

# Florida's State Academic Standards – Health Education, 2023

## **2023 Standards Development Process**

House Bill 7 (2022) required, beginning in the 2022-2023 school year, students to receive comprehensive age-appropriate K-12 instruction on health education including life skills that build confidence, support mental and emotional health, and enable students to overcome challenges. State Board Rule 6A-1.094124, F.A.C., Required Instruction Planning and Reporting, was amended in accordance with House Bill 7 and, effective November 23, 2022, school districts must annually provide a minimum of five hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using Florida's health education standards.

The Florida Department of Education (FDOE) followed the same rigorous process to review the Health Education standards as was used for the B.E.S.T. Standards for English Language Arts and Mathematics. A statewide workgroup of experts was convened, including educators and school counselors. The workgroup's first tasks were to develop the Resiliency Education standards and review the Substance Use and Abuse standards. After a public input period, the Resiliency Education standards and Substance Use and Abuse standards reflect the feedback from stakeholders and parents and the practical experience of teachers. These standards will lay the foundation for higher quality instructional materials and implementation of required instruction. The Resiliency Education standards and Substance Use and Abuse standards will ensure educators and other school-based professionals are able to incorporate key resiliency education and substance abuse prevention learning objectives into instruction.

## Benchmark Coding Scheme

The Standards are associated by Strands. The coding provided below directs the user on which strand each benchmark is associated.

<b>HE.</b>	<b>5.</b>	<b>C.</b>	<b>1.</b>	<b>1</b>
Subject	Grade Level	Strand	Standard	Benchmark

### Strands

**C = Health Literacy Concepts**

**B = Health Literacy Responsible Behavior**

**P = Health Literacy Promotion**

**R = Resiliency Education**

**SUA = Substance Use and Abuse**

## Access Points Coding Scheme

<b>HE.</b>	<b>5.</b>	<b>C.</b>	<b>1.</b>	<b>In.a</b>
Subject	Grade Level	Strand	Standard	Access Point

### Access Points Key

**In = Independent**

**Su = Supported**

**Pa = Participatory**

# Resiliency Education Standards, 2023

## Kindergarten

### Standard 1: HE.K.R.1. Character

HE.K.R.1.1 Define and give examples of kindness and caring.

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HE.K.R.1.2 Demonstrate the ability to take turns and share with others.

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HE.K.R.1.3 Describe ways to show respect to others.

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HE.K.R.1.4 Identify the difference between the truth and a lie.

### Standard 2: HE.K.R.2. Personal Responsibility

HE.K.R.2.1 Identify healthy choices that affect personal wellness.

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HE.K.R.2.2 Demonstrate the ability to follow rules and directions.

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HE.K.R.2.3 Discuss the value of goal setting.

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HE.K.R.2.4 Identify and recognize basic feelings.

Clarification: Sad, mad, happy, excited, worried.

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HE.K.R.2.5 Identify personal strengths and actions individuals can do independently.

Clarification: Empathy, listening, sharing, adapting, showing courage, leadership.

### Standard 3: HE.K.R.3. Mentorship and Citizenship

HE.K.R.3.1 Identify the roles and responsibilities of trusted adults.

Clarification: Trusted adults could be parents, teachers, police officers, school counselors, grandparents.

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HE.K.R.3.2 Identify characteristics of a good citizen in school and the community.

**Standard 4: HE.K.R.4. Critical Thinking and Problem Solving**

HE.K.R.4.1 Identify when help is needed and who to ask for help.

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HE.K.R.4.2 Identify the importance of sharing thoughts and ideas to solve problems.

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HE.K.R.4.3 Discuss ways to work together to solve problems.

**Grade 1**

**Standard 1: HE.1.R.1. Character**

HE.1.R.1.1 Discuss ways to respect personal property and personal space of others.

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HE.1.R.1.2 Describe the traits of a good friend.

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HE.1.R.1.3 Identify the benefits of sharing and cooperation.

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HE.1.R.1.4 Define and give examples of honesty.

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HE.1.R.1.5 Identify strategies to overcome a challenge.

**Standard 2: HE.1.R.2. Personal Responsibility**

HE.1.R.2.1. Identify my role and responsibilities in the school, community, and family.

Clarification: Following directions, rules and procedures.

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HE.1.R.2.2. Establish a short-term goal as a class and take action toward achieving the goal.

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HE.1.R.2.3. Identify the characteristics of a responsible decision maker.

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HE.1.R.2.4 Describe how individual actions can affect others.

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HE.1.R.2.5 Identify strategies to discover and demonstrate personal strengths.

Clarification: Sense of pride, working toward intrinsic motivation, experiencing a sense of accomplishment.

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HE.1.R.2.6 Identify healthy ways to express needs and wants.

**Standard 3: HE.1.R.3. Mentorship and Citizenship**

HE.1.R.3.1 Identify characteristics of a leader in the school community.

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HE.1.R.3.2 Demonstrate the characteristics of a good citizen in school and the community.

**Standard 4: HE.1.R.4. Critical Thinking and Problem Solving**

HE.1.R.4.1 Identify the importance of working together to solve problems.

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HE.1.R.4.2 Identify the importance of sharing thoughts and ideas as an individual and as part of a group.

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HE.1.R.4.3 Understand that conflict may arise when working together.

Clarification: Differing perspectives.

**Grade 2**

**Standard 1: HE.2.R.1. Character**

HE.2.R.1.1 Identify the benefits of showing kindness and treating others with respect.

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HE.2.R.1.2 Identify what a conflict is and how disagreements can happen.

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HE.2.R.1.3 Explain the importance of being truthful.

**Standard 2: HE.2.R.2. Personal Responsibility**

HE.2.R.2.1 Identify ways to make positive contributions to the wellbeing of the school and the community.

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HE.2.R.2.2 Identify personal goals and strategies to achieve those goals.

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HE.2.R.2.3 Demonstrate healthy ways to express needs, wants, and listening skills.

Clarification: Paying attention, eye contact, asking for help.

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HE.2.R.2.4 Identify personal strengths and areas for improvement.

**Standard 3: HE.2.R.3. Mentorship and Citizenship**

HE.2.R.3.1 Identify ways to benefit the school and the community.

Clarification: Conservation, recycling, being a classroom helper, volunteering.

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HE.2.R.3.2 Identify characteristics of a community leader.

**Standard 4: HE.2.R.4. Critical Thinking and Problem Solving**

HE.2.R.4.1 Identify strategies to work together to solve problems.

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HE.2.R.4.2 Identify how disagreements can be settled using conflict resolution skills.

**Grade 3**

**Standard 1: HE.3.R.1. Character**

HE.3.R.1.1 Identify skills needed when working with others.

Clarification: Listening, cooperating, taking turns, compromise.

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HE.3.R.1.2 Identify ways to display trustworthiness.

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HE.3.R.1.3 Discuss ways to be loyal to friends and family.

**Standard 2: HE.3.R.2. Personal Responsibility**

HE.3.R.2.1 Categorize resources used to achieve a personal goal.

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HE.3.R.2.2 Identify ways in which my decisions affect others.

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HE.3.R.2.3 Describe positive ways to deal with failure and learn from challenges.

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HE.3.R.2.4 Discuss how skills can be improved through hard work and perseverance.

**Standard 3: HE.3.R.3. Mentorship and Citizenship**

HE.3.R.3.1 Identify leadership opportunities within the school and the community.

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HE.3.R.3.2. Identify opportunities to volunteer or serve others in the school or community.

**Standard 4: HE.3.R.4. Critical Thinking and Problem Solving**

HE.3.R.4.1. Explain the importance of always taking ownership for personal actions.

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HE.3.R.4.2. Identify different solutions and potential outcomes when problems arise.

**Grade 4**

**Standard 1: HE.4.R.1. Character**

HE.4.R.1.1 Consider the perspectives of others.

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HE.4.R.1.2 Identify the benefits of treating others with respect.

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HE.4.R.1.3 Predict the potential outcomes of repeating and/or sharing information that is not true.

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HE.4.R.1.4 Identify strategies to help persevere in difficult situations.

**Standard 2: HE.4.R.2. Personal Responsibility**

HE.4.R.2.1 Discuss ways to take responsibility for one's actions.

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HE.4.R.2.2. Identify the value of making healthy choices for personal well-being.

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HE.4.R.2.3 Create a personal goal and track progress toward achievement.

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HE.4.R.2.4 Explain how attitudes and thoughts can influence your behavior.



### **Standard 3: HE.4.R.3. Mentorship and Citizenship**

HE.4.R.3.1 Identify opportunities to actively participate as a responsible citizen in the school and the local community.

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HE.4.R.3.2 Model serving or helping others in the school or community.

### **Standard 4: HE.4.R.4. Critical Thinking and Problem Solving**

HE.4.R.4.1 Describe how perseverance may help overcome obstacles.

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HE.4.R.4.2 Describe strategies to resolve conflicts.

Clarification: Compromise, agree-to-disagree, civil discourse.

## **Grade 5**

### **Standard 1: HE.5.R.1. Character**

HE.5.R.1.1 Discuss how to work together to achieve a positive outcome.

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HE.5.R.1.2 Identify how to communicate effectively within a group.

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HE.5.R.1.3 Describe the importance of considering the perspective of others when communicating.

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HE.5.R.1.4 Discuss ways that honesty and trustworthiness can lead to school and career success.

### **Standard 2: HE.5.R.2. Personal Responsibility**

HE.5.R.2.1 Describe the importance of having the courage to do the right thing even when it is difficult.

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HE.5.R.2.2 Discuss how responsible decision-making affects personal well-being.

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HE.5.R.2.3 Select reliable resources that would assist in achieving a personal goal.

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HE.5.R.2.4 Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.

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HE.5.R.2.5 Explain how attitudes and thoughts can influence your behavior and affect others.

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HE.5.R.2.6 Demonstrate how to positively respond to external influences.

Clarification: Social media, television, music, peers.

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**Standard 3: HE.5.R.3. Mentorship and Citizenship**

HE.5.R.3.1 Identify leadership skills that encourage and empower others.

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HE.5.R.3.2 Identify ways to participate in decision-making in the school or community.

**Standard 4: HE.5.R.4. Critical Thinking and Problem Solving**

HE.5.R.4.1 Apply organizational strategies that support completing multiple tasks efficiently.

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HE.5.R.4.2 Identify successful strategies for adjusting to change and setbacks.

Clarification: Coping, grit, new learning.

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HE.5.R.4.3 Compare conflict resolution methods to identify potential solutions.

Clarification: Negotiation, give and take, analyze pros and cons.

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**Grades 6-8**

**Standard 1: HE.68.R.1. Character**

HE.68.R.1.1 Demonstrate the ability to respond with empathy in a variety of contexts and situations.

Clarification: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.

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HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.

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HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.

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**Standard 2: HE.68.R.2. Personal Responsibility**

HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.

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HE.68.R.2.2 Demonstrate responsible decision-making that considers multiple perspectives.

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HE.68.R.2.3 Describe the importance of following school and community laws and rules.

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HE.68.R.2.4 Monitor progress toward attaining a personal goal.

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HE.68.R.2.5 Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.

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HE.68.R.2.6 Describe how personal goals can vary with changing abilities, priorities, and responsibilities.

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HE.68.R.2.7 Identify how continuous learning leads to personal growth.

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HE.68.R.2.8 Identify strategies to manage challenges and setbacks.

Clarification: Time management, setting boundaries, setting realistic goals, self-care.

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HE.68.R.2.9 Identify healthy responses to negative peer pressure.

### **Standard 3: HE.68.R.3. Mentorship and Citizenship**

HE.68.R.3.1 Discuss ways a leader can build the trust of individuals and groups.

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HE.68.R.3.2 Explain and develop ways to apply leadership skills in the school and the community.

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HE.68.R.3.3 Identify the importance of volunteerism in positively affecting the community and nation.

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HE.68.R.3.4 Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.

### **Standard 4: HE.68.R.4. Critical Thinking and Problem Solving**

HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.

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HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.

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HE.68.R.4.3 Analyze ways to pursue common goals as a part of a team or group.

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HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.

### Grades 9-12

#### Standard 1: HE.912.R.1. Character

HE.912.R.1.1 Demonstrate effective and respectful communication skills and strategies.

Clarification: Differing opinions.

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HE.912.R.1.2 Demonstrate empathy in a variety of contexts and situations.

Clarification: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.

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HE.912.R.1.3 Adjust behavior to respect the needs of others.

#### Standard 2: HE.912.R.2. Personal Responsibility

HE.912.R.2.1 Describe the importance of leadership skills in the school and the community.

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HE.912.R.2.2 Analyze different perspectives to inform responsible decision-making.

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HE.912.R.2.3 Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.

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HE.912.R.2.4 Implement strategies and monitor progress in achieving a personal goal.

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HE.912.R.2.5 Formulate an effective long-term plan to include all dimensions of wellness.

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HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.

Clarification: Emotions not governing behavior.

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HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks.

Clarification: Time management, setting boundaries, setting realistic goals, self-care.

### **Standard 3: HE.912.R.3. Mentorship and Citizenship**

HE.912.R.3.1 Identify benefits of voting, volunteering, mentoring, and seeking leadership positions.

Clarification: Student government, clubs, volunteering in the community.

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HE.912.R.3.2 Analyze ways a leader can inspire confidence and motivate others.

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HE.912.R.3.3 Analyze situations and demonstrate strategies to engage in respectful debate.

Clarification: Group projects, class discussions.

### **Standard 4: HE.912.R.4. Critical Thinking and Problem Solving**

HE.912.R.4.1 Analyze the importance of character and grit to achieve successful outcomes.

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HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.

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HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.

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## Substance Use and Abuse Standards, 2023

### Grades 6-8

#### Standard 1: HE.68.SUA.1. Health promotion and disease prevention concepts

HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.

Clarification: Decisions related to underage alcohol consumption, illicit and illegal substance use, fentanyl and opioids, tobacco or vaping.

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HE.68.SUA.1.2 Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.

Clarification: Depressant, binge drinking, abstain/avoid, addiction, alcoholism, sober/sobriety, recovery, intoxicated, under-the-influence.

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HE.68.SUA.1.3 Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.

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HE.68.SUA.1.4 Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.

Clarification: Potency, availability, ability to conceal use, e.g., clothing, food, and beverages, vapes.

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HE.68.SUA.1.5 Examine the effects of marijuana/THC and opioids on body systems and behavior.

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HE.68.SUA.1.6 State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids.

Clarification: Physical, mental, social, performance and legal.

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HE.68.SUA.1.7 Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids.

Clarification: The short- and long-term effects of prescription drug use on an individual's health.

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HE.68.SUA.1.8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.

Clarification: Articulate the severity of tobacco-related illnesses and impacts to a person’s social life and relationships.

**Standard 2: HE.68.SUA.2 Internal and external influences**

HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.

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HE.68.SUA.2.2 Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.

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HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.

Clarification: Perceptions of norms, culture, advertising via mainstream or social media, portrayals in mainstream media, and school.

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HE.68.SUA.2.4 Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.

Clarification: How the school district tobacco-free policy and its consequences impact students.

**Standard 3: HE.68.SUA.3 Access to valid information, products and services**

HE.68.SUA.3.1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.

Clarification: Tobacco, marijuana/THC, prescription drugs, and illicit drugs such as fentanyl, cocaine, heroin, methamphetamines.

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HE.68.SUA.3.2 Identify how to find and access school and community resources related to alcohol misuse and/or abuse.

Clarification: Seek help for self or others, school and community-based resources.

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HE.68.SUA.3.3 Differentiate between marijuana/THC myths and facts.

Clarification: Compare and contrast perceived norms with actual prevalence of marijuana/THC use.

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HE.68.SUA.3.4 Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.

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HE.68.SUA.3.5 Describe the three major categories, purposes and side effects of prescription drugs.

Clarification: Opioids, stimulants, depressants.

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HE.68.SUA.3.6 Distinguish valid and reliable resources for cessation.

Clarification: Vaping and other synthetic nicotine products are not proven-effective methods for cessation. Refer to FDA-approved products and services.

#### **Standard 4: HE.68.SUA.4 Communication skills and resilient behaviors to reduce health risks**

HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.

Clarification: Not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use.

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HE.68.SUA.4.2 Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.

#### **Standard 5: HE.68.SUA.5 Advocacy for personal, family and community health**

HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug free.

Clarification: Tobacco, vaping, marijuana/THC, prescription and illicit drugs.

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HE.68.SUA.5.2 Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.

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HE.68.SUA.5.3 Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors.

Clarification: Academic success, goals, achievements.

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HE.68.SUA.5.4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.

Clarification: Buddy system, upstander, ally, propose alternative activities when offered harmful substances, refusal skills.



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HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.

Clarification: Student-led marketing campaigns, public service announcements.

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HE.68.SUA.5.6 Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping.

## Grades 9-12

### Standard 1: HE.912.SUA.1. Health promotion and disease prevention concepts

HE.912.SUA.1.1 Differentiate between various levels of alcohol consumption and its effects on the body.

Clarification: Standard drink vs. excessive/heavy/binge drinking, effects on blood alcohol concentration.

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HE.912.SUA.1.2 Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.

Clarification: Driving under the influence, fetal alcohol syndrome.

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HE.912.SUA.1.3 Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.

Clarification: Neurological damage can include learning, memory, mental health and brain development. Physical damage may include liver disease, cancer, cardiovascular disease, and other organ damage.

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HE.912.SUA.1.4 Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.

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HE.912.SUA.1.5 Analyze the physical, mental/emotional, social and legal consequences of marijuana/THC use.

Clarification: May include psychological aspects, drug misuse, dependency and addiction.

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HE.912.SUA.1.6 Examine the effects of marijuana/THC and vaping on brain function and development.

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HE.912.SUA.1.7 Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.

Clarification: Opioids, stimulants, depressants.

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HE.912.SUA.1.8 Analyze signs and symptoms of prescription drug and/or illicit drug misuse and overdose.

Clarification: The short- and long-term effects of prescription drug use on an individual's health.

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HE.912.SUA.1.9 Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.

Clarification: Physical, mental, social, performance and legal.

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HE.912.SUA.1.10 Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.

Clarification: Psychological consequences such as anxiety and depression, financial impacts such as the long-term impact on personal financial goals, and avoidable cost of tobacco-related illnesses to society.

## **Standard 2: HE.912.SUA.2 Internal and external influences**

HE.912.SUA.2.1 Analyze the legal, mental and social consequences of underage consumption of alcohol.

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HE.912.SUA.2.2 Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.

Clarification: Perceptions of norms, media advertising, portrayals in media, tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.

## **Standard 3: HE.912.SUA.3 Access to valid information, products and services**

HE.912.SUA.3.1 Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.

Clarification: Immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.

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HE.912.SUA.3.2 Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.

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HE.912.SUA.3.3 Evaluate the accessibility of effective nicotine cessation products and services.

Clarification: Consider available nicotine cessation products/services and barriers to access such as transportation, cost, phone/web access.

**Standard 4: HE.912.SUA.4 Communication skills and resilient behaviors to reduce health risks**

HE.912.SUA.4.1 Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.

**Standard 5: HE.912.SUA.5 Advocacy for personal, family and community health**

HE.912.SUA.5.1 Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.

Clarification: Can ask family, guardians, care givers, teachers, school counselors.

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HE.912.SUA.5.2 Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.

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HE.912.SUA.5.3 Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.

## Florida's State Academic Standards – Health Education

### GRADE: K

<b>Strand: HEALTH LITERACY CONCEPTS</b>		
Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.K.C.1.1	Recognize healthy behaviors.	
HE.K.C.1.2	Recognize the physical dimensions of health.	
HE.K.C.1.3	Recognize ways to prevent common communicable diseases.	
HE.K.C.1.4	Recognize ways to prevent childhood injuries in the home, school, and community settings.	
HE.K.C.1.5	Recognize there are body parts inside and outside of the body.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.K.C.1.In.1 Recognize selected healthy behaviors, such as brushing teeth, and covering mouth for a cough and sneeze.</p> <p>HE.K.C.1.In.2 Recognize aspects of the physical dimension of health, such as personal hygiene, exercise, and eating habits.</p> <p>HE.K.C.1.In.3 Recognize selected ways to prevent common communicable diseases, such as washing hands, covering mouth for a cough and sneeze, and flushing the toilet.</p> <p>HE.K.C.1.In.4 Recognize childhood injuries, such as broken bones, cuts, and scrapes.</p> <p>HE.K.C.1.In.5 Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.</p>	<p>HE.K.C.1.Su.1 Recognize healthy behaviors such as brushing teeth or covering mouth for a cough or sneeze.</p> <p>HE.K.C.1.Su.2 Recognize an aspect of the physical dimension of health, such as personal hygiene, exercise, or eating habits.</p> <p>HE.K.C.1.Su.3 Recognize a way to prevent common communicable diseases, such as washing hands, covering mouth for a cough and sneeze, or flushing the toilet.</p> <p>HE.K.C.1.Su.4 Recognize symptoms of common childhood injuries, such as bleeding or bruising.</p> <p>HE.K.C.1.Su.5 Recognize selected body parts outside of the body, such as nose, hands, and eyes.</p>	<p>HE.K.C.1.Pa.1 Associate a behavior with health, such as brushing teeth.</p> <p>HE.K.C.1.Pa.2 Associate a physical activity with personal health, such as personal hygiene, exercise, or eating habits.</p> <p>HE.K.C.1.Pa.3 Associate an activity with preventing common communicable diseases, such as washing hands, wiping nose with tissue, or flushing the toilet.</p> <p>HE.K.C.1.Pa.4 Associate a symptom, such as bruising or bleeding, with a common childhood injury.</p> <p>HE.K.C.1.Pa.5 Recognize a body part outside of the body, such as a hand.</p>

Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
BENCHMARK CODE	BENCHMARK	
HE.K.C.2.1	Name healthy behaviors that family members should practice.	

HE.K.C.2.2	Recognize the characteristics of a friend.
HE.K.C.2.3	Identify members of the school and community who support personal-health practices and behaviors.
HE.K.C.2.4	Explain the importance of rules to maintain health.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
<p>HE.K.C.2.In.a Recognize healthy behaviors that family members should practice, such as brushing teeth, staying home when sick, and receiving immunizations.</p> <p>HE.K.C.2.In.b Recognize actions associated with friendship (honesty, caring, and spending time with you).</p> <p>HE.K.C.2.In.c Recognize members of the school who support personal- health practices and behaviors, such as a teacher and the school nurse.</p> <p>HE.K.C.2.In.d Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.</p>	<p>HE.K.C.2.Su.a Recognize a healthy behavior that family members should practice, such as brushing teeth or staying home when sick.</p> <p>HE.K.C.2.Su.b Associate actions with friendship (honesty, caring, and spending time with you).</p> <p>HE.K.C.2.Su.c Recognize a member of the school who supports personal- health practices and behaviors, such as a teacher or a school nurse.</p> <p>HE.K.C.2.Su.d Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.</p>	<p>HE.K.C.2.Pa.a Associate a healthy behavior with a family member, such as brushing teeth or staying home when sick.</p> <p>HE.K.C.2.Pa.b Explore actions associated with friendship (honesty, caring, and spending time with you).</p> <p>HE.K.C.2.Pa.c Associate an adult in the classroom with personal-health practices and behaviors, such as a teacher.</p> <p>HE.K.C.2.Pa.d Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.</p>

**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.K.B.3.1	Recognize warning labels and signs on hazardous products and places.
HE.K.B.3.2	Recognize school and community health helpers.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.K.B.3.In.a Recognize selected warning labels and signs on hazardous products and places, such as poison labels and crosswalk signals.</p> <p>HE.K.B.3.In.b Recognize health helpers in the school or community, such as teachers, school nurses, and doctors.</p>	<p>HE.K.B.3.Su.a Recognize a warning sign of selected products or situations that may be harmful to children, such as cleaning products, crossing the street, or wet floors.</p> <p>HE.K.B.3.Su.b Recognize a health helper in the school or community, such as a teacher, the school nurse, or a doctor.</p>	<p>HE.K.B.3.Pa.a Associate a selected warning sign with a product or situation that may be harmful to children, such as cleaning products and crossing the street.</p> <p>HE.K.B.3.Pa.b Associate a member of the school with health, such as the school nurse.</p>

Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
HE.K.B.4.1	Recognize healthy ways to express needs, wants, and feelings.	
HE.K.B.4.2	Demonstrate listening skills to enhance health.	
HE.K.B.4.3	Identify the appropriate responses to unwanted and threatening situations.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.K.B.4.In.a Recognize healthy ways to express needs and wants in the classroom, such as sharing objects and time, and using manners.</p> <p>HE.K.B.4.In.b Use selected listening skills to enhance health, such as listening quietly, not interrupting, and making eye contact.</p> <p>HE.K.B.4.In.c Recognize appropriate responses to unwanted and threatening school situations, such as telling a trusted adult, seeking safety, and running away.</p>	<p>HE.K.B.4.Su.a Recognize a healthy way to express a need or want in the classroom, such as sharing objects and time or using manners.</p> <p>HE.K.B.4.Su.b Use a selected listening skill to enhance health, such as making eye contact or not interrupting.</p> <p>HE.K.B.4.Su.c Recognize one appropriate response to an unwanted or threatening school situation, such as telling a trusted adult, seeking safety, or running away.</p>	<p>HE.K.B.4.Pa.a Associate communication with expressing a personal need.</p> <p>HE.K.B.4.Pa.b Attend selected meetings to enhance one's own health.</p> <p>HE.K.B.4.Pa.c Recognize communication as a way to avoid an unwanted situation.</p>

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.K.B.5.1	Name situations when a health-related decision can be made individually or when assistance is needed.
HE.K.B.5.2	Recognize healthy options to health-related issues or problems.
HE.K.B.5.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.K.B.5.In.a Recognize situations when a health-related decision can be made individually or when assistance is needed, such as following school rules, getting dressed, following good- hygiene practices, and going in a swimming pool.</p> <p>HE.K.B.5.In.b Recognize healthy options for selected health-related issues or problems, such as visiting the doctor when sick, obeying safety rules to avoid injury, and being prepared for an emergency.</p> <p>HE.K.B.5.In.c Recognize the consequences of not following selected school rules/practices when making healthy and safe decisions, such as getting hurt or hurting others.</p>	<p>HE.K.B.5.Su.a Recognize selected situations when a health-related decision requires assistance from an adult, such as what to do when injured or sick.</p> <p>HE.K.B.5.Su.b Recognize a healthy option for health-related issues or problems, such as obeying class safety rules or following directions during a fire drill.</p> <p>HE.K.B.5.Su.c Recognize a consequence of not following classroom rules/practices related to healthy and safe decisions, such as getting hurt or hurting others.</p>	<p>HE.K.B.5.Pa.a Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher.</p> <p>HE.K.B.5.Pa.b Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher.</p> <p>HE.K.B.5.Pa.c Associate a consequence with a classroom rule/practice, such as getting hurt or hurting others.</p>

**Strand: HEALTH LITERACY PROMOTION**

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.K.P.7.1	Identify healthy practices and behaviors to maintain or improve personal health.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.K.P.7.In.1 Recognize healthy practices to maintain or improve personal health at school, such as staying within a safe environment, following directions, seeking help, and following universal precautions.</p>	<p>HE.K.P.7.Su.1 Recognize a healthy practice to maintain or improve personal health in the classroom, such as following directions, seeking help, or following a universal precaution.</p>	<p>HE.K.P.7.Pa.1 Associate an activity with a healthy practice, such as following directions, or seeking help with a health behavior.</p>

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.K.P.8.1	Help others to make positive health choices.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
HE.K.P.8.In.1 Help others make positive health choices in selected situations, such as playing outside, using tissues, and washing hands.	HE.K.P.8.Su.1 Help others make positive health choices in a selected situation, such as playing outside, using tissues, or washing hands.	HE.K.P.8.Pa.1 Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

## Strand: RESILIENCY (STARTING 2023-2024)

### Standard 1: Character

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.K.R.1.1	Define and give examples of kindness and caring.
HE.K.R.1.2	Demonstrate the ability to take turns and share with others.
HE.K.R.1.3	Describe ways to show respect to others.
HE.K.R.1.4	Identify the difference between the truth and a lie.

### Standard 2: Personal Responsibility

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.K.R.2.1	Identify healthy choices that affect personal wellness.
HE.K.R.2.2	Demonstrate the ability to follow rules and directions.
HE.K.R.2.3	Discuss the value of goal setting.
HE.K.R.2.4	Identify and recognize basic feelings.  <i>Clarifications:</i> Sad, mad, happy, excited, worried.
HE.K.R.2.5	Identify personal strengths and actions individuals can do independently.  <i>Clarifications:</i> Empathy, listening, sharing, adapting, showing courage, leadership.

### Standard 3: Mentorship and Citizenship

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.K.R.3.1	Identify the roles and responsibilities of trusted adults.  <i>Clarifications:</i> Trusted adults could be parents, teachers, police officers, school counselors, grandparents.
HE.K.R.3.2	Identify characteristics of a good citizen in school and the community.

### Standard 4: Critical Thinking and Problem Solving

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.K.R.4.1	Identify when help is needed and who to ask for help.
HE.K.R.4.2	Identify the importance of sharing thoughts and ideas to solve problems.
HE.K.R.4.3	Discuss ways to work together to solve problems.



# GRADE: 1

Strand: HEALTH LITERACY CONCEPTS		
Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.1.C.1.1	Identify healthy behaviors.	
HE.1.C.1.2	Recognize the physical and social dimensions of health.	
HE.1.C.1.3	Describe ways to prevent common communicable diseases.	
HE.1.C.1.4	Identify ways to prevent childhood injuries in the home, school, and community settings.	
HE.1.C.1.5	Identify the correct names of human body parts.	
HE.1.C.1.6	Identify health-care providers.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.1.C.1.In.1 Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.</p> <p>HE.1.C.1.In.2 Recognize aspects of the physical and the mental/emotional dimensions of health, such as rest/sleep and personal feelings.</p> <p>HE.1.C.1.In.3 Identify ways to prevent common communicable diseases, such as washing hands and not sharing food and utensils.</p> <p>HE.1.C.1.In.4 Recognize ways to prevent childhood injuries, such as following rules for water, pedestrian, and bicycle safety.</p>	<p>HE.1.C.1.Su.1 Recognize selected healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.</p> <p>HE.1.C.1.Su.2 Recognize an aspect of the mental/emotional dimension of health, such as personal feelings.</p> <p>HE.1.C.1.Su.3 Recognize ways to prevent common communicable diseases, such as washing hands or not sharing food and utensils.</p> <p>HE.1.C.1.Su.4 Recognize school and classroom safety rules that help prevent injury, such as, "Walk, don't run," and "Keep hands and feet to yourself."</p>	<p>HE.1.C.1.Pa.1 Recognize healthy behaviors such as eating breakfast, getting exercise, or washing hands.</p> <p>HE.1.C.1.Pa.2 Associate an emotion with a behavior, such as happy with smiling.</p> <p>HE.1.C.1.Pa.3 Recognize a selected way to prevent communicable diseases, such as washing hands or not sharing food or utensils.</p> <p>HE.1.C.1.Pa.4 Recognize a classroom safety rule to avoid personal injury, such as staying in a seat.</p> <p>HE.1.C.1.Pa.5 Recognize selected body parts</p>
<p>HE.1.C.1.In.5 Identify body parts outside the body by name, such as arms, hands, legs, feet, head, eyes, nose, and mouth.</p> <p>HE.1.C.1.In.6 Identify a healthcare provider in the school environment, such as the school nurse, physical therapist, or teacher.</p>	<p>HE.1.C.1.Su.5 Recognize body parts outside of the body, such as mouth, hands, arms, and head.</p> <p>HE.1.C.1.Su.6 Recognize healthcare providers in the school environment, such as a school nurse, physical therapist, or teacher.</p>	<p>outside the body, such as a hand, mouth, and nose.</p> <p>HE.1.C.1.Pa.6 Recognize a healthcare provider in the classroom or school, such as a teacher or school nurse.</p>

Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.1.C.2.1	Identify how children learn health behaviors from family and friends.
HE.1.C.2.2	Explore the ways that a friend would act in a variety of situations.
HE.1.C.2.3	Identify what the school and community do to support personal-health practices and behaviors.
HE.1.C.2.4	Recognize health consequences for not following rules.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.1.C.2.In.a Recognize ways that children learn health behaviors from family and friends, such as family encouraging physical activity together, setting a bedtime, limiting television time, and participating in social gatherings and birthday parties.</p> <p>HE.1.C.2.In.b Practice actions associated with friendship (share, smile, greet, and wave).</p> <p>HE.1.C.2.In.c Recognize what the school and community do to support personal-health practices, such as having cafeteria and food standards, following fire-safety rules, and providing health services such as physicals.</p> <p>HE.1.C.2.In.d Recognize selected health consequences for not following a rule, such as injuries, arguments, hurt feelings, and pollution.</p>	<p>HE.1.C.2.Su.a Recognize a healthy behavior learned from family and friends, such as family encouraging physical activity together, setting a bedtime, limiting television time, or participating in social gatherings and birthday parties.</p> <p>HE.1.C.2.Su.b Follow actions associated with friendship (Share, smile, greet, and wave.)</p> <p>HE.1.C.2.Su.c Recognize what the school does to support health practices, such as having cafeteria and food standards, and following fire- safety rules.</p> <p>HE.1.C.2.Su.d Recognize a health consequence for not following a rule, such as injuries, arguments, hurt feelings, or pollution.</p>	<p>HE.1.C.2.Pa.a Associate a healthy behavior with family members or friends, such as family encouraging physical activity together, having an appropriate bedtime, or participating in social gatherings and birthday parties.</p> <p>HE.1.C.2.Pa.b Participate in joint activities with others.</p> <p>HE.1.C.2.Pa.c Recognize classroom activities that support personal-health practices, such as hand washing, and having rules for using equipment.</p> <p>HE.1.C.2.Pa.d Associate a health consequence with not following a selected classroom rule, such as an injury.</p>

**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.1.B.3.1	Determine the meaning of warning labels and signs on hazardous products and places
HE.1.B.3.2	Identify trusted adults and professionals who can help promote health.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.1.B.3.In.a Identify the meaning of common warning labels and signs on hazardous products and situations, such as burns, poison, and no- swimming areas.</p> <p>HE.1.B.3.In.b Recognize trusted adults and professionals who can help promote health, such as fire rescue/EMT, police, counselors, nurses, dentists, and doctors.</p>	<p>HE.1.B.3.Su.a Recognize the meaning of a warning label or sign for a hazardous product.</p> <p>HE.1.B.3.Su.b Recognize trusted adults and professionals who can help promote health at school, such as a teacher, a counselor, and the school nurse.</p>	<p>HE.1.B.3.Pa.a Recognize a selected warning sign of a product that is harmful, such as poisonous products.</p> <p>HE.1.B.3.Pa.b Recognize a trusted adult in the classroom who can help promote health, such as a teacher.</p>

Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.1.B.4.1	Identify healthy ways to express needs, wants, and feelings.
HE.1.B.4.2	Describe good listening skills to enhance health.
HE.1.B.4.3	Describe ways to respond when in an unwanted, threatening, or dangerous situation.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.1.B.4.In.a Recognize healthy ways to express needs, wants, and feelings in the classroom, such as telling the teacher about needs or fears, and reporting aggression.</p> <p>HE.1.B.4.In.b Identify good listening skills that enhance health, such as focusing on the speaker and not interrupting.</p> <p>HE.1.B.4.In.c Identify ways to respond in an unwanted, threatening, or dangerous situation, such as leaving, telling a trusted adult, and saying “no.”</p>	<p>HE.1.B.4.Su.a Recognize a healthy way to express needs and wants in the classroom, such as telling the teacher or reporting aggression.</p> <p>HE.1.B.4.Su.b Recognize good listening skills that enhance health, such as focusing on the speaker and not interrupting.</p> <p>HE.1.B.4.Su.c Recognize ways to respond to threatening classroom situations, such as leaving, telling a trusted adult, and saying “no.”</p>	<p>HE.1.B.4.Pa.a Recognize a way to communicate a personal need or want in the classroom.</p> <p>HE.1.B.4.Pa.b Recognize a good listening behavior to enhance health, such as looking at the person who is speaking.</p> <p>HE.1.B.4.Pa.c Recognize a way to respond in a selected unwanted or threatening situation.</p>

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.1.B.5.1	Describe situations when a health-related decision can be made individually or when assistance is needed.
HE.1.B.5.2	Identify healthy options to health-related issues or problems.
HE.1.B.5.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.1.B.5.In.a Identify situations when a health-related decision can be made individually or when assistance is needed, such as crossing the street, making food choices, and washing hands.</p> <p>HE.1.B.5.In.b Recognize healthy options for health-related issues or problems, such as wearing a bike helmet, using seat belts, and reporting danger.</p> <p>HE.1.B.5.In.c Identify consequences of not following rules/practices when making healthy and safe decisions, such as personal injury, tooth decay, environmental damage, and illness.</p>	<p>HE.1.B.5.Su.a Identify selected situations when a health-related decision requires personal assistance, such as making healthy food choices and handling sharp objects.</p> <p>HE.1.B.5.Su.b Recognize a healthy option for a health-related issue or problem at school, such as wearing a bike helmet in physical education, or choosing to eat healthy foods in the cafeteria.</p> <p>HE.1.B.5.Su.c Identify a consequence of not following a classroom rule/practice when making healthy and safe decisions, such as personal injury, tooth decay, or illness.</p>	<p>HE.1.B.5.Pa.a Recognize a classroom situation when a health-related decision requires personal assistance, such as making healthy food choices.</p> <p>HE.1.B.5.Pa.b Associate a healthy option with a classroom activity, such as using equipment safely.</p> <p>HE.1.B.5.Pa.c Recognize a selected consequence for not following a selected class rule related to healthy and safe decisions, such as a personal injury or illness.</p>

**Strand: HEALTH LITERACY PROMOTION**

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.1.P.7.1	Tell about behaviors that avoid or reduce health risks.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.1.P.7.In.1 Identify selected behaviors that avoid or reduce health risks at school, such as avoiding strangers on school grounds, and following school-playground safety rules.</p>	<p>HE.1.P.7.Su.1 Recognize a selected behavior that can avoid or reduce health risks in the classroom, such as following classroom-safety rules, avoiding sharp objects, or not sharing eating utensils.</p>	<p>HE.1.P.7.Pa.1 Recognize a behavior to avoid a health risk, such as following classroom-safety rules, avoiding sharp objects, or not sharing eating utensils.</p>

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.1.P.8.1	Encourage others to make positive health choices.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
HE.1.P.8.In.1 Remind others to make a positive health choice in the classroom, such as using sunscreen, crossing the street at the marked area, or selecting healthy food.	HE.1.P.8.Su.1 Remind others to make a positive health choice in selected classroom situations, such as eating healthy foods and using a tissue.	HE.1.P.8.Pa.1 Demonstrate a positive health choice for others in the classroom, such as eating healthy foods, and using a tissue.

## Strand: RESILIENCY (STARTING 2023-2024)

### Standard 1: Character

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.1.R.1.1	Discuss ways to respect personal property and personal space of others.
HE.1.R.1.2	Describe the traits of a good friend.
HE.1.R.1.3	Identify the benefits of sharing and cooperation.
HE.1.R.1.4	Define and give examples of honesty.
HE.1.R.1.5	Identify strategies to overcome a challenge.

### Standard 2: Personal Responsibility

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.1.R.2.1	Identify my role and responsibilities in the school, community, and family.  <i>Clarifications:</i> Following directions, rules and procedures.
HE.1.R.2.2	Establish a short-term goal as a class and take action toward achieving the goal.
HE.1.R.2.3	Identify the characteristics of a responsible decision maker.
HE.1.R.2.4	Describe how individual actions can affect others.
HE.1.R.2.5	Identify strategies to discover and demonstrate personal strengths.  <i>Clarifications:</i> Sense of pride, working toward intrinsic motivation, experiencing a sense of accomplishment.
HE.1.R.2.6	Identify healthy ways to express needs and wants.

### Standard 3: Mentorship and Citizenship

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.1.R.3.1	Identify characteristics of a leader in the school community.
HE.1.R.3.2	Demonstrate the characteristics of a good citizen in school and the community.

### Standard 4: Critical Thinking and Problem Solving

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.1.R.4.1	Identify the importance of working together to solve problems.
HE.1.R.4.2	Identify the importance of sharing thoughts and ideas as an individual and as part of a group.
HE.1.R.4.3	Understand that conflict may arise when working together.  <i>Clarifications:</i> Differing perspectives.

## GRADE: 2

### Strand: HEALTH LITERACY CONCEPTS

Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

BENCHMARK CODE	BENCHMARK
HE.2.C.1.1	Identify that healthy behaviors affect personal health.
HE.2.C.1.2	Recognize the physical, mental/emotional and social dimensions of health.
HE.2.C.1.3	Describe ways a safe, healthy home environment can promote personal health.
HE.2.C.1.4	Describe ways to prevent childhood injuries in the home, school, and community settings.
HE.2.C.1.5	Recognize the locations and functions of major human organs.
HE.2.C.1.6	Determine when it is important to seek health care.

#### Access Point for Students with Significant Cognitive Disabilities

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
<p>HE.2.C.1.In.1 Identify characteristics of personal health, such as feeling well and being free from injury and disease.</p> <p>HE.2.C.1.In.2 Recognize selected aspects of the physical, mental/emotional, and social dimensions of health, such as getting exercise, eating healthy foods, feeling safe, feeling happy, getting along with others, and maintaining appropriate personal space.</p> <p>HE.2.C.1.In.3 Identify ways a safe, healthy home environment can promote personal health, such as having secured poisonous products, installed smoke detectors, and posted emergency numbers.</p> <p>HE.2.C.1.In.4</p>	<p>HE.2.C.1.Su.1 Recognize characteristics of personal health, such as feeling well or being free from injury or disease.</p> <p>HE.2.C.1.Su.2 Recognize one aspect of each of the physical, mental/emotional, and social dimensions of health, such as getting physical exercise, eating healthy foods, feeling safe, feeling happy, getting along well with others, and maintaining appropriate personal space.</p> <p>HE.2.C.1.Su.3 Recognize ways a safe, healthy home environment can promote personal health, such as having secured poisonous products, installed smoke detectors, and posted emergency numbers.</p> <p>HE.2.C.1.Su.4 Recognize ways to prevent childhood</p>	<p>HE.2.C.1.Pa.1 Associate personal health with a selected characteristic, such as feeling well.</p> <p>HE.2.C.1.Pa.2 Associate a social behavior, such as a greeting, with getting along well with others.</p> <p>HE.2.C.1.Pa.3 Recognize ways a safe, healthy home environment promotes personal health, such as storing poisonous products away from children or having smoke detectors.</p> <p>HE.2.C.1.Pa.4 Recognize a way to prevent a childhood injury, such as following bus and playground rules, wearing a seat belt, or</p>

<p>Identify ways to prevent childhood injuries, such as following bus and playground rules, wearing a seat belt, and never playing with matches.</p> <p>HE.2.C.1.In.5 Identify major human organs and their functions, such as heart, lungs, and muscles.</p> <p>HE.2.C.1.In.6 Identify when it is important to seek health care, such as when you have a high fever, toothache, or bad cough.</p>	<p>injuries, such as following bus and playground rules, wearing a seat belt, and never playing with matches.</p> <p>HE.2.C.1.Su.5 Recognize major human organs and their functions, such as heart and muscles.</p> <p>HE.2.C.1.Su.6 Recognize when it is important to seek health care, such as when you have a high fever, toothache, or bad cough.</p>	<p>never playing with matches.</p> <p>HE.2.C.1.Pa.5 Recognize selected major human organs, such as heart, lungs, and muscles.</p> <p>HE.2.C.1.Pa.6 Recognize personal health care is needed when one feels sick.</p>
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Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.2.C.2.1	Describe how family rules and practices influence health behaviors.
HE.2.C.2.2	Describe how friends' health practices influence health behaviors of others.
HE.2.C.2.3	Describe how the school and community influence health behaviors of children.
HE.2.C.2.4	Explain the ways that rules make the classroom, school, and community safer.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.2.C.2.In.a Identify family rules and practices that influence health behaviors, such as home-safety rules, families playing together, and food-sanitation practices.</p> <p>HE.2.C.2.In.b Identify ways health practices of friends influence health behaviors of others, such as telling the truth, treating others with respect, and being tobacco-free.</p> <p>HE.2.C.2.In.c Identify ways the school and community influence health behaviors of children, such as health and safety fairs, school-crossing guards, lifeguards, and recycling programs.</p> <p>HE.2.C.2.In.d Identify ways that rules make the classroom, school, and community safer (walking not running, waiting one's turn, and following traffic laws.)</p>	<p>HE.2.C.2.Su.a Recognize family rules and practices that influence health behaviors, such as home-safety rules, families playing together, and food-sanitation practices.</p> <p>HE.2.C.2.Su.b Recognize ways health practices of friends influence health behaviors of others, such as telling the truth, treating others with respect, or being tobacco-free.</p> <p>HE.2.C.2.Su.c Recognize ways the school and community influence health behaviors of children, such as health and safety fairs, school-crossing guards, lifeguards, and recycling programs.</p> <p>HE.2.C.2.Su.d Recognize that rules make the classroom, school, and community safer (walking not running, waiting your turn, following traffic laws).</p>	<p>HE.2.C.2.Pa.a Recognize a family rule or practice that promotes a healthy behavior, such as home-safety rules, families playing together, or food-sanitation practices.</p> <p>HE.2.C.2.Pa.b Recognize a health behavior used by friends, such as telling the truth or using a tissue.</p> <p>HE.2.C.2.Pa.c Recognize a way the school influences health behaviors of children, such as health and safety fairs or school-crossing guards.</p> <p>HE.2.C.2.Pa.d Follow safety routines in the classroom.</p>

**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
HE.2.B.3.1	Understand the meaning of warning labels and signs on hazardous products.	
HE.2.B.3.2	Select trusted adults and professionals who can help promote health.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.2.B.3.In.a Describe the meaning of common warning labels and signs on hazardous products and situations, such as poison labels, medication labels, and hazardous-waste signs.</p> <p>HE.2.B.3.In.b Identify trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.</p>	<p>HE.2.B.3.Su.a Recognize the meaning of warning labels and signs on hazardous products, such as poison labels and hazardous-waste signs.</p> <p>HE.2.B.3.Su.b Recognize trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.</p>	<p>HE.2.B.3.Pa.a Recognize selected warning signs or symbols on dangerous products.</p> <p>HE.2.B.3.Pa.b Recognize a trusted adult in the classroom and school who can help promote health, such as a teacher or the school nurse.</p>

Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
HE.2.B.4.1	Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.	
HE.2.B.4.2	Demonstrate ways to respond to unwanted, threatening, or dangerous situations.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.2.B.4.In.a Use healthy ways to express needs, wants, and feelings, such as making food choices and following rules.</p> <p>HE.2.B.4.In.c Demonstrate selected ways to respond in unwanted or threatening school situations, such as a bully, a weather emergency, or a stranger on the school grounds.</p>	<p>HE.2.B.4.Su.a Use selected healthy ways to express needs and wants in the classroom, such as making food choices and following rules.</p> <p>HE.2.B.4.Su.c Demonstrate a way to respond in unwanted or threatening school situations, such as a bully, a weather emergency, or a stranger on the school grounds.</p>	<p>HE.2.B.4.Pa.a Communicate personal needs in the classroom, such as making food choices or following rules.</p> <p>HE.2.B.4.Pa.c Recognize a healthy way to respond to a threatening or harmful situation, such as a fire alarm.</p>



Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.2.B.5.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
HE.2.B.5.2	Name healthy options to health-related issues or problems.
HE.2.B.5.3	Compare the consequences of not following rules/practices when making healthy and safe decisions.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.2.B.5.In.a Name situations when a health-related decision can be made individually or when assistance is needed, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.</p> <p>HE.2.B.5.In.b Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal safety, cooperating and communicating with peers, and making food choices.</p> <p>HE.2.B.5.In.c Describe the consequences of not following rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution.</p>	<p>HE.2.B.5.Su.a Identify common situations when a health-related decision can be made individually or when personal assistance is required, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.</p> <p>HE.2.B.5.Su.b Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.</p> <p>HE.2.B.5.Su.c Identify the consequences of not following school rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution.</p>	<p>HE.2.B.5.Pa.a Indicate an awareness of health-related decisions, such as choosing child-appropriate media, engaging in physical activity, and making food choices.</p> <p>HE.2.B.5.Pa.b Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.</p> <p>HE.2.B.5.Pa.c Recognize health consequences of not following a selected classroom rule, such as accidents or injuries.</p>

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.2.B.6.1	Establish a short-term personal health goal as a class and take action toward achieving the goal.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.2.B.6.In.1 Identify a short-term personal health goal established by the class and take action toward achieving the goal, such as engaging in daily physical activity, eating more fruits and vegetables, washing hands, recognizing playground safety, using manners, interacting with peers appropriately, or becoming aware of tobacco.</p>	<p>HE.2.B.6.Su.1 Recognize a short-term personal health goal established by the class and use healthy behaviors to achieve that goal, such as engaging in daily physical activity, eating more fruits and vegetables, washing hands, recognizing playground safety, using manners, interacting with peers appropriately, or becoming aware of tobacco.</p>	<p>HE.2.B.6.Pa.1 Associate actions with a healthy behavior to reach a short-term personal health goal, such as engaging in daily physical activity, washing hands, or using manners.</p>

**Strand: HEALTH LITERACY PROMOTION**

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK	
HE.2.P.7.1	Demonstrate health behaviors to maintain or improve personal health.	
Access Point for Students with Significant Cognitive Disabilities		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
HE.2.P.7.In.1 Demonstrate selected health behaviors that maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions, and practicing pedestrian safety.	HE.2.P.7.Su.1 Demonstrate a selected health behavior to maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions, or practicing pedestrian safety.	HE.2.P.7.Pa.1 Perform a guided personal health behavior, such as washing hands.

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK	
HE.2.P.8.1	Support peers when making positive health choices.	
Access Point for Students with Significant Cognitive Disabilities		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
HE.2.P.8.In.1 Cooperate with peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns.	HE.2.P.8.Su.1 Praise peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns.	HE.2.P.8.Pa.1 Help others make a positive health choice in a selected situation, such as playing outside, using tissues, or washing hands.

**Strand: RESILIENCY (STARTING 2023-2024)**

Standard 1: Character

BENCHMARK CODE	BENCHMARK
HE.2.R.1.1	Identify the benefits of showing kindness and treating others with respect.
HE.2.R.1.2	Identify what a conflict is and how disagreements can happen.
HE.2.R.1.3	Explain the importance of being truthful.

Standard 2: Personal Responsibility

BENCHMARK CODE	BENCHMARK
HE.2.R.2.1	Identify ways to make positive contributions to the wellbeing of the school and the community.
HE.2.R.2.2	Identify personal goals and strategies to achieve those goals.
HE.2.R.2.3	Demonstrate healthy ways to express needs, wants, and listening skills.  <i>Clarifications:</i> Paying attention, eye contact, asking for help.
HE.2.R.2.4	Identify personal strengths and areas for improvement.

Standard 3: Mentorship and Citizenship	
BENCHMARK CODE	BENCHMARK
HE.2.R.3.1	Identify ways to benefit the school and the community. <i>Clarifications:</i> Conservation, recycling, being a classroom helper, volunteering.
HE.2.R.3.2	Identify characteristics of a community leader.

Standard 4: Critical Thinking and Problem Solving	
BENCHMARK CODE	BENCHMARK
HE.2.R.4.1	Identify strategies to work together to solve problems.
HE.2.R.4.2	Identify how disagreements can be settled using conflict resolution skills.

## GRADE: 3

Strand: HEALTH LITERACY CONCEPTS		
Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.3.C.1.1	Describe healthy behaviors that affect personal health.	
HE.3.C.1.2	Describe ways a safe, healthy classroom can promote personal health.	
HE.3.C.1.3	Recognize common childhood health conditions.	
HE.3.C.1.4	Recognize that body parts and organs work together to form human body systems.	
HE.3.C.1.5	Describe why it is important to seek health care.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.3.C.1.In.a Identify healthy behaviors that affect personal health, such as washing hands to prevent spread of disease, avoiding	HE.3.C.1.Su.a Recognize healthy behaviors that affect personal health, such as washing hands to prevent spread of diseases, choosing	HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as

<p>junk foods, getting regular exercise, and avoiding tobacco products.</p> <p>HE.3.C.1.In.c Identify ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand-sanitation supplies, and having respect for others.</p> <p>HE.3.C.1.In.d Identify common childhood health conditions, such as asthma, diabetes, food allergies, and dental cavities.</p> <p>HE.3.C.1.In.e Recognize that human body parts work together (systems) to maintain physical health.</p> <p>HE.3.C.1.In.f Identify why it is important to seek health care, such as dental exams to maintain dental health, hearing exams to check hearing, eye exams to assess vision, or physical exams to monitor health.</p>	<p>healthy foods to eat, and getting regular exercise.</p> <p>HE.3.C.1.Su.c Recognize ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand-sanitation supplies, and having respect for others.</p> <p>HE.3.C.1.Su.d Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental cavities.</p> <p>HE.3.C.1.Su.e Recognize that selected body parts work together to maintain physical health.</p> <p>HE.3.C.1.Su.f Recognize why it is important to seek health care, such as a dental exams to maintain dental health, hearing exams to check hearing, eye exams to assess vision, or physical exams to monitor health.</p>	<p>washing hands before eating.</p> <p>HE.3.C.1.Pa.c Recognize a way a safe, healthy classroom promotes personal health, such as having sanitized surfaces.</p> <p>HE.3.C.1.Pa.d Recognize symptoms of common childhood illnesses, such as a runny nose or sore throat.</p> <p>HE.3.C.1.Pa.e Recognize that there are parts inside of the body, such as the heart and stomach.</p> <p>HE.3.C.1.Pa.f Associate a medical doctor with health care.</p>
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**Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.3.C.2.1	Explore how family and friend's traditions and customs may influence health behaviors.
HE.3.C.2.2	Explore how the traditions and customs of the school and community influence health behavior of children.
HE.3.C.2.3	Identify classroom and school rules that promote health and disease prevention.
HE.3.C.2.4	Discuss the positive and negative impacts media may have on health.
HE.3.C.2.5	Discuss the positive and negative impacts technology may have on health.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.3.C.2.In.a Identify ways different family and friend's traditions or customs may influence health behaviors, such as the family's diet and eating meals together.</p> <p>HE.3.C.2.In.c Identify ways the traditions and customs of the school and community influence health behaviors of children, such as health fairs, fundraisers, and special celebrations.</p> <p>HE.3.C.2.In.d</p>	<p>HE.3.C.2.Su.a Recognize ways different family and friend's traditions or customs may influence health behaviors, such as the family's diet and eating meals together.</p> <p>HE.3.C.2.Su.c Recognize a way the traditions and customs of the school or community influence health behaviors of children, such as health fairs, fundraisers, and special celebrations.</p> <p>HE.3.C.2.Su.d Recognize classroom rules that</p>	<p>HE.3.C.2.Pa.a Associate a family tradition or custom with a health behavior, such as eating meals with family members.</p> <p>HE.3.C.2.Pa.c Recognize a selected tradition or custom of the school that influences health behavior, such as health fairs, fundraisers, or special celebrations.</p> <p>HE.3.C.2.Pa.d Recognize a classroom rule that</p>

<p>Identify selected classroom and school rules that promote health and disease prevention, such as walk/don't run, wash hands, and keep personal areas clean, and listen to crossing guards.</p> <p>HE.3.C.2.In.e Identify positive and negative impacts media and technology may have on health, such as a positive impact—choosing healthy foods or exercising and a negative impact—inactivity or violence.</p> <p>HE.3.C.2.In.f Identify positive and negative impacts media and technology may have on health, such as a positive impact—choosing healthy foods or exercising; and a negative impact—inactivity or violence.</p>	<p>promote health and disease prevention, such as walk/don't run, wash hands, keep personal areas clean, and listen to school-crossing guards.</p> <p>HE.3.C.2.Su.e Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.</p> <p>HE.3.C.2.Su.f Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising; and a negative impact—inactivity or violence.</p>	<p>promotes health and disease prevention, such as wash hands, keep personal areas clean, or practice appropriate hygiene.</p> <p>HE.3.C.2.Pa.e Recognize a positive impact media or technology may have on health, such as promoting healthy food choices.</p> <p>HE.3.C.2.Pa.f Recognize a positive impact media or technology may have on health, such as promoting healthy food choices.</p>
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**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.3.B.3.1	Locate resources from home, school, and community that provide valid health information.
HE.3.B.3.2	Describe criteria for selecting health information, resources, products, and services.
HE.3.B.3.3	Describe how the media influences the selection of health information, products, and services.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.3.B.3.In.a Identify a resource from home, school, and the community that provides valid health information, such as a website, brochure, or book.</p> <p>HE.3.B.3.In.b Recognize criteria for selecting health resources, products, and services, such as the intended purpose and use.</p> <p>HE.3.B.3.In.c Identify ways media messages influence the selection of health information, products, and services, such as infomercials, cereal boxes,</p>	<p>HE.3.B.3.Su.a Recognize a resource from home, school, or the community that provides valid health information, such as a website, brochure, or book.</p> <p>HE.3.B.3.Su.b Recognize criteria for selecting a common health product or service, such as the intended purpose.</p> <p>HE.3.B.3.Su.c Recognize ways media messages influence the selection of health information, products, and services, such as infomercials, cereal boxes, billboards, and medicine advertisements.</p>	<p>HE.3.B.3.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.</p> <p>HE.3.B.3.Pa.b Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.</p> <p>HE.3.B.3.Pa.c Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.</p>

billboards, and medicine advertisements.		
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**Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.3.B.4.1	Identify effective verbal and nonverbal communication skills to enhance health.
HE.3.B.4.2	Demonstrate refusal skills that avoid or reduce health risks.
HE.3.B.4.3	Demonstrate nonviolent strategies to manage or resolve conflict.
HE.3.B.4.4	Explain ways to ask for assistance to enhance personal health.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.3.B.4.In.a Recognize effective verbal and nonverbal communication skills to enhance health, such as using effective facial expressions, body language, and verbal cues.</p> <p>HE.3.B.4.In.b Demonstrate basic refusal skills to avoid or reduce health risks at school, such as making clear statements, expressing feelings, and asking for help.</p> <p>HE.3.B.4.In.c Demonstrate selected nonviolent strategies to manage or resolve a conflict at school, such as using conflict resolution, mediation, or assertive-communication skills.</p> <p>HE.3.B.4.In.d Identify ways to ask for assistance to enhance personal health, such as through group discussion, verbalizing, and writing.</p>	<p>HE.3.B.4.Su.a Recognize an effective technique for verbal or nonverbal communication to enhance health, such as using effective facial expressions, body language, or verbal cues.</p> <p>HE.3.B.4.Su.b Demonstrate a basic refusal skill to avoid or reduce health risks in the classroom, such as using conflict resolution, mediation, or assertive communication skills.</p> <p>HE.3.B.4.Su.c Demonstrate a selected nonviolent strategy to manage or resolve conflict in the classroom, such as using conflict resolution, mediation, or assertive-communication skills.</p> <p>HE.3.B.4.Su.d Recognize ways to ask for assistance to enhance personal health, such as group discussion, verbalizing, and writing.</p>	<p>HE.3.B.4.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.</p> <p>HE.3.B.4.Pa.b Demonstrate refusal communication skills to reduce health risks in the classroom.</p> <p>HE.3.B.4.Pa.c Demonstrate refusal communication skills to reduce health risks in the classroom.</p> <p>HE.3.B.4.Pa.d Recognize a way to ask for assistance to enhance personal health.</p>

**Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.3.B.5.1	Recognize circumstances that can help or hinder healthy decision making.
HE.3.B.5.2	List healthy options to health-related issues or problems.
HE.3.B.5.3	Discuss the potential short-term personal impact of each option when making a health-related decision.
HE.3.B.5.4	Find a healthy option when making a decision for yourself.
HE.3.B.5.5	Explain when assistance is needed when making a health-related decision.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.3.B.5.In.a Recognize common circumstances that can help or hinder healthy decision making, such as media health messages, peer and family advice, or lack of knowledge.</p> <p>HE.3.B.5.In.b Identify healthy options to health-related issues or problems, such as healthy alternatives to unhealthy messages in the media, using precautions for personal safety, and good nutrition choices.</p> <p>HE.3.B.5.In.c Recognize potential short-term impact of each option when making a health-related decision, such as the benefits of eating healthy foods, maintaining personal hygiene, preventing diseases, or preventing pollution.</p> <p>HE.3.B.5.In.d Recognize a healthy option when making a decision for yourself, such as eating healthy food, participating in physical activity, or limiting television viewing.</p> <p>HE.3.B.5.In.e Identify situations when assistance is needed when making a health-related decision, such as knowing when to call 911, how to handle grief and loss, and having fears for personal safety.</p>	<p>HE.3.B.5.Su.a Recognize a selected circumstance that can help healthy decision making, such as media health messages or peer and family advice.</p> <p>HE.3.B.5.Su.b Recognize healthy options to health-related issues or problems, such as healthy alternatives to unhealthy messages in the media, using precautions for personal safety, and good nutrition choices.</p> <p>HE.3.B.5.Su.c Recognize that choices in personal health-related decisions can have a positive (healthy) or negative (unhealthy) impact, such as eating healthy foods, maintaining personal hygiene, preventing diseases, or preventing pollution.</p> <p>HE.3.B.5.Su.d Recognize an outcome of a health-related decision made at school, such as avoiding illness by not sharing cups.</p> <p>HE.3.B.5.Su.e Recognize a situation when assistance is needed when making a health-related decision, such as knowing when to call 911, or when having fears for personal safety.</p>	<p>HE.3.B.5.Pa.a Recognize a choice related to health.</p> <p>HE.3.B.5.Pa.b Recognize a healthy option to a health-related issue or problem.</p> <p>HE.3.B.5.Pa.c Recognize a healthy option to a health-related issue or problem.</p> <p>HE.3.B.5.Pa.d Recognize a healthy option to a health-related issue or problem.</p> <p>HE.3.B.5.Pa.e Associate a situation when assistance is needed with making a choice related to health in the classroom.</p>

**Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.3.B.6.1	Select a personal health goal and track progress toward achievement.
HE.3.B.6.2	Examine resources that could assist in achieving a small group personal health goal.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.3.B.6.In.1 Recognize a short-term personal health goal and track progress toward achieving the goal, such as participating in daily physical activity, wearing seat belts and helmets consistently, limiting media time, learning about the dangers of drugs/tobacco, or developing conflict-resolution skills.</p> <p>HE.3.B.6.In.2</p>	<p>HE.3.B.6.Su.1 Recognize a short-term personal health goal and identify actions taken to achieve the goal, such as participating in daily physical activity, wearing seat belts and helmets consistently, or limiting media time.</p> <p>HE.3.B.6.Su.2 Recognize resources that could</p>	<p>HE.3.B.6.Pa.1 Recognize a healthy behavior that relates to achieving a personal health goal, such as participating in daily physical activity.</p> <p>HE.3.B.6.Pa.2 Recognize an adult who could assist with achieving</p>

Identify resources that could assist in achieving a small-group personal-health goal, such as family members; school personnel; and community resources like police, fire and rescue workers.	assist in achieving a small-group personal-health goal, such as family members; school personnel; and community resources like police, fire and rescue workers.	a healthy behavior (goal), such as a parent or teacher.
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**Strand: HEALTH LITERACY PROMOTION**

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.3.P.7.1	Practice responsible personal health behaviors.
HE.3.P.7.2	Investigate a variety of behaviors that avoid or reduce health risks.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.3.P.7.In.1 Practice selected responsible personal-health behaviors, such as following pedestrian-safety rules, and avoiding unsafe places.</p> <p>HE.3.P.7.In.2 Identify behaviors that avoid or reduce common health risks, such as having regular check-ups, receiving immunizations, and participating in daily physical activity.</p>	<p>HE.3.P.7.Su.1 Practice a responsible personal-health behavior, such as following safety rules, and avoiding unsafe places.</p> <p>HE.3.P.7.Su.2 Identify a behavior that avoids or reduces common health risks, such as having regular check-ups, receiving immunizations, or participating in daily physical activity.</p>	<p>HE.3.P.7.Pa.1 Practice a selected responsible personal health behavior in school, such as following safety rules, and avoiding unsafe places.</p> <p>HE.3.P.7.Pa.2 Recognize a selected behavior that avoids or reduces common health risks, such as having regular check-ups, receiving immunizations, or participating in daily physical activity.</p>

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.3.P.8.1	Promote positive behaviors to others.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.3.P.8.In.1 Remind others to make a positive health choice at school, such as selecting healthy foods, following playground rules, or sharing items respectfully.</p>	<p>HE.3.P.8.Su.1 Remind others to make positive health choices in the classroom, such as selecting healthy foods, following playground rules, or sharing items respectfully.</p>	<p>HE.3.P.8.Pa.1 Communicate a positive health choice to others, such as selecting healthy foods, or sharing items respectfully.</p>



**Strand: RESILIENCY (STARTING 2023-2024)**

Standard 1: Character

BENCHMARK CODE	BENCHMARK
HE.3.R.1.1	Identify skills needed when working with others. <i>Clarifications:</i> Listening, cooperating, taking turns, compromise.
HE.3.R.1.2	Identify ways to display trustworthiness.
HE.3.R.1.3	Discuss ways to be loyal to friends and family.

Standard 2: Personal Responsibility

BENCHMARK CODE	BENCHMARK
HE.3.R.2.1	Categorize resources used to achieve a personal goal.
HE.3.R.2.2	Identify ways in which my decisions affect others.
HE.3.R.2.3	Describe positive ways to deal with failure and learn from challenges.
HE.3.R.2.4	Discuss how skills can be improved through hard work and perseverance.

Standard 3: Mentorship and Citizenship

BENCHMARK CODE	BENCHMARK
HE.3.R.3.1	Identify leadership opportunities within the school and the community.
HE.3.R.3.2	Identify opportunities to volunteer or serve others in the school or community.

Standard 4: Critical Thinking and Problem Solving

BENCHMARK CODE	BENCHMARK
HE.3.R.4.1	Explain the importance of always taking ownership for personal actions.
HE.3.R.4.2	Identify different solutions and potential outcomes when problems arise.

**GRADE: 4**

**Strand: HEALTH LITERACY CONCEPTS**

Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

BENCHMARK CODE	BENCHMARK
HE.4.C.1.1	Identify the relationship between healthy behaviors and personal health.
HE.4.C.1.2	Identify examples of mental/emotional, physical, and social health.
HE.4.C.1.3	Describe ways a safe, healthy school environment can promote personal health.
HE.4.C.1.4	Describe ways to prevent common childhood injuries and health problems.
HE.4.C.1.5	Identify the human body parts and organs that work together to form healthy body systems.
HE.4.C.1.6	Distinguish differences among various healthcare providers, products, and services.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.4.C.1.In.1 Recognize the relationship between healthy behaviors and personal health, such as choosing healthy foods for optimal growth and development, wearing a helmet to prevent injury, and washing hands for disease prevention.</p> <p>HE.4.C.1.In.2 Identify one aspect for each dimension of health (mental/emotional, physical, and social), such as expressing feelings appropriately, getting daily physical exercise, and treating others with respect.</p> <p>HE.4.C.1.In.3 Identify ways a safe, healthy school environment can promote personal health, such as having hall monitors and school crossing guards, and providing hand-washing supplies in the restrooms.</p> <p>HE.4.C.1.In.4 Identify ways to prevent common childhood injuries and health problems, such as not sharing hats and head gear, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth.</p> <p>HE.4.C.1.In.5 Recognize major external and internal body parts that work together, such as the nose and lungs for breathing, and the mouth and stomach for digesting food.</p> <p>HE.4.C.1.In.6 Identify healthcare providers, products, and</p>	<p>HE.4.C.1.Su.1 Recognize the relationship between a healthy behavior and personal health, such as choosing healthy foods for growth, wearing a helmet to prevent injury, and washing hands for disease prevention.</p> <p>HE.4.C.1.Su.2 Recognize aspects of the dimensions of health (mental/emotional, physical, and social), such as expressing feelings appropriately, getting daily physical exercise, and treating others with respect.</p> <p>HE.4.C.1.Su.3 Recognize ways a safe, healthy school environment can promote personal health, such as having hall monitors and school- crossing guards, and providing hand- washing supplies in the restrooms.</p> <p>HE.4.C.1.Su.4 Recognize ways to prevent common childhood injuries and health problems, such as not sharing hats and head gear, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth.</p> <p>HE.4.C.1.Su.5 Recognize selected body parts that work together, such as the nose and lungs for breathing or the mouth and stomach for digesting food.</p> <p>HE.4.C.1.Su.6 Recognize healthcare providers,</p>	<p>HE.4.C.1.Pa.1 Recognize health behaviors that affect personal health, such as eating healthy foods.</p> <p>HE.4.C.1.Pa.2 Recognize behaviors that represent the mental/emotional dimension of health, such as expressing feelings and managing emotions.</p> <p>HE.4.C.1.Pa.3 Recognize a way a safe, healthy school promotes personal health, such as by having adult supervision.</p> <p>HE.4.C.1.Pa.4 Recognize a way to prevent an injury or health problem, such as following safety rules or brushing/flossing teeth.</p> <p>HE.4.C.1.Pa.5 Associate selected external body parts with their functions.</p> <p>HE.4.C.1.Pa.6 Recognize common healthcare providers, such as doctors, dentists, and therapists.</p>

services, such as doctors, dentists, medicines, and therapies.	products, and services, such as doctors, dentists, medicines, and therapies.	
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<b>Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.4.C.2.1	Explain the importance of family on health practices and behaviors.
HE.4.C.2.2	Explain the important role that friends/peers may play in health practices and behaviors.
HE.4.C.2.3	Explain the important roles that school and community play in health practices and behaviors.
HE.4.C.2.4	Recognize types of school rules and community laws that promote health and disease prevention.
HE.4.C.2.5	Explain how media influences personal thoughts, feelings, and health behaviors.
HE.4.C.2.6	Explain how technology influences personal thoughts, feelings, and health behaviors.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.4.C.2.In.a Identify important ways the family influences health behaviors and practices of children, such as diet, hygiene practices, physical activity, and home remedies.</p> <p>HE.4.C.2.In.b Identify positive or negative roles that friends/peers may play in health practices and behaviors, such as bullying, smoking, or inhalant use.</p> <p>HE.4.C.2.In.c Identify the important roles that the school and community play in promoting health practices and behaviors, such as providing disaster-preparedness programs, school breakfast programs, youth organizations, and recycling.</p> <p>HE.4.C.2.In.d Recognize selected community laws that promote health and disease prevention, such as helmet laws and speed limits.</p> <p>HE.4.C.2.In.e Identify ways media and the use of technology influences personal thoughts, feelings, and health behaviors, such as product placement, promoting certain brands, anti-drug campaigns, video games, and seat-belt alarms.</p>	<p>HE.4.C.2.Su.a Recognize important ways the family influences health behaviors and practices of children, such as diet, hygiene practices, and physical activity.</p> <p>HE.4.C.2.Su.b Recognize a role friends/peers may have in health behaviors, such as bullying or smoking.</p> <p>HE.4.C.2.Su.c Recognize an important role that the school and community play in promoting health practices and behaviors, such as providing disaster-preparedness programs, school breakfast programs, youth organizations, and recycling.</p> <p>HE.4.C.2.Su.d Recognize school rules that promote health and disease prevention, such as proper disposal of trash, obeying crossing guards, and bicycle safety.</p> <p>HE.4.C.2.Su.e Recognize ways media and the use of technology influence personal thoughts, feelings, and health behaviors, such as promoting brands, anti-drug campaigns, video games, and seat-belt alarms.</p> <p>HE.4.C.2.Su.f Recognize ways media and the use of</p>	<p>HE.4.C.2.Pa.a Recognize that families help children learn healthy behaviors and practices.</p> <p>HE.4.C.2.Pa.b Recognize healthy behaviors of friends/peers.</p> <p>HE.4.C.2.Pa.c Recognize a way the school promotes health behaviors, such as providing disaster-preparedness programs, school breakfast programs, youth organizations, and school safety rules.</p> <p>HE.4.C.2.Pa.d Recognize a way the school promotes health behaviors, such as providing disaster-preparedness programs, school breakfast programs, youth organizations, and school-safety rules.</p> <p>HE.4.C.2.Pa.e Recognize a way media or the use of technology affects an emotion or a health behavior.</p> <p>HE.4.C.2.Pa.f Recognize a way media or the use of technology affects an emotion or a health behavior. <i><u>Date Adopted or Revised:</u></i></p>

<p>HE.4.C.2.In.f Identify ways media and the use of technology influences personal thoughts, feelings, and health behaviors, such as product placement, promoting certain brands, anti-drug campaigns, video games, and seat-belt alarms.</p>	<p>technology influence personal thoughts, feelings, and health behaviors, such as promoting brands, anti-drug campaigns, video games, and seat-belt alarms.</p>	<p>04/10</p>
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<b>Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR</b>	
Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.	
BENCHMARK CODE	BENCHMARK

HE.4.B.3.1	Describe characteristics of valid health information, products, and services.
HE.4.B.3.2	Construct criteria for selecting health resources, products, services, and reputable technologies.
HE.4.B.3.3	Examine resources from home, school and community that provide valid health information.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.4.B.3.In.a Identify characteristics of valid health information, products, and services, such as professional certification, complete directions for use, source, and date.</p> <p>HE.4.B.3.In.b Identify criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.</p> <p>HE.4.B.3.In.c Identify selected resources of valid health information at home, school and in the community, such as Internet sites, television and radio shows, brochures, and books.</p>	<p>HE.4.B.3.Su.a Recognize characteristics of valid health information, products, and services, such as complete directions for use, source, and date.</p> <p>HE.4.B.3.Su.b Recognize criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.</p> <p>HE.4.B.3.Su.c Recognize selected resources from home, school, and community that provide valid health information, such as Internet sites, television and radio shows, brochures, and books.</p>	<p>HE.4.B.3.Pa.a Recognize trusted adults or health care providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors.</p> <p>HE.4.B.3.Pa.b Associate selected health products and services with related health activities.</p> <p>HE.4.B.3.Pa.c Recognize trusted adults or healthcare providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors.</p>

**Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.4.B.4.1	Explain effective verbal and nonverbal communication skills to enhance health.
HE.4.B.4.2	Identify refusal skills and negotiation skills that avoid or reduce health risks.
HE.4.B.4.3	Discuss nonviolent strategies to manage or resolve conflict.
HE.4.B.4.4	Demonstrate ways to ask for assistance to enhance personal health.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.4.B.4.In.a Identify effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others.</p> <p>HE.4.B.4.In.b Recognize selected refusal skills and negotiation skills that avoid or reduce health risks, such as expressing feelings, offering alternatives, and reporting danger.</p> <p>HE.4.B.4.In.c Recognize nonviolent strategies to manage or resolve conflict at school, such as telling a resource officer, having a “cool-off” period or quiet time, getting physical activity, and compromising.</p> <p>HE.4.B.4.In.d Demonstrate basic ways to ask for assistance to enhance personal health, such as verbalizing, writing, and drawing.</p>	<p>HE.4.B.4.Su.a Recognize selected effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others.</p> <p>HE.4.B.4.Su.b Recognize basic refusal skills that avoid or reduce health risks in the classroom, such as expressing feelings and reporting danger.</p> <p>HE.4.B.4.Su.c Recognize a nonviolent strategy to manage or resolve conflict at school, such as telling a resource officer, having a “cool-off” period or quiet time, getting physical activity, or compromising.</p> <p>HE.4.B.4.Su.d Demonstrate a way to ask for assistance to enhance personal health, such as verbalizing, writing, or drawing.</p>	<p>HE.4.B.4.Pa.a Recognize effective verbal and nonverbal communication to enhance health.</p> <p>HE.4.B.4.Pa.b Recognize refusal skills to reduce health risks in the classroom.</p> <p>HE.4.B.4.Pa.c Recognize a selected nonviolent way to respond to a potentially threatening classroom situation, such as a disagreement with a peer.</p> <p>HE.4.B.4.Pa.d Communicate a request for assistance to enhance personal health.</p>

**Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.4.B.5.1	Identify circumstances that can help or hinder healthy decision making.
HE.4.B.5.2	Itemize healthy options to health-related issues or problems.
HE.4.B.5.3	Predict the potential short-term impact of each option on self and others when making a health-related decision.
HE.4.B.5.4	Choose a healthy option when making decisions for yourself and/or others.
HE.4.B.5.5	Examine when assistance is needed to make a health-related decision.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.4.B.5.In.a Recognize circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support.</p> <p>HE.4.B.5.In.b Describe healthy options to health-related issues or problems, such as responding immediately to an injury, resolving conflict and anger, and participating in physical activity.</p>	<p>HE.4.B.5.Su.a Recognize selected circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support.</p> <p>HE.4.B.5.Su.b Identify healthy options to personal health-related issues or concerns, such as responding immediately to an injury, resolving conflict and anger, and participating in physical activity.</p>	<p>HE.4.B.5.Pa.a Recognize choices related to health, such as daily exercise, and eating healthy food.</p> <p>HE.4.B.5.Pa.b Recognize selected healthy options to health-related issues or problems.</p> <p>HE.4.B.5.Pa.c Recognize selected healthy</p>

<p>HE.4.B.5.In.c Identify the potential short-term impact of options on yourself and others, when making a health-related decision, such as getting first aid, participating in physical activity, or using tobacco.</p> <p>HE.4.B.5.In.d Identify a healthy option when making a decision for yourself, such as using safety equipment, choosing healthy foods, washing hands, and maintaining personal hygiene.</p> <p>HE.4.B.5.In.e Describe situations when assistance is needed when making a health-related decision, such as administering first aid and participating in physical activity.</p>	<p>HE.4.B.5.Su.c Recognize a potential short-term personal impact of each option when making a health-related decision, such as getting first aid, participating in physical activity, or using tobacco.</p> <p>HE.4.B.5.Su.d Recognize a healthy option when making a decision for yourself, such as choosing healthy foods, washing hands, and maintaining personal hygiene.</p> <p>HE.4.B.5.Su.e Recognize situations in which assistance is needed in making a health-related decision, such as administering first aid and participating in physical activity.</p>	<p>options to health-related issues or problems.</p> <p>HE.4.B.5.Pa.d Recognize selected healthy options to health-related issues or problems.</p> <p>HE.4.B.5.Pa.e Recognize a selected classroom situation when assistance is needed for making a choice related to health.</p>
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**Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.**

BENCHMARK CODE	BENCHMARK
HE.4.B.6.1	Create a personal health goal and track progress toward achievement.
HE.4.B.6.2	Categorize resources that could assist in achieving a small group personal health goal.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.4.B.6.In.1 Select a personal health goal and use selected strategies to record daily progress, such as improving eating, sleeping, safety, or hygiene habits, developing communication or coping skills, or becoming educated about drugs, tobacco, or an environmental issue.</p> <p>HE.4.B.6.In.2 Describe resources that could assist in achieving a small-group personal-health goal, such as family members, school personnel, community-service providers, and a nutrition resource guide.</p>	<p>HE.4.B.6.Su.1 Identify a short-term personal health goal and identify actions taken to achieve the goal, such as improving eating, sleeping, safety, or hygiene habits, or developing communication and coping skills.</p> <p>HE.4.B.6.Su.2 Identify a resource that could assist in achieving a small-group personal-health goal, such as family members, school personnel, community-service providers, or a nutrition resource guide.</p>	<p>HE.4.B.6.Pa.1 Recognize a short-term personal health goal and recognize behaviors to achieve that goal, such as eating healthy snacks or improving hygiene or communication skills.</p> <p>HE.4.B.6.Pa.2 Recognize a resource that could assist in achieving a personal-health behavior (goal), such as a family member or teacher.</p>

**Strand: HEALTH LITERACY PROMOTION**

**Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.**

BENCHMARK CODE	BENCHMARK
HE.4.P.7.1	Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
HE.4.P.7.In.b Identify healthy practices and behaviors to maintain or improve personal health and reduce common health risks, such as avoiding tobacco products, brushing and flossing teeth, participating in regular physical activity, following playground rules, refusing tobacco and alcohol products, and reporting bullying.	HE.4.P.7.Su.b Recognize healthy behaviors to maintain or improve personal health and reduce common health risks, such as avoiding tobacco products, brushing and flossing teeth, participating in regular physical activity, following playground rules, refusing tobacco and alcohol products, and reporting bullying. <u>Date Adopted or Revised:</u> 04/12	HE.4.P.7.Pa.b Recognize a healthy behavior that improves personal health and reduces common health risks, such as following playground rules, refusing tobacco and alcohol products, or reporting bullying.

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.4.P.8.1	Assist others to make positive health choices.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
HE.4.P.8.In.1 Help others to make positive health choices at school, such as following water safety rules, reporting bullying, and resolving conflicts with others.	HE.4.P.8.Su.1 Cooperate with others when making positive health choices, such as by following safety rules, and resolving conflicts with others.	HE.4.P.8.Pa.1 Work with a partner to make a positive health choice, such as following safety rules.

**Strand: RESILIENCY (STARTING 2023-2024)**

Standard 1: Character

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.4.R.1.1	Consider the perspectives of others.
HE.4.R.1.2	Identify the benefits of treating others with respect.
HE.4.R.1.3	Predict the potential outcomes of repeating and/or sharing information that is not true.
HE.4.R.1.4	Identify strategies to help persevere in difficult situations.

Standard 2: Personal Responsibility

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.4.R.2.1	Discuss ways to take responsibility for one's actions.
HE.4.R.2.2	Identify the value of making healthy choices for personal well-being.
HE.4.R.2.3	Create a personal goal and track progress toward achievement.
HE.4.R.2.4	Explain how attitudes and thoughts can influence your behavior.

Standard 3: Mentorship and Citizenship

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.4.R.3.1	Identify opportunities to actively participate as a responsible citizen in the school and the local community.

HE.4.R.3.2	Model serving or helping others in the school or community.
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**Standard 4: Critical Thinking and Problem Solving**

BENCHMARK CODE	BENCHMARK
HE.4.R.4.1	Describe how perseverance may help overcome obstacles.
HE.4.R.4.2	Describe strategies to resolve conflicts. <i>Clarifications:</i> Compromise, agree-to-disagree, civil discourse.

**GRADE: 5**

**Strand: HEALTH LITERACY CONCEPTS**

**Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.**

BENCHMARK CODE	BENCHMARK	
HE.5.C.1.1	Describe the relationship between healthy behaviors and personal health.	
HE.5.C.1.2	Explain the physical, mental/emotional, social, and intellectual dimensions of health.	
HE.5.C.1.3	Explain ways a safe, healthy home and school environment promote personal health.	
HE.5.C.1.4	Compare ways to prevent common childhood injuries and health problems.	
HE.5.C.1.5	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.	
HE.5.C.1.6	Recognize how appropriate health care can promote personal health.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.5.C.1.In.1 Identify the relationship between healthy behaviors and personal health, such as not smoking, preventing	HE.5.C.1.Su.1 Recognize relationships between healthy behaviors and personal health, such as not smoking and preventing	HE.5.C.1.Pa.1 Recognize the relationship between a healthy behavior and one's personal health, such as



<p>diseases, expressing feelings to maintain relationships, and using sunscreen for cancer prevention.</p> <p>HE.5.C.1.In.2 Identify aspects of each dimension of health (physical, mental/emotional, social, and intellectual), such as getting immunizations, managing emotions, practicing teamwork, and solving problems.</p> <p>HE.5.C.1.In.3 Identify ways a safe, healthy home and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods.</p> <p>HE.5.C.1.In.4 Describe ways to prevent common childhood injuries and health problems, such as wearing a seat belt, avoiding food with empty calories, and having health check-ups.</p> <p>HE.5.C.1.In.5 Identify ways that major external and internal body parts work together in systems, such as digestive, respiratory, and reproductive.</p> <p>HE.5.C.1.In.6 Recognize selected ways that regular health care can promote personal health, such as having immunizations, using medication appropriately, and getting grief and loss counseling.</p>	<p>diseases, expressing feelings to maintain relationships, and using sunscreen for cancer prevention.</p> <p>HE.5.C.1.Su.2 Recognize aspects of the dimensions of health (mental/emotional, physical, social, and intellectual), such as getting immunizations, managing emotions, demonstrating teamwork, and solving problems.</p> <p>HE.5.C.1.Su.3 Recognize ways a safe, healthy home and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods.</p> <p>HE.5.C.1.Su.4 Identify ways to prevent common childhood injuries or health problems, such as wearing a seat belt, avoiding food with empty calories, and having health check-ups.</p> <p>HE.5.C.1.Su.5 Recognize ways major internal and external body parts work together, such as digesting food, breathing, and reproducing.</p> <p>HE.5.C.1.Su.6 Recognize a way that regular health care can promote personal health, such as having immunizations, using medication appropriately, or getting grief and loss counseling.</p>	<p>expressing feelings to maintain relationships or maintaining hygiene to prevent illness.</p> <p>HE.5.C.1.Pa.2 Recognize behaviors that represent the social dimension of health, such as working together or helping a friend.</p> <p>HE.5.C.1.Pa.3 Recognize a way a safe home and school environment promote health, such as providing a smoke-free environment, having rules for behavior, or providing healthy foods.</p> <p>HE.5.C.1.Pa.4 Recognize a way to prevent injuries and health problems, such as wearing a seat belt, avoiding food with empty calories, or having health check-ups.</p> <p>HE.5.C.1.Pa.5 Associate major external and internal body parts with their functions.</p> <p>HE.5.C.1.Pa.6 Recognize a healthcare provider needed for a physical-health problem, such as the dentist for a toothache.</p>
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**Standard 2: Internal and External Influence- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.5.C.2.1	Predict how families may influence various health practices of children.
HE.5.C.2.2	Predict how friends/peers may influence various health practices of children.
HE.5.C.2.3	Predict how the school and community influence various health practices of children.
HE.5.C.2.4	Give examples of school and public health policies that influence health promotion and disease prevention.
HE.5.C.2.5	Determine how media influences family health behaviors and the selection of health information, products, and services.
HE.5.C.2.6	Describe ways that technology can influence family health behaviors.
HE.5.C.2.7	Discuss how various cultures can influence personal health beliefs.
HE.5.C.2.8	Investigate influences that change health beliefs and behaviors.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.5.C.2.In.a Describe how families may influence various health practices of children, such as facilitating involvement in youth sports, practicing good family hygiene, and having healthy eating habits.</p>	<p>HE.5.C.2.Su.a Identify ways families influence health practices of children, such as facilitating involvement in youth sports, practicing good family hygiene, and having healthy eating habits.</p>	<p>HE.5.C.2.Pa.a Recognize a way the family influences health behaviors of children, such as facilitating involvement in youth sports, practicing good family hygiene, or having healthy eating habits.</p>
<p>HE.5.C.2.In.b Describe how friends/peers may influence various health practices of children, such as applying peer pressure to smoke or to cheat, and standing up for someone being bullied.</p>	<p>HE.5.C.2.Su.b Identify positive and negative examples of ways friends may influence health practices of children, such as applying peer pressure to smoke or to cheat, and standing up for someone being bullied.</p>	<p>HE.5.C.2.Pa.b Recognize positive and negative examples of selected behaviors of friends, such as friendly or unfriendly behaviors.</p>
<p>HE.5.C.2.In.c Describe how the school and community influence various health practices of children, such as offering after-school activities, community-safety education programs, and a variety of nutritious foods at lunch.</p>	<p>HE.5.C.2.Su.c Identify ways the school and community influence various health practices of children, such as offering after-school activities, community-safety education programs, and a variety of nutritious foods at lunch.</p>	<p>HE.5.C.2.Pa.c Recognize ways the school influences health practices of children, such as offering after-school activities, community-safety education programs, a variety of nutritious foods at lunch, and bus-safety rules.</p>
<p>HE.5.C.2.In.d Identify selected school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.</p>	<p>HE.5.C.2.Su.d Recognize school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.</p>	<p>HE.5.C.2.Pa.d Recognize ways the school influences health practices of children, such as offering after-school activities, community safety-education programs, a variety of nutritious foods at lunch, and bus-safety rules.</p>
<p>HE.5.C.2.In.e Describe ways media and technology influence family- health behaviors and the selection of information, products, and services, such as providing severe-weather alerts, health-product commercials, carbon-monoxide detectors, and microwave ovens.</p>	<p>HE.5.C.2.Su.e Recognize ways media and technology influence family-health behaviors and the selection of information, products, and services, such as providing severe-weather alerts, health-product commercials, carbon-monoxide detectors, and microwave ovens.</p>	<p>HE.5.C.2.Pa.e Recognize ways media and technology affect family-health behaviors, such as healthy eating and using exercise equipment.</p>
<p>HE.5.C.2.In.f Describe ways media and technology influence family-health behaviors and the selection of information, products, and services, such as providing severe-weather alerts, health-product commercials, carbon-monoxide detectors, and microwave ovens.</p>	<p>HE.5.C.2.Su.f Recognize ways media and technology influence family-health behaviors and the selection of information, products, and services, such as providing severe-weather alerts, health-product commercials, carbon-monoxide detectors, and microwave ovens.</p>	<p>HE.5.C.2.Pa.f Recognize ways media and technology affect family-health behaviors, such as healthy eating and using exercise equipment.</p>
<p>HE.5.C.2.In.g Identify how various cultures can influence personal-health beliefs, such as food choices, health risks from tobacco use, and healthy skin care.</p>	<p>HE.5.C.2.Su.g Recognize how culture can influence personal-health beliefs, such as food choices, health risks from tobacco use, and healthy skin care.</p>	<p>HE.5.C.2.Pa.g Associate a cultural activity with healthy behaviors, such as eating special meals.</p>
<p>HE.5.C.2.In.h Identify influences that change health</p>		<p>HE.5.C.2.Pa.h Recognize ways the school influences health practices of children, such as offering after-school activities, community safety-education programs, a</p>

beliefs and behaviors, such as information about tobacco use, firearm safety, and the use of seat belts/child restraints.	HE.5.C.2.Su.h Recognize influences that change health beliefs and behaviors, such as information about tobacco use, firearm safety, and use of seat belts/child restraints.	variety of nutritious foods at lunch, and bus-safety rules.
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**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.5.B.3.1	Discuss characteristics of valid health information, products, and services.
HE.5.B.3.2	Evaluate criteria for selecting health resources, products, and services.
HE.5.B.3.3	Compile resources from home, school, and community, technologies that provide valid health information.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.5.B.3.In.a Describe characteristics of valid health information, products, and services, such as being a reliable source, having current information, and being medically accurate.	HE.5.B.3.Su.a Identify selected characteristics of valid health information, such as being a reliable source, having current information, and being medically accurate.	HE.5.B.3.Pa.a Recognize healthcare providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor.
HE.5.B.3.In.b Describe criteria for selecting common health resources, products, and services, such as function, directions for use, and provider competence.	HE.5.B.3.Su.b Identify criteria for selecting common health resources, products, and services, such as function, directions for use, and provider competence.	HE.5.B.3.Pa.b Recognize intended use of selected health products.
HE.5.B.3.In.c Identify resources for valid health information in the home, school, and community, such as the library, brochures, and books.	HE.5.B.3.Su.c Recognize resources for valid health information in the home, school, and community, such as the library, brochures, and books.	HE.5.B.3.Pa.c Recognize healthcare providers in the home, school, or community who provide valid health information, such as therapists, nurses, and doctors.

Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.5.B.4.1	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
HE.5.B.4.2	Discuss refusal skills and negotiation skills that avoid or reduce health risks.
HE.5.B.4.3	Illustrate effective conflict resolution strategies.
HE.5.B.4.4	Determine ways to ask for assistance to enhance the health of self and others.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.5.B.4.In.a Describe common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal or written communication and conflict-resolution skills.</p> <p>HE.5.B.4.In.b Identify selected refusal skills and negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using “I” messages.</p> <p>HE.5.B.4.In.c Identify selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.</p> <p>HE.5.B.4.In.d Demonstrate ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, or drawing.</p>	<p>HE.5.B.4.Su.a Identify common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal communication and conflict-resolution skills.</p> <p>HE.5.B.4.Su.b Recognize selected refusal or negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using “I” messages.</p> <p>HE.5.B.4.Su.c Recognize selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.</p> <p>HE.5.B.4.Su.d Recognize ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, and drawing.</p>	<p>HE.5.B.4.Pa.a Recognize effective verbal and nonverbal communication skills to enhance health.</p> <p>HE.5.B.4.Pa.b Recognize selected refusal skills to reduce health risks in the classroom, such as saying “no” or turning away.</p> <p>HE.5.B.4.Pa.c Recognize a selected way to resolve a conflict with a peer, such as turning away.</p> <p>HE.5.B.4.Pa.d Initiate a request for assistance to enhance health of self and others.</p>

**Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.5.B.5.1	Describe circumstances that can help or hinder healthy decision making.
HE.5.B.5.2	Summarize healthy options to health-related issues or problems.
HE.5.B.5.3	Compare the potential short-term impact of each option on self and others when making a health-related decision.
HE.5.B.5.4	Select a healthy option when making decisions for yourself and/or others.
HE.5.B.5.5	Analyze when assistance is needed when making a health-related decision.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.5.B.5.In.a Identify selected circumstances that can help or hinder healthy decision making, such as peer pressure, bullying, substance abuse, and stress.</p> <p>HE.5.B.5.In.b Explain healthy options to health-related issues or problems, such as concerns about bullying, body image and changes, and anger management.</p>	<p>HE.5.B.5.Su.a Recognize circumstances that can help or hinder healthy decision making in the classroom, such as peer pressure, bullying, substance abuse, and stress.</p> <p>HE.5.B.5.Su.b Describe healthy options to health-related issues or concerns, such as concerns about bullying, body image and changes, and anger management.</p>	<p>HE.5.B.5.Pa.a Recognize a circumstance that can help healthy decision making, such as having assistance available.</p> <p>HE.5.B.5.Pa.b Associate a healthy or unhealthy option with its related impact on health.</p> <p>HE.5.B.5.Pa.c Associate a healthy or unhealthy option with its related impact on</p>

<p>HE.5.B.5.In.c Describe the potential short-term impact of each option on yourself and others when making a health-related decision, such as intervening during bullying, practicing positive character traits, and avoiding substance abuse.</p> <p>HE.5.B.5.In.d Identify healthy options when making decisions for yourself and others, such as reporting bullying, resolving conflicts, and using safety equipment.</p> <p>HE.5.B.5.In.e Determine whether a health-related decision can be made individually or when assistance is needed, such as intervening during bullying, dealing with puberty issues, and accessing safety equipment.</p>	<p>HE.5.B.5.Su.c Identify a potential short-term personal impact of each option on yourself or others when making a health-related decision, such as intervening during a fight, practicing positive character traits, and avoiding substance abuse.</p> <p>HE.5.B.5.Su.d Identify a healthy option when making a decision for yourself or others, such as reporting bullying, and resolving conflicts.</p> <p>HE.5.B.5.Su.e Identify situations when a health-related decision can be made individually or when assistance is needed, such as intervening during bullying, dealing with puberty issues, and accessing safety equipment.</p>	<p>health.</p> <p>HE.5.B.5.Pa.d Associate a healthy or unhealthy option with its related impact on health.</p> <p>HE.5.B.5.Pa.e Recognize situations when personal assistance is needed in making health-related decisions, such as dealing with an aggressive classmate or puberty issues, and accessing safety equipment.</p>
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Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.5.B.6.1	Specify a personal health goal and track progress toward achievement.	
HE.5.B.6.2	Select reliable resources that would assist in achieving a small group personal health goal.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.5.B.6.In.1 Describe a personal health goal and track progress toward achievement, such as participating in physical activity, having good eating and safety habits, using computers safely, managing anger, and preventing disease.</p> <p>HE.5.B.6.In.2 Choose a reliable resource from recommended options in the home, school, or community— such as a reliable member of the family, school personnel, or a community-health provider—who could assist in achieving a small-group personal-health goal.</p>	<p>HE.5.B.6.Su.1 Identify a short-term personal health goal and track progress toward achieving the goal, such as participating in physical activity, having good eating and safety habits, using computers safely, or managing anger.</p> <p>HE.5.B.6.Su.2 Choose a reliable resource from recommended options in the home or school—such as a parent, teacher, coach, counselor, or school nurse—who could assist in achieving a small-group personal-health goal.</p>	<p>HE.5.B.6.Pa.1 Recognize a short-term personal health goal and identify actions taken to achieve the goal, such as eating healthy foods or brushing teeth.</p> <p>HE.5.B.6.Pa.2 Recognize an appropriate person from the home or school who could assist in achieving a personal-health goal.</p>

**Strand: HEALTH LITERACY PROMOTION**

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.5.P.7.1	Model responsible personal health behaviors.
HE.5.P.7.2	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.5.P.7.In.1 Model selected responsible personal-health behaviors, such as respecting others, choosing healthy foods, and picking up litter.</p> <p>HE.5.P.7.In.2 Perform selected healthy practices and behaviors to maintain or improve personal health and reduce common health risks, such as eating healthy foods, bathing daily, using conflict-resolution skills, obeying bicycle safety laws, maintaining good hygiene, and creating healthy menus.</p>	<p>HE.5.P.7.Su.1 Demonstrate a responsible personal-health behavior, such as respecting others, choosing healthy foods, and picking up litter.</p> <p>HE.5.P.7.Su.2 Perform a healthy practice or behavior to maintain or improve personal health and reduce common health risks, such as choosing and eating healthy foods, using conflict-resolution skills, or maintaining good hygiene.</p>	<p>HE.5.P.7.Pa.1 Perform a guided responsible personal-health practice or behavior, such as respecting others, choosing healthy foods, and picking up litter.</p> <p>HE.5.P.7.Pa.2 Perform a guided responsible personal-health practice or behavior and reduce common health risks, such as respecting others, choosing healthy foods, picking up litter, or maintaining good hygiene.</p>

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.5.P.8.1	Persuade others to make positive health choices.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.5.P.8.In.1 Encourage others to make positive health choices, such as practicing negotiation skills, advocating for a smoke-free environment, and encouraging the use of safety equipment.</p>	<p>HE.5.P.8.Su.1 Remind others to make a positive health choice at school, such as using safety equipment.</p>	<p>HE.5.P.8.Pa.1 Remind others to make a positive health choice in selected situations, such as using safety equipment.</p>

**Strand: RESILIENCY (STARTING 2023-2024)**

Standard 1: Character

BENCHMARK CODE	BENCHMARK
HE.5.R.1.1	Discuss how to work together to achieve a positive outcome.
HE.5.R.1.2	Identify how to communicate effectively within a group.
HE.5.R.1.3	Describe the importance of considering the perspective of others when communicating.

HE.5.R.1.4	Discuss ways that honesty and trustworthiness can lead to school and career success.
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### Standard 2: Personal Responsibility

BENCHMARK CODE	BENCHMARK
HE.5.R.2.1	Describe the importance of having the courage to do the right thing even when it is difficult.
HE.5.R.2.2	Discuss how responsible decision-making affects personal well-being.
HE.5.R.2.3	Select reliable resources that would assist in achieving a personal goal.
HE.5.R.2.4	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.
HE.5.R.2.5	Explain how attitudes and thoughts can influence your behavior and affect others.
HE.5.R.2.6	Demonstrate how to positively respond to external influences.  <i>Clarifications:</i> Social media, television, music, peers.

### Standard 3: Mentorship and Citizenship

BENCHMARK CODE	BENCHMARK
HE.5.R.3.1	Identify leadership skills that encourage and empower others.
HE.5.R.3.2	Identify ways to participate in decision-making in the school or community.

### Standard 4: Critical Thinking and Problem Solving

BENCHMARK CODE	BENCHMARK
HE.5.R.4.1	Apply organizational strategies that support completing multiple tasks efficiently.
HE.5.R.4.2	Identify successful strategies for adjusting to change and setbacks.  <i>Clarifications:</i> Coping, grit, new learning.
HE.5.R.4.3	Compare conflict resolution methods to identify potential solutions.  <i>Clarifications:</i> Negotiation, give and take, analyze pros and cons.

## GRADE: 6

### Strand: HEALTH LITERACY CONCEPTS

Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

BENCHMARK CODE	BENCHMARK
HE.6.C.1.2	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.6.C.1.3	Identify environmental factors that affect personal health.
HE.6.C.1.4	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.5	Explain how body systems are impacted by hereditary factors and infectious agents.

HE.6.C.1.6	Examine how appropriate health care can promote personal health.
HE.6.C.1.7	Recognize how heredity can affect personal health.
HE.6.C.1.8	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.6.C.1.In.b Identify how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as eating well helps one stay alert in class, getting along with others helps decrease stress, and getting enough sleep helps one have more energy.</p> <p>HE.6.C.1.In.c Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food.</p> <p>HE.6.C.1.In.d Recognize health problems and concerns common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, and changes related to puberty.</p> <p>HE.6.C.1.In.e Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.</p> <p>HE.6.C.1.In.f Recognize that some health conditions are caused by infection, such as strep throat and influenza.</p> <p>HE.6.C.1.In.g Identify how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.</p> <p>HE.6.C.1.In.h Recognize that certain characteristics are passed from parents to children (heredity), such as physical appearance, gender, and race.</p>	<p>HE.6.C.1.Su.b Recognize that the dimensions of health are interrelated, such as that physical health impacts emotional health.</p> <p>HE.6.C.1.Su.c Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food.</p> <p>HE.6.C.1.Su.d Recognize a health problem and concern that is common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, or changes related to puberty.</p> <p>HE.6.C.1.Su.e Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.</p> <p>HE.6.C.1.Su.f Recognize a health condition that is caused by infection, such as strep throat or influenza.</p> <p>HE.6.C.1.Su.g Recognize how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.</p> <p>HE.6.C.1.Su.h Recognize a characteristic that is passed from parents to children (heredity), such as physical appearance, gender, or race.</p>	<p>HE.6.C.1.Pa.b Recognize physical and emotional aspects of health, such as eating habits and expressing feelings.</p> <p>HE.6.C.1.Pa.c Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment.</p> <p>HE.6.C.1.Pa.d Associate a common personal-health problem or issue with adolescents, such as acne or changes related to puberty.</p> <p>HE.6.C.1.Pa.e Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint.</p> <p>HE.6.C.1.Pa.f Associate a health condition with infection, such as strep throat or influenza.</p> <p>HE.6.C.1.Pa.g Associate regular health care with personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.</p> <p>HE.6.C.1.Pa.h Associate a physical characteristic passed from parents to children, such as hair or eye color.</p>

Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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HE.6.C.2.1	Examine how family influences the health of adolescents.
HE.6.C.2.2	Examine how peers influence the health of adolescents.
HE.6.C.2.3	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.5	Examine how media influences peer and community health behaviors.
HE.6.C.2.6	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.7	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.8	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.9	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.6.C.2.In.a Identify how family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.</p> <p>HE.6.C.2.In.b Identify ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, and spreading rumors.</p> <p>HE.6.C.2.In.c Recognize health information conveyed to students by the school and community, such as first-aid education programs, refusal-skills practice, and healthy body composition and body mass index (BMI).</p> <p>HE.6.C.2.In.d Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, and school-district wellness policies.</p>	<p>HE.6.C.2.Su.a Recognize ways that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.</p> <p>HE.6.C.2.Su.b Recognize ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, and spreading rumors.</p> <p>HE.6.C.2.Su.c Recognize selected health information conveyed to students by the school and community, such as first-aid education programs, refusal-skills practice, and healthy body composition and body mass index (BMI).</p> <p>HE.6.C.2.Su.d Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, or school-district wellness policies.</p> <p>HE.6.C.2.Su.e</p>	<p>HE.6.C.2.Pa.a Recognize a way that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.</p> <p>HE.6.C.2.Pa.b Recognize a way peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, or spreading rumors.</p> <p>HE.6.C.2.Pa.c Recognize one type of health information conveyed to students by the school, such as first-aid education programs, refusal-skills practice, and healthy body composition, and body mass index (BMI).</p> <p>HE.6.C.2.Pa.d Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school-zone speeding laws, or school-district wellness policies.</p>

<p>HE.6.C.2.In.e Identify how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials.</p> <p>HE.6.C.2.In.f Identify ways technology can influence peer and community health behaviors, such as the use of Internet social-networking sites, heart-rate monitors, and crosswalk signals.</p> <p>HE.6.C.2.In.g Recognize cultural changes related to health beliefs and behaviors, such as the availability of school breakfast programs, fast-food menus, and fitness programs.</p> <p>HE.6.C.2.In.h Recognize how social norms may impact healthy and unhealthy behaviors, such as using inhalants, wearing seat belts, and walking or biking instead of riding in a vehicle to a close location.</p> <p>HE.6.C.2.In.i Identify the influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.</p>	<p>Recognize how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials.</p> <p>HE.6.C.2.Su.f Identify a way technology can influence peer or community health behaviors, such as Internet social-networking sites, heart-rate monitors, or crosswalk signals.</p> <p>HE.6.C.2.Su.g Recognize a cultural change related to health beliefs and behaviors, such as the availability of school-breakfast programs, fast-food menus, and fitness programs.</p> <p>HE.6.C.2.Su.h Recognize a way social norms may impact healthy and unhealthy behaviors, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.</p> <p>HE.6.C.2.Su.i Recognize an influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.</p>	<p>HE.6.C.2.Pa.e Recognize a way the media can influence peer or community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, or sports beverage commercials.</p> <p>HE.6.C.2.Pa.f Recognize a way that technology can influence peer or community health behaviors, such as Internet social-networking sites, heart-rate monitors, or crosswalk signals.</p> <p>HE.6.C.2.Pa.g Recognize a way the behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.</p> <p>HE.6.C.2.Pa.h Recognize a way a behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.</p> <p>HE.6.C.2.Pa.i Associate a personal belief with an individual health practice, such as participating in sports, using over-the-counter drugs, or wearing seat belts.</p>
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Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR		
Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.6.B.3.1	Examine the validity of health information, and determine the cost of health products, and services.	
HE.6.B.3.3	Investigate a variety of technologies to gather health information.	
HE.6.B.3.4	Describe situations when professional health services may be required.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.6.B.3.In.a Identify the validity of selected health information for a product and a service,	HE.6.B.3.Su.a Recognize the validity of selected health information for a product or service, such	HE.6.B.3.Pa.a Recognize a health-related product or service.

<p>such as an advertisement, Internet, infomercial, article, and flyer.</p> <p>HE.6.B.3.In.c Use technology to gather health information, such as a computer, thermometer, phone, television, or audio book.</p> <p>HE.6.B.3.In.d Identify selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.</p>	<p>as an advertisement, Internet, infomercial, article, or flyer.</p> <p>HE.6.B.3.Su.c Use selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book.</p> <p>HE.6.B.3.Su.d Recognize selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.</p>	<p>HE.6.B.3.Pa.c Use technology to recognize selected health information, such as a computer, television, or audio book.</p> <p>HE.6.B.3.Pa.d Associate a situation with the need for a professional health service, such as for injury or illness.</p>
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**Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.6.B.4.1	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.
HE.6.B.4.2	Practice refusal skills and negotiation skills to reduce health risks.
HE.6.B.4.3	Demonstrate effective conflict-management and/or resolution strategies.
HE.6.B.4.4	Compile ways to ask for assistance to enhance the health of self and others.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.6.B.4.In.a Determine a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios.</p> <p>HE.6.B.4.In.b Apply selected refusal and negotiation skills to reduce personal health risks, such as being assertive, compromising, and using "I" messages.</p> <p>HE.6.B.4.In.c Use selected conflict- management or resolution strategies, such as talking to an adult, managing anger effectively, and using conflict mediators.</p> <p>HE.6.B.4.In.d Identify ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.</p>	<p>HE.6.B.4.Su.a Use a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios.</p> <p>HE.6.B.4.Su.b Demonstrate a refusal or negotiation skill to reduce personal health risks, such as being assertive, compromising, or using "I" messages.</p> <p>HE.6.B.4.Su.c Model a nonviolent way to resolve a conflict, such as talking to an adult, managing anger effectively, or using conflict mediators.</p> <p>HE.6.B.4.Su.d Recognize ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.</p>	<p>HE.6.B.4.Pa.a Use a communication strategy to express wants, needs, or requests to enhance health.</p> <p>HE.6.B.4.Pa.b Use a refusal skill to reduce personal health risks at school, such as being assertive or using "I" messages.</p> <p>HE.6.B.4.Pa.c Recognize a nonviolent way to resolve a conflict in the classroom, such as getting help from an adult.</p> <p>HE.6.B.4.Pa.d Use a communication strategy to express wants, needs, or requests to enhance health.</p>

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.6.B.5.1	Investigate health-related situations that require the application of a thoughtful decision-making process.
HE.6.B.5.2	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.B.5.3	Specify the potential outcomes of each option when making a health-related decision.
HE.6.B.5.4	Distinguish between the need for individual or collaborative decision-making.
HE.6.B.5.5	Predict the potential outcomes of a health-related decision.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.6.B.5.In.1 Identify a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.</p> <p>HE.6.B.5.In.2 Determine a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.</p> <p>HE.6.B.5.In.3 Recognize the potential outcomes of each option when making a health-related decision, such as physical, social, emotional, financial, and legal consequences.</p> <p>HE.6.B.5.In.4 Recognize the need for individual or collaborative decision making, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.</p> <p>HE.6.B.5.In.5 Identify circumstances that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits.</p>	<p>HE.6.B.5.Su.1 Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.</p> <p>HE.6.B.5.Su.2 Recognize a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.</p> <p>HE.6.B.5.Su.3 Recognize a potential outcome of each option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.</p> <p>HE.6.B.5.Su.4 Recognize the need for individual or collaborative decision making in selected situations, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.</p> <p>HE.6.B.5.Su.5 Identify a circumstance that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits.</p>	<p>HE.6.B.5.Pa.1 Recognize a health-related situation in which a decision is required, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.</p> <p>HE.6.B.5.Pa.2 Recognize a healthy alternative when making a decision, such as not smoking, limiting sedentary activity, or practicing good character.</p> <p>HE.6.B.5.Pa.3 Recognize a potential outcome of a selected option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.</p> <p>HE.6.B.5.Pa.4 Recognize the need for individual or collaborative decision making in a selected situation, such as peer pressure to smoke, considering the severity of the situation, and personal skills and abilities.</p> <p>HE.6.B.5.Pa.5 Recognize selected circumstances that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits.</p>

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.6.B.6.1	Use various methods to measure personal health status.
HE.6.B.6.2	Develop an individual goal to adopt, maintain, or improve a personal health practice.

HE.6.B.6.3	Determine strategies and skills needed to attain a personal health goal.	
HE.6.B.6.4	Monitor progress toward attaining a personal health goal.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.6.B.6.In.1 Use selected methods to measure personal health status, such as BMI, surveys, a heart-rate monitor, and a pedometer.</p> <p>HE.6.B.6.In.2 Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying-prevention skills, or personal hygiene.</p> <p>HE.6.B.6.In.3 Identify strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury-prevention measures.</p> <p>HE.6.B.6.In.4 Identify progress toward attaining a personal health goal, such as a using a checklist, diary, log, computer software, and websites.</p>	<p>HE.6.B.6.Su.1 Use a selected method to measure personal health status, such as BMI, surveys, a heart-rate monitor, or a pedometer.</p> <p>HE.6.B.6.Su.2 Identify an individual goal to adopt, maintain, or improve personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying-prevention skills, or personal hygiene.</p> <p>HE.6.B.6.Su.3 Recognize strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury-prevention measures.</p> <p>HE.6.B.6.Su.4 Track progress toward attaining a personal health goal, such as a checklist, diary, log, computer software, or websites.</p>	<p>HE.6.B.6.Pa.1 Use a guided method to identify personal health status, such as BMI, surveys, a heart-rate monitor, or a pedometer.</p> <p>HE.6.B.6.Pa.2 Recognize an individual goal to adopt, maintain, or improve a personal health practice, such as participating in physical activity, having good safety and eating habits, or maintaining good hygiene.</p> <p>HE.6.B.6.Pa.3 Recognize a skill needed to attain a personal health goal, such as tracking activity through journaling and using daily checklists.</p> <p>HE.6.B.6.Pa.4 Check progress toward a personal health goal, such as following a picture sequence or using a chart.</p>

<b>Strand: HEALTH LITERACY PROMOTION</b>		
Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
HE.6.P.7.1	Explain the importance of assuming responsibility for personal-health behaviors.	
HE.6.P.7.2	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.6.P.7.In.1 Identify the importance of assuming responsibility for personal- health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships.</p> <p>HE.6.P.7.In.2 Describe selected healthy practices and</p>	<p>HE.6.P.7.Su.1 Recognize the importance of assuming responsibility for personal-health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships.</p> <p>HE.6.P.7.Su.2</p>	<p>HE.6.P.7.Pa.1 Recognize important personal-health behaviors.</p> <p>HE.6.P.7.Pa.2 Recognize a healthy practice or behavior that will maintain or improve personal health, such as good hygiene,</p>

behaviors that will maintain or improve personal health, and reduce health risks such as having good hygiene, having healthy relationships with peers, getting adequate sleep, staying fit, refusing inhalants, and using the internet safely.	Identify a healthy practice and behavior that will maintain or improve personal health and reduce health risks, such as getting adequate sleep, having good hygiene, having healthy peer relationships, staying fit, refusing inhalants, or using the internet safely.	healthy peer relationships, or adequate sleep.
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**Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.6.P.8.1	Practice how to influence and support others when making positive health choices.
HE.6.P.8.2	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.8.4	Identify ways health messages and communication techniques can be targeted for different audiences.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.6.P.8.In.1 Practice selected ways to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions.</p> <p>HE.6.P.8.In.2 Identify reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero- tolerance laws, or drinking laws.</p> <p>HE.6.P.8.In.3 Work with others to advocate for healthy individuals and schools, such as media campaigns, posters, and skits.</p> <p>HE.6.P.8.In.4 Identify a way a health message or communication technique is altered for different audiences, such as in surveys, advertisements, music, and clothing.</p>	<p>HE.6.P.8.Su.1 Practice a way to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions.</p> <p>HE.6.P.8.Su.2 Recognize reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero- tolerance laws, or drinking laws.</p> <p>HE.6.P.8.Su.3 Work with others to promote selected healthy practices for individuals and schools, such as media campaigns, posters, and skits.</p> <p>HE.6.P.8.Su.4 Recognize a way a health message is altered for a selected audience, such as in surveys, advertisements, music, and clothing.</p>	<p>HE.6.P.8.Pa.1 Reinforce a positive health choice of others, such as encouraging others to eat healthy food, participating in physical activity, and practicing universal precautions.</p> <p>HE.6.P.8.Pa.2 Recognize a selected health-enhancing position, such as tobacco laws, zero-tolerance laws, or drinking laws.</p> <p>HE.6.P.8.Pa.3 Work with others to promote a healthy practice for individuals and schools, such as media campaigns, posters, and skits.</p> <p>HE.6.P.8.Pa.4 Recognize a health message for a selected target audience, such as drinking milk for children.</p>

## GRADE: 7

### Strand: HEALTH LITERACY CONCEPTS

Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

BENCHMARK CODE	BENCHMARK
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.7.C.1.3	Analyze how environmental factors affect personal health.
HE.7.C.1.4	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.5	Classify infectious agents and their modes of transmission to the human body.
HE.7.C.1.6	Explain how appropriate health care can promote personal health.
HE.7.C.1.7	Describe how heredity can affect personal health.
HE.7.C.1.8	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

#### Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.C.1.In.a Identify the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.</p> <p>HE.7.C.1.In.b Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).</p> <p>HE.7.C.1.In.c Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash- collection services.</p> <p>HE.7.C.1.In.d Identify ways to reduce or prevent injuries and other adolescent-health problems, such as wearing a helmet when biking or skateboarding, wearing a seat belt, following</p>	<p>HE.7.C.1.Su.a Recognize the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.</p> <p>HE.7.C.1.Su.b Identify how one dimension of health relates to another dimension of health, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).</p> <p>HE.7.C.1.Su.c Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash-collection services.</p> <p>HE.7.C.1.Su.d Recognize ways to reduce or prevent injuries and other adolescent-health problems, such as wearing a helmet and a seat belt, following pedestrian safety laws, and avoiding handling</p>	<p>HE.7.C.1.Pa.a Recognize an effect of a healthy or unhealthy behavior on personal health—including reproductive health—such as choosing healthy foods or fast foods, getting along with others or having conflicts, and appropriate physical contact.</p> <p>HE.7.C.1.Pa.b Recognize the effect of emotional health on physical health, such as emotional stress causing physical illness.</p> <p>HE.7.C.1.Pa.c Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home.</p> <p>HE.7.C.1.Pa.d Recognize a way to prevent injuries and adolescent-health problems, such as wearing a helmet or a seat belt, following pedestrian safety rules, or avoiding handling firearms.</p> <p>HE.7.C.1.Pa.e Recognize a likely injury or illness resulting from engaging in common unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual</p>

<p>pedestrian-safety laws, and avoiding handling of firearms.</p> <p>HE.7.C.1.In.e Describe likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, and injury or death from unsupervised handling of firearms.</p> <p>HE.7.C.1.In.f Identify that bacteria and viruses can be transmitted from one person to another and cause illness, such as the human immunodeficiency virus and staphylococcus infection.</p> <p>HE.7.C.1.In.g Identify how appropriate healthcare services can promote personal health, such as receiving immunizations prior to entering seventh grade and developing an action plan for asthma.</p> <p>HE.7.C.1.In.h Identify health conditions that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, heart disease, and acne.</p>	<p>firearms.</p> <p>HE.7.C.1.Su.e Identify a likely injury or illness resulting from engaging in common, unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms.</p> <p>HE.7.C.1.Su.f Recognize infectious diseases that can be spread from one person to another, such as the human immunodeficiency virus or staphylococcus infection.</p> <p>HE.7.C.1.Su.g Recognize how appropriate healthcare services can promote personal health, such as receiving immunizations prior to entering seventh grade and using an action plan for asthma.</p> <p>HE.7.C.1.Su.h Recognize common health problems that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, and acne.</p>	<p>relationships, or injury or death from unsupervised handling of firearms.</p> <p>HE.7.C.1.Pa.f Recognize infectious diseases that can be spread from one person to another, such as the human immunodeficiency virus or staphylococcus infection.</p> <p>HE.7.C.1.Pa.g Recognize a common healthcare service, such as receiving immunizations prior to entering seventh grade or using an action plan for asthma.</p> <p>HE.7.C.1.Pa.h Recognize a common health problem that is passed from parent to child (inherited), such as sickle-cell anemia, diabetes, or acne.</p>
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**Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.7.C.2.1	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.3	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.5	Analyze how messages from media influence health behaviors.
HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.
HE.7.C.2.7	Determine how cultural changes related to health beliefs and behaviors impact personal health.
HE.7.C.2.8	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.C.2.9	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.



**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>HE.7.C.2.In.a Identify how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.</p> <p>HE.7.C.2.In.b Describe ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.</p> <p>HE.7.C.2.In.c Identify ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.</p> <p>HE.7.C.2.In.e Identify how messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.</p> <p>HE.7.C.2.In.f Identify the influence of technology in locating valid health information, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.</p> <p>HE.7.C.2.In.g Identify ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant-feeding practices, prevalence of diabetes, cell-phone use, and the timeliness of emergency response.</p> <p>HE.7.C.2.In.h Identify how changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p>	<p>HE.7.C.2.Su.a Recognize how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.</p> <p>HE.7.C.2.Su.b Identify ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.</p> <p>HE.7.C.2.Su.c Recognize selected ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.</p> <p>HE.7.C.2.Su.e Identify ways messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.</p> <p>HE.7.C.2.Su.f Recognize the influence of technology in locating valid health information, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.</p> <p>HE.7.C.2.Su.g Recognize ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant-feeding practices, prevalence of diabetes, cell-phone use, and the timeliness of emergency response.</p> <p>HE.7.C.2.Su.h Recognize ways that changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p>	<p>HE.7.C.2.Pa.a Recognize a way that a family health behavior influences the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.</p> <p>HE.7.C.2.Pa.b Recognize selected ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.</p> <p>HE.7.C.2.Pa.c Recognize a way the school or community may influence the health behaviors of adolescents, such as having fire and tornado drills or providing healthy foods in vending machines.</p> <p>HE.7.C.2.Pa.e Recognize a way a selected media message may influence health behavior, such as using sports figures to promote fast food, using provocative images in film and print advertisements, or portraying smoking as appealing.</p> <p>HE.7.C.2.Pa.f Recognize that technology can provide accurate health information for people, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.</p> <p>HE.7.C.2.Pa.g Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p> <p>HE.7.C.2.Pa.h Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p>

HE.7.C.2.In.i Recognize how personal values, attitudes, and beliefs influence individual health practices and behaviors.	HE.7.C.2.Su.i Recognize how a personal value, attitudes, or belief influences an individual health practice or behavior.	HE.7.C.2.Pa.i Recognize how likes and dislikes influence choice-making.
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**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.7.B.3.1	Analyze the validity of health information, products, and services.
HE.7.B.3.2	Compare a variety of technologies to gather health information.
HE.7.B.3.3	Differentiate among professional health services that may be required.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.7.B.3.In.a Identify the validity of health information, products, and services, such as advertisements, health-claim articles, personal-care product claims, and tobacco-use information.	HE.7.B.3.Su.a Recognize the validity of selected health information, product, and service, such as advertisements, health-claim articles, personal-care product claims, or tobacco-use information.	HE.7.B.3.Pa.a Distinguish between a product or service that promotes health and one that does not, such as toothpaste and cigarettes.
HE.7.B.3.In.c Identify two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.	HE.7.B.3.Su.c Recognize two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.	HE.7.B.3.Pa.c Recognize that there are a variety of technologies that can be used to gather health information such as WebMD and Wikipedia.
HE.7.B.3.In.d Identify professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family- physician services, and counseling services.	HE.7.B.3.Su.d Recognize professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family- physician services, and counseling services.	HE.7.B.3.Pa.d Recognize a professional health service that may be required for a common health need, such as dental cleanings or family-physician services.

Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.7.B.4.1	Apply effective communication skills when interacting with others to enhance health.
HE.7.B.4.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
HE.7.B.4.3	Articulate the possible causes of conflict among youth in schools and communities.
HE.7.B.4.4	Demonstrate how to ask for assistance to enhance the health of self and others.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.7.B.4.In.a Use selected skills for communicating effectively with family, peers, and others to enhance health, such as using clear and concise words, nonverbal language, discussion, and “I” messages.</p> <p>HE.7.B.4.In.b Use selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.</p> <p>HE.7.B.4.In.c Identify possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.</p> <p>HE.7.B.4.In.d Model common ways to ask for assistance to enhance personal health of self and others, such as using “I” messages, asking on behalf of a friend, and making a written request.</p>	<p>HE.7.B.4.Su.a Use selected skills for communicating effectively with family and peers to enhance health, such as using clear and concise words, nonverbal language, or “I” messages.</p> <p>HE.7.B.4.Su.b Identify selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.</p> <p>HE.7.B.4.Su.c Recognize possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.</p> <p>HE.7.B.4.Su.d Model a positive way to ask for assistance to enhance personal health of self and others, such as using “I” messages, asking on behalf of a friend, or making a written request.</p>	<p>HE.7.B.4.Pa.a Use more than one way to communicate personal wants and needs to others to enhance health, such as verbalizing and choosing from options.</p> <p>HE.7.B.4.Pa.b Recognize a refusal, a negotiation, and a collaboration skill that enhances health or reduces health risk in the classroom, such as using direct statements, working together, or compromising.</p> <p>HE.7.B.4.Pa.c Recognize a possible cause of conflict among youth in schools, such as ethnic prejudice, and diversity or substance use.</p> <p>HE.7.B.4.Pa.d Recognize a positive way to ask for assistance to enhance health of self and others, such as using “I” messages, or asking on behalf of a friend.</p>

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.7.B.5.1	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.B.5.2	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.B.5.3	Determine when individual or collaborative decision-making is appropriate.
HE.7.B.5.4	Predict the short and long-term consequences of engaging in health-risk behaviors.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.7.B.5.In.1 Identify health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.</p> <p>HE.7.B.5.In.2</p>	<p>HE.7.B.5.Su.1 Recognize health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.</p>	<p>HE.7.B.5.Pa.1 Recognize selected health-related situations in which a decision is required, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.</p> <p>HE.7.B.5.Pa.2</p>

<p>Choose a healthy alternative over an unhealthy alternative when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer and Internet.</p> <p>HE.7.B.5.In.d Identify when individual or collaborative decision-making is appropriate, such as over-the-counter drug use, harassment, and gang involvement.</p> <p>HE.7.B.5.In.e Identify similarities in circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.</p>	<p>HE.7.B.5.Su.2 Determine a healthy alternative over an unhealthy alternative when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer, and Internet.</p> <p>HE.7.B.5.Su.d Identify when individual or collaborative decision-making is required in selected health-related situations, such as over-the-counter drug use, harassment, and gang involvement.</p> <p>HE.7.B.5.Su.e Identify selected circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.</p>	<p>Recognize healthy alternatives when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer and Internet.</p> <p>HE.7.B.5.Pa.d Recognize the need for individual or collaborative decision making in selected situations, such as over-the-counter drug use, harassment, and gang involvement.</p> <p>HE.7.B.5.Pa.e Recognize circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.</p>
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Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.7.B.6.1	Analyze personal beliefs as they relate to health practices.	
HE.7.B.6.2	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.	
HE.7.B.6.3	Explain strategies and skills needed to assess progress and maintenance of a personal health goal.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.B.6.In.1 Identify personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and website security.</p>	<p>HE.7.B.6.Su.1 Recognize personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and website security.</p>	<p>HE.7.B.6.Pa.1 Recognize a personal belief as it relates to a health practice, such as weight management through physical activity, disease prevention through hand washing, and possible avoidance of physical activities resulting from fear of participation.</p>
<p>HE.7.B.6.In.2 Use selected procedures to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.</p>	<p>HE.7.B.6.Su.2 Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.</p>	<p>HE.7.B.6.Pa.2 Identify an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.</p>
<p>HE.7.B.6.In.3 Describe selected strategies and skills needed to attain/maintain a</p>	<p>HE.7.B.6.Su.3 Identify a strategy or skill to attain/maintain a personal health</p>	<p>HE.7.B.6.Pa.3 Recognize a strategy needed to</p>

personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; and participating in support groups.	goal, such as journaling; using daily checklists, calorie counters, or pedometers; or participating in support groups.	attain/maintain a personal health goal, such as using calorie counters or pedometers, and participating in support groups.
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## Strand: HEALTH LITERACY PROMOTION

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.7.P.7.1	Examine the importance of assuming responsibility for personal-health behaviors.
HE.7.P.7.2	Experiment with behaviors that will maintain or improve personal health and reduce health risks.

### Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.P.7.In.1 Describe the importance of assuming responsibility for personal-health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively.</p> <p>HE.7.P.7.In.2 Demonstrate healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as healthy relationship skills, peer- pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, and practicing sexual abstinence.</p>	<p>HE.7.P.7.Su.1 Identify the importance of assuming personal responsibility for personal-health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively.</p> <p>HE.7.P.7.Su.2 Demonstrate a healthy practice and behavior that will maintain or improve personal health of self and reduce health risks, such as healthy relationship skills, peer- pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, or practicing sexual abstinence.</p>	<p>HE.7.P.7.Pa.1 Recognize that it is important to have good personal-health habits.</p> <p>HE.7.P.7.Pa.2 Perform a healthy practice or behavior that will maintain or improve health of self, such as healthy relationship skills, peer- pressure refusal skills, or problem-solving skills.</p>

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.7.P.8.1	Utilize the influence of others to promote positive health choices.
HE.7.P.8.2	Articulate a position on a health-related issue and support it with accurate health information.
HE.7.P.8.3	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.8.4	Analyze ways health messages can target different audiences.

### Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.P.8.In.1 Solicit suggestions and support from others to promote positive health choices in selected situations, such</p>	<p>HE.7.P.8.Su.1 Follow positive suggestions and accept support from others to promote positive health choices in selected</p>	<p>HE.7.P.8.Pa.1 Follow directions and accept support from others to promote a positive health choice in a selected situation,</p>

<p>as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p> <p>HE.7.P.8.In.2 Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.</p> <p>HE.7.P.8.In.3 Work with others to advocate for healthy individuals and peers, such as assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks</p> <p>HE.7.P.8.In.4 Identify ways health messages or communication techniques are targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards.</p>	<p>situations, such as seeking help from school support staff, practicing conflict resolution, and making wise, consumer purchases.</p> <p>HE.7.P.8.Su.2 Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.</p> <p>HE.7.P.8.Su.3 Work with others to advocate for healthy individuals and peers in selected situations, such as assisting with needs assessments, writing advocacy letters, or volunteering at information kiosks.</p> <p>HE.7.P.8.Su.4 Recognize ways a health message or communication technique is targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards.</p>	<p>such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p> <p>HE.7.P.8.Pa.2 Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.</p> <p>HE.7.P.8.Pa.3 Work with others to promote a selected healthy practice for individuals or peers, such as assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks.</p> <p>HE.7.P.8.Pa.4 Recognize a communication technique for a selected audience, such as popular music in a message in broadcast media for teenagers.</p>
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## GRADE: 8

Strand: HEALTH LITERACY CONCEPTS		
Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.8.C.1.2	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.	
HE.8.C.1.3	Predict how environmental factors affect personal health.	
HE.8.C.1.4	Investigate strategies to reduce or prevent injuries and other adolescent health problems.	
HE.8.C.1.5	Identify major chronic diseases that impact human body systems.	
HE.8.C.1.6	Analyze how appropriate health care can promote personal health.	
HE.8.C.1.7	Explore how heredity and family history can affect personal health.	
HE.8.C.1.8	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.8.C.1.In.b Describe the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as physical and social dimensions—hygiene and social	HE.8.C.1.Su.b Identify that healthy behaviors can impact multiple dimensions of health (physical, emotional, and social), such as physical and social dimensions—	HE.8.C.1.Pa.b Recognize that healthy behaviors can affect physical, mental/emotional, or social aspects of health, such as hygiene/social relationships, peer refusals in risky

<p>relationships; intellectual, social, and physical dimensions—sexual abstinence and avoidance of disease and pregnancy; and intellectual and social dimensions—peer refusals in risky situations and social relationships.</p> <p>HE.8.C.1.In.c Describe how environmental factors can affect personal health, such as the heat index, air quality, street lights and signs, gangs, and weapons in the community.</p> <p>HE.8.C.1.In.d Identify strategies to reduce or prevent injuries and other adolescent-health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and avoiding unsafe places.</p> <p>HE.8.C.1.In.e Explain the likelihood of injury or illness if engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections resulting from poor hygiene.</p> <p>HE.8.C.1.In.f Identify common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.</p> <p>HE.8.C.1.In.g Describe how appropriate health care can promote personal health, such as immunizations to avoid diseases, sports physicals to reduce sports health risks, and counseling to treat depression.</p> <p>HE.8.C.1.In.h Describe ways personal health can be affected by heredity and family history, such as sickle-cell anemia, heart disease, obesity, or mental health.</p>	<p>hygiene and social relationships; emotional and social dimensions—peer pressure in risky situations and social relationships.</p> <p>HE.8.C.1.Su.c Describe a way an environmental factor can affect personal health, such as the heat index, air quality, street lights and signs, gangs, and weapons in the community.</p> <p>HE.8.C.1.Su.d Recognize strategies to reduce or prevent injuries and other adolescent health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce STDs/STIs, and avoiding unsafe places.</p> <p>HE.8.C.1.Su.e Identify likely injuries or illnesses resulting from engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.</p> <p>HE.8.C.1.Su.f Recognize common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.</p> <p>HE.8.C.1.Su.g Identify how appropriate health care can promote personal health, such as immunizations to avoid diseases, sports physicals to reduce health risks, and counseling to treat depression.</p> <p>HE.8.C.1.Su.h Identify ways personal health can be affected by heredity and family history, such as sickle-cell anemia, heart disease, obesity, or mental health.</p>	<p>situations/social relationships, or sexual abstinence/avoidance of disease and pregnancy.</p> <p>HE.8.C.1.Pa.c Recognize environmental factors that affect personal health, such as the heat index and air quality.</p> <p>HE.8.C.1.Pa.d Recognize a strategy to prevent injuries and other adolescent- health problems, such as avoiding unsafe places to avoid injury.</p> <p>HE.8.C.1.Pa.e Recognize likely injuries or illnesses resulting from engaging in selected unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.</p> <p>HE.8.C.1.Pa.f Recognize a common chronic disease, such as cancer, asthma, or diabetes.</p> <p>HE.8.C.1.Pa.g Recognize a way appropriate health care can promote personal health, such as immunization to avoid diseases or sports physicals to reduce health risks.</p> <p>HE.8.C.1.Pa.h Recognize a way personal health can be affected by heredity or family history.</p>
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Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.8.C.2.1	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.2	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.3	Analyze how the school and community may influence adolescent health.
HE.8.C.2.4	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.5	Research marketing strategies behind health-related media messages.
HE.8.C.2.6	Analyze the influence of technology on personal and family health.
HE.8.C.2.7	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.9	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.C.2.In.a Describe the role of family health beliefs on the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, and the importance of physical activity.</p> <p>HE.8.C.2.In.b Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend.</p> <p>HE.8.C.2.In.c Describe how the school and community may influence adolescent health, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.</p> <p>HE.8.C.2.In.d Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.</p> <p>HE.8.C.2.In.e Examine selected marketing strategies behind health-related media messages using selected resources, such as social acceptance of alcohol use, promotion of thinness as the best body type, and using sexual images to sell products.</p> <p>HE.8.C.2.In.f</p>	<p>HE.8.C.2.Su.a Identify the role of family health beliefs on the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, and the importance of physical activity.</p> <p>HE.8.C.2.Su.b Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend.</p> <p>HE.8.C.2.Su.c Identify how the school and community may influence adolescent health, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.</p> <p>HE.8.C.2.Su.d Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.</p> <p>HE.8.C.2.Su.e Identify a marketing strategy used in a selected media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.</p>	<p>HE.8.C.2.Pa.a Recognize a way family health beliefs may influence the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, or the importance of physical activity.</p> <p>HE.8.C.2.Pa.b Recognize selected ways the beliefs of peers may influence the health of adolescents, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend.</p> <p>HE.8.C.2.Pa.c Recognize how the school may influence the health behaviors of adolescents, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.</p> <p>HE.8.C.2.Pa.d Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.</p> <p>HE.8.C.2.Pa.e Recognize a marketing strategy used in a health-related media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.</p>



<p>Describe ways technology influences personal and family health, such as the use of personal electronic devices, television, and headphones.</p> <p>HE.8.C.2.In.g Identify the influence of culture on health beliefs, practices, and behaviors, such as medical procedures, sexual abstinence, and prescription-drug use.</p> <p>HE.8.C.2.In.h Describe how the perception of common social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, and marijuana use.</p> <p>HE.8.C.2.In.i Identify how personal values, attitudes, and beliefs influence individual health practices and behaviors.</p>	<p>HE.8.C.2.Su.f Identify ways technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.</p> <p>HE.8.C.2.Su.g Recognize an influence of culture on health beliefs, practices, and behaviors regarding matters such as medical procedures, sexual abstinence, and prescription-drug use.</p> <p>HE.8.C.2.Su.h Identify how the perceptions of selected social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, and marijuana use.</p> <p>HE.8.C.2.Su.i Identify how a personal value, attitudes, or belief influences an individual health practice or behavior.</p>	<p>HE.8.C.2.Pa.f Recognize a way that technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.</p> <p>HE.8.C.2.Pa.g Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, or marijuana use.</p> <p>HE.8.C.2.Pa.h Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, or marijuana use.</p> <p>HE.8.C.2.Pa.i Identify how likes and dislikes influence choice-making.</p>
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**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.8.B.3.1	Analyze valid and reliable health services and the cost of products.
HE.8.B.3.2	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.
HE.8.B.3.3	Recommend a variety of technologies to gather health information.
HE.8.B.3.4	Determine situations when specific professional health services or providers may be required.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.B.3.In.a Identify the validity and reliability of health services and determine differences in the cost of similar health services to assess value, such as current research and news/standard practice, prescriptions – generic vs. store brand/name brand.</p> <p>HE.8.B.3.In.b</p>	<p>HE.8.B.3.Su.a Recognize the validity and reliability of a selected health service and compare cost of selected similar health services to assess value, such as current research and news/standard practice, and prescriptions, generic vs. store brand/name brand.</p> <p>HE.8.B.3.Su.b</p>	<p>HE.8.B.3.Pa.a Recognize selected factors regarding health services such as eligibility for services or purchase, parental authorization, and affordability.</p> <p>HE.8.B.3.Pa.b Recognize information,</p>

<p>Examine the accessibility of products and services that enhance health, such as the health department, community agencies, and availability of prescribed and over-the-counter medications.</p> <p>HE.8.B.3.In.c Identify selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.</p> <p>HE.8.B.3.In.d Describe situations when specific professional health services or providers may be required, such as head injuries, infections, and depression.</p>	<p>Identify valid health information from home, school, and community, such as information from media sources, local organizations, and school news.</p> <p>HE.8.B.3.Su.c Recognize selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.</p> <p>HE.8.B.3.Su.d Identify situations when specific professional health services or providers may be required, such as head injuries, infections, and depression.</p>	<p>products, and services that promote health, such as advertisements, articles, infomercials, and web-based messages.</p> <p>HE.8.B.3.Pa.c Recognize a selected technology resource that provides accurate information, such as a glucose monitor.</p> <p>HE.8.B.3.Pa.d Recognize selected health situations when specific professional health services may be required, such as illness, toothache, or depression.</p>
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**Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.8.B.4.1	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.4.2	Examine the possible causes of conflict among youth in schools and communities.
HE.8.B.4.3	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.8.B.4.In.a Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.</p>	<p>HE.8.B.4.Su.a Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.</p>	<p>HE.8.B.4.Pa.a Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions.</p>
<p>HE.8.B.4.In.c Describe possible causes of conflict among youth in schools and communities, such as relationships, territory, and jealousy.</p>	<p>HE.8.B.4.Su.c Identify a possible cause of conflict among youth in schools and communities, such as relationships, territory, or jealousy.</p>	<p>HE.8.B.4.Pa.c Recognize a possible cause of conflict among youth in schools or communities, such as relationships, territory, or jealousy.</p>
<p>HE.8.B.4.In.d Describe ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, and listening actively.</p>	<p>HE.8.B.4.Su.d Choose an effective way to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.</p>	<p>HE.8.B.4.Pa.d Recognize positive ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.</p>

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.8.B.5.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.
HE.8.B.5.2	Categorize healthy and unhealthy alternatives to health-related issues or problems.
HE.8.B.5.3	Compile the potential outcomes of each option when making a health-related decision.
HE.8.B.5.4	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.B.5.5	Evaluate the outcomes of a health-related decision.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.B.5.In.1 Describe health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.</p> <p>HE.8.B.5.In.2 Describe differences between healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.</p> <p>HE.8.B.5.In.3 Describe potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.</p> <p>HE.8.B.5.In.4 Discriminate between the need for individual or collaborative decision making, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues.</p> <p>HE.8.B.5.In.5 Describe circumstances that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental-health condition.</p>	<p>HE.8.B.5.Su.1 Identify health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.</p> <p>HE.8.B.5.Su.2 Identify healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.</p> <p>HE.8.B.5.Su.3 Identify the potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.</p> <p>HE.8.B.5.Su.4 Discriminate between the need for individual or collaborative decision making in selected situations, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues.</p> <p>HE.8.B.5.Su.5 Identify circumstances that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental-health condition.</p>	<p>HE.8.B.5.Pa.1 Recognize a health-related situation that requires a prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.</p> <p>HE.8.B.5.Pa.2 Recognize a healthy and an unhealthy alternative for selected health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.</p> <p>HE.8.B.5.Pa.3 Recognize a potential outcome of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, or financial consequences.</p> <p>HE.8.B.5.Pa.4 Identify the need for individual or collaborative decision making in a selected situation, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues.</p> <p>HE.8.B.5.Pa.5 Identify a selected circumstance that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental- health condition.</p>

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.8.B.6.1	Assess personal health practices.
HE.8.B.6.2	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.B.6.3	Apply strategies and skills needed to attain a personal health goal.
HE.8.B.6.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.B.6.In.1 Examine personal health practices, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p> <p>HE.8.B.6.In.2 Use selected strategies to develop an individual health goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.</p> <p>HE.8.B.6.In.3 Use selected strategies and skills needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management.</p> <p>HE.8.B.6.In.4 Identify ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual.</p>	<p>HE.8.B.6.Su.1 Determine if personal health practices are helpful or harmful to health, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p> <p>HE.8.B.6.Su.2 Follow a selected procedure to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.</p> <p>HE.8.B.6.Su.3 Use a strategy and a skill needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management.</p> <p>HE.8.B.6.Su.4 Recognize ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual.</p>	<p>HE.8.B.6.Pa.1 Recognize if a personal health practice is helpful or harmful, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p> <p>HE.8.B.6.Pa.2 Select an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.</p> <p>HE.8.B.6.Pa.3 Use a selected strategy or skill for attaining a personal health goal, such as increased physical activity, nutrition modification, and anger management.</p> <p>HE.8.B.6.Pa.4 Recognize a way that personal health goals can vary based on a personal need, such as weight reduction, availability of exercise equipment, and the general health of the individual.</p>

**Strand: HEALTH LITERACY PROMOTION**

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.8.P.7.1	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.2	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.8.P.7.In.1 Explain the importance of assuming responsibility for personal- health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin- care practices, and avoiding drug abuse.</p> <p>HE.8.P.7.In.2 Explain healthy practices and behaviors that will maintain or improve personal health and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals, being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep .</p>	<p>HE.8.P.7.Su.1 Describe why it is important to take responsibility for personal-health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin-care practices, and avoiding drug abuse.</p> <p>HE.8.P.7.Su.2 Describe healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep.</p>	<p>HE.8.P.7.Pa.1 Recognize that it is important to take responsibility for personal-health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin-care practices, and avoiding drug abuse.</p> <p>HE.8.P.7.Pa.2 Identify a healthy practice and a behavior that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, or setting healthy goals.</p>

<b>Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b>	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.8.P.8.1	Promote positive health choices with the influence and support of others.
HE.8.P.8.2	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.8.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.8.4	Evaluate ways health messages and communication techniques can be targeted for different audiences.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.8.P.8.In.1 Promote positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.</p> <p>HE.8.P.8.In.2 Explain the desirability of a health-enhancing position on a topic using accurate information from selected resources, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits.</p> <p>HE.8.P.8.In.3 Work with others to advocate for healthy individuals, peers, families, and schools, such as promoting community initiatives, and creating media campaigns.</p>	<p>HE.8.P.8.Su.1 Promote selected positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.</p> <p>HE.8.P.8.Su.2 Support a health-enhancing position on a topic using accurate information from a selected source, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits.</p> <p>HE.8.P.8.Su.3 Work with others to promote healthy practices for healthy individuals, peers, families, or schools, such as promoting community initiatives, and</p>	<p>HE.8.P.8.Pa.1 Promote a positive health choice with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.</p> <p>HE.8.P.8.Pa.2 Recognize accurate information related to a health-enhancing position on a topic, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits.</p> <p>HE.8.P.8.Pa.3 Work with others to promote selected healthy practices for individuals, peers, families, or schools, such as promoting community initiatives, and creating</p>

HE.8.P.8.In.4 Identify ways health messages or communication techniques can be targeted for a particular audience, such as advertisements, media campaigns, and health fairs.	creating media campaigns.  HE.8.P.8.Su.4 Identify a way a health message or communication technique can be targeted for a particular audience, such as in advertisements, media campaigns, and health fairs.	media campaigns.  HE.8.P.8.Pa.4 Recognize a way a health message targets a particular audience, such as in advertisements, media campaigns, and health fairs.
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## GRADE: 68

### Strand: SUBSTANCE USE AND ABUSE STANDARDS

#### Standard 1: Health promotion and disease prevention concepts

BENCHMARK CODE	BENCHMARK
HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.  <i>Clarifications:</i> Decisions related to underage alcohol consumption, illicit and illegal substance use, fentanyl and opioids, tobacco or vaping.
HE.68.SUA.1.2	Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.  <i>Clarifications:</i> Depressant, binge drinking, abstain/avoid, addiction, alcoholism, sober/sobriety, recovery, intoxicated, under-the-influence.
HE.68.SUA.1.3	Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.
HE.68.SUA.1.4	Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.  <i>Clarifications:</i> Potency, availability, ability to conceal use, e.g., clothing, food, and beverages, vapes.
HE.68.SUA.1.5	Examine the effects of marijuana/THC and opioids on body systems and behavior.
HE.68.SUA.1.6	State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids.  <i>Clarifications:</i> Physical, mental, social, performance and legal.
HE.68.SUA.1.7	Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids.  <i>Clarifications:</i> The short- and long-term effects of prescription drug use on an individual's health.
HE.68.SUA.1.8	Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.  <i>Clarifications:</i> Articulate the severity of tobacco-related illnesses and impacts to a person's social life and relationships.

#### Standard 2: Internal and external influences

BENCHMARK CODE	BENCHMARK
HE.68.SUA.2.1	Discuss family rules, school rules and state laws about the use of alcohol and other drugs.

HE.68.SUA.2.2	Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.
HE.68.SUA.2.3	Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.  <i>Clarifications:</i> Perceptions of norms, culture, advertising via mainstream or social media, portrayals in mainstream media, and school.
HE.68.SUA.2.4	Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.  <i>Clarifications:</i> How the school district tobacco-free policy and its consequences impact students.

### Standard 3: Access to valid information, products and services

BENCHMARK CODE	BENCHMARK
HE.68.SUA.3.1	Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.  <i>Clarifications:</i> Tobacco, marijuana/THC, prescription drugs, and illicit drugs such as fentanyl, cocaine, heroin, methamphetamines.
HE.68.SUA.3.2	Identify how to find and access school and community resources related to alcohol misuse and/or abuse.  <i>Clarifications:</i> Seek help for self or others, school and community-based resources.
HE.68.SUA.3.3	Differentiate between marijuana/THC myths and facts.  <i>Clarifications:</i> Compare and contrast perceived norms with actual prevalence of marijuana/THC use.
HE.68.SUA.3.4	Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.
HE.68.SUA.3.5	Describe the three major categories, purposes and side effects of prescription drugs.  <i>Clarifications:</i> Opioids, stimulants, depressants.
HE.68.SUA.3.6	Distinguish valid and reliable resources for cessation.  <i>Clarifications:</i> Vaping and other synthetic nicotine products are not proven-effective methods for cessation. Refer to FDA-approved products and services.

### Standard 4: Communication skills and resilient behaviors to reduce health risks

BENCHMARK CODE	BENCHMARK
HE.68.SUA.4.1	Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.  <i>Clarifications:</i> Not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use.
HE.68.SUA.4.2	Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.

### Standard 5: Advocacy for personal, family and community health

BENCHMARK CODE	BENCHMARK
HE.68.SUA.5.1	Work cooperatively with peers to advocate for others to remain alcohol and drug free. <i>Clarifications:</i> Tobacco, vaping, marijuana/THC, prescription and illicit drugs.
HE.68.SUA.5.2	Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.
HE.68.SUA.5.3	Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors. <i>Clarifications:</i> Academic success, goals, achievements.
HE.68.SUA.5.4	Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used. <i>Clarifications:</i> Buddy system, upstander, ally, propose alternative activities when offered harmful substances, refusal skills.
HE.68.SUA.5.5	Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure. <i>Clarifications:</i> Student-led marketing campaigns, public service announcements.
HE.68.SUA.5.6	Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping.

**Strand: RESILIENCY (STARTING 2023-2024)**

Standard 1: Character

BENCHMARK CODE	BENCHMARK
HE.68.R.1.1	Demonstrate the ability to respond with empathy in a variety of contexts and situations. <i>Clarifications:</i> Identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.68.R.1.2	Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.
HE.68.R.1.3	Identify sources of relational conflicts and healthy approaches to conflict resolutions.

Standard 2: Personal Responsibility

BENCHMARK CODE	BENCHMARK
HE.68.R.2.1	Discuss how character is shaped by attitudes, decisions and actions.
HE.68.R.2.2	Demonstrate responsible decision-making that considers multiple perspectives.
HE.68.R.2.3	Describe the importance of following school and community laws and rules.
HE.68.R.2.4	Monitor progress toward attaining a personal goal.
HE.68.R.2.5	Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.
HE.68.R.2.6	Describe how personal goals can vary with changing abilities, priorities, and responsibilities.
HE.68.R.2.7	Identify how continuous learning leads to personal growth.
HE.68.R.2.8	Identify strategies to manage challenges and setbacks. <i>Clarifications:</i> Time management, setting boundaries, setting realistic goals, self-care.
HE.68.R.2.9	Identify healthy responses to negative peer pressure.



**Standard 3: Mentorship and Citizenship**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.68.R.3.1	Discuss ways a leader can build the trust of individuals and groups.
HE.68.R.3.2	Explain and develop ways to apply leadership skills in the school and the community.
HE.68.R.3.3	Identify the importance of volunteerism in positively affecting the community and nation.
HE.68.R.3.4	Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.

**Standard 4: Critical Thinking and Problem Solving**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.68.R.4.1	Analyze possible solutions to a problem to determine the best outcome for oneself and others.
HE.68.R.4.2	Develop and apply conflict resolution skills in a variety of situations.
HE.68.R.4.3	Analyze ways to pursue common goals as a part of a team or group.
HE.68.R.4.4	Identify the importance of perseverance when facing difficulty solving a problem.

**GRADE: 912**

**Strand: HEALTH LITERACY CONCEPTS**

**Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Analyze how heredity and family history can impact personal health.
HE.912.C.1.8	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.912.C.1.In.a Explain how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.</p>	<p>HE.912.C.1.Su.a Identify how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.</p>	<p>HE.912.C.1.Pa.a Recognize ways personal health can be affected by healthy behaviors, such as healthy fast-food selections, regular medical checkups, and physical activity.</p>
<p>HE.912.C.1.In.b Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health.</p>	<p>HE.912.C.1.Su.b Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health.</p>	<p>HE.912.C.1.Pa.b Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors.</p>
<p>HE.912.C.1.In.c Explain how environment and personal health are interrelated, such as food options within a community and availability of recreational facilities.</p>	<p>HE.912.C.1.Su.c Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities.</p>	<p>HE.912.C.1.Pa.c Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity.</p>
<p>HE.912.C.1.In.d</p>	<p>HE.912.C.1.Su.d Identify strategies to reduce or prevent</p>	<p>HE.912.C.1.Pa.d</p>

<p>Describe strategies to reduce or prevent injuries and health problems, such as mandatory passenger-restraint and helmet laws, mandatory immunizations, and proper handling of food.</p> <p>HE.912.C.1.In.e Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.</p> <p>HE.912.C.1.In.f Identify the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.</p> <p>HE.912.C.1.In.g Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.</p> <p>HE.912.C.1.In.h Predict the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.</p>	<p>injuries and other adolescent health problems, such as mandatory passenger-restraint and helmet laws, mandatory immunizations, and proper handling of food.</p> <p>HE.912.C.1.Su.e Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.</p> <p>HE.912.C.1.Su.f Recognize the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.</p> <p>HE.912.C.1.Su.g Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.</p> <p>HE.912.C.1.Su.h Describe the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.</p>	<p>Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger-restraint/helmet laws, or proper handling of food.</p> <p>HE.912.C.1.Pa.e Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.</p> <p>HE.912.C.1.Pa.f Associate access to health care with good health, such as obtaining screenings, having checkups, or receiving treatment.</p> <p>HE.912.C.1.Pa.g Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.</p> <p>HE.912.C.1.Pa.h Recognize likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.</p>
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Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
BENCHMARK CODE	BENCHMARK
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

HE.912.C.2.9	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.912.C.2.In.a Explain how the family influences the health of individuals, such as nutritional management of meals, the composition of the family, and health-insurance status.</p>	<p>HE.912.C.2.Su.a Describe how the family influences the health of individuals, such as providing nutritious meals, the composition of the family, and health-insurance status.</p>	<p>HE.912.C.2.Pa.a Recognize selected ways the family influences the health of family members, such as providing nutritious meals and the composition of the family.</p>
<p>HE.912.C.2.In.b Examine how peers influence healthy and unhealthy behaviors, such as binge drinking and social groups, pressuring a girlfriend or boyfriend to be sexually active, and student recommendations for school vending machines.</p>	<p>HE.912.C.2.Su.b Describe how peers influence healthy and unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.</p>	<p>HE.912.C.2.Pa.b Recognize ways peers influence healthy or unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.</p>
<p>HE.912.C.2.In.c Describe how the school and community can influence personal health practice and behavior, such as healthy foods in vending machines, required health education, and health screenings.</p>	<p>HE.912.C.2.Su.c Identify how the school and community can influence personal health practice and behavior, such as having healthy food in vending machines, required health education, and health screenings.</p>	<p>HE.912.C.2.Pa.c Recognize ways the school and community can influence personal health, such as having healthy food in vending machines, required health education, and health screenings.</p>
<p>HE.912.C.2.In.d Describe how public-health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.</p>	<p>HE.912.C.2.Su.d Identify ways school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.</p>	<p>HE.912.C.2.Pa.d Recognize ways selected school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and assessing health status.</p>
<p>HE.912.C.2.In.e Examine the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).</p>	<p>HE.912.C.2.Su.e Describe the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).</p>	<p>HE.912.C.2.Pa.e Recognize the effect of media on personal and family health, such as television-viewing habits and sedentary lifestyle and identifying effective public-service announcements (PSAs).</p>
<p>HE.912.C.2.In.f Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.</p>	<p>HE.912.C.2.Su.f Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.</p>	<p>HE.912.C.2.Pa.f Recognize a way that technology impacts personal, family, or community health, such as the availability of audible directions on pedestrian crosswalks or hotlines such as 211 or related websites.</p>
<p>HE.912.C.2.In.g Describe ways that culture supports and challenges health beliefs, practices, and behaviors, such as</p>	<p>HE.912.C.2.Su.g Identify ways culture influences health beliefs, practices, and behaviors, such</p>	<p>HE.912.C.2.Pa.g Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns,</p>

<p>dietary patterns, rites of passage, and courtship practices.</p> <p>HE.912.C.2.In.h Describe how the perceptions of social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.</p> <p>HE.912.C.2.In.i Explain how personal values, attitudes, and beliefs influence individual health practices and behaviors.</p>	<p>as dietary patterns, rites of passage, and courtship practices.</p> <p>HE.912.C.2.Su.h Describe how the perceptions of selected social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.</p> <p>HE.912.C.2.Su.i Identify how personal values, attitudes, and beliefs influence individual health practices and behaviors.</p>	<p>rites of passage, and courtship practices.</p> <p>HE.912.C.2.Pa.h Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.</p> <p>HE.912.C.2.Pa.i Identify how a personal value, attitudes, or belief influences an individual health practice or behavior.</p>
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**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.912.B.3.1	Verify the validity of health information, products, and services.
HE.912.B.3.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.3.3	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.4	Justify when professional health services or providers may be required.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.912.B.3.In.a Use given criteria to assess the validity of health information, products, and services, such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.</p> <p>HE.912.B.3.In.b Describe accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.</p> <p>HE.912.B.3.In.c Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access,</p>	<p>HE.912.B.3.Su.a Use given criteria to determine the validity of selected health information, products, and services, such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.</p> <p>HE.912.B.3.Su.b Identify accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.</p> <p>HE.912.B.3.Su.c Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays,</p>	<p>HE.912.B.3.Pa.a Verify accurate (valid) health information, products, and services by confirming with a trusted adult or health professional.</p> <p>HE.912.B.3.Pa.b Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and appointment scheduling.</p> <p>HE.912.B.3.Pa.c Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.</p>

<p>and medical technology including X-rays, ultrasounds, mammograms, and MRIs.</p> <p>HE.912.B.3.In.d Explain when professional health services or providers may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.</p>	<p>ultrasounds, mammograms, and MRIs.</p> <p>HE.912.B.3.Su.d Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.</p>	<p>HE.912.B.3.Pa.d Identify a selected situation when a professional health service or provider may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.</p>
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**Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.912.B.4.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.4.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.4.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.912.B.4.In.a Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.</p> <p>HE.912.B.4.In.b Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other’s opinions, making direct and active statements, and offering alternatives.</p> <p>HE.912.B.4.In.c Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict-resolution skills.</p> <p>HE.912.B.4.In.d Explain the effectiveness of various ways of asking for and offering</p>	<p>HE.912.B.4.Su.a Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.</p> <p>HE.912.B.4.Su.b Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other’s opinions, making direct and active statements, and offering alternatives.</p> <p>HE.912.B.4.Su.c Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict-resolution skills.</p> <p>HE.912.B.4.Su.d Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as</p>	<p>HE.912.B.4.Pa.a Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.</p> <p>HE.912.B.4.Pa.b Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using “I” messages, expressing emotions, or making direct statements.</p> <p>HE.912.B.4.Pa.c Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using “I” messages, expressing emotions, or making direct statements.</p> <p>HE.912.B.4.Pa.d Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing,</p>

assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.	verbalizing, writing, listening actively, and seeking help for a friend.	listening actively, and seeking help for a friend.
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**Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.912.B.5.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.2	Generate alternatives to health-related issues or problems.
HE.912.B.5.3	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.4	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.5	Examine barriers that can hinder healthy decision making.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.912.B.5.In.1 Describe the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.</p> <p>HE.912.B.5.In.2 Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.</p> <p>HE.912.B.5.In.3 Describe the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.</p> <p>HE.912.B.5.In.4 Determine whether individual or collaborative decision making is needed to make a healthy decision, such as planning a post-high-school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.</p>	<p>HE.912.B.5.Su.1 Identify the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.</p> <p>HE.912.B.5.Su.2 Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.</p> <p>HE.912.B.5.Su.3 Identify the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.</p> <p>HE.912.B.5.Su.4 Determine whether individual or collaborative decision making is needed to make a healthy decision in selected situations, such as planning a post-high-school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.</p>	<p>HE.912.B.5.Pa.1 Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as decisions regarding sexual activity, alcohol consumption, and organ donation.</p> <p>HE.912.B.5.Pa.2 Recognize healthy and unhealthy alternatives to selected health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.</p> <p>HE.912.B.5.Pa.3 Recognize a potential outcome of each option on self when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual, or weapons on campus.</p> <p>HE.912.B.5.Pa.4 Identify the need for individual or collaborative decision making in selected health-related situations, such as planning a post-high-school career/education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.</p>

HE.912.B.5.In.5 Explain barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.	HE.912.B.5.Su.5 Describe barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.	HE.912.B.5.Pa.5 Identify selected barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.
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**Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.912.B.6.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.6.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.6.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.6.4	Formulate an effective long-term personal health plan.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>HE.912.B.6.In.1 Assess personal health practices and identifies overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.</p> <p>HE.912.B.6.In.2 Use selected strategies to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.</p> <p>HE.912.B.6.In.3 Use strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.</p> <p>HE.912.B.6.In.4 Develop an effective long-term personal health plan, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.</p>	<p>HE.912.B.6.Su.1 Examine personal health practices and recognize overall health status for a selected dimension of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.</p> <p>HE.912.B.6.Su.2 Follow a selected procedure to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.</p> <p>HE.912.B.6.Su.3 Use selected strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.</p> <p>HE.912.B.6.Su.4 Identify an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.</p>	<p>HE.912.B.6.Pa.1 Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene.</p> <p>HE.912.B.6.Pa.2 Follow guided steps to develop a selected plan for achieving a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.</p> <p>HE.912.B.6.Pa.3 Use a selected strategy and track progress toward achieving a personal health goal, such as time out, using a squeeze ball when frustrated, talking with a friend or professional, or using rewards and supports.</p> <p>HE.912.B.6.Pa.4 Follow guided steps to develop an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.</p>



**Strand: HEALTH LITERACY PROMOTION**

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.912.P.7.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.2	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.912.P.7.In.1 Examine the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.</p> <p>HE.912.P.7.In.2 Examine healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.</p>	<p>HE.912.P.7.Su.1 Explain the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.</p> <p>HE.912.P.7.Su.2 Explain healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.</p>	<p>HE.912.P.7.Pa.1 Identify that it is important to take personal responsibility for enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.</p> <p>HE.912.P.7.Pa.2 Identify selected practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.</p>

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.912.P.8.1	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.2	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.3	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.4	Adapt health messages and communication techniques to a specific target audience.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.912.P.8.In.1 Demonstrate basic ways to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.</p>	<p>HE.912.P.8.Su.1 Demonstrate a basic way to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.</p>	<p>HE.912.P.8.Pa.1 Encourage others to make positive health choices.</p> <p>HE.912.P.8.Pa.2 Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid</p>

<p>HE.912.P.8.In.2 Use accurate information to create a health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, and sexual activity.</p> <p>HE.912.P.8.In.3 Work with others to advocate for improving personal, family, and community health, such as supporting local availability of healthy food options, and shopping at environmentally friendly vendors.</p> <p>HE.912.P.8.In.4 Create a health message that targets a specific audience using a common communication technique, such as promoting Internet safety, preventing disease, reducing poverty, and offering disaster relief.</p>	<p>HE.912.P.8.Su.2 Use selected accurate information to create a brief health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, or sexual activity.</p> <p>HE.912.P.8.Su.3 Work with others to promote health practices that improve personal, family, or community health, such as supporting local availability of healthy food options, and environmentally friendly shopping.</p> <p>HE.912.P.8.Su.4 Create a health message for a selected audience using a selected communication technique, such as promoting Internet safety, preventing disease, reducing poverty, and offering disaster relief.</p>	<p>violence.</p> <p>HE.912.P.8.Pa.3 Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options, or environmentally friendly shopping.</p> <p>HE.912.P.8.Pa.4 Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence.</p>
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## Strand: SUBSTANCE USE AND ABUSE STANDARDS

### Standard 1: Health promotion and disease prevention concepts

BENCHMARK CODE	BENCHMARK
HE.912.SUA.1.1	Differentiate between various levels of alcohol consumption and its effects on the body.  <i>Clarifications:</i> Standard drink vs. excessive/heavy/binge drinking, effects on blood alcohol concentration.
HE.912.SUA.1.2	Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.  <i>Clarifications:</i> Driving under the influence, fetal alcohol syndrome.
HE.912.SUA.1.3	Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.  <i>Clarifications:</i> Neurological damage can include learning, memory, mental health and brain development. Physical damage may include liver disease, cancer, cardiovascular disease, and other organ damage.
HE.912.SUA.1.4	Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.
HE.912.SUA.1.5	Analyze the physical, mental/emotional, social and legal consequences of marijuana/THC use.  <i>Clarifications:</i> May include psychological aspects, drug misuse, dependency and addiction.
HE.912.SUA.1.6	Examine the effects of marijuana/THC and vaping on brain function and development.
HE.912.SUA.1.7	Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.  <i>Clarifications:</i> Opioids, stimulants, depressants.
HE.912.SUA.1.8	Analyze signs and symptoms of prescription drug and/or illicit drug misuse and overdose.

	<i>Clarifications:</i> The short- and long-term effects of prescription drug use on an individual's health.
HE.912.SUA.1.9	Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.  <i>Clarifications:</i> Physical, mental, social, performance and legal.
HE.912.SUA.1.10	Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.  <i>Clarifications:</i> Psychological consequences such as anxiety and depression, financial impacts such as the long-term impact on personal financial goals, and avoidable cost of tobacco-related illnesses to society.

### Standard 2: Internal and external influences

BENCHMARK CODE	BENCHMARK
HE.912.SUA.2.1	Analyze the legal, mental and social consequences of underage consumption of alcohol.
HE.912.SUA.2.2	Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.  <i>Clarifications:</i> Perceptions of norms, media advertising, portrayals in media, tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.

### Standard 3: Access to valid information, products and services

BENCHMARK CODE	BENCHMARK
HE.912.SUA.3.1	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.  <i>Clarifications:</i> Immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.
HE.912.SUA.3.2	Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.
HE.912.SUA.3.3	Evaluate the accessibility of effective nicotine cessation products and services.  <i>Clarifications:</i> Consider available nicotine cessation products/services and barriers to access such as transportation, cost, phone/web access.

### Standard 4: Communication skills and resilient behaviors to reduce health risks

BENCHMARK CODE	BENCHMARK
HE.912.SUA.4.1	Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.

### Standard 5: Advocacy for personal, family and community health

BENCHMARK CODE	BENCHMARK
HE.912.SUA.5.1	Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.  <i>Clarifications:</i> Can ask family, guardians, care givers, teachers, school counselors.
HE.912.SUA.5.2	Utilize current, accurate data/information to formulate a health-enhancing message to

	effectively persuade others to be drug and alcohol free.
HE.912.SUA.5.3	Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.

## Strand: RESILIENCY (STARTING 2023-2024)

### Standard 1: Character

BENCHMARK CODE	BENCHMARK
HE.912.R.1.1	Demonstrate effective and respectful communication skills and strategies.  <i>Clarifications:</i> Differing opinions.
HE.912.R.1.2	Demonstrate empathy in a variety of contexts and situations.  <i>Clarifications:</i> Identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.912.R.1.3	Adjust behavior to respect the needs of others.

### Standard 2: Personal Responsibility

BENCHMARK CODE	BENCHMARK
HE.912.R.2.1	Describe the importance of leadership skills in the school and the community.
HE.912.R.2.2	Analyze different perspectives to inform responsible decision-making.
HE.912.R.2.3	Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.
HE.912.R.2.4	Implement strategies and monitor progress in achieving a personal goal.
HE.912.R.2.5	Formulate an effective long-term plan to include all dimensions of wellness.
HE.912.R.2.6	Analyze how actions and reactions can influence one to respond in different situations.  <i>Clarifications:</i> Emotions not governing behavior.
HE.912.R.2.7	Evaluate strategies that assist with managing challenges or setbacks.  <i>Clarifications:</i> Time management, setting boundaries, setting realistic goals, self-care.

### Standard 3: Mentorship and Citizenship

BENCHMARK CODE	BENCHMARK
HE.912.R.3.1	Identify benefits of voting, volunteering, mentoring, and seeking leadership positions.  <i>Clarifications:</i> Student government, clubs, volunteering in the community.
HE.912.R.3.2	Analyze ways a leader can inspire confidence and motivate others.
HE.912.R.3.3	Analyze situations and demonstrate strategies to engage in respectful debate.  <i>Clarifications:</i> Group projects, class discussions.

### Standard 4: Critical Thinking and Problem Solving

BENCHMARK CODE	BENCHMARK
HE.912.R.4.1	Analyze the importance of character and grit to achieve successful outcomes.
HE.912.R.4.2	Generate and apply alternative solutions when solving problems or resolving conflict.
HE.912.R.4.3	Describe ways to anticipate, avoid or de-escalate conflicts.

