 130-131, 422-423, 436 <i>Effective Communication</i> 37, 667 <i>Critical Thinking</i> 667

<b>CONTENT STANDARDS</b>	<b>PAGE REFERENCES</b>
HE.2.8. Analyze and discuss health concerns that require collaborative decision making (e.g., nutrition choices, extracurricular activities, etc.).	SE: <i>Family Involvement</i> 172, 398, 646 <i>Responsible Citizenship</i> 505
HE.2.9. Analyze and discuss the immediate and long-term impact of health decisions on the individual, family, and community (e.g., teen pregnancy/STD/STI prevention, tobacco and/or alcohol use).	SE: 125, 217-220, 430-435, 440-443, 488-494
<b>Content Standard 3:</b> Students will use goal-setting and decision-making skill to enhance health.	
HE.3.1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.	SE: 124-133, 309-310, 436, 446-448, 494, 683-687 <i>Critical Thinking</i> 10 <i>Activity</i> 134
HE.3.2. Analyze health concerns using information from a variety of resources.	SE: 20-22, 544-546 <i>Self-Directed Learning</i> 10, 11, 23 <i>Family Involvement</i> 84
HE.3.3. Predict the immediate and long-term impact of health decisions on the individual, family, and community.	SE: 125, 217-220, 430-435, 440-443, 488-494 <i>Critical Thinking</i> 10
HE.3.4. Implement a plan for attaining a personal health goal.	SE: 447, 460 <i>Activity</i> 134, 272, 424, 562, 665
HE.3.5. Evaluate progress toward achieving a personal health goal.	SE: <i>Health Behavior Contract</i> 85, 173, 325, 399, 647
HE.3.6. Formulate an effective plan for lifelong health.	SE: 271, 275-277 <i>Health Behavior Inventory</i> 84, 172, 324, 398, 646
<b>Content Standard 4:</b> Students will model health-enhancing and risk-reducing behaviors.	
HE.4.1. Analyze the role of individual responsibility for enhancing health.	SE: 4-11, 24, 26 <i>Responsible Citizen</i> 10, 11 <i>Activity</i> 27
HE.4.2. Evaluate a personal health assessment to determine ways to reduce health risks.	SE: 13-15 <i>Critical Thinking</i> 11 <i>Self-Directed Learning</i> 17 <i>Health Behavior Inventory</i> 594
HE.4.3. Analyze and evaluate short-term and long-term consequences of harmful behaviors (e.g., personal/ relationships, substance use/ steroid, supplements, etc.).	SE: 125, 149-150, 430-434, 440-443, 452-458, 489-493 <i>Critical Thinking</i> 523
HE.4.4. Model strategies to improve personal, family, and community health.	SE: <i>Effective Communication</i> 269, 523, 623 <i>Responsible Citizenship</i> 293, 323, 523, 623, 643
HE.4.5. Model injury prevention strategies for personal, family, and community health.	SE: 650-654, 656-660, 662-664, 666, 696-698 <i>Effective Communication</i> 655, 699 <i>Activity</i> 665
HE.4.6. Formulate ways to avoid life-threatening strategies (e.g., first aid and safety, etc.).	SE: 77-79, 682-688, 706-719, 720-727, 728-743, 744-749 <i>Activity</i> 750

<b>CONTENT STANDARDS</b>	<b>PAGE REFERENCES</b>
HE.4.7. Evaluate strategies to manage stress.	SE: 66, 70-72, 510 <i>Critical Thinking</i> 73
HE.4.8. Practice bus safety.	Motor vehicle safety is discussed on pages: SE: 662, 663-664, 665, 666, 667 <i>Responsible Decision-Making</i> 667
<b>Content Standard 5:</b> Students will analyze the influence of culture, media, technology, and other factors on health.	
HE.5.1. Evaluate how cultural diversity affects health behaviors (e.g., dietary trends, alcohol use, specific health concerns).	SE: 5, 300, 476 <i>Multicultural Health</i> 84, 252, 540
HE.5.2. Assess the effects of media and technology on personal, family, and community health (e.g., advertising, television, radio, music, etc.).	SE: 19-22, 444-445, 545, 556-558 <i>Family Involvement</i> 84 <i>Drugs in the Media</i> 460
HE.5.3. Investigate how information from the community influences health.	SE: 545-546 <i>Self-Directed Learning</i> 227, 273 <i>Responsible Citizenship</i> 547
<b>Content Standard 6:</b> Students will evaluate health information products and services.	
HE.6.1. Judge the validity of health information, products and service.	SE: 19, 21, 545-546, 549-550 <i>Self-Directed Learning</i> 547, 551 <i>Critical Thinking</i> 547
HE.6.2. Evaluate factors that influence personal selection of health products and services.	SE: 545, 556-558, 572 <i>Self-Directed Learning</i> 559 <i>Critical Thinking</i> 575
HE.6.3. Choose valid health resources from home, school, and community to enhance overall health.	SE: 20-22, 544-546, 570-574 <i>Self-Directed Learning</i> 23 <i>Effective Communication</i> 23 <i>Responsible Citizenship</i> 575
HE.6.4. Appraise the availability, accessibility, and cost of school and community health services.	SE: 571-574, 576-578 <i>Responsible Citizenship</i> 473, 575, 579
HE.6.5. Analyze situations requiring professional health services.	SE: 77-79, 317, 319, 329, 330, 333, 337, 471-472
HE.6.6. Survey health careers and services with an emphasis on workplace readiness (e.g., proper training and schooling, appropriate content in area, career options, community resources, etc.).	SE: 584-590 <i>Effective Communication</i> 591 <i>Responsible Citizenship</i> 591 <i>Self-Directed Learning</i> 591
<b>Content Standard 7:</b> Students will evaluate health information products and services.	
HE.7.1. Participate in overall health assessment for pre- and post-test data.	SE: 13-15, 361, 363, 365, 367-368 <i>Activity</i> 366 <i>Self-Directed Learning</i> 369
HE.7.2. Develop a personal health plan based on pre-test data.	SE: 16, 361-365, 387-388, 399 <i>Responsible Citizenship</i> 369
HE.7.3. Research and debate information about health issues.	SE: <i>Self-Directed Learning</i> 57, 65, 83, 123, 135, 437 <i>Multicultural Health</i> 84

<b>CONTENT STANDARDS</b>	<b>PAGE REFERENCES</b>
HE.7.4. Choose strategies to overcome communication barriers when promoting health issues (e.g., needs assessment, community meetings, committee research, etc.)	SE: <i>Effective Communication</i> 10, 321, 615, 699 <i>Responsible Citizenship</i> 73, 631
HE.7.5. Access resources to enhance wellness from home, school, and community.	SE: 544-546, 571-574 <i>Self-Directed Learning</i> 10, 11, 23 <i>Effective Communication</i> 23 <i>Responsible Citizenship</i> 575