

**GLENCOE CORRELATION**  
**TEEN HEALTH COURSE 1**  
**ARKANSAS**

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

| STUDENT LEARNING EXPECTATIONS  | PAGE REFERENCES   |
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| <b>Strand 2: Health Education</b>  |   |
| Content Standard 1:<br>Students will comprehend health promotion and disease prevention concepts.  |   |
| HE.1.1. Explain how positive health behaviors prevent injury, disease, and premature death.  | SE: 10, 39<br><i>Building Health Skills</i> 26-27, 108-109, 144-145, 174-175<br><i>Health Skills Activity</i> 152, 264<br>TWE: WT 12                              |
| HE.1.2. Describe the interrelationships between mental/emotional, social and physical health during adolescence (e.g., health triangle, wheel, chain). | SE: 4-6, 37-38<br><i>Hands-On Health</i> 6<br>TWE: HL 5, 39, 68   |
| HE.1.3. Explain how the interaction of body systems are influenced by behaviors (e.g., tobacco use, exercise habits, eating habits, etc.)              | SE: 129-132, 133-135, 214-215, 231-233<br><i>Applying Health Skills</i> 160, 164<br>TWE: RC 213   |
| HE.1.4. Analyze how environment and personal health are interrelated and how they influence one's health (e.g., self inventory).                       | SE: 55-59, 60-65, 278-283<br><i>Hands-On Health</i> 282<br>TWE: HL 232  |
| Content Standard 2:<br>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: 11, 34, 66-69<br><i>Hands-On Health</i> 68<br><i>Building Health Skills</i> 76-77<br><i>Applying Health Skills</i> 249<br>TWE: CLA 72<br>TT 76                |
| HE.2.2. Analyze how the behavior of family and peers affects communication (e.g., alcoholism, depression, etc.).                                       | SE: 56, 64-65, 74, 249<br><i>Applying Health Skills</i> 69, 249<br><i>Thinking Critically</i> 233   |
| HE.2.3. Practice ways to communicate respect for self and others (e.g., role play).  | SE: 67-69, 72-73, 75<br><i>Health Skills Activity</i> 34, 72<br><i>Developing Good Character</i> 62, 72<br><i>Building Health Skills</i> 76-77<br>TWE: BC 63      |
| HE.2.4. Demonstrate refusal and negotiation skills that maintain healthy relationships (e.g., anger management).                                       | SE: 11, 40, 64-65, 219-221<br><i>Health Skills Activity</i> 64, 248<br><i>Building Health Skills</i> 222-223, 252-253<br><i>Hands-On Health</i> 244<br>TWE: C 221 |
| HE.2.5. List the possible causes of conflict in schools, families, and communities.  | SE: 40, 57-59, 63-65, 70, 74<br>TWE: WT 74  |
| HE.2.6. Demonstrate strategies to prevent and/or to manage conflict in healthy ways (e.g., conflict resolution, anger management, etc.).               | SE: 11, 71-75<br><i>Thinking Critically</i> 59, 75<br><i>Building Health Skills</i> 78-79<br>TWE: CLA 72  |

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| <b>Content Standard 3:</b><br>Students will use goal-setting and decision-making skills to enhance health.  |  |
| HE.3.1. Apply individually and collaboratively the decision-making process related to health issues and problems.   | SE: 12, 14-19<br><i>Health Skills Activity 18, 57</i><br><i>Building Health Skills 26-27, 142-143, 250-251</i><br>TWE: WT 12   |
| HE.3.2. Identify influences on personal health goals (e.g., self-inventory).  | SE: 10, 33, 63-65, 219<br><i>Building Health Skills 24-25</i><br>TWE: MA 15  |
| 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). | SE: <i>Building Health Skills 24-25</i><br><i>Applying Health Skills 221</i><br>TWE: WT 12, 74, 219  |
| HE.3.4. Create and practice a personal health plan that includes strengths, weaknesses, and health risks (e.g., weight management and exercise).                  | SE: 20-23, 138-141<br><i>Health Skills Activity 22, 140</i><br><i>Applying Health Skills 141</i><br><i>Building Health Skills 202-203</i><br>TWE: BC 140             |
| <b>Content Standard 4:</b><br>Students will model health-enhancing and risk-reducing behaviors.   |  |
| HE.4.1. Discuss the importance of assuming responsibility for personal health behavior.   | SE: 4, 10, 17, 19<br><i>Developing Good Character 5</i><br>TWE: CLA 18   |
| HE.4.2. Analyze a personal health assessment to determine health strengths and risks ( e.g., self ).  | SE: <i>Hands-On Health 6</i><br><i>Health Skills Activity 22, 140</i><br><i>Building Health Skills 202-203</i><br>TWE: BC 140  |
| HE.4.3. Identify and distinguish between safe and risky behaviors (e.g., personal/relationships, substance use/steroid, supplements, etc.).                       | SE: 14-19, 39-40, 191-195, 197, 234-239<br><i>Applying Health Skills 201</i><br>TWE: C 201   |
| HE.4.4. Demonstrate and practice strategies to improve personal and family health.  | SE: 126-129, 138-141<br><i>Hands-On Health 6, 125</i><br><i>Health Skills Activity 22, 119, 140</i><br><i>Building Health Skills 202-203, 252-253</i><br>TWE: BC 140 |
| HE.4.5. Demonstrate and practice injury prevention strategies for personal and family health (e.g., basic first aid, fire safety, seat belts, etc.).              | SE: 258-260, 261-265, 266-271, 272-277<br><i>Health Skills Activity 260</i><br><i>Building Health Skills 284-285</i><br>TWE: BC 273                                  |
| HE.4.6. Practice ways to avoid life-threatening situations (e.g., conflict resolution, stress management, etc.).  | SE: 39, 59, 71-75, 195<br><i>Building Health Skills 78-79</i><br><i>Applying Health Skills 271</i><br>TWE: WT 74   |
| HE.4.7. Demonstrate and practice strategies to manage stress.   | SE: 10, 41-45<br><i>Hands-On Health 44</i><br><i>Building Health Skills 48-49, 176-177</i><br><i>Health Skills Activity 136</i><br>TWE: C 45                         |

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| HE.4.8. Practice bus safety.  | SE: <i>Safety on the road, and video cameras on school buses to encourage safety are discussed on pages 263-265.</i><br>TWE: CLA 264             |
| <b>Content Standard 5:</b><br>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: 126, 170, 219<br>TWE: HL 232   |
| HE.5.2. Critique how messages from media and other sources influence health behaviors.  | SE: 219, 247<br><i>Health Skills Activity 216</i><br><i>Applying Health Skills 221</i><br><i>Building Health Skills 224-225</i><br>TWE: HL 123   |
| HE.5.3. Analyze the influence of technology on personal and family health (e.g., Internet, video games, etc.).                | SE: <i>Health Online 43, 89, 219, 232</i><br><i>With a Group 199, 216</i><br>TWE: BC 10  |
| HE.5.4. Interpret how information from peers influences health (e.g., myths/facts).   | SE: 40, 63, 219<br><i>Building Health Skills 24-25</i><br>TWE: MA 15   |
| <b>Content Standard 6:</b><br>Students will evaluate health information products and services.                                |  |
| HE.6.1. Investigate the validity of health information, products, and services (e.g., media).                                 | SE: 9, 103<br><i>Building Health Skills 110-111</i><br><i>Applying Health Skills 239</i><br>TWE: TT 110  |
| HE.6.2. Identify home, school, and community resources that provide valid health information.                                 | SE: 9, 101, 106<br><i>Health Skills Activity 39</i><br><i>With a Group 216</i><br><i>Applying Health Skills 239</i><br>TWE: PC 38                |
| HE.6.3. Demonstrate how media influence the selection of health information and products.                                     | SE: 100-101, 103, 219<br><i>Applying Health Skills 221</i><br><i>Building Health Skills 224-225</i><br><i>MediaWatch 238</i><br>TWE: HL 101, 123 |
| HE.6.4. Compare the costs and validity of health products and services.   | SE: 101-102, 106-107<br><i>Health Skills Activity 102</i><br><i>Building Health Skills 110-111</i><br>TWE: CLA 236                               |
| HE.6.5. Identify situations requiring professional health services.   | SE: 58-59, 249<br><i>Health Skills Activity 39</i><br><i>Applying Health Skills 59</i><br>TWE: BC 58   |
| HE.6.6. Research a variety of health-related careers and services.  | SE: 104-105<br><i>Career Corner 51, 113, 179, 207, 255, 289</i><br>TWE: HL 106   |

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| Content Standard 7:<br>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>Hands-On Health</i> 6<br><i>Health Skills Activity</i> 22, 140<br><i>Building Health Skills</i> 202-203<br>TWE: BC 140 |
| HE.7.2. Discuss information and barriers to health issues.  | SE: 40, 63, 74, 103, 219<br>TWE: HL 101   |
| HE.7.3. Illustrate how to influence and support others in making positive health choices (e.g., positive peer pressure).                          | SE: 63<br><i>Health Skills Activity</i> 34<br><i>Developing Good Character</i> 72<br>TWE: CLA 64                              |
| HE.7.4. Practice working cooperatively to campaign for healthy communities (e.g., group posters).   | SE: <i>On Your Own</i> 171<br><i>Building Health Skills</i> 204-205, 286-287<br><i>With a Group</i> 216<br>TWE: TT 204        |
| HE.7.5. Judge communication methods for accurately expressing health information (e.g., student-generated public service announcements).          | SE: <i>Building Health Skills</i> 204-205<br><i>Applying Health Skills</i> 217, 245<br>TWE: TT 76                             |

### Codes Used for TWE Pages

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|-----|-------------------------------------|
| BC  | Beyond the Classroom                |
| C   | Close                               |
| CLA | Cooperative Learning Activity       |
| HL  | Health Literacy                     |
| MA  | More About                          |
| PC  | Promoting Coordinated School Health |
| RC  | Reading Check                       |
| TT  | Teaching Tips                       |
| WT  | What Teens Want to Know             |