

TEEN HEALTH COURSE 2 © 2003
ARKANSAS
 Health Education Curriculum Framework
 Grades 5-8 (Student Learning Expectations)
 Correlation by Standards

STUDENT LEARNING EXPECTATIONS	PAGE REFERENCES
Strand 2: Health Education	
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: 12-17, 28, 430-434 <i>Health Skills Activity</i> 92, 129, 281, 354, 373 <i>Building Health Skills</i> 356-357, 422-423 TWE: C 17
HE.1.2. Describe the interrelationships between mental/emotional, social and physical health during adolescence (e.g., health triangle, wheel, chain).	SE: 4-7, 54-55, 154-159 <i>Hands-On Health</i> 6 TWE: HL 201
HE.1.3. Explain how the interaction of body systems are influenced by behaviors (e.g., tobacco use, exercise habits, eating habits, etc.)	SE: 54-55, 90, 276, 283-284, 379 TWE: C 286
HE.1.4. Analyze how environment and personal health are interrelated and how they influence one's health (e.g., self inventory).	SE: 9, 333-335, 341-345, 365-367, 430-434 <i>Developing Good Character</i> 9 <i>Health Skills Activity</i> 10, 189 TWE: C 434
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: 29, 216-219 <i>Health Skills Activity</i> 196, 218 <i>Hands-On Health</i> 223 <i>Building Health Skills</i> 238-239, 266-267 TWE: MIN 217
HE.2.2. Analyze how the behavior of family and peers affects communication (e.g., alcoholism, depression, etc.).	SE: 193, 224-225 <i>Applying Health Skills</i> 43 <i>Health Skills Activity</i> 43 <i>Developing Good Character</i> 224 TWE: C 225
HE.2.3. Practice ways to communicate respect for self and others (e.g., role play).	SE: 40, 192, 195, 230 <i>Applying Health Skills</i> 219 <i>Developing Good Character</i> 224 <i>Thinking Critically</i> 247 <i>Building Health Skills</i> 266-267 TWE: D 191
HE.2.4. Demonstrate refusal and negotiation skills that maintain healthy relationships (e.g., anger management).	SE: 29, 234-235 <i>Health Skills Activity</i> 15, 234, 323 <i>Applying Health Skills</i> 35 <i>Building Health Skills</i> 46-47, 180-181, 324-325 TWE: RC 234

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HE.2.5. List the possible causes of conflict in schools, families, and communities.	SE: 244-246 <i>Thinking Critically</i> 251 TWE: C 247
HE.2.6. Demonstrate strategies to prevent and/or to manage conflict in healthy ways (e.g., conflict resolution, anger management, etc.).	SE: 30, 246, 248-251 <i>Thinking Critically</i> 247 <i>Health Skills Activity</i> 247, 250 <i>Building Health Skills</i> 264-265 TWE: CLA 28
Content Standard 3: 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: 31-34 <i>Hands-On Health</i> 35 <i>Building Health Skills</i> 44-45, 114-115 <i>Health Skills Activity</i> 75, 176, 229, 277, 302 TWE: C 35
HE.3.2. Identify influences on personal health goals (e.g., self-inventory).	SE: 8-11, 28 <i>Applying Health Skills</i> 11 <i>Building Health Skills</i> 18-19, 112-113, 178-179, 294-295, 358-359 TWE: C 11
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: 28 <i>Applying Health Skills</i> 11 <i>Thinking Critically</i> 11 <i>Building Health Skills</i> 178-179 <i>Health Skills Activity</i> 189 TWE: C 11
HE.3.4. Create and practice a personal health plan that includes strengths, weaknesses, and health risks (e.g., weight management and exercise).	SE: 37, 69-73, 108-111 <i>Building Health Skills</i> 82-83, 384-385 TWE: TT 82
Content Standard 4: Students will model health-enhancing and risk-reducing behaviors.	
HE.4.1. Discuss the importance of assuming responsibility for personal health behavior.	SE: 10-11, 31-34, 40-41, 231, 350-351 <i>Quick Write</i> 8 TWE: MA 232
HE.4.2. Analyze a personal health assessment to determine health strengths and risks (e.g., self).	SE: 72-73 <i>Hands-On Health</i> 6, 368 <i>Quick Write</i> 8, 69, 98 <i>Figure</i> 108 <i>Connect to Math</i> 109 TWE: CLA 72
HE.4.3. Identify and distinguish between safe and risky behaviors (e.g., personal/relationships, substance use/steroid, supplements, etc.).	SE: 12-17, 79, 176, 231-235, 302-303, 307, 318-321, 349-351, 371-372 <i>Thinking Critically</i> 235 TWE: HL 14
HE.4.4. Demonstrate and practice strategies to improve personal and family health.	SE: 163, 231-235, 352-355, 374-375, 381-383 <i>Building Health Skills</i> 44-45, 82-83, 114-115, 356-357 <i>Health Skills Activity</i> 92, 129, 373 TWE: MA 233
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: 394-397, 398-403, 404-409, 410-415, 416-421 <i>Building Health Skills</i> 422-423, 424-425 TWE: MA 405, 406

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HE.4.6. Practice ways to avoid life-threatening situations (e.g., conflict resolution, stress management, etc.).	SE: 206-207, 248-251, 252-257, 410-415 TWE: CLA 254
HE.4.7. Demonstrate and practice strategies to manage stress.	SE: 28, 198-201 <i>Hands-On Health</i> 202 <i>Applying Health Skills</i> 202 <i>Building Health Skills</i> 210-211 TWE: BC 200
HE.4.8. Practice bus safety.	SE: 317, 404-406. TWE: RC 396
Content Standard 5: 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: 9-11, 94, 133, 168-172, 350 <i>Thinking Critically</i> 11 <i>Building Health Skills</i> 112-113, 294-295 <i>Hands-On Health</i> 171 <i>Health Skills Activity</i> 189 TWE: MIN 32, 217
HE.5.2. Critique how messages from media and other sources influence health behaviors.	SE: 11, 28, 350 <i>Building Health Skills</i> 18-19, 358-359 <i>Hands-On Health</i> 135, 284 TWE: CLA 110
HE.5.3. Analyze the influence of technology on personal and family health (e.g., Internet, video games, etc.).	SE: 17, 27 <i>Health Skills Activity</i> 27, 129 <i>Building Health Skills</i> 18-19, 20-21 <i>Hands-On Health</i> 284 <i>Connect to Science</i> 122 TWE: MA 121
HE.5.4. Interpret how information from peers influences health (e.g., myths/facts).	SE: 11, 228-229 <i>Building Health Skills</i> 20-21 TWE: C 235
Content Standard 6: Students will evaluate health information products and services.	
HE.6.1. Investigate the validity of health information, products, and services (e.g., media).	SE: 27, 134 <i>Building Health Skills</i> 20-21, 148-149 <i>On Your Own</i> 27 TWE: HL 139
HE.6.2. Identify home, school, and community resources that provide valid health information.	SE: 27, 167, 289 <i>Health Skills Activity</i> 27, 289 <i>Applying Health Skills</i> 163 TWE: BC 288
HE.6.3. Demonstrate how media influence the selection of health information and products.	SE: 11, 28, 133-134 <i>Building Health Skills</i> 18-19 <i>Hands-On Health</i> 135, 284 <i>Applying Health Skills</i> 135 TWE: MA 133
HE.6.4. Compare the costs and validity of health products and services.	SE: 137-138, 142, 144-145 <i>Connect to Math</i> 137 <i>Thinking Critically</i> 145 TWE: CC 144

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HE.6.5. Identify situations requiring professional health services.	SE: 122, 206, 262-263 <i>On Your Own</i> 143 TWE: WT 316
HE.6.6. Research a variety of health-related careers and services.	SE: 142-144 <i>Career Corner</i> 23, 183, 297, 361, 445 <i>Health Skills Activity</i> 143 TWE: BC 143
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: 72-73 <i>Hands-On Health</i> 6, 368 <i>Quick Write</i> 8, 69, 98 <i>Figure</i> 108 <i>Connect to Math</i> 109 TWE: CLA 72
HE.7.2. Discuss information and barriers to health issues.	SE: 134, 228-229, 254, 258-261 <i>Applying Health Skills</i> 7 TWE: MA 255
HE.7.3. Illustrate how to influence and support others in making positive health choices (e.g., positive peer pressure).	SE: 228 <i>Building Health Skills</i> 80-81, 146-147, 292-293, 326-327 <i>Health Skills Activity</i> 206, 289 TWE: C 230
HE.7.4. Practice working cooperatively to campaign for healthy communities (e.g., group posters).	SE: 373, 433, 435-439 <i>With a Group</i> 110 <i>On Your Own</i> 406 <i>Building Health Skills</i> 80-81, 180-181, 424-425, 440-441 TWE: CLA 28, 254, 306
HE.7.5. Judge communication methods for accurately expressing health information (e.g., student-generated public service announcements).	SE: <i>Building Health Skills</i> 80-81, 292-293, 326-327 <i>Health Skills Activity</i> 110 <i>Applying Health Skills</i> 434 TWE: TT 80, 326

Codes Used for TWE Pages

BC	Beyond the Classroom
C	Close
CC	Cross Curriculum Activity
CLA	Cooperative Learning Activity
D	Dealing With Sensitive Issues
HL	Health Literacy
MA	More About
MIN	Meeting Individual Needs
RC	Reading Check
TT	Teaching Tips
WT	What Teens Want to Know