

Health Education

Health - Kindergarten (#5008020) 2014 - 2022 (current)

Course Standards

The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.K.B.3.1:	Recognize warning labels and signs on hazardous products and places. Clarifications: Poison symbol, universal symbol for "no," and crosswalk signals.
HE.K.B.3.2:	Recognize school and community health helpers. Clarifications: Fire, police, medical, and school personnel.
HE.K.B.4.1:	Recognize healthy ways to express needs, wants, and feelings. Clarifications: How to share objects and time, how to be an effective family member, and how to use manners.
HE.K.B.4.2:	Demonstrate listening skills to enhance health. Clarifications: Using manners, asking questions, and looking at the speaker.
HE.K.B.4.3:	Identify the appropriate responses to unwanted and threatening situations. Clarifications: Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
HE.K.B.5.1:	Name situations when a health-related decision can be made individually or when assistance is needed. Clarifications: Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
HE.K.B.5.2:	Recognize healthy options to health-related issues or problems. Clarifications: Visit the doctor, obey safety rules, and practice emergency preparedness.
HE.K.B.5.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions. Clarifications: Injury to self and/or others.
HE.K.C.1.1:	Recognize healthy behaviors. Clarifications: Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.
HE.K.C.1.2:	Recognize the physical dimensions of health. Clarifications: Hygiene, exercise, eating habits, and cooperation.
HE.K.C.1.3:	Recognize ways to prevent common communicable diseases. Clarifications: Washing hands, covering mouth to cough and sneeze, and flushing toilets.
HE.K.C.1.4:	Recognize ways to prevent childhood injuries in the home, school, and community settings. Clarifications: Wearing a helmet, wearing flotation devices, demonstrating playground safety, using age- appropriate child restraints, and identifying poisons and other harmful substances.
HE.K.C.1.5:	Recognize there are body parts inside and outside of the body. Clarifications: Brain, muscles, and skin.
HE.K.C.2.1:	Name healthy behaviors that family members should practice. Clarifications: Brushing teeth, staying home when sick, receiving immunizations, sharing family meals, and practicing respectful communication.
HE.K.C.2.2:	Recognize the characteristics of a friend. Clarifications: Honest, caring, and wants to spend time with you.
HE.K.C.2.3:	Identify members of the school and community who support personal-health practices and behaviors. Clarifications: Teachers, counselors, nurses, doctors, fire fighters, police, and Paramedics/EMTs.
	Explain the importance of rules to maintain health.

HE.K.C.2.4:	Clarifications: Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.
	Identify healthy practices and behaviors to maintain or improve personal health.
HE.K.P.7.1:	Clarifications: Seek a safe environment, seek help, and practice universal precautions.
	Help others to make positive health choices.
HE.K.P.8.1:	Clarifications: Play outside and wash hands frequently.
LAFS.K.RF.4.4:	Read emergent-reader texts with purpose and understanding.
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.3:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life.

The content should include, but not be limited to, the following:

- **Core Concepts** (health promotion, eating habits, following rules, body parts and hygiene)
- **Accessing Information** (friends, doctor, nurses, hospitals, clinics, basic first aid, rules, emergency drills, and reliable resources)
- **Internal and External Influences** (trusted adults and warning labels)
- **Interpersonal Communication** (verbal and non-verbal, following rules, trusted adults and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options and safety practices)
- **Self Management** (safety and precautions)
- **Advocacy** (personal hygiene and following rules)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 5008020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH - K

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K

Educator Certifications

Health (Elementary and Secondary Grades K-12)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Elementary Grades 1-6)

Early Childhood Education (Early Childhood)

Elementary Education (Grades K-6)

Physical Education (Grades K-8)

Physical Education (Elementary and Secondary Grades K-12)

Health - Kindergarten (#5008020) 2022 - And Beyond

Course Standards

The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.K.B.3.1:	Recognize warning labels and signs on hazardous products and places. Clarifications: Poison symbol, universal symbol for "no," and crosswalk signals.
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HE.K.B.4.1:	Recognize healthy ways to express needs, wants, and feelings. Clarifications: How to share objects and time, how to be an effective family member, and how to use manners.
HE.K.B.4.2:	Demonstrate listening skills to enhance health. Clarifications: Using manners, asking questions, and looking at the speaker.
HE.K.B.4.3:	Identify the appropriate responses to unwanted and threatening situations. Clarifications: Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
HE.K.B.5.1:	Name situations when a health-related decision can be made individually or when assistance is needed. Clarifications: Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
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HE.K.C.1.5:	Recognize there are body parts inside and outside of the body. Clarifications: Brain, muscles, and skin.
HE.K.C.2.1:	Name healthy behaviors that family members should practice. Clarifications: Brushing teeth, staying home when sick, receiving immunizations, sharing family meals, and practicing respectful communication.
HE.K.C.2.2:	Recognize the characteristics of a friend. Clarifications: Honest, caring, and wants to spend time with you.
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	Explain the importance of rules to maintain health.

HE.K.C.2.4:	<p>Clarifications: Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.</p>
HE.K.P.7.1:	<p>Identify healthy practices and behaviors to maintain or improve personal health.</p> <p>Clarifications: Seek a safe environment, seek help, and practice universal precautions.</p>
HE.K.P.8.1:	<p>Help others to make positive health choices.</p> <p>Clarifications: Play outside and wash hands frequently.</p>
MA.K.12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K.12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K.12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K.12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life.

The content should include, but not be limited to, the following:

- **Core Concepts** (health promotion, eating habits, following rules, body parts and hygiene)
- **Accessing Information** (friends, doctor, nurses, hospitals, clinics, basic first aid, rules, emergency drills, and reliable resources)
- **Internal and External Influences** (trusted adults and warning labels)
- **Interpersonal Communication** (verbal and non-verbal, following rules, trusted adults and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options and safety practices)
- **Self Management** (safety and precautions)
- **Advocacy** (personal hygiene and following rules)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 5008020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >
Abbreviated Title: HEALTH - K
Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): K

Educator Certifications

Health (Elementary and Secondary Grades K-12)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Elementary Grades 1-6)

Early Childhood Education (Early Childhood)

Elementary Education (Grades K-6)

Health - Grade 1 (#5008030) 2015 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.1.B.3.1:	Determine the meaning of warning labels and signs on hazardous products and places Clarifications: Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.
HE.1.B.3.2:	Identify trusted adults and professionals who can help promote health. Clarifications: Parent, teacher, coach, counselor, and school nurse.
HE.1.B.4.1:	Identify healthy ways to express needs, wants, and feelings. Clarifications: Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."
HE.1.B.4.2:	Describe good listening skills to enhance health. Clarifications: Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation. Clarifications: Leave, tell a trusted adult, and say "no."
HE.1.B.5.1:	Describe situations when a health-related decision can be made individually or when assistance is needed. Clarifications: Crossing a street, choosing foods, washing hands, and participating in recreational water activities.
HE.1.B.5.2:	Identify healthy options to health-related issues or problems. Clarifications: Wearing bike helmet, using age-appropriate restraints, and reporting danger.
HE.1.B.5.3:	Explain the consequences of not following rules/practices when making healthy and safe decisions. Clarifications: Tooth decay and environmental damage.
HE.1.C.1.1:	Identify healthy behaviors. Clarifications: Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.
HE.1.C.1.2:	Recognize the physical and social dimensions of health. Clarifications: Making friends, respecting others, understanding empathy, and getting adequate sleep.
HE.1.C.1.3:	Describe ways to prevent common communicable diseases. Clarifications: Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.
HE.1.C.1.4:	Identify ways to prevent childhood injuries in the home, school, and community settings. Clarifications: Water safety, pedestrian safety, bicycle safety, and appropriate child restraints in vehicles.
HE.1.C.1.5:	Identify the correct names of human body parts. Clarifications: Stomach, intestines, heart, lungs, skin, muscles, and bones.
HE.1.C.1.6:	Identify health-care providers. Clarifications: Doctors, paramedics, and school nurses.
HE.1.C.2.1:	Identify how children learn health behaviors from family and friends. Clarifications: Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about limiting the amount of screen time, and parents/family celebrations, and attending social gatherings/birthday parties.
HE.1.C.2.2:	Explore the ways that a friend would act in a variety of situations. Clarifications: Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.
HE.1.C.2.3:	Identify what the school and community do to support personal-health practices and behaviors. Clarifications:

	Nutrition in school lunches, school and community gardens, fire, weather, and lock-down drills.
HE.1.C.2.4:	Recognize health consequences for not following rules. Clarifications: Injuries, arguments, hurt feelings, and pollution.
HE.1.P.7.1:	Tell about behaviors that avoid or reduce health risks. Clarifications: Swimming with a buddy, stopping and thinking, and following playground rules.
HE.1.P.8.1:	Encourage others to make positive health choices. Clarifications: Use sunscreen, cross the street at marked areas, and select healthy foods.
LAFS.1.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.3:	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as identify various health/safety influences, positive or negative, including family, friends, school, community, and media.

The content should include, but not be limited to, the following:

- Core Concepts (health behaviors, disease prevention, body parts following rules and safety)
- Accessing Information (family rules, friend behavior, reliable resources and following rules)
- Internal and External Influences (warning labels and trusted adults/professionals)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive or negative health enhancing choices, healthy options)
- Self Management (reducing risks)
- Advocacy (positive promotion, school and community rules)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 5008030

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Health Education > **SubSubject:**

General >

Abbreviated Title: HEALTH - GRADE 1

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 1

Educator Certifications

Health (Elementary and Secondary Grades K-12)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Physical Education (Grades K-8)

Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 1 (#5008030) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.1.B.3.1:	Determine the meaning of warning labels and signs on hazardous products and places. Clarifications: Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.
HE.1.B.3.2:	Identify trusted adults and professionals who can help promote health. Clarifications: Parent, teacher, coach, counselor, and school nurse.
HE.1.B.4.1:	Identify healthy ways to express needs, wants, and feelings. Clarifications: Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."
HE.1.B.4.2:	Describe good listening skills to enhance health. Clarifications: Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation. Clarifications: Leave, tell a trusted adult, and say "no."
HE.1.B.5.1:	Describe situations when a health-related decision can be made individually or when assistance is needed. Clarifications: Crossing a street, choosing foods, washing hands, and participating in recreational water activities.
HE.1.B.5.2:	Identify healthy options to health-related issues or problems. Clarifications: Wearing bike helmet, using age-appropriate restraints, and reporting danger.
HE.1.B.5.3:	Explain the consequences of not following rules/practices when making healthy and safe decisions. Clarifications: Tooth decay and environmental damage.
HE.1.C.1.1:	Identify healthy behaviors. Clarifications: Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.
HE.1.C.1.2:	Recognize the physical and social dimensions of health. Clarifications: Making friends, respecting others, understanding empathy, and getting adequate sleep.
HE.1.C.1.3:	Describe ways to prevent common communicable diseases. Clarifications: Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.
HE.1.C.1.4:	Identify ways to prevent childhood injuries in the home, school, and community settings. Clarifications: Water safety, pedestrian safety, bicycle safety, and appropriate child restraints in vehicles.
HE.1.C.1.5:	Identify the correct names of human body parts. Clarifications: Stomach, intestines, heart, lungs, skin, muscles, and bones.
HE.1.C.1.6:	Identify health-care providers. Clarifications: Doctors, paramedics, and school nurses.
HE.1.C.2.1:	Identify how children learn health behaviors from family and friends. Clarifications: Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about limiting the amount of screen time, and parents/family celebrations, and attending social gatherings/birthday parties.
HE.1.C.2.2:	Explore the ways that a friend would act in a variety of situations. Clarifications: Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.
HE.1.C.2.3:	Identify what the school and community do to support personal-health practices and behaviors. Clarifications:

Nutrition in school lunches, school and community gardens, fire, weather, and lock-down drills.

HE.1.C.2.4:

Recognize health consequences for not following rules.

Clarifications:

Injuries, arguments, hurt feelings, and pollution.

HE.1.P.7.1:

Tell about behaviors that avoid or reduce health risks.

Clarifications:

Swimming with a buddy, stopping and thinking, and following playground rules.

HE.1.P.8.1:

Encourage others to make positive health choices.

Clarifications:

Use sunscreen, cross the street at marked areas, and select healthy foods.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:

- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

ELA.K12.EE.5.1:

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as identify various health/safety influences, positive or negative, including family, friends, school, community, and media.

The content should include, but not be limited to, the following:

- Core Concepts (health behaviors, disease prevention, body parts following rules and safety)
- Accessing Information (family rules, friend behavior, reliable resources and following rules)
- Internal and External Influences (warning labels and trusted adults/professionals)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive or negative health enhancing choices, healthy options)
- Self Management (reducing risks)
- Advocacy (positive promotion, school and community rules)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5008030

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: HEALTH - GRADE 1

Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 1

Educator Certifications

Health (Elementary and Secondary Grades K-12)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Physical Education (Grades K-8)

Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 2 (#5008040) 2015 - 2022 (current)

Course Standards

The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.2.B.3.1:	Understand the meaning of warning labels and signs on hazardous products. Clarifications: Hazardous-waste sign and medication labels.
HE.2.B.3.2:	Select trusted adults and professionals who can help promote health. Clarifications: Family members, educators, and environmentalists.
HE.2.B.4.1:	Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health. Clarifications: Sharing feelings, following rules and directions, and waiting your turn to speak.
HE.2.B.4.3:	Demonstrate ways to respond to unwanted, threatening, or dangerous situations. Clarifications: Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."
HE.2.B.5.1:	Differentiate between situations when a health-related decision can be made individually or when assistance is needed. Clarifications: When you think your friend is in trouble and food choices.
HE.2.B.5.2:	Name healthy options to health-related issues or problems. Clarifications: Safety equipment, peer cooperation, and communication.
HE.2.B.5.3:	Compare the consequences of not following rules/practices when making healthy and safe decisions. Clarifications: Negative emotions, accidents, injuries, and pollution.
HE.2.B.6.1:	Establish a short-term personal health goal as a class and take action toward achieving the goal. Clarifications: Playground safety and tobacco awareness.
HE.2.C.1.1:	Identify that healthy behaviors affect personal health. Clarifications: Identifying your emotions and your level of wellness.
HE.2.C.1.2:	Recognize the physical, mental/emotional and social dimensions of health. Clarifications: Getting along with others, respecting appropriate personal space, understanding anxiety, and feeling safe.
HE.2.C.1.3:	Describe ways a safe, healthy home environment can promote personal health. Clarifications: Secured poisonous products, fire- safety practices, and posted emergency numbers.
HE.2.C.1.4:	Describe ways to prevent childhood injuries in the home, school, and community settings. Clarifications: Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.
HE.2.C.1.5:	Recognize the locations and functions of major human organs. Clarifications: The functions of the heart, lungs, and muscles.
HE.2.C.1.6:	Determine when it is important to seek health care. Clarifications: High fever, toothache, or persistent cough.
HE.2.C.2.1:	Describe how family rules and practices influence health behaviors. Clarifications: Consistent/inconsistent home safety rules and modeling of food- sanitation practices at home.
HE.2.C.2.2:	Describe how friends' health practices influence health behaviors of others. Clarifications: Telling the truth, treating others with respect, and being tobacco-free.
HE.2.C.2.3:	Describe how the school and community influence health behaviors of children. Clarifications:

	Health and safety fairs, school and community gardens, and recycling.
HE.2.C.2.4:	<p>Explain the ways that rules make the classroom, school, and community safer.</p> <p>Clarifications: Walking not running, waiting your turn, and following traffic laws.</p>
HE.2.P.7.1:	<p>Demonstrate health behaviors to maintain or improve personal health.</p> <p>Clarifications: Physical activity, kindness to others, weather safety, and universal precautions.</p>
HE.2.P.8.1:	<p>Support peers when making positive health choices.</p> <p>Clarifications: Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns.</p>
LAFS.2.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
LAFS.2.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy home environment can promote personal health and prevent injuries.

The content should include, but not be limited to, the following:

- **Core Concepts** (health promotion, emotions, following rules, body parts and environmental health)
- **Accessing Information** (doctor, nurses, hospitals, clinics, basic first aid, home safety, emergency drills, and reliable resources)
- **Internal and External Influences** (trusted adults and warning labels)
- **Interpersonal Communication** (sharing, conflict resolution, verbal and non-verbal, following rules and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options)
- **Goal Setting** (personal health and safety)
- **Self Management** (safety and precautions)
- **Advocacy** (encouraging sharing and following rules)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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GENERAL INFORMATION

Course Number: 5008040

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades PreK to 5 Education
 Courses > Subject: Health Education > SubSubject:
 General >

Abbreviated Title: HEALTH - GRADE 2

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 2

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 2 (#5008040) 2022 - And Beyond

Course Standards

The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
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HE.2.B.4.1:	Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health. Clarifications: Sharing feelings, following rules and directions, and waiting your turn to speak.
HE.2.B.4.3:	Demonstrate ways to respond to unwanted, threatening, or dangerous situations. Clarifications: Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."
HE.2.B.5.1:	Differentiate between situations when a health-related decision can be made individually or when assistance is needed. Clarifications: When you think your friend is in trouble and food choices.
HE.2.B.5.2:	Name healthy options to health-related issues or problems. Clarifications: Safety equipment, peer cooperation, and communication.
HE.2.B.5.3:	Compare the consequences of not following rules/practices when making healthy and safe decisions. Clarifications: Negative emotions, accidents, injuries, and pollution.
HE.2.B.6.1:	Establish a short-term personal health goal as a class and take action toward achieving the goal. Clarifications: Playground safety and tobacco awareness.
HE.2.C.1.1:	Identify that healthy behaviors affect personal health. Clarifications: Identifying your emotions and your level of wellness.
HE.2.C.1.2:	Recognize the physical, mental/emotional and social dimensions of health. Clarifications: Getting along with others, respecting appropriate personal space, understanding anxiety, and feeling safe.
HE.2.C.1.3:	Describe ways a safe, healthy home environment can promote personal health. Clarifications: Secured poisonous products, fire- safety practices, and posted emergency numbers.
HE.2.C.1.4:	Describe ways to prevent childhood injuries in the home, school, and community settings. Clarifications: Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.
HE.2.C.1.5:	Recognize the locations and functions of major human organs. Clarifications: The functions of the heart, lungs, and muscles.
HE.2.C.1.6:	Determine when it is important to seek health care. Clarifications: High fever, toothache, or persistent cough.
HE.2.C.2.1:	Describe how family rules and practices influence health behaviors. Clarifications: Consistent/inconsistent home safety rules and modeling of food- sanitation practices at home.
HE.2.C.2.2:	Describe how friends' health practices influence health behaviors of others. Clarifications: Telling the truth, treating others with respect, and being tobacco-free.
HE.2.C.2.3:	Describe how the school and community influence health behaviors of children. Clarifications:

Health and safety fairs, school and community gardens, and recycling.

HE.2.C.2.4:

Explain the ways that rules make the classroom, school, and community safer.

Clarifications:

Walking not running, waiting your turn, and following traffic laws.

HE.2.P.7.1:

Demonstrate health behaviors to maintain or improve personal health.

Clarifications:

Physical activity, kindness to others, weather safety, and universal precautions.

HE.2.P.8.1:

Support peers when making positive health choices.

Clarifications:

Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:

- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

ELA.K12.EE.5.1:

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K.12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy home environment can promote personal health and prevent injuries.

The content should include, but not be limited to, the following:

- **Core Concepts** (health promotion, emotions, following rules, body parts and environmental health)
- **Accessing Information** (doctor, nurses, hospitals, clinics, basic first aid, home safety, emergency drills, and reliable resources)
- **Internal and External Influences** (trusted adults and warning labels)
- **Interpersonal Communication** (sharing, conflict resolution, verbal and non-verbal, following rules and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options)
- **Goal Setting** (personal health and safety)
- **Self Management** (safety and precautions)
- **Advocacy** (encouraging sharing and following rules)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5008040

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: HEALTH - GRADE 2

Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 2

Educator Certifications

Health (Elementary and Secondary Grades K-12)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Physical Education (Grades K-8)

Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 3 (#5008050) 2015 - 2022 (current)

Course Standards

The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.3.B.3.1:	Locate resources from home, school, and community that provide valid health information. Clarifications: Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.
HE.3.B.3.2:	Describe criteria for selecting health information, resources, products, and services. Clarifications: Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.
HE.3.B.3.3:	Describe how the media influences the selection of health information, products, and services. Clarifications: Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention.
HE.3.B.4.1:	Identify effective verbal and nonverbal communication skills to enhance health. Clarifications: Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.
HE.3.B.4.2:	Demonstrate refusal skills that avoid or reduce health risks. Clarifications: Making clear statements, expressing feelings, asking for help, and learning how to say "no."
HE.3.B.4.3:	Demonstrate nonviolent strategies to manage or resolve conflict. Clarifications: Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.
HE.3.B.4.4:	Explain ways to ask for assistance to enhance personal health. Clarifications: Group discussions, ask orally, and ask in writing.
HE.3.B.5.1:	Recognize circumstances that can help or hinder healthy decision making. Clarifications: Media health messages, practices of family and peers, and knowledge of topic.
HE.3.B.5.2:	List healthy options to health-related issues or problems. Clarifications: Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.
HE.3.B.5.3:	Discuss the potential short-term personal impact of each option when making a health-related decision. Clarifications: Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.
HE.3.B.5.4:	Find a healthy option when making a decision for yourself. Clarifications: Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.
HE.3.B.5.5:	Explain when assistance is needed when making a health-related decision. Clarifications: Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.
HE.3.B.6.1:	Select a personal health goal and track progress toward achievement. Clarifications: Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.
HE.3.B.6.2:	Examine resources that could assist in achieving a small group personal health goal. Clarifications: Family, school personnel, community resources: police, fire rescue, and EMS.
HE.3.C.1.1:	Describe healthy behaviors that affect personal health. Clarifications: Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.
HE.3.C.1.3:	Describe ways a safe, healthy classroom can promote personal health. Clarifications: Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand

	sanitizers, no sharing of food, and respect for others.
HE.3.C.1.4:	Recognize common childhood health conditions. Clarifications: Asthma, diabetes, food allergies, dental cavities, and colds.
HE.3.C.1.5:	Recognize that body parts and organs work together to form human body systems. Clarifications: Circulatory system, digestive system, nervous system, reproductive system, and other body systems.
HE.3.C.1.6:	Describe why it is important to seek health care. Clarifications: Fluoride treatment to prevent tooth decay, hearing exam to check hearing, and eye exam to assess vision.
HE.3.C.2.1:	Explore how family and friend's traditions and customs may influence health behaviors. Clarifications: Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.
HE.3.C.2.3:	Explore how the traditions and customs of the school and community influence health behavior of children. Clarifications: Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals, and community/school gardens.
HE.3.C.2.4:	Identify classroom and school rules that promote health and disease prevention. Clarifications: Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.
HE.3.C.2.5:	Discuss the positive and negative impacts media may have on health. Clarifications: Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.
HE.3.C.2.6:	Discuss the positive and negative impacts technology may have on health. Clarifications: Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.
HE.3.P.7.1:	Practice responsible personal health behaviors. Clarifications: Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.
HE.3.P.7.2:	Investigate a variety of behaviors that avoid or reduce health risks. Clarifications: Daily oral hygiene, medical check-ups, immunizations, and daily physical activity.
HE.3.P.8.1:	Promote positive behaviors to others. Clarifications: Selecting healthy foods, following playground rules, and sharing items respectfully.
LAFS.3.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.3.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.2.6:	Distinguish their own point of view from that of the author of a text.
LAFS.3.RL.2.6:	Distinguish their own point of view from that of the narrator or those of the characters.
LAFS.3.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
LAFS.3.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.3.MD.2.3:	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy classroom environment can promote personal health and prevent injuries.

The content should include, but not be limited to the following:

- **Core Concepts** (health promotion, disease prevention, following rules, body parts)
- **Accessing Information** (doctor, nurses, hospitals, clinics, basic first aid, germ prevention, emergency drills, community building, reliable resources)
- **Internal and External Influences** (family, peers, teachers, other adults/professionals, media, internet, responsibility, personal space)
- **Interpersonal Communication** (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options)
- **Goal Setting** (short and long term health targets, personal health and safety)
- **Self Management** (self enhancing responsible choices, abstaining from drugs, daily hygiene)
- **Advocacy** (positive promotion, impacting family, peers, school, community, following rules and policies)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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GENERAL INFORMATION

Course Number: 5008050

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: HEALTH - GRADE 3

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 3

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 3 (#5008050) 2022 - And Beyond

Course Standards

The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.3.B.3.1:	Locate resources from home, school, and community that provide valid health information. Clarifications: Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.
HE.3.B.3.2:	Describe criteria for selecting health information, resources, products, and services. Clarifications: Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.
HE.3.B.3.3:	Describe how the media influences the selection of health information, products, and services. Clarifications: Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention.
HE.3.B.4.1:	Identify effective verbal and nonverbal communication skills to enhance health. Clarifications: Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.
HE.3.B.4.2:	Demonstrate refusal skills that avoid or reduce health risks. Clarifications: Making clear statements, expressing feelings, asking for help, and learning how to say "no."
HE.3.B.4.3:	Demonstrate nonviolent strategies to manage or resolve conflict. Clarifications: Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.
HE.3.B.4.4:	Explain ways to ask for assistance to enhance personal health. Clarifications: Group discussions, ask orally, and ask in writing.
HE.3.B.5.1:	Recognize circumstances that can help or hinder healthy decision making. Clarifications: Media health messages, practices of family and peers, and knowledge of topic.
HE.3.B.5.2:	List healthy options to health-related issues or problems. Clarifications: Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.
HE.3.B.5.3:	Discuss the potential short-term personal impact of each option when making a health-related decision. Clarifications: Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.
HE.3.B.5.4:	Find a healthy option when making a decision for yourself. Clarifications: Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.
HE.3.B.5.5:	Explain when assistance is needed when making a health-related decision. Clarifications: Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.
HE.3.B.6.1:	Select a personal health goal and track progress toward achievement. Clarifications: Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.
HE.3.B.6.2:	Examine resources that could assist in achieving a small group personal health goal. Clarifications: Family, school personnel, community resources: police, fire rescue, and EMS.
HE.3.C.1.1:	Describe healthy behaviors that affect personal health. Clarifications: Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.
HE.3.C.1.3:	Describe ways a safe, healthy classroom can promote personal health. Clarifications: Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand

	sanitizers, no sharing of food, and respect for others.
HE.3.C.1.4:	<p>Recognize common childhood health conditions.</p> <p>Clarifications: Asthma, diabetes, food allergies, dental cavities, and colds.</p>
HE.3.C.1.5:	<p>Recognize that body parts and organs work together to form human body systems.</p> <p>Clarifications: Circulatory system, digestive system, nervous system, reproductive system, and other body systems.</p>
HE.3.C.1.6:	<p>Describe why it is important to seek health care.</p> <p>Clarifications: Fluoride treatment to prevent tooth decay, hearing exam to check hearing, and eye exam to assess vision.</p>
HE.3.C.2.1:	<p>Explore how family and friend's traditions and customs may influence health behaviors.</p> <p>Clarifications: Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.</p>
HE.3.C.2.3:	<p>Explore how the traditions and customs of the school and community influence health behavior of children.</p> <p>Clarifications: Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals, and community/school gardens.</p>
HE.3.C.2.4:	<p>Identify classroom and school rules that promote health and disease prevention.</p> <p>Clarifications: Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.</p>
HE.3.C.2.5:	<p>Discuss the positive and negative impacts media may have on health.</p> <p>Clarifications: Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.</p>
HE.3.C.2.6:	<p>Discuss the positive and negative impacts technology may have on health.</p> <p>Clarifications: Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.</p>
HE.3.P.7.1:	<p>Practice responsible personal health behaviors.</p> <p>Clarifications: Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.</p>
HE.3.P.7.2:	<p>Investigate a variety of behaviors that avoid or reduce health risks.</p> <p>Clarifications: Daily oral hygiene, medical check-ups, immunizations, and daily physical activity.</p>
HE.3.P.8.1:	<p>Promote positive behaviors to others.</p> <p>Clarifications: Selecting healthy foods, following playground rules, and sharing items respectfully.</p>
MA.K.12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K.12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses.

- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	<ul style="list-style-type: none"> Indicate how various concepts can be applied to other disciplines.
ELA.K.12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy classroom environment can promote personal health and prevent injuries.

The content should include, but not be limited to the following:

- **Core Concepts** (health promotion, disease prevention, following rules, body parts)
- **Accessing Information** (doctor, nurses, hospitals, clinics, basic first aid, germ prevention, emergency drills, community building, reliable resources)
- **Internal and External Influences** (family, peers, teachers, other adults/professionals, media, internet, responsibility, personal space)
- **Interpersonal Communication** (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options)
- **Goal Setting** (short and long term health targets, personal health and safety)
- **Self Management** (self enhancing responsible choices, abstaining from drugs, daily hygiene)
- **Advocacy** (positive promotion, impacting family, peers, school, community, following rules and policies)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5008050

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: HEALTH - GRADE 3

Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 3

Educator Certifications

Health (Elementary and Secondary Grades K-12)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Physical Education (Grades K-8)

Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 4 (#5008060) 2015 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.4.B.3.1:	Describe characteristics of valid health information, products, and services. Clarifications: Professional certification, components of proper labeling, complete directions for use, source, and date.
HE.4.B.3.2:	Construct criteria for selecting health resources, products, services, and reputable technologies. Clarifications: Asking if health resources are safe, affordable, and available.
HE.4.B.3.3:	Examine resources from home, school and community that provide valid health information. Clarifications: Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.
HE.4.B.4.1:	Explain effective verbal and nonverbal communication skills to enhance health. Clarifications: Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.
HE.4.B.4.2:	Identify refusal skills and negotiation skills that avoid or reduce health risks. Clarifications: Expressing feelings, offering alternatives, and reporting danger.
HE.4.B.4.3:	Discuss nonviolent strategies to manage or resolve conflict. Clarifications: Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.
HE.4.B.4.4:	Demonstrate ways to ask for assistance to enhance personal health. Clarifications: Verbalize, write, text, email, and draw.
HE.4.B.5.1:	Identify circumstances that can help or hinder healthy decision making. Clarifications: Lack of knowledge, lack of support, and cultural norms.
HE.4.B.5.2:	Itemize healthy options to health-related issues or problems. Clarifications: Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.
HE.4.B.5.3:	Predict the potential short-term impact of each option on self and others when making a health-related decision. Clarifications: First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.
HE.4.B.5.4:	Choose a healthy option when making decisions for yourself and/or others. Clarifications: Making safe choices when confronted with risky situations or use of safety equipment such as bike helmets, food choices at restaurant, washing hands, and personal hygiene.
HE.4.B.5.5:	Examine when assistance is needed to make a health-related decision. Clarifications: Administration of first aid, participation in physical activity, and conflict mediation.
HE.4.B.6.1:	Create a personal health goal and track progress toward achievement. Clarifications: Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal-flotation devices.
HE.4.B.6.2:	Categorize resources that could assist in achieving a small group personal health goal. Clarifications: Family, school personnel, community service providers, and nutrition resource guide.
HE.4.C.1.1:	Identify the relationship between healthy behaviors and personal health. Clarifications: Choosing healthy foods for optimal growth and development, performing daily physical activity to prevent obesity, wearing helmets when riding bikes or motorized all- terrain vehicles for injury prevention, and washing hands for disease prevention.
HE.4.C.1.2:	Identify examples of mental/emotional, physical, and social health. Clarifications: Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.
	Describe ways a safe, healthy school environment can promote personal health.

HE.4.C.1.3:	Clarifications: Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.
	Describe ways to prevent common childhood injuries and health problems.
HE.4.C.1.4:	Clarifications: Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.
	Identify the human body parts and organs that work together to form healthy body systems.
HE.4.C.1.5:	Clarifications: Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.
	Distinguish differences among various healthcare providers, products, and services.
HE.4.C.1.6:	Clarifications: Types of doctors, prescription vs. non-prescription drugs, and emergency medical services.
	Explain the importance of family on health practices and behaviors.
HE.4.C.2.1:	Clarifications: Diet, cultural-health practices, hygiene practices, physical activity, and home remedies.
	Explain the important role that friends/peers may play in health practices and behaviors.
HE.4.C.2.2:	Clarifications: Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.
	Explain the important roles that school and community play in health practices and behaviors.
HE.4.C.2.3:	Clarifications: Disaster preparedness, school breakfast programs, youth organizations, and recycling.
	Recognize types of school rules and community laws that promote health and disease prevention.
HE.4.C.2.4:	Clarifications: Helmet law, clean indoor-air laws, and speed limits.
	Explain how media influences personal thoughts, feelings, and health behaviors.
HE.4.C.2.5:	Clarifications: Insidious marketing/product placement, branding, and anti-drug campaigns.
	Explain how technology influences personal thoughts, feelings, and health behaviors.
HE.4.C.2.6:	Clarifications: Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
	Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
HE.4.P.7.2:	Clarifications: Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.
	Assist others to make positive health choices.
HE.4.P.8.1:	Clarifications: Model water-safety rules, be a positive bystander in bullying instances, and report to a trusted adult.
	Read with sufficient accuracy and fluency to support comprehension.
LAFS.4.RF.4.4:	<ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.1.2:	<ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health.

The content should include, but not be limited to the following:

- Core Concepts (mental/emotional, physical, and social health promotion, disease and injury prevention)
- Accessing Information (cultural influences, medical resources, emergency drills, school and community health)
- Internal and External Influences (available resources, products and services)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive/negative healthy options and decisions)
- Goal Setting (short and long term health targets, personal health and small groups)
- Self Management (self enhancing responsible choices and healthy practices)
- Advocacy (positive promotion and modeling healthy choices)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5008060

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades PreK to 5 Education
 Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH - GRADE 4
Course Length: Year (Y)

Course Status: Course Approved
Grade Level(s): 4

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 4 (#5008060) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.4.B.3.1:	Describe characteristics of valid health information, products, and services. Clarifications: Professional certification, components of proper labeling, complete directions for use, source, and date.
HE.4.B.3.2:	Construct criteria for selecting health resources, products, services, and reputable technologies. Clarifications: Asking if health resources are safe, affordable, and available.
HE.4.B.3.3:	Examine resources from home, school and community that provide valid health information. Clarifications: Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.
HE.4.B.4.1:	Explain effective verbal and nonverbal communication skills to enhance health. Clarifications: Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.
HE.4.B.4.2:	Identify refusal skills and negotiation skills that avoid or reduce health risks. Clarifications: Expressing feelings, offering alternatives, and reporting danger.
HE.4.B.4.3:	Discuss nonviolent strategies to manage or resolve conflict. Clarifications: Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.
HE.4.B.4.4:	Demonstrate ways to ask for assistance to enhance personal health. Clarifications: Verbalize, write, text, email, and draw.
HE.4.B.5.1:	Identify circumstances that can help or hinder healthy decision making. Clarifications: Lack of knowledge, lack of support, and cultural norms.
HE.4.B.5.2:	Itemize healthy options to health-related issues or problems. Clarifications: Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.
HE.4.B.5.3:	Predict the potential short-term impact of each option on self and others when making a health-related decision. Clarifications: First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.
HE.4.B.5.4:	Choose a healthy option when making decisions for yourself and/or others. Clarifications: Making safe choices when confronted with risky situations or use of safety equipment such as bike helmets, food choices at restaurant, washing hands, and personal hygiene.
HE.4.B.5.5:	Examine when assistance is needed to make a health-related decision. Clarifications: Administration of first aid, participation in physical activity, and conflict mediation.
HE.4.B.6.1:	Create a personal health goal and track progress toward achievement. Clarifications: Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal-flotation devices.
HE.4.B.6.2:	Categorize resources that could assist in achieving a small group personal health goal. Clarifications: Family, school personnel, community service providers, and nutrition resource guide.
HE.4.C.1.1:	Identify the relationship between healthy behaviors and personal health. Clarifications: Choosing healthy foods for optimal growth and development, performing daily physical activity to prevent obesity, wearing helmets when riding bikes or motorized all- terrain vehicles for injury prevention, and washing hands for disease prevention.
HE.4.C.1.2:	Identify examples of mental/emotional, physical, and social health. Clarifications: Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.
	Describe ways a safe, healthy school environment can promote personal health.

HE.4.C.1.3:	<p>Clarifications: Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.</p>
	Describe ways to prevent common childhood injuries and health problems.
HE.4.C.1.4:	<p>Clarifications: Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.</p>
	Identify the human body parts and organs that work together to form healthy body systems.
HE.4.C.1.5:	<p>Clarifications: Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.</p>
	Distinguish differences among various healthcare providers, products, and services.
HE.4.C.1.6:	<p>Clarifications: Types of doctors, prescription vs. non-prescription drugs, and emergency medical services.</p>
	Explain the importance of family on health practices and behaviors.
HE.4.C.2.1:	<p>Clarifications: Diet, cultural-health practices, hygiene practices, physical activity, and home remedies.</p>
	Explain the important role that friends/peers may play in health practices and behaviors.
HE.4.C.2.2:	<p>Clarifications: Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.</p>
	Explain the important roles that school and community play in health practices and behaviors.
HE.4.C.2.3:	<p>Clarifications: Disaster preparedness, school breakfast programs, youth organizations, and recycling.</p>
	Recognize types of school rules and community laws that promote health and disease prevention.
HE.4.C.2.4:	<p>Clarifications: Helmet law, clean indoor-air laws, and speed limits.</p>
	Explain how media influences personal thoughts, feelings, and health behaviors.
HE.4.C.2.5:	<p>Clarifications: Insidious marketing/product placement, branding, and anti-drug campaigns.</p>
	Explain how technology influences personal thoughts, feelings, and health behaviors.
HE.4.C.2.6:	<p>Clarifications: Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
	Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
HE.4.P.7.2:	<p>Clarifications: Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.</p>
	Assist others to make positive health choices.
HE.4.P.8.1:	<p>Clarifications: Model water-safety rules, be a positive bystander in bullying instances, and report to a trusted adult.</p>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K.12.EE.1.1:	<p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health.

The content should include, but not be limited to the following:

- Core Concepts (mental/emotional, physical, and social health promotion, disease and injury prevention)
- Accessing Information (cultural influences, medical resources, emergency drills, school and community health)
- Internal and External Influences (available resources, products and services)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive/negative healthy options and decisions)
- Goal Setting (short and long term health targets, personal health and small groups)
- Self Management (self enhancing responsible choices and healthy practices)
- Advocacy (positive promotion and modeling healthy choices)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5008060
Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH - GRADE 4
Course Length: Year (Y)
Course Status: State Board Approved
Grade Level(s): 4

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 5 (#5008070) 2015 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.5.B.3.1:	Discuss characteristics of valid health information, products, and services. Clarifications: Reliable source, current information, and medically accurate information.
HE.5.B.3.2:	Evaluate criteria for selecting health resources, products, and services. Clarifications: Function, directions for use, competence of the provider, and costs.
HE.5.B.3.3:	Compile resources from home, school, and community, technologies that provide valid health information. Clarifications: Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals.
HE.5.B.4.1:	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. Clarifications: Written or verbal communication, body language, and conflict- resolution skills.
HE.5.B.4.2:	Discuss refusal skills and negotiation skills that avoid or reduce health risks. Clarifications: States desires clearly, offer alternative, use "I" messages, and role play.
HE.5.B.4.3:	Illustrate effective conflict resolution strategies. Clarifications: Expressing emotions, listening, and using body language.
HE.5.B.4.4:	Determine ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and draw.
HE.5.B.5.1:	Describe circumstances that can help or hinder healthy decision making. Clarifications: Peer pressure, bullying, substance abuse, and stress.
HE.5.B.5.2:	Summarize healthy options to health-related issues or problems. Clarifications: Teachers, guidance counselors, peers, or parents can address concerns over bullying and concerns over body changes/image, or anger management.
HE.5.B.5.3:	Compare the potential short-term impact of each option on self and others when making a health-related decision. Clarifications: Bullying intervention, practicing positive character traits, and substance abuse.
HE.5.B.5.4:	Select a healthy option when making decisions for yourself and/or others. Clarifications: Report bullying, resolve conflicts, and use safety equipment.
HE.5.B.5.5:	Analyze when assistance is needed when making a health-related decision. Clarifications: Bullying intervention, access to appropriate safety equipment, media influences, and peer relationships.
HE.5.B.6.1:	Specify a personal health goal and track progress toward achievement. Clarifications: Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, and pollution control.
HE.5.B.6.2:	Select reliable resources that would assist in achieving a small group personal health goal. Clarifications: Reliable members from family, school, community, and media.
HE.5.C.1.1:	Describe the relationship between healthy behaviors and personal health. Clarifications: Non-smoking and disease prevention, expressing feelings and promoting healthy relationships, use of sunscreen, and cancer prevention.
HE.5.C.1.2:	Explain the physical, mental/emotional, social, and intellectual dimensions of health. Clarifications: Problems demonstrating teamwork, immunizations, and critical thinking.
	Explain ways a safe, healthy home and school environment promote personal health.

HE.5.C.1.3:	Clarifications: Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.
	Compare ways to prevent common childhood injuries and health problems.
HE.5.C.1.4:	Clarifications: Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.
	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
HE.5.C.1.5:	Clarifications: Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.
	Recognize how appropriate health care can promote personal health.
HE.5.C.1.6:	Clarifications: Having immunizations, using medication appropriately, and seeking grief/loss counseling.
	Predict how families may influence various health practices of children.
HE.5.C.2.1:	Clarifications: Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.
	Predict how friends/peers may influence various health practices of children.
HE.5.C.2.2:	Clarifications: Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.
	Predict how the school and community influence various health practices of children.
HE.5.C.2.3:	Clarifications: After-school activities, community safety-education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.
	Give examples of school and public health policies that influence health promotion and disease prevention.
HE.5.C.2.4:	Clarifications: Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.
	Determine how media influences family health behaviors and the selection of health information, products, and services.
HE.5.C.2.5:	Clarifications: Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.
	Describe ways that technology can influence family health behaviors.
HE.5.C.2.6:	Clarifications: Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.
	Discuss how various cultures can influence personal health beliefs.
HE.5.C.2.7:	Clarifications: Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.
	Investigate influences that change health beliefs and behaviors.
HE.5.C.2.8:	Clarifications: Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat-belts/child restraints.
	Model responsible personal health behaviors.
HE.5.P.7.1:	Clarifications: Respect others, limit television time, choose healthy foods, and pick up litter.
	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
HE.5.P.7.2:	Clarifications: Examining nutritionally dense foods, bathing daily, practice using conflict-resolution skills, and choosing the safer option in social situations.
	Persuade others to make positive health choices.
HE.5.P.8.1:	Clarifications: Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.
	Read with sufficient accuracy and fluency to support comprehension.
LAFS.5.RF.4.4:	<ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.5.RI.3.7:	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.RL.2.6:	Describe how a narrator's or speaker's point of view influences how events are described.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
LAFS.5.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.5.W.1.2:

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health to prevent injuries and health problems.

The content should include, but not be limited to the following:

- **Accessing Information** (family health, following rules, friends, trusted adults in school and community)
- **Internal and External Influences** (warning labels and community helpers)
- **Interpersonal Communication** (conflict resolution, verbal and non-verbal, reporting, active listening and refusal skills)
- **Decision Making** (positive/negative healthy options and decisions)
- **Goal Setting** (short and long term health targets, personal health and small groups)
- **Self Management** (personal health choices)
- **Advocacy** (positive promotion and modeling healthy choices)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5008070

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >
Abbreviated Title: HEALTH - GRADE 5
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 5

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Health (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Physical Education (Grades K-8)

Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 5 (#5008070) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
	Discuss characteristics of valid health information, products, and services.
HE.5.B.3.1:	Clarifications: Reliable source, current information, and medically accurate information.
	Evaluate criteria for selecting health resources, products, and services.
HE.5.B.3.2:	Clarifications: Function, directions for use, competence of the provider, and costs.
	Compile resources from home, school, and community, technologies that provide valid health information.
HE.5.B.3.3:	Clarifications: Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals.
	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
HE.5.B.4.1:	Clarifications: Written or verbal communication, body language, and conflict- resolution skills.
	Discuss refusal skills and negotiation skills that avoid or reduce health risks.
HE.5.B.4.2:	Clarifications: States desires clearly, offer alternative, use "I" messages, and role play.
	Illustrate effective conflict resolution strategies.
HE.5.B.4.3:	Clarifications: Expressing emotions, listening, and using body language.
	Determine ways to ask for assistance to enhance the health of self and others.
HE.5.B.4.4:	Clarifications: Verbalize, write, and draw.
	Describe circumstances that can help or hinder healthy decision making.
HE.5.B.5.1:	Clarifications: Peer pressure, bullying, substance abuse, and stress.
	Summarize healthy options to health-related issues or problems.
HE.5.B.5.2:	Clarifications: Teachers, guidance counselors, peers, or parents can address concerns over bullying and concerns over body changes/image, or anger management.
	Compare the potential short-term impact of each option on self and others when making a health-related decision.
HE.5.B.5.3:	Clarifications: Bullying intervention, practicing positive character traits, and substance abuse.
	Select a healthy option when making decisions for yourself and/or others.
HE.5.B.5.4:	Clarifications: Report bullying, resolve conflicts, and use safety equipment.
	Analyze when assistance is needed when making a health-related decision.
HE.5.B.5.5:	Clarifications: Bullying intervention, access to appropriate safety equipment, media influences, and peer relationships.
	Specify a personal health goal and track progress toward achievement.
HE.5.B.6.1:	Clarifications: Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, and pollution control.
	Select reliable resources that would assist in achieving a small group personal health goal.
HE.5.B.6.2:	Clarifications: Reliable members from family, school, community, and media.
	Describe the relationship between healthy behaviors and personal health.
HE.5.C.1.1:	Clarifications: Non-smoking and disease prevention, expressing feelings and promoting healthy relationships, use of sunscreen, and cancer prevention.
	Explain the physical, mental/emotional, social, and intellectual dimensions of health.
HE.5.C.1.2:	Clarifications: Problems demonstrating teamwork, immunizations, and critical thinking.
	Explain ways a safe, healthy home and school environment promote personal health.

HE.5.C.1.3:	<p>Clarifications: Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
	Compare ways to prevent common childhood injuries and health problems.
HE.5.C.1.4:	<p>Clarifications: Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.</p>
	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
HE.5.C.1.5:	<p>Clarifications: Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.</p>
	Recognize how appropriate health care can promote personal health.
HE.5.C.1.6:	<p>Clarifications: Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>
	Predict how families may influence various health practices of children.
HE.5.C.2.1:	<p>Clarifications: Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.</p>
	Predict how friends/peers may influence various health practices of children.
HE.5.C.2.2:	<p>Clarifications: Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.</p>
	Predict how the school and community influence various health practices of children.
HE.5.C.2.3:	<p>Clarifications: After-school activities, community safety-education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.</p>
	Give examples of school and public health policies that influence health promotion and disease prevention.
HE.5.C.2.4:	<p>Clarifications: Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.</p>
	Determine how media influences family health behaviors and the selection of health information, products, and services.
HE.5.C.2.5:	<p>Clarifications: Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.</p>
	Describe ways that technology can influence family health behaviors.
HE.5.C.2.6:	<p>Clarifications: Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.</p>
	Discuss how various cultures can influence personal health beliefs.
HE.5.C.2.7:	<p>Clarifications: Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.</p>
	Investigate influences that change health beliefs and behaviors.
HE.5.C.2.8:	<p>Clarifications: Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat-belts/child restraints.</p>
	Model responsible personal health behaviors.
HE.5.P.7.1:	<p>Clarifications: Respect others, limit television time, choose healthy foods, and pick up litter.</p>
	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
HE.5.P.7.2:	<p>Clarifications: Examining nutritionally dense foods, bathing daily, practice using conflict-resolution skills, and choosing the safer option in social situations.</p>
	Persuade others to make positive health choices.
HE.5.P.8.1:	<p>Clarifications: Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.</p>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

MA.K12.MTR.2.1:	<ul style="list-style-type: none"> • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers. </div>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. </div>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications. </div>
	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences.

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health to prevent injuries and health problems.

The content should include, but not be limited to the following:

- **Accessing Information** (family health, following rules, friends, trusted adults in school and community)
- **Internal and External Influences** (warning labels and community helpers)
- **Interpersonal Communication** (conflict resolution, verbal and non-verbal, reporting, active listening and refusal skills)
- **Decision Making** (positive/negative healthy options and decisions)
- **Goal Setting** (short and long term health targets, personal health and small groups)
- **Self Management** (personal health choices)
- **Advocacy** (positive promotion and modeling healthy choices)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5008070

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: HEALTH - GRADE 5

Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 5

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Health (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Physical Education (Grades K-8)

Physical Education (Elementary and Secondary Grades K-12)

M/J Health Grade 6 Year (#0800000) 2018 - 2022 (current)

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.

HE.6.C.1.3:	Identify environmental factors that affect personal health. Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.1.4:	Identify health problems and concerns common to adolescents including reproductive development. Clarifications: Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
HE.6.C.1.6:	Examine how appropriate health care can promote personal health. Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: 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 caused by sexual activity.
HE.6.C.2.1:	Examine how family influences the health of adolescents. Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.C.2.3:	Identify the impact of health information conveyed to students by the school and community. Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
HE.6.C.2.6:	Propose ways that technology can influence peer and community health behaviors. Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
HE.6.C.2.7:	Investigate cultural changes related to health beliefs and behaviors. Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior. Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
HE.6.C.2.9:	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Curiosity, interests, fears, likes, and dislikes.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
HE.6.P.8.1:	Practice how to influence and support others when making positive health choices. Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
HE.6.P.8.2:	State a health-enhancing position on a topic and support it with accurate information. Clarifications: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
	Work cooperatively to advocate for healthy individuals, families, and schools.

HE.6.P.8.3:	Clarifications: Media campaigns, posters, skits, and PSAs.
	Identify ways health messages and communication techniques can be targeted for different audiences.
HE.6.P.8.4:	Clarifications: Surveys, advertisements, music, and clothing.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	Write arguments to support claims with clear reasons and relevant evidence.
LAFS.6.W.1.1:	<ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents. The content should include, but is not limited to:

- **Core Concepts** (dimensions of health, environmental health, illnesses and healthy behaviors)
- **Accessing Information** (family and friend influences, disease prevention, reproductive health, medical resources, school and community health)
- **Internal and External Influences** (available resources, seeking help, technology, products and services)
- **Interpersonal Communication** (healthy alternatives, conflict resolution, verbal and non-verbal, active listening and refusal skills)
- **Decision Making** (individual and group decisions, and positive/negative healthy options)
- **Goal Setting** (short and long term health strategies, personal health and small groups)
- **Self Management** (personal health practices and internet safety)
- **Advocacy** (positive promotion and accurate information sharing)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0800000

Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 6Y

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

M/J Health Grade 6 Year (#0800000) 2022 - And Beyond

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
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HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
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HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
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HE.6.C.1.3:	Identify environmental factors that affect personal health. Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.1.4:	Identify health problems and concerns common to adolescents including reproductive development. Clarifications: Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
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HE.6.C.1.7:	Recognize how heredity can affect personal health. Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: 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 caused by sexual activity.
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HE.6.C.2.2:	Examine how peers influence the health of adolescents. Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.C.2.3:	Identify the impact of health information conveyed to students by the school and community. Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
HE.6.C.2.6:	Propose ways that technology can influence peer and community health behaviors. Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
HE.6.C.2.7:	Investigate cultural changes related to health beliefs and behaviors. Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior. Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
HE.6.C.2.9:	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Curiosity, interests, fears, likes, and dislikes.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
HE.6.P.8.1:	Practice how to influence and support others when making positive health choices. Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
HE.6.P.8.2:	State a health-enhancing position on a topic and support it with accurate information. Clarifications: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
	Work cooperatively to advocate for healthy individuals, families, and schools.

HE.6.P.8.3: **Clarifications:**
Media campaigns, posters, skits, and PSAs.

Identify ways health messages and communication techniques can be targeted for different audiences.

HE.6.P.8.4: **Clarifications:**
Surveys, advertisements, music, and clothing.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1: **Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1: **Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1: **Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1: **Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1: **Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1: Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents. The content should include, but is not limited to:

- **Core Concepts** (dimensions of health, environmental health, illnesses and healthy behaviors)
- **Accessing Information** (family and friend influences, disease prevention, reproductive health, medical resources, school and community health)
- **Internal and External Influences** (available resources, seeking help, technology, products and services)
- **Interpersonal Communication** (healthy alternatives, conflict resolution, verbal and non-verbal, active listening and refusal skills)
- **Decision Making** (individual and group decisions, and positive/negative healthy options)
- **Goal Setting** (short and long term health strategies, personal health and small groups)
- **Self Management** (personal health practices and internet safety)
- **Advocacy** (positive promotion and accurate information sharing)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 6Y

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 6

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 6

Year (#0800005) 2019 - 2022 (current)

Course Standards

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

HE.6.C.1.2:	Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
	Identify environmental factors that affect personal health.
HE.6.C.1.3:	Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.4:	Clarifications: Acne, eating disorders, suicide/depression, and puberty.
	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.1.5:	Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
	Examine how appropriate health care can promote personal health.
HE.6.C.1.6:	Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
	Recognize how heredity can affect personal health.
HE.6.C.1.7:	Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8:	Clarifications: 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 caused by sexual activity.
	Examine how family influences the health of adolescents.
HE.6.C.2.1:	Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
	Examine how peers influence the health of adolescents.
HE.6.C.2.2:	Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.3:	Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.4:	Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
	Examine how media influences peer and community health behaviors.
HE.6.C.2.5:	Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.6:	Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.7:	Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.8:	Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.6.C.2.9:	Clarifications: Curiosity, interests, fears, likes, and dislikes.
	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.1:	Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.7.2:	Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
	Practice how to influence and support others when making positive health choices.
HE.6.P.8.1:	Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.2:	Clarifications:

	Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
HE.6.P.8.3:	Work cooperatively to advocate for healthy individuals, families, and schools. Clarifications: Media campaigns, posters, skits, and PSAs.
HE.6.P.8.4:	Identify ways health messages and communication techniques can be targeted for different audiences. Clarifications: Surveys, advertisements, music, and clothing.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents. The content should include, but is not limited to:

- Core Concepts (dimensions of health, environmental health, illnesses and healthy behaviors)
- Accessing Information (family and friend influences, disease prevention, reproductive health, medical resources, school and community health)
- Internal and External Influences (available resources, seeking help, technology, products and services)
- Interpersonal Communication (healthy alternatives, conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (individual and group decisions, and positive/negative healthy options)
- Goal Setting (short and long term health strategies, personal health and small groups)
- Self Management (personal health practices and internet safety)
- Advocacy (positive promotion and accurate information sharing)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.html>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.

- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800005

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: M/J HEALTH/CP GR 6Y
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved
Grade Level(s): 6

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 6

Year (#0800005) 2022 - And Beyond

Course Standards

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

HE.6.C.1.2:	Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
	Identify environmental factors that affect personal health.
HE.6.C.1.3:	Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.4:	Clarifications: Acne, eating disorders, suicide/depression, and puberty.
	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.1.5:	Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
	Examine how appropriate health care can promote personal health.
HE.6.C.1.6:	Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
	Recognize how heredity can affect personal health.
HE.6.C.1.7:	Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8:	Clarifications: 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 caused by sexual activity.
	Examine how family influences the health of adolescents.
HE.6.C.2.1:	Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
	Examine how peers influence the health of adolescents.
HE.6.C.2.2:	Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.3:	Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.4:	Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
	Examine how media influences peer and community health behaviors.
HE.6.C.2.5:	Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.6:	Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.7:	Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.8:	Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.6.C.2.9:	Clarifications: Curiosity, interests, fears, likes, and dislikes.
	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.1:	Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.7.2:	Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
	Practice how to influence and support others when making positive health choices.
HE.6.P.8.1:	Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.2:	Clarifications:

	Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
HE.6.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>Clarifications: Media campaigns, posters, skits, and PSAs.</p>
HE.6.P.8.4:	<p>Identify ways health messages and communication techniques can be targeted for different audiences.</p> <p>Clarifications: Surveys, advertisements, music, and clothing.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents. The content should include, but is not limited to:

- Core Concepts (dimensions of health, environmental health, illnesses and healthy behaviors)
- Accessing Information (family and friend influences, disease prevention, reproductive health, medical resources, school and community health)
- Internal and External Influences (available resources, seeking help, technology, products and services)
- Interpersonal Communication (healthy alternatives, conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (individual and group decisions, and positive/negative healthy options)
- Goal Setting (short and long term health strategies, personal health and small groups)
- Self Management (personal health practices and internet safety)
- Advocacy (positive promotion and accurate information sharing)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800005

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH/CP GR 6Y

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 7 Year (#0800010) 2018 - 2022 (current)

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. Clarifications: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. Clarifications: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. Clarifications: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Clarifications: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Clarifications: Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. Clarifications: Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. Clarifications:

	Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
HE.7.C.1.5:	Classify infectious agents and their modes of transmission to the human body. Clarifications: HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
HE.7.C.1.6:	Explain how appropriate health care can promote personal health. Clarifications: Registered dietitian to plan healthy meals, asthma action plan, and immunization.
HE.7.C.1.7:	Describe how heredity can affect personal health. Clarifications: Sickle-cell anemia, diabetes, and acne.
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. Clarifications: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.C.2.3:	Examine how the school and community may influence the health behaviors of adolescents. Clarifications: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. Clarifications: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. Clarifications: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
HE.7.C.2.8:	Evaluate how changes in social norms impact healthy and unhealthy behavior. Clarifications: Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
HE.7.C.2.9:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
HE.7.P.7.1:	Examine the importance of assuming responsibility for personal-health behaviors. Clarifications: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
HE.7.P.8.1:	Utilize the influence of others to promote positive health choices. Clarifications: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. Clarifications: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. Clarifications: Print media, broadcast media, billboards, and Internet resources.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- **Mental and emotional health** (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)
- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- **Family life** (cultures, daily routines and rules)
- **Personal health** (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI)
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- **Community health** (local health organizations, technology, resources, and services)
- **Environmental health** (adverse health effects, chemicals toxins and pollutants)
- **Consumer health** (advertising, media influence, products and services)
- **Teen dating violence** (dating, media, abuse and violence)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800010

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades 6 to 8 Education
 Courses > Subject: Health Education > SubSubject:
 General >

Abbreviated Title: M/J HEALTH GR 7Y

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 7

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 7 Year (#0800010) 2022 - And Beyond

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. Clarifications: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. Clarifications: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. Clarifications: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Clarifications: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Clarifications: Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. Clarifications: Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. Clarifications:

	Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
HE.7.C.1.5:	Classify infectious agents and their modes of transmission to the human body. Clarifications: HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
HE.7.C.1.6:	Explain how appropriate health care can promote personal health. Clarifications: Registered dietitian to plan healthy meals, asthma action plan, and immunization.
HE.7.C.1.7:	Describe how heredity can affect personal health. Clarifications: Sickle-cell anemia, diabetes, and acne.
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. Clarifications: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.C.2.3:	Examine how the school and community may influence the health behaviors of adolescents. Clarifications: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. Clarifications: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. Clarifications: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
HE.7.C.2.8:	Evaluate how changes in social norms impact healthy and unhealthy behavior. Clarifications: Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
HE.7.C.2.9:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
HE.7.P.7.1:	Examine the importance of assuming responsibility for personal-health behaviors. Clarifications: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
HE.7.P.8.1:	Utilize the influence of others to promote positive health choices. Clarifications: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. Clarifications: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. Clarifications: Print media, broadcast media, billboards, and Internet resources.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task.

MA.K12.MTR.1.1:	<ul style="list-style-type: none"> Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- **Mental and emotional health** (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)
- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- **Family life** (cultures, daily routines and rules)
- **Personal health** (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI)
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- **Community health** (local health organizations, technology, resources, and services)
- **Environmental health** (adverse health effects, chemicals toxins and pollutants)
- **Consumer health** (advertising, media influence, products and services)
- **Teen dating violence** (dating, media, abuse and violence)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 7Y
Course Length: Year (Y)
Course Level: 2

Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 7

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 7

Year (#0800015) 2019 - 2022 (current)

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. Clarifications: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. Clarifications: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. Clarifications: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Clarifications: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Clarifications: Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. Clarifications:

	Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
HE.7.C.1.5:	Classify infectious agents and their modes of transmission to the human body. Clarifications: HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
HE.7.C.1.6:	Explain how appropriate health care can promote personal health. Clarifications: Registered dietitian to plan healthy meals, asthma action plan, and immunization.
HE.7.C.1.7:	Describe how heredity can affect personal health. Clarifications: Sickle-cell anemia, diabetes, and acne.
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. Clarifications: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.C.2.3:	Examine how the school and community may influence the health behaviors of adolescents. Clarifications: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. Clarifications: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. Clarifications: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
HE.7.C.2.8:	Evaluate how changes in social norms impact healthy and unhealthy behavior. Clarifications: Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
HE.7.C.2.9:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
HE.7.P.7.1:	Examine the importance of assuming responsibility for personal-health behaviors. Clarifications: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
HE.7.P.8.1:	Utilize the influence of others to promote positive health choices. Clarifications: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. Clarifications: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. Clarifications: Print media, broadcast media, billboards, and Internet resources.

LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

<p>Course Number: 0800015</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 6,7,8</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Health Education > SubSubject: General ></p> <p>Abbreviated Title: M/J HEALTH/CP GR 7Y</p> <p>Course Length: Year (Y)</p> <p>Course Level: 2</p>
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Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 7

Year (#0800015) 2022 - And Beyond

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. Clarifications: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. Clarifications: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. Clarifications: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Clarifications: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Clarifications: Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. Clarifications:

	Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
HE.7.C.1.5:	Classify infectious agents and their modes of transmission to the human body. Clarifications: HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
HE.7.C.1.6:	Explain how appropriate health care can promote personal health. Clarifications: Registered dietitian to plan healthy meals, asthma action plan, and immunization.
HE.7.C.1.7:	Describe how heredity can affect personal health. Clarifications: Sickle-cell anemia, diabetes, and acne.
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. Clarifications: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.C.2.3:	Examine how the school and community may influence the health behaviors of adolescents. Clarifications: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. Clarifications: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. Clarifications: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
HE.7.C.2.8:	Evaluate how changes in social norms impact healthy and unhealthy behavior. Clarifications: Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
HE.7.C.2.9:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
HE.7.P.7.1:	Examine the importance of assuming responsibility for personal-health behaviors. Clarifications: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
HE.7.P.8.1:	Utilize the influence of others to promote positive health choices. Clarifications: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. Clarifications: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. Clarifications: Print media, broadcast media, billboards, and Internet resources.
	Mathematicians who participate in effortful learning both individually and with others:

MA.K12.MTR.1.1:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800015

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH/CP GR 7Y

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 8 Year (#0800020) 2018 - 2022 (current)

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. Clarifications: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Clarifications: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. Clarifications: Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Clarifications: Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Clarifications: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Clarifications: Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Clarifications: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.

	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	Clarifications: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	Clarifications: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
	Analyze how appropriate health care can promote personal health.
HE.8.C.1.6:	Clarifications: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
	Explore how heredity and family history can affect personal health.
HE.8.C.1.7:	Clarifications: Sickle-cell anemia, heart disease, diabetes, and mental health.
	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8:	Clarifications: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.1:	Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.
	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.2:	Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
	Analyze how the school and community may influence adolescent health.
HE.8.C.2.3:	Clarifications: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.4:	Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
	Analyze the influence of technology on personal and family health.
HE.8.C.2.6:	Clarifications: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.7:	Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.8:	Clarifications: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	Clarifications: Social conformity, desires, and impulses.
	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.1:	Clarifications: Sexual abstinence, skin care, and drug abuse.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.7.2:	Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
	Promote positive health choices with the influence and support of others.
HE.8.P.8.1:	Clarifications: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.8.2:	Clarifications:

	Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. Clarifications: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
HE.8.P.8.4:	Evaluate ways health messages and communication techniques can be targeted for different audiences. Clarifications: Advertising, social media campaign, and health fairs.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (cultures, daily routines and rules)
- Personal health (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, media, abuse and violence)

Special Notes - Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

GENERAL INFORMATION

Course Number: 0800020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 8Y

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 8

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 8 Year (#0800020) 2022 - And Beyond

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. Clarifications: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Clarifications: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. Clarifications: Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Clarifications: Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Clarifications: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Clarifications: Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Clarifications: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.

	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	Clarifications: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	Clarifications: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
	Analyze how appropriate health care can promote personal health.
HE.8.C.1.6:	Clarifications: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
	Explore how heredity and family history can affect personal health.
HE.8.C.1.7:	Clarifications: Sickle-cell anemia, heart disease, diabetes, and mental health.
	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8:	Clarifications: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.1:	Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.
	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.2:	Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
	Analyze how the school and community may influence adolescent health.
HE.8.C.2.3:	Clarifications: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.4:	Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
	Analyze the influence of technology on personal and family health.
HE.8.C.2.6:	Clarifications: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.7:	Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.8:	Clarifications: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	Clarifications: Social conformity, desires, and impulses.
	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.1:	Clarifications: Sexual abstinence, skin care, and drug abuse.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.7.2:	Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
	Promote positive health choices with the influence and support of others.
HE.8.P.8.1:	Clarifications: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.8.2:	Clarifications:

	Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
HE.8.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, peers, families, and schools.</p> <p>Clarifications: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.</p>
HE.8.P.8.4:	<p>Evaluate ways health messages and communication techniques can be targeted for different audiences.</p> <p>Clarifications: Advertising, social media campaign, and health fairs.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (cultures, daily routines and rules)
- Personal health (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, media, abuse and violence)

Special Notes - Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 8Y

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: State Board Approved

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 8

Year (#0800025) 2019 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. Clarifications: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Clarifications: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. Clarifications: Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Clarifications: Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Clarifications: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Clarifications: Physical activity, nutrition modification, and anger management.
	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

HE.8.B.6.4:	Clarifications: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	Clarifications: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	Clarifications: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
	Analyze how appropriate health care can promote personal health.
HE.8.C.1.6:	Clarifications: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
	Explore how heredity and family history can affect personal health.
HE.8.C.1.7:	Clarifications: Sickle-cell anemia, heart disease, diabetes, and mental health.
	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8:	Clarifications: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.1:	Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.
	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.2:	Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
	Analyze how the school and community may influence adolescent health.
HE.8.C.2.3:	Clarifications: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.4:	Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
	Analyze the influence of technology on personal and family health.
HE.8.C.2.6:	Clarifications: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.7:	Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.8:	Clarifications: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	Clarifications: Social conformity, desires, and impulses.
	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.1:	Clarifications: Sexual abstinence, skin care, and drug abuse.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.7.2:	Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
	Promote positive health choices with the influence and support of others.
HE.8.P.8.1:	Clarifications: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.

HE.8.P.8.2:	Justify a health-enhancing position on a topic and support it with accurate information. Clarifications: Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. Clarifications: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
HE.8.P.8.4:	Evaluate ways health messages and communication techniques can be targeted for different audiences. Clarifications: Advertising, social media campaign, and health fairs.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.html>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

<p>Course Number: 0800025</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 8</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Health Education > SubSubject: General ></p> <p>Abbreviated Title: M/J HEALTH/CP GR 8Y</p> <p>Course Length: Year (Y)</p> <p>Course Level: 2</p>
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Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 8

Year (#0800025) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. Clarifications: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Clarifications: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. Clarifications: Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Clarifications: Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Clarifications: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Clarifications: Physical activity, nutrition modification, and anger management.
	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

HE.8.B.6.4:	Clarifications: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	Clarifications: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	Clarifications: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
	Analyze how appropriate health care can promote personal health.
HE.8.C.1.6:	Clarifications: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
	Explore how heredity and family history can affect personal health.
HE.8.C.1.7:	Clarifications: Sickle-cell anemia, heart disease, diabetes, and mental health.
	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8:	Clarifications: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.1:	Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.
	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.2:	Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
	Analyze how the school and community may influence adolescent health.
HE.8.C.2.3:	Clarifications: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.4:	Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
	Analyze the influence of technology on personal and family health.
HE.8.C.2.6:	Clarifications: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.7:	Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.8:	Clarifications: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	Clarifications: Social conformity, desires, and impulses.
	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.1:	Clarifications: Sexual abstinence, skin care, and drug abuse.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.7.2:	Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
	Promote positive health choices with the influence and support of others.
HE.8.P.8.1:	Clarifications: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.

HE.8.P.8.2:	<p>Justify a health-enhancing position on a topic and support it with accurate information.</p> <p>Clarifications: Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.</p>
HE.8.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, peers, families, and schools.</p> <p>Clarifications: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.</p>
HE.8.P.8.4:	<p>Evaluate ways health messages and communication techniques can be targeted for different audiences.</p> <p>Clarifications: Advertising, social media campaign, and health fairs.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

ELA.K12.EE.5.1:

	do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

GENERAL INFORMATION

Course Number: 0800025

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH/CP GR 8Y

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 8

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 6 Semester (#0800030) 2018 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications:

	Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
HE.6.C.1.3:	Identify environmental factors that affect personal health. Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.1.4:	Identify health problems and concerns common to adolescents including reproductive development. Clarifications: Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
HE.6.C.1.6:	Examine how appropriate health care can promote personal health. Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: 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 caused by sexual activity.
HE.6.C.2.1:	Examine how family influences the health of adolescents. Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.C.2.3:	Identify the impact of health information conveyed to students by the school and community. Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
HE.6.C.2.6:	Propose ways that technology can influence peer and community health behaviors. Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
HE.6.C.2.7:	Investigate cultural changes related to health beliefs and behaviors. Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior. Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
HE.6.C.2.9:	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Curiosity, interests, fears, likes, and dislikes.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
HE.6.P.8.1:	Practice how to influence and support others when making positive health choices. Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
HE.6.P.8.2:	State a health-enhancing position on a topic and support it with accurate information. Clarifications: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.

	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.8.3:	Clarifications: Media campaigns, posters, skits, and PSAs.
	Identify ways health messages and communication techniques can be targeted for different audiences.
HE.6.P.8.4:	Clarifications: Surveys, advertisements, music, and clothing.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents.†

The content should include, but is not limited to, the following:†

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression) †
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health) †
- Nutrition (weight management, fitness plan, eating disorders, and BMI) †
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- Community health (local health organizations, technology, resources, and services) †
- Environmental health (adverse health effects, chemicals toxins and pollutants) †
- Consumer health (advertising, media influence, products and services)†
- Teen dating violence (dating, abuse and violence)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800030

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 6S

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 6 Semester (#0800030) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications:

	Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
HE.6.C.1.3:	Identify environmental factors that affect personal health. Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.1.4:	Identify health problems and concerns common to adolescents including reproductive development. Clarifications: Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
HE.6.C.1.6:	Examine how appropriate health care can promote personal health. Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: 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 caused by sexual activity.
HE.6.C.2.1:	Examine how family influences the health of adolescents. Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.C.2.3:	Identify the impact of health information conveyed to students by the school and community. Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
HE.6.C.2.6:	Propose ways that technology can influence peer and community health behaviors. Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
HE.6.C.2.7:	Investigate cultural changes related to health beliefs and behaviors. Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior. Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
HE.6.C.2.9:	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Curiosity, interests, fears, likes, and dislikes.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
HE.6.P.8.1:	Practice how to influence and support others when making positive health choices. Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
HE.6.P.8.2:	State a health-enhancing position on a topic and support it with accurate information. Clarifications: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.

Work cooperatively to advocate for healthy individuals, families, and schools.

HE.6.P.8.3:

Clarifications:

Media campaigns, posters, skits, and PSAs.

Identify ways health messages and communication techniques can be targeted for different audiences.

HE.6.P.8.4:

Clarifications:

Surveys, advertisements, music, and clothing.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents.†

The content should include, but is not limited to, the following:†

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression) †
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health) †
- Nutrition (weight management, fitness plan, eating disorders, and BMI) †
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- Community health (local health organizations, technology, resources, and services) †
- Environmental health (adverse health effects, chemicals toxins and pollutants) †
- Consumer health (advertising, media influence, products and services)†
- Teen dating violence (dating, abuse and violence)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800030

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Health Education > **SubSubject:**

General >

Abbreviated Title: M/J HEALTH GR 6S

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 6

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 6 Semester and Career Planning (#0800035) 2020 - 2022 (current)

Course Standards

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

HE.6.C.1.2:	Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
	Identify environmental factors that affect personal health.
HE.6.C.1.3:	Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.4:	Clarifications: Acne, eating disorders, suicide/depression, and puberty.
	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.1.5:	Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
	Examine how appropriate health care can promote personal health.
HE.6.C.1.6:	Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
	Recognize how heredity can affect personal health.
HE.6.C.1.7:	Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8:	Clarifications: 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 caused by sexual activity.
	Examine how family influences the health of adolescents.
HE.6.C.2.1:	Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
	Examine how peers influence the health of adolescents.
HE.6.C.2.2:	Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.3:	Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.4:	Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
	Examine how media influences peer and community health behaviors.
HE.6.C.2.5:	Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.6:	Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.7:	Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.8:	Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.6.C.2.9:	Clarifications: Curiosity, interests, fears, likes, and dislikes.
	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.1:	Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.7.2:	Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
	Practice how to influence and support others when making positive health choices.
HE.6.P.8.1:	Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.2:	Clarifications:

	Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
HE.6.P.8.3:	Work cooperatively to advocate for healthy individuals, families, and schools. Clarifications: Media campaigns, posters, skits, and PSAs.
HE.6.P.8.4:	Identify ways health messages and communication techniques can be targeted for different audiences. Clarifications: Surveys, advertisements, music, and clothing.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents.†

The content should include, but is not limited to, the following:†

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression) †
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health) †
- Nutrition (weight management, fitness plan, eating disorders, and BMI) †
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- Community health (local health organizations, technology, resources, and services) †
- Environmental health (adverse health effects, chemicals toxins and pollutants) †
- Consumer health (advertising, media influence, products and services)†
- Teen dating violence (dating, abuse and violence)

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fl DOE.org/academics/college-career-planning/educators-toolkit/index.html>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800035

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Health Education > **SubSubject:**
 General >

Abbreviated Title: M/J HEALTH GR 6S CP

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Health Education (Secondary Grades 7-12)

M/J Health Grade 6 Semester and Career Planning (#0800035) 2022 - And Beyond

Course Standards

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

HE.6.C.1.2:	Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
	Identify environmental factors that affect personal health.
HE.6.C.1.3:	Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.4:	Clarifications: Acne, eating disorders, suicide/depression, and puberty.
	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.1.5:	Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
	Examine how appropriate health care can promote personal health.
HE.6.C.1.6:	Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
	Recognize how heredity can affect personal health.
HE.6.C.1.7:	Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8:	Clarifications: 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 caused by sexual activity.
	Examine how family influences the health of adolescents.
HE.6.C.2.1:	Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
	Examine how peers influence the health of adolescents.
HE.6.C.2.2:	Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.3:	Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.4:	Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
	Examine how media influences peer and community health behaviors.
HE.6.C.2.5:	Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.6:	Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.7:	Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.8:	Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.6.C.2.9:	Clarifications: Curiosity, interests, fears, likes, and dislikes.
	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.1:	Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.7.2:	Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
	Practice how to influence and support others when making positive health choices.
HE.6.P.8.1:	Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.2:	Clarifications:

	Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
HE.6.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>Clarifications: Media campaigns, posters, skits, and PSAs.</p>
HE.6.P.8.4:	<p>Identify ways health messages and communication techniques can be targeted for different audiences.</p> <p>Clarifications: Surveys, advertisements, music, and clothing.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents.

The content should include, but is not limited to, the following:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
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- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
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Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fl DOE.org/academics/college-career-planning/educators-toolkit/index.shtml>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800035

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 6S CP

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 6

Educator Certifications

Health (Elementary and Secondary Grades K-12)

Health Education (Secondary Grades 7-12)

M/J Health Grade 7 Semester (#0800040) 2018 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. Clarifications: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. Clarifications: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. Clarifications: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Clarifications: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Clarifications: Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. Clarifications: Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. Clarifications:

	Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
HE.7.C.1.5:	Classify infectious agents and their modes of transmission to the human body. Clarifications: HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
HE.7.C.1.6:	Explain how appropriate health care can promote personal health. Clarifications: Registered dietitian to plan healthy meals, asthma action plan, and immunization.
HE.7.C.1.7:	Describe how heredity can affect personal health. Clarifications: Sickle-cell anemia, diabetes, and acne.
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. Clarifications: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.C.2.3:	Examine how the school and community may influence the health behaviors of adolescents. Clarifications: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. Clarifications: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. Clarifications: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
HE.7.C.2.8:	Evaluate how changes in social norms impact healthy and unhealthy behavior. Clarifications: Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
HE.7.C.2.9:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
HE.7.P.7.1:	Examine the importance of assuming responsibility for personal-health behaviors. Clarifications: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
HE.7.P.8.1:	Utilize the influence of others to promote positive health choices. Clarifications: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. Clarifications: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. Clarifications: Print media, broadcast media, billboards, and Internet resources.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.†

The content should include, but is not limited to, the following:†

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)†
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- Family life (cultures, daily routines and rules)
- Personal health (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health) †
- Nutrition (weight management, fitness plan, eating disorders, and BMI) †
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- Community health (local health organizations, technology, resources, and services) †
- Environmental health (adverse health effects, chemicals toxins and pollutants) †
- Consumer health (advertising, media influence, products and services)†
- Teen dating violence (dating, media, abuse and violence)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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GENERAL INFORMATION

Course Number: 0800040

Course Path: Section: Grades PreK to 12 Education

Courses > Grade Group: Grades 6 to 8 Education

Courses > Subject: Health Education > SubSubject:

General >

Abbreviated Title: M/J HEALTH GR 7S

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 7

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 7 Semester (#0800040) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. Clarifications: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
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	Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
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HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. Clarifications: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. Clarifications: Print media, broadcast media, billboards, and Internet resources.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task.

MA.K12.MTR.1.1:	<ul style="list-style-type: none"> • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	<p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
MA.K12.MTR.7.1:	<p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others. †

The content should include, but is not limited to, the following:†

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)†
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- Family life (cultures, daily routines and rules)
- Personal health (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health) †
- Nutrition (weight management, fitness plan, eating disorders, and BMI) †
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- Community health (local health organizations, technology, resources, and services) †
- Environmental health (adverse health effects, chemicals toxins and pollutants) †
- Consumer health (advertising, media influence, products and services)†
- Teen dating violence (dating, media, abuse and violence)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800040

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 7S

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 7

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 8 Semester (#0800050) 2018 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. Clarifications: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Clarifications: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. Clarifications: Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Clarifications: Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Clarifications: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Clarifications: Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Clarifications: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	Clarifications: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	Clarifications: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
	Analyze how appropriate health care can promote personal health.
HE.8.C.1.6:	Clarifications: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
	Explore how heredity and family history can affect personal health.
HE.8.C.1.7:	Clarifications: Sickle-cell anemia, heart disease, diabetes, and mental health.
	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8:	Clarifications: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.1:	Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.
	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.2:	Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
	Analyze how the school and community may influence adolescent health.
HE.8.C.2.3:	Clarifications: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.4:	Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
	Analyze the influence of technology on personal and family health.
HE.8.C.2.6:	Clarifications: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.7:	Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.8:	Clarifications: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	Clarifications: Social conformity, desires, and impulses.
	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.1:	Clarifications: Sexual abstinence, skin care, and drug abuse.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.7.2:	Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
	Promote positive health choices with the influence and support of others.
HE.8.P.8.1:	Clarifications: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.8.2:	Clarifications: Abstinence from unhealthy behaviors, gun-safety laws, legal-age limits, bullying laws, and zero tolerance.

	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.8.3:	Clarifications: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
	Evaluate ways health messages and communication techniques can be targeted for different audiences.
HE.8.P.8.4:	Clarifications: Advertising, social media campaign, and health fairs.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.

The content should include, but is not limited to:†

- **Mental and emotional health** (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression) †
- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- **Family life** (cultures, daily routines and rules)
- **Personal health** (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health) †
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI) †
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- **Community health** (local health organizations, technology, resources, and services) †
- **Environmental health** (adverse health effects, chemicals toxins and pollutants) †
- **Consumer health** (advertising, media influence, products and services)†
- **Teen dating violence** (dating, media, abuse and violence)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800050

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 8S

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 8

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 8 Semester (#0800050) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. Clarifications: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Clarifications: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. Clarifications: Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Clarifications: Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Clarifications: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Clarifications: Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Clarifications: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	Clarifications: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	Clarifications: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
	Analyze how appropriate health care can promote personal health.
HE.8.C.1.6:	Clarifications: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
	Explore how heredity and family history can affect personal health.
HE.8.C.1.7:	Clarifications: Sickle-cell anemia, heart disease, diabetes, and mental health.
	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8:	Clarifications: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.1:	Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.
	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.2:	Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
	Analyze how the school and community may influence adolescent health.
HE.8.C.2.3:	Clarifications: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.4:	Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
	Analyze the influence of technology on personal and family health.
HE.8.C.2.6:	Clarifications: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.7:	Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.8:	Clarifications: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	Clarifications: Social conformity, desires, and impulses.
	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.1:	Clarifications: Sexual abstinence, skin care, and drug abuse.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.7.2:	Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
	Promote positive health choices with the influence and support of others.
HE.8.P.8.1:	Clarifications: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.8.2:	Clarifications: Abstinence from unhealthy behaviors, gun-safety laws, legal-age limits, bullying laws, and zero tolerance.

Work cooperatively to advocate for healthy individuals, peers, families, and schools.

HE.8.P.8.3:

Clarifications:

Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.

Evaluate ways health messages and communication techniques can be targeted for different audiences.

HE.8.P.8.4:

Clarifications:

Advertising, social media campaign, and health fairs.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.

The content should include, but is not limited to:†

- **Mental and emotional health** (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression) †
- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- **Family life** (cultures, daily routines and rules)
- **Personal health** (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health) †
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI) †
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- **Community health** (local health organizations, technology, resources, and services) †
- **Environmental health** (adverse health effects, chemicals toxins and pollutants) †
- **Consumer health** (advertising, media influence, products and services)†
- **Teen dating violence** (dating, media, abuse and violence)

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800050

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Health Education > **SubSubject:**
 General >

Abbreviated Title: M/J HEALTH GR 8S

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 8

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Transfer (#0800220) 2015 - 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0800220

Course Type: Transfer Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH TRAN

Course Length: Year (Y)

Course Level: 2

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

ELA.K12.EE.5.1:

	do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0800220

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH TRAN

Course Length: Year (Y)

Course Type: Transfer Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Health 1-Life Management Skills (#0800300) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic</p>

	expectations, using rewards, getting support, and wellness promotion.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.

	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.2:	Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
	Adapt health messages and communication techniques to a specific target audience.
HE.912.P.8.4:	Clarifications: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

GENERAL NOTES

The content should include, but is not limited to, the following:

- Family life
- Personal health (wellness planning, decision-making, goal-setting, prevention of child abuse and neglect)
- Internet safety
- Mental and emotional health (prevention of depression interpersonal, coping skills and suicide)
- Nutrition (physical activity and wellness)
- Substance use and abuse (tobacco, alcohol, and other drug use and abuse)

- Injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- Personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention)
- Prevention and control of disease (including HIV/AIDS and other STIs)
- Community and consumer health (resources and advocacy)
- Teen dating violence (abuse prevention)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: HEALTH1-LIF MGMT SKL

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Family and Consumer Science (Grades 6-12)

Health 1-Life Management Skills (#0800300) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>

	Formulate an effective long-term personal health plan.
HE.912.B.6.4:	Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
	Predict how healthy behaviors can affect health status.
HE.912.C.1.1:	Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.2:	Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Evaluate how environment and personal health are interrelated.
HE.912.C.1.3:	Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.5:	Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
	Evaluate the relationship between access to health care and health status.
HE.912.C.1.6:	Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

HE.912.C.2.9:	<p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	<p>Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	<p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.2:	<p>Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	<p>Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
	Adapt health messages and communication techniques to a specific target audience.
HE.912.P.8.4:	<p>Clarifications: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
MA.K12.MTR.3.1:	<p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	<ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K.12.EE.3.1:	<p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

GENERAL NOTES

The content should include, but is not limited to, the following:

- Family life
- Personal health (wellness planning, decision-making, goal-setting, prevention of child abuse and neglect)
- Internet safety
- Mental and emotional health (prevention of depression interpersonal, coping skills and suicide)
- Nutrition (physical activity and wellness)
- Substance use and abuse (tobacco, alcohol, and other drug use and abuse)
- Injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- Personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention)
- Prevention and control of disease (including HIV/AIDS and other STIs)
- Community and consumer health (resources and advocacy)
- Teen dating violence (abuse prevention)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: HEALTH1-LIF MGMT SKL

Course Type: Elective Course

Course Length: Semester (S)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Health 2-Personal Health (#0800310) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications:</p>

	Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p> <p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p> <p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>

	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.

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The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.

The content should include, but is not limited to, the following:

- Nutrition (wellness)
- Family life (roles and relationships of family members)
- Personal health (health issues related to stages of life)
- Mental and emotional health
- Environmental health
- Consumer health (health careers)
- Community health (health care systems)
- Mental and emotional health (positive emotional development, including the prevention of suicide)
- Prevention and control of disease (current and emerging diseases and disorders)
- Injury prevention and safety (personal safety)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: HEALTH 2-PER HEALTH

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Health 2-Personal Health (#0800310) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications:</p>

	Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
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HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
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HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>

HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.

	Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K.12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K.12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

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Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800310

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Health Education >
SubSubject: General >

Number of Credits: Half credit (.5)

Abbreviated Title: HEALTH 2-PER HEALTH

Course Type: Elective Course

Course Length: Semester (S)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

First Aid and Safety (#0800320) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p> <p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
	<p>Evaluate the impact of technology on personal, family, and community health.</p>

HE.912.C.2.6:	Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.2:	Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
	Adapt health messages and communication techniques to a specific target audience.
HE.912.P.8.4:	Clarifications: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</i> . a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-CP.1.5:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i> ★

General Course Information and Notes

VERSION DESCRIPTION

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

GENERAL NOTES

The content should include, but is not limited to, the following:

- **Injury prevention and safety**
 - Safety promotion
 - First aid procedures
 - Adult, child, and infant CPR, and AED procedures
 - Disaster preparedness
- **Environmental health** (community resources and services)
- **Community health and consumer health** (career and public service opportunities)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
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The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

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QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Certified Cardiopulmonary Resuscitation (CPR) Instructor by American Heart Association or American Red Cross.

GENERAL INFORMATION

Course Number: 0800320

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Health Education >
SubSubject: General >

Number of Credits: Half credit (.5)

Abbreviated Title: FIRST AID SAFETY

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

First Aid and Safety (#0800320) 2022 - And Beyond

Course Standards

Name	Description
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HE.912.P.8.2:	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
HE.912.P.8.4:	<p>Adapt health messages and communication techniques to a specific target audience.</p> <p>Clarifications: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	<ul style="list-style-type: none"> Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>

ELA.K.12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

GENERAL NOTES

The content should include, but is not limited to, the following:

- **Injury prevention and safety**
 - Safety promotion
 - First aid procedures
 - Adult, child, and infant CPR, and AED procedures
 - Disaster preparedness
- **Environmental health** (community resources and services)
- **Community health and consumer health** (career and public service opportunities)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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4. Requiring students to support answers with evidence from the text.
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<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Certified Cardiopulmonary Resuscitation (CPR) Instructor by American Heart Association or American Red Cross.

GENERAL INFORMATION

Course Number: 0800320

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Health Education >
SubSubject: General >

Number of Credits: Half credit (.5)

Abbreviated Title: FIRST AID SAFETY

Course Type: Elective Course

Course Length: Semester (S)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Personal, Social, and Family Relationships (#0800330) 2015 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury</p>

	prevention, and first-aid responder's safety practices.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. The content includes in-depth study of basic human needs, self-awareness and acceptance.

The content should include, but is not limited to, the following:

- **Teen dating violence**
- **Mental and emotional health** (stress management, coping skills, suicide prevention, conflict-resolution, peer mediation, and negotiation skills)
- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community health** (health-related community resources)
- **Internet Safety**
- **Prevention and control of disease** (HIV/AIDS and other STIs)
- **Personal health** (human growth and development through adulthood including human sexuality, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making and goal-setting)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: PERSON SOC FAM RLSH

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)
Guidance & Counseling (Preschool-Secondary PK-12)
Psychology (Grades 6-12)
Health (Elementary and Secondary Grades K-12)

Personal, Social, and Family Relationships (#0800330) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury</p>

	prevention, and first-aid responder's safety practices.
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p> <p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p> <p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>

HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.P.8.2:	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the

	girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. The content includes in-depth study of basic human needs, self-awareness and acceptance.

The content should include, but is not limited to, the following:

- **Teen dating violence**
- **Mental and emotional health** (stress management, coping skills, suicide prevention, conflict-resolution, peer mediation, and negotiation skills)
- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community health** (health-related community resources)
- **Internet Safety**
- **Prevention and control of disease** (HIV/AIDS and other STIs)
- **Personal health** (human growth and development through adulthood including human sexuality, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making and goal-setting)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: PERSON SOC FAM RLSH

Course Type: Elective Course

Course Length: Semester (S)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Guidance & Counseling (Preschool-Secondary PK-12)

Psychology (Grades 6-12)

Health (Elementary and Secondary Grades K-12)

Adolescent Health Problems (#0800350) 2015 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic</p>

	expectations, using rewards, getting support, and wellness promotion.
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>

HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology/s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

This course provides students with opportunities for investigation and self-assessment of selected adolescent health problems. This course should incorporate individual, small group, and large group study.

The content should include, but is not limited to, the following:

- **Family life** (parenting skills and care-giving)
- **Personal health** (wellness planning, decision-making, hygiene, human growth and development, goal-setting, prevention of child abuse and neglect)
- **Internet safety**
- **Mental and emotional health** (prevention of depression interpersonal, risk-taking and self-defeating, coping skills and suicide)
- **Nutrition** (physical activity and wellness)
- **Substance use and abuse** (tobacco, alcohol, and other drug use and abuse)
- **Injury prevention and safety** (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- **Prevention and control of disease** (including HIV/AIDS and other STIs)
- **Community and consumer health** (resources and advocacy)
- **Teen dating violence** (abuse prevention)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: ADOL HEALTH PROBL

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Adolescent Health Problems (#0800350) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic</p>

	expectations, using rewards, getting support, and wellness promotion.
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>

HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.P.8.2:	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

This course provides students with opportunities for investigation and self-assessment of selected adolescent health problems. This course should incorporate individual, small group, and large group study.

The content should include, but is not limited to, the following:

- **Family life** (parenting skills and care-giving)
- **Personal health** (wellness planning, decision-making, hygiene, human growth and development, goal-setting, prevention of child abuse and neglect)
- **Internet safety**
- **Mental and emotional health** (prevention of depression interpersonal, risk-taking and self-defeating, coping skills and suicide)
- **Nutrition** (physical activity and wellness)
- **Substance use and abuse** (tobacco, alcohol, and other drug use and abuse)
- **Injury prevention and safety** (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- **Prevention and control of disease** (including HIV/AIDS and other STIs)
- **Community and consumer health** (resources and advocacy)
- **Teen dating violence** (abuse prevention)

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800350

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Health Education >
SubSubject: General >

Number of Credits: Half credit (.5)

Abbreviated Title: ADOL HEALTH PROBL

Course Type: Elective Course

Course Length: Semester (S)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Health Explorations Honors (#0800360) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p>

HE.912.C.1.5:	Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
	Evaluate the relationship between access to health care and health status.
HE.912.C.1.6:	Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.2:	Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.

GENERAL NOTES

The content should include, but is not limited to, the following:

- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community and Consumer health** (health-related community resources, health careers and evaluate health information)
- **Prevention and control of disease** (communicable and non communicable diseases, HIV/AIDS and other STIs)
- **Personal health** (interrelationships of body systems, human growth and development through adulthood, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making, advocacy skills and goal-setting)

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence). Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800360

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Health Education >

SubSubject: General >

Abbreviated Title: HEALTH EXPLOS HON

Course Length: Semester (S)

Course Level: 3

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Health Explorations Honors (#0800360) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p>

HE.912.C.1.5:	<p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
	Evaluate the relationship between access to health care and health status.
HE.912.C.1.6:	<p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	<p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	<p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	<p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	<p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	<p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	<p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	<p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	<p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.2:	<p>Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	<p>Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve.

- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	<ul style="list-style-type: none"> Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.

GENERAL NOTES

The content should include, but is not limited to, the following:

- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community and Consumer health** (health-related community resources, health careers and evaluate health information)
- **Prevention and control of disease** (communicable and non communicable diseases, HIV/AIDS and other STIs)
- **Personal health** (interrelationships of body systems, human growth and development through adulthood, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making, advocacy skills and goal-setting)

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence). Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800360

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: HEALTH EXPLOS HON

Course Type: Elective Course

Course Length: Semester (S)

Course Status: State Board Approved

Course Level: 3

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Parenting 1 (#0800370) 2015 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
	<p>Evaluate how environment and personal health are interrelated.</p>

HE.912.C.1.3:	<p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	<p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.5:	<p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
	Evaluate the relationship between access to health care and health status.
HE.912.C.1.6:	<p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	<p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	<p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	<p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	<p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	<p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	<p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	<p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	<p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	<p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	<p>Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	<p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>

LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the infant child. Emphasis is placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

The content should include, but is not limited to, the following:

- **Family life**
- **Personal health**
- **Internet safety**
- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800370

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Health Education >
SubSubject: General >
Abbreviated Title: PARENTING 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Parenting 1 (#0800370) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
	<p>Evaluate how environment and personal health are interrelated.</p>

HE.912.C.1.3:	<p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	<p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.5:	<p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
	Evaluate the relationship between access to health care and health status.
HE.912.C.1.6:	<p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	<p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	<p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	<p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	<p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	<p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	<p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	<p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	<p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	<p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	<p>Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	<p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the infant child. Emphasis is placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

The content should include, but is not limited to, the following:

- **Family life**
- **Personal health**
- **Internet safety**
- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800370

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Health Education >

SubSubject: General >

Abbreviated Title: PARENTING 1

Course Length: Semester (S)

Course Level: 2

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Parenting 2 (#0800380) 2015 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.5.2:	Generate alternatives to health-related issues or problems. Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Clarifications:

	Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LAFS.910.SL.1.1:	<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the toddler and pre school-age child. Emphases are placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

The content should include, but is not limited to, the following:

- **Family life**
- **Personal health**
- **Internet safety**
- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800380

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Health Education >

SubSubject: General >

Abbreviated Title: PARENTING 2

Course Length: Semester (S)

Course Level: 2

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Parenting 2 (#0800380) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Clarifications:</p>

	Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

	<ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the toddler and pre school-age child. Emphases are placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

The content should include, but is not limited to, the following:

- Family life
- Personal health
- Internet safety
- Mental and emotional health
- Nutrition
- Injury prevention and safety
- Personal health
- Prevention and control of disease
- Community and consumer health

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Abbreviated Title: PARENTING 2

Course Length: Semester (S)

Course Level: 2

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Family and Consumer Science (Grades 6-12)

Health for Expectant Parents (#0800390) 2015 - 2022 (current)

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.5.2:	Generate alternatives to health-related issues or problems. Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.B.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Evaluate how environment and personal health are interrelated.

HE.912.C.1.3:	<p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	<p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.5:	<p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
	Evaluate the relationship between access to health care and health status.
HE.912.C.1.6:	<p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	<p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	<p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	<p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	<p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	<p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	<p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	<p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	<p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	<p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	<p>Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	<p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal</p>

	relationships, responsible parenting, disease prevention, and promotion of first-aid training.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop knowledge and skills that promote a healthy baby, mother, and family. Emphasis is placed on human reproduction, fetal growth and development, physical changes during pregnancy, health care and nutrition for the expectant mother, the birth process, decision making, and family planning.

The content should include, but is not limited to, the following:

- Human reproduction
- Stages of fetal development
- Stages of physical, social, cognitive, and emotional development of an infant
- Physical and emotional development and care of expectant mother
- Birth process
- Pre and post natal care
- Disease prevention and control of common illnesses affecting mother and fetus
- Healthy lifestyle of family
- Family planning and care giving
- Parenting skills including prevention of child abuse, neglect, and infant mortality
- Family relationships including parental rights and responsibilities
- Communication, interpersonal and coping skills
- Responsible decision-making and goal-setting
- Health-related community resources
- Consumer skills

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800390

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Health Education >

SubSubject: General >

Abbreviated Title: HEALTH EXPER PARENTS

Course Length: Semester (S)

Course Level: 2

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Health for Expectant Parents (#0800390) 2022 - And Beyond

Course Standards

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.5.2:	Generate alternatives to health-related issues or problems. Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.B.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Evaluate how environment and personal health are interrelated.

HE.912.C.1.3:	<p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	<p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.5:	<p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
	Evaluate the relationship between access to health care and health status.
HE.912.C.1.6:	<p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	<p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	<p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	<p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	<p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	<p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	<p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	<p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	<p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	<p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	<p>Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	<p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal</p>

relationships, responsible parenting, disease prevention, and promotion of first-aid training.

Utilize current, accurate data/information to formulate a health-enhancing message.

HE.912.P.8.2:

Clarifications:

Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1: Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop knowledge and skills that promote a healthy baby, mother, and family. Emphasis is placed on human reproduction, fetal growth and development, physical changes during pregnancy, health care and nutrition for the expectant mother, the birth process, decision making, and family planning.

The content should include, but is not limited to, the following:

- Human reproduction
- Stages of fetal development
- Stages of physical, social, cognitive, and emotional development of an infant
- Physical and emotional development and care of expectant mother
- Birth process
- Pre and post natal care
- Disease prevention and control of common illnesses affecting mother and fetus
- Healthy lifestyle of family
- Family planning and care giving
- Parenting skills including prevention of child abuse, neglect, and infant mortality
- Family relationships including parental rights and responsibilities
- Communication, interpersonal and coping skills
- Responsible decision-making and goal-setting
- Health-related community resources
- Consumer skills

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0800390

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Health Education >

SubSubject: General >

Abbreviated Title: HEALTH EXPER PARENTS

Course Length: Semester (S)

Course Level: 2

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Health Transfer (#0800990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0800990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General > **Abbreviated Title:** HEALTH TRAN

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Health Transfer (#0800990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

ELA.K12.EE.5.1:

	do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K.12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0800990
Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH TRAN
Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

