

## **GENERAL INFORMATION**

<b>Course Number:</b>	5008020
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades PreK to 5 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Health-Kindergarten
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	Health-K
<b>Course Length:</b>	Year
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	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:

- Diseases and injuries (head lice, hand washing, bathing, helmet use, seatbelt use)
- Physical health (dental hygiene, eating breakfast, poison, tobacco, drugs, alcohol)
- Body parts (head, skin, heart, brain)
- Safety education (police, firefighter, nurse, doctor, teacher, counselor, Internet)
- Following rules for safety (playground, fire drill, pedestrian)
- Interpersonal communication skills (listening, expressing needs, wants and feelings, personal space)

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.K.RI.1</b>	<b>Key Ideas and Details</b>
LACC.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.
LACC.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>LACC.K.W.1</b>	<b>Text Types and Purposes</b>
LACC.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.
<b>LACC.K.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>LACC.K.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.K.SL.1.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LACC.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>LACC.K.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.K.SL.2.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>LACC.K.RF.4</b>	<b>Fluency</b>
LACC.K.RF.4.4	Read emergent-reader texts with purpose and understanding.
HE.K.B.1.1	Recognize school and community health helpers.
HE.K.B.1.2	Recognize warning labels and signs on hazardous products and places.
HE.K.B.1.3	Recognize advertisements for health products.
HE.K.B.2.1	Recognize healthy ways to express needs, wants, and feelings.
HE.K.B.2.2	Demonstrate listening skills to enhance health.
HE.K.B.2.3	Identify the appropriate responses to unwanted and threatening situations.
HE.K.B.2.4	State ways to tell a trusted adult if threatened or harmed.
HE.K.B.3.1	Name situations when a health-related decision can be made individually or when assistance is needed.
HE.K.B.3.2	Recognize healthy options to health-related issues or problems.
HE.K.B.3.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
HE.K.C.1.1	Recognize healthy behaviors.
HE.K.C.1.2	Recognize the physical dimension of health.
HE.K.C.1.3	Recognize ways to prevent common communicable diseases.
HE.K.C.1.4	Recognize childhood injuries.
HE.K.C.1.5	Recognize there are body parts inside and outside of the body.
HE.K.C.2.1	Name healthy behaviors that family members should practice.
HE.K.C.2.2	Identify members of the school and community that support personal health practices and behaviors.
HE.K.C.2.3	Explain the importance of rules to maintain health.
HE.K.C.2.4	Name various types of media and technology that influence health.
HE.K.P.1.1	Identify healthy practices and behaviors to maintain or improve personal health.
HE.K.P.2.1	Help others to make positive health choices.

## **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](#) »

**Course Title:** Health-5

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Health-5

**Course Length:** Year

**Course Status:** State Board of Education Approval Pending

**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:

- Personal health (healthy diet, puberty hygiene, positive body image)
- Drug abuse prevention (over-the-counter drugs, prescription drugs, inhalants, narcotics, hallucinogens)
- Healthy environment (disease prevention, weapons, illegal substances)
- Dimensions of health (eating disorders, peer pressure, gangs, violence, substance abuse, interpersonal communication skills)
- Body systems (reproductive, endocrine)
- Positive or negative influences (school rules, non-prescription drug laws, social cliques, personal web pages, celebrities)
- Health care information (Internet, health pamphlets, school nurse, counselors, parents)
- Health care options (cost, health risks, availability, insurance)
- Positive health decisions (healthy environment, peer relationships, food choices, physical activity, safety equipment, healthy body image, setting and fulfilling goals)

### **Special Note:**

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.

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.5.RL.2</b>	<b>Craft and Structure</b>
LACC.5.RL.2.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
<b>LACC.5.RI.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.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.
LACC.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).
<b>LACC.4.RF.4</b>	<b>Fluency</b>
LACC.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
<b>LACC.5.W.1</b>	<b>Text Types and Purposes</b>
LACC.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>LACC.5.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
HE.5.B.1.1	Discuss characteristics of valid health information, products, and services.
HE.5.B.1.2	Compile resources from home, school, and community that provide valid health information.
HE.5.B.1.3	Evaluate criteria for selecting health resources, products, and services.
HE.5.B.1.4	Demonstrate the use of a variety of technologies to gather health information.
HE.5.B.2.1	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
HE.5.B.2.2	Discuss refusal skills and negotiation skills that avoid or reduce health risks.
HE.5.B.2.3	Illustrate effective conflict resolution strategies.
HE.5.B.2.4	Determine ways to ask for assistance to enhance the health of self and others.
HE.5.B.3.1	Describe circumstances that can help or hinder healthy decision making.
HE.5.B.3.2	Analyze when assistance is needed when making a health-related decision.
HE.5.B.3.3	Summarize healthy options to health-related issues or problems.
HE.5.B.3.4	Compare the potential short-term impact of each option on self and others when making a health-related decision.
HE.5.B.3.5	Select a healthy option when making decisions for yourself and/or others.
HE.5.B.3.6	Analyze the outcomes of a health-related decision.
HE.5.B.4.1	Specify a personal health goal and track progress toward achievement.
HE.5.B.4.2	Select reliable resources that would assist in achieving a small group personal health goal.

HE.5.C.1.1	Describe the relationship between healthy behaviors and personal health.
HE.5.C.1.2	Explain the physical, mental/emotional, social, and intellectual dimensions of health.
HE.5.C.1.3	Explain ways a safe, healthy home environment and school environment promote personal health.
HE.5.C.1.4	Compare ways to prevent common childhood injuries and health problems.
HE.5.C.1.5	Recognize how appropriate health care can promote personal health.
HE.5.C.1.6	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
HE.5.C.2.1	Predict how families may influence various health practices of children.
HE.5.C.2.2	Predict how friends/peers may influence various health practices of children.
HE.5.C.2.3	Predict how the school and community influence various health practices of children.
HE.5.C.2.4	Give examples of school and public health policies that influence health promotion and disease prevention.
HE.5.C.2.5	Determine how media influences family health behaviors and the selection of health information, products, and services.
HE.5.C.2.6	Describe ways that technology can influence family health behaviors.
HE.5.C.2.7	Discuss how various cultures can influence personal health beliefs.
HE.5.C.2.8	Investigate influences that change health beliefs and behaviors.
HE.5.P.1.1	Model responsible personal health behaviors.
HE.5.P.1.2	Apply a variety of healthy practices and behaviors to maintain or improve personal health.
HE.5.P.1.3	Demonstrate a variety of behaviors that avoid or reduce health risks.
HE.5.P.2.1	Persuade others to make positive health choices.

## **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](#) »  
**Course Title:** Health-4  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** Health-4  
**Course Length:** Year  
**Course Status:** State Board of Education Approval Pending  
**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:

- Personal health (wear safety equipment, obey rules, practice proper hygiene)
- Healthy environment (disease prevention, personal space, weather drills, school safety officials)
- Dimensions of health (wellness, peer pressure, violence, substance abuse, interpersonal communication skills)
- Body systems (cardiovascular and respiratory, nervous and sensory)
- Positive or negative influences (school rules, laws, social cliques, Internet, music)
- Health care products and services (WebMD, pharmacy, pediatrician, commercials)
- Communication skills (debate, listening, verbal and non-verbal skills, conflict resolution)
- Positive health decisions (diet, self-care, drug abuse prevention, communicable disease prevention)

### **Special Note:**

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.

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.4.RI.1</b>	<b>Key Ideas and Details</b>
LACC.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.

<b>LACC.4.RF.4.</b>	<b>Fluency</b>
LACC.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
<b>LACC.4.W.1</b>	<b>Text Types and Purposes</b>
LACC.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>LACC.4.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.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.
HE.4.B.1.1	Describe characteristics of valid health information, products and services.
HE.4.B.1.2	Examine resources from home, school, and community that provide valid health information.
HE.4.B.1.3	Construct criteria for selecting health resources, products and services.
HE.4.B.1.4	Compare a variety of technologies to gather health information.
HE.4.B.2.1	Explain effective verbal and nonverbal communication skills to enhance health.
HE.4.B.2.2	Identify refusal skills and negotiation skills that avoid or reduce health risks.
HE.4.B.2.3	Discuss nonviolent strategies to manage or resolve conflict.
HE.4.B.2.4	Demonstrate ways to ask for assistance to enhance personal health.
HE.4.B.3.1	Identify circumstances that can help or hinder healthy decision-making.
HE.4.B.3.2	Examine when assistance is needed to make a health-related decision.
HE.4.B.3.3	Itemize healthy options to health-related issues or problems.
HE.4.B.3.4	Predict the potential short-term impact of each option on self and others when making a health-related decision.
HE.4.B.3.5	Choose a healthy option when making decisions for yourself and/or others.
HE.4.B.3.6	Examine the outcomes of a health-related decision.
HE.4.B.4.1	Create a personal health goal and track progress toward achievement.
HE.4.B.4.2	Categorize resources that could assist in achieving a small group personal health goal.
HE.4.C.1.1	Identify the relationship between healthy behaviors and personal health.
HE.4.C.1.2	Identify examples of mental/emotional, physical, and social health.
HE.4.C.1.3	Describe ways a safe, healthy school environment can promote personal health.
HE.4.C.1.4	Describe ways to prevent common childhood injuries and health problems.
HE.4.C.1.5	Distinguish differences among various health-care providers, products, and services.
HE.4.C.1.6	Identify the human body parts and organs that work together to form healthy body systems.
HE.4.C.2.1	Explain the importance of family on health practices and behaviors.
HE.4.C.2.2	Explain the important role that friends/peers may play on health practices and behaviors.
HE.4.C.2.3	Explain the important roles that school and community play on health practices and behaviors.

- HE.4.C.2.4 Recognize types of school rules and community laws that promote health and disease prevention.
- HE.4.C.2.5 Explain how media influences personal thoughts, feelings, and health behaviors.
- HE.4.C.2.6 Explain how technology influences personal thoughts, feelings, and health behaviors.
- HE.4.P.1.1 Illustrate responsible personal health behaviors.
- HE.4.P.1.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health.
- HE.4.P.1.3 Illustrate a variety of behaviors that avoid or reduce health risks.
- HE.4.P.2.1 Assist others to make positive health choices.



<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	5008050
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades PreK to 5 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Health-3
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	Health-3
<b>Course Length:</b>	Year
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• Personal health (healthy foods, exercise, germs, positive feelings, bicycle safety)</li> <li>• Healthy environment (germ prevention, personal space, following rules, emergency drills, community building, conflict resolution)</li> <li>• Dimensions of health (respect, responsibility, rapport, nutrition, exercise, communication skills)</li> <li>• Organ systems (cardiovascular, nervous, skeletal)</li> <li>• Positive or negative influences (family customs, cultural influences, media, technology)</li> <li>• Health care (doctor, nurses, hospitals, clinics, basic first aid)</li> <li>• Health advocacy (abuse, Internet research, advertisements)</li> <li>• Responsible choices (choosing healthy foods, abstaining from drugs, anti-bullying)</li> </ul>
<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.3.RL.2</b>	<b>Craft and Structure</b>
LACC.3.RL.2.6	Distinguish their own point of view from that of the narrator or those of the characters.
<b>LACC.3.RI.1</b>	<b>Key Ideas and Details</b>
LACC.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.
<b>LACC.3.RI.2</b>	<b>Craft and Structure</b>
LACC.3.RI.2.6	Distinguish their own point of view from that of the author of a text.
<b>LACC.3.RF.4</b>	<b>Fluency</b>
LACC.3.RF.4.4	Fluency: Read with sufficient accuracy and fluency to support comprehension.

<b>LACC.3.W.1</b>	<b>Text Types and Purposes</b>
LACC.3.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>LACC.3.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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 topics and texts, building on others' ideas and expressing their own clearly.
<b>MACC.3.MD.2</b>	<b>Represent and interpret data.</b>
MACC.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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
HE.3.B.1.1	Locate resources from home, school, and community that provide valid health information.
HE.3.B.1.2	Describe how the media influences the selection of health information, products, and services.
HE.3.B.1.3	Describe criteria for selecting health information, resources, products, and services.
HE.3.B.1.4	Identify a variety of technologies to gather health information.
HE.3.B.2.1	Identify effective verbal and nonverbal communication skills to enhance health.
HE.3.B.2.2	Demonstrate refusal skills that avoid or reduce health risks.
HE.3.B.2.3	Demonstrate nonviolent strategies to manage or resolve conflict.
HE.3.B.2.4	Explain ways to ask for assistance to enhance personal health.
HE.3.B.3.1	Recognize circumstances that can help or hinder healthy decision making.
HE.3.B.3.2	Explain when assistance is needed when making a health-related decision.
HE.3.B.3.3	List healthy options to health-related issues or problems.
HE.3.B.3.4	Discuss the potential short-term personal impact of each option when making a health-related decision.
HE.3.B.3.5	Find a healthy option when making a decision for yourself.
HE.3.B.3.6	Describe the outcomes of a health-related decision.
HE.3.B.4.1	Select a personal health goal and track progress toward achievement.
HE.3.B.4.2	Examine resources that could assist in achieving a small group personal health goal.
HE.3.C.1.1	Describe healthy behaviors that affect personal health.
HE.3.C.1.2	Identify that there are multiple dimensions of health.
HE.3.C.1.3	Describe ways a safe, healthy classroom can promote personal health.
HE.3.C.1.4	Describe common childhood health conditions.
HE.3.C.1.5	Describe why it is important to seek health care.
HE.3.C.1.6	Recognize that body parts and organs work together to form human body systems.
HE.3.C.2.1	Explore how different family traditions and customs may influence

	health behaviors.
HE.3.C.2.2	Explore how friends' various traditions and customs may influence health behavior.
HE.3.C.2.3	Explore how the traditions and customs of the school and community influence health behavior of children.
HE.3.C.2.4	Identify classroom and school rules that promote health and disease prevention.
HE.3.C.2.5	Discuss the positive and negative impacts media may have on health.
HE.3.C.2.6	Discuss the positive and negative impacts technology may have on health.
HE.3.C.2.7	Discuss how the community can influence healthy and unhealthy behaviors.
HE.3.P.1.1	Practice responsible personal health behaviors.
HE.3.P.1.2	Investigate a variety of behaviors that avoid or reduce health risks.
HE.3.P.2.1	Suggest others make positive health choices.

## **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](#) »  
**Course Title:** Health-2  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** Health-2  
**Course Length:** Year  
**Course Status:** State Board of Education Approval Pending  
**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:

- Personal health (feelings, hygiene)
- Healthy environment (locking doors, stranger awareness, fire safety, 911)
- Physical, mental/emotional, and social health (problem solving, character education, team work, friendship, physical activity)
- Function of human organs (digestion, respiration, circulation, muscle use)
- Positive or negative influences (bully, Internet, movies, video games, television)
- Communication with trusted adults (bullies, abuse, injuries)
- Goal setting (eat more fruits, more exercise, bedtime, homework)

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.2.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.
<b>LACC.2.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LACC.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>LACC.2.RF.4</b>	<b>Fluency</b>
LACC.2.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
HE.2.B.1.1	Select trusted adults and professionals who can help promote health.
HE.2.B.1.2	Understand the meaning of warning labels and signs on hazardous products.
HE.2.B.1.3	Examine the content of advertisements for healthy, unhealthy, and

	misleading contents.
HE.2.B.2.1	Demonstrate healthy ways to express needs, wants, and feelings.
HE.2.B.2.2	Apply listening skills that enhance health.
HE.2.B.2.3	Demonstrate ways to respond to unwanted, threatening or dangerous situations.
HE.2.B.2.4	Explain ways to tell a trusted adult if threatened or harmed.
HE.2.B.3.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
HE.2.B.3.2	Name healthy options to health-related issues or problems.
HE.2.B.3.3	Compare the consequences of not following rules/practices when making healthy and safe decisions.
HE.2.B.4.1	Establish a short-term personal health goal as a class and take action toward achieving the goal.
HE.2.B.4.2	Identify who can help and how they can assist in achieving a personal health goal.
HE.2.C.1.1	Describe personal health.
HE.2.C.1.2	Recognize the physical, mental/emotional and social dimensions of health.
HE.2.C.1.3	Describe ways a safe, healthy home environment can promote personal health.
HE.2.C.1.4	Describe ways to prevent childhood injuries.
HE.2.C.1.5	Determine when it is important to seek health care.
HE.2.C.1.6	Recognize the locations and functions of major human organs.
HE.2.C.2.1	Describe how family rules and practices influence health behaviors.
HE.2.C.2.2	Describe how friends' health practices influence health behaviors of others.
HE.2.C.2.3	Describe how the school and community influence health behaviors of children.
HE.2.C.2.4	Describe how the media and technology can influence health behaviors.
HE.2.P.1.1	Demonstrate health behaviors to maintain or improve personal health.
HE.2.P.1.2	Show behaviors that avoid or reduce health risks.
HE.2.P.2.1	Support peers when making positive health choices.

## **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](#) »

**Course Title:** Health-1

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Health-1

**Course Length:** Year

**Course Status:** State Board of Education Approval Pending

**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:

- Positive and negative health influences (family, friends, school, community, and media)
- Healthy behaviors and practices (following rules, pedestrian safety, washing hands, wearing sunscreen, healthy eating, dental hygiene, Internet safety)
- Physical and mental/emotional health (personal feelings, physical activity, sleep)
- Names of body parts (stomach, heart, brain, lungs)
- Trusted adults (parent, teacher, police, nurse, counselor)
- Crisis prevention (fire safety, stranger awareness)
- Interpersonal communication skills (listening, feelings, respect, sharing)

## **RELATED BENCHMARKS:**

Scheme

Descriptor

**LACC.1.RI.1**

**Key Ideas and Details**

LACC.1.RI.1.1

Ask and answer questions about key details in a text.

LACC.1.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**LACC.1.W.3**

**Research to Build and Present Knowledge**

LACC.1.W.3.8

Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**LACC.1.SL.1**  
LACC.1.SL.1.1  
LACC.1.SL.1.2

**Comprehension and Collaboration**

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LACC.1.RF.4**  
LACC.1.RF.4.4  
HE.1.B.1.1

**Fluency**

Read with sufficient accuracy and fluency to support comprehension.  
Identify trusted adults and professionals who can help promote health.

HE.1.B.1.2

Determine the meaning of warning labels and signs on hazardous products and places.

HE.1.B.1.3

Give examples of advertisements for health products.

HE.1.B.2.1

Identify healthy ways to express needs, wants, and feelings.

HE.1.B.2.2

Describe good listening skills to enhance health.

HE.1.B.2.3

Tell about ways to respond when in an unwanted, threatening, or dangerous situation.

HE.1.B.2.4

Practice ways to tell a trusted adult if threatened or harmed.

HE.1.B.3.1

Describe situations when a health-related decision can be made individually or when assistance is needed.

HE.1.B.3.2

Identify healthy options to health-related issues or problems.

HE.1.B.3.3

Explain the consequences of not following rules/practices when making healthy and safe decisions.

HE.1.C.1.1

Identify healthy behaviors.

- HE.1.C.1.2 Recognize the physical and mental/emotional dimensions of health.
- HE.1.C.1.3 Describe ways to prevent common communicable diseases.
- HE.1.C.1.4 Identify ways to prevent childhood injuries.
- HE.1.C.1.5 Identify health-care providers.
- HE.1.C.1.6 Emphasize the correct names of human body parts.
- HE.1.C.2.1 Identify how children learn health behaviors from family and friends.
- HE.1.C.2.2 Identify what the school and community does to support personal health practices and behaviors.
- HE.1.C.2.3 Recognize health consequences for not following rules.
- HE.1.C.2.4 Name examples of media messages that relate to health behaviors.
- HE.1.P.1.1 Demonstrate good personal health habits.
- HE.1.P.1.2 Tell about behaviors that avoid or reduce health risks.
- HE.1.P.2.1 Encourage others to make positive health choices.



<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800050
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	M/J Health 6
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J HEALTH 6
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Length:</b>	Semester
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ mental, physical and emotional health (interpersonal relationships, personal health care including self examinations, reproductive health, suicide prevention, death and dying)</li> <li>▪ control and prevention of disease (neurological and genetic diseases, sexually transmitted diseases (STD's), HIV/AIDS)</li> <li>▪ risk reduction behaviors (STD's, pregnancy prevention, chronic diseases, policies/laws, goal setting, negotiation skills)</li> <li>▪ benefits of good nutrition and regular physical activity (wellness plan, target zone)</li> <li>▪ common safety and injury prevention practices (Internet safety, weapons safety, child abuse &amp; neglect, sexual abuse)</li> <li>▪ harmful effects of alcohol, tobacco, other drugs, and violence (prescription drugs, steroids, harassment, date and domestic violence, gangs)</li> <li>▪ environmental/community/consumer health (global warming, national &amp; international health organizations, respect for multicultural diversity)</li> <li>▪ teen dating violence and abuse prevention</li> </ul> <p><b>Special Note:</b> 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.</p>

<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.8.RL.2</b>	<b>Craft and Structure</b>
LACC.8.RL.2.3	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.
<b>LACC.7.RI.2</b>	<b>Craft and Structure</b>
LACC.7.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<b>LACC.6.W.1</b>	<b>Text Types and Purposes</b>
LACC.6.W.1.1	Write arguments to support claims with clear reasons and relevant evidence.
<b>LACC.8.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.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.
<b>LACC.8.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
HE.8.B.1.1	Evaluate the validity of health information, products, and services.
HE.8.B.1.2	Analyze valid health information from home, school, and community.
HE.8.B.1.3	Analyze the accessibility of products and services that enhance health.
HE.8.B.1.4	Determine situations when specific professional health services or providers may be required.
HE.8.B.1.5	Compare valid and reliable health products and services.
HE.8.B.1.6	Compare the cost of health products and services in order to assess value.
HE.8.B.1.7	Recommend a variety of technologies to gather health information.
HE.8.B.2.1	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.2.2	Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.8.B.2.3	Examine the possible causes of conflict among youth in schools and communities.
HE.8.B.2.4	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.
HE.8.B.3.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.

HE.8.B.3.2	Explain circumstances that can help or hinder healthy decision-making.
HE.8.B.3.3	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.B.3.4	Categorize healthy and unhealthy alternatives to health-related issues or problems.
HE.8.B.3.5	Compile the potential outcomes of each option when making a health-related decision.
HE.8.B.3.6	Adopt healthy alternatives over unhealthy alternatives when making a decision.
HE.8.B.3.7	Evaluate the outcomes of a health-related decision.
HE.8.B.4.1	Assess personal health practices.
HE.8.B.4.2	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.B.4.3	Apply strategies and skills needed to attain a personal health goal.
HE.8.B.4.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
HE.8.C.1.1	Analyze the relationship between healthy behaviors and personal health.
HE.8.C.1.2	Analyze the interrelationship between healthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.3	Predict how environmental factors affect personal health.
HE.8.C.1.4	Explore how heredity and family history can affect personal health.
HE.8.C.1.5	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.6	Analyze how appropriate health care can promote personal health.
HE.8.C.1.7	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8	Identify major chronic diseases that impact human body systems.
HE.8.C.2.1	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.2	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.3	Analyze how the school and community may influence adolescent health.
HE.8.C.2.4	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.5	Research marketing strategies behind health-related media messages.
HE.8.C.2.6	Analyze the influence of technology on personal and family health.
HE.8.C.2.7	Describe the consequences of following the influences of family, peers, and culture related to adolescent health behaviors.
HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.9	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.P.1.1	Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.
HE.8.P.1.2	Generate healthy practices and behaviors that will maintain or improve personal health.
HE.8.P.1.3	Propose a variety of behaviors that avoid or reduce health risks.
HE.8.P.2.1	Justify a health-enhancing position on a topic and support it with accurate

	information.
HE.8.P.2.2	Promote positive health choices with the influence and support of others.
HE.8.P.2.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.2.4	Evaluate ways health messages and communication techniques can be targeted for different audiences.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800040
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	M/J Health 5
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J HEALTH 5
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Mental, physical and emotional health during adolescence (personal health care, reproductive health, depression, interpersonal relationships, grief and loss)</li> <li>• Control and prevention of disease (non-communicable, sexually transmitted diseases STDs, HIV/AIDS)</li> <li>• Risk reduction behaviors related to adolescence (policies/laws, goal setting, negotiation skills, conflict resolution)</li> <li>• Benefits of good nutrition and regular physical activity (weight management, fitness plan, eating disorders, BMI)</li> <li>• Common safety and injury prevention practices (Internet safety, first aid/CPR/AED)</li> <li>• Harmful effects of alcohol, tobacco, other drugs, and violence (over-the-counter drugs, cyberbullying, gangs)</li> <li>• Environmental/community/consumer health (local health organizations, pollutants and media influences)</li> <li>• Teen dating violence and abuse prevention</li> </ul> <p><b>Special Note:</b> 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.</p>

<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.7.RI.1</b>	<b>Key Ideas and Details</b>
LACC.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).
<b>LACC.7.RI.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.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.
<b>LACC.7.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.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.
<b>LACC.7.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.7.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.7.SL.2.6	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>MACC.7.SP1</b>	<b>Use random sampling to draw inferences about a population.</b>
MACC.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.
HE.7.B.1.1	Analyze the validity of health information, products, and services.
HE.7.B.1.2	Access valid health information from home, school, and community.
HE.7.B.1.3	Determine the accessibility of products and services that enhance health.
HE.7.B.1.4	Differentiate professional health services that may be required.
HE.7.B.1.5	Access valid and reliable health products and services.
HE.7.B.1.6	Compute the cost of health products and services in order to assess value.
HE.7.B.1.7	Access a variety of technologies to gather health information.
HE.7.B.2.1	Use skills for communicating effectively with family, peers, and others to enhance health.
HE.7.B.2.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
HE.7.B.2.3	Articulate the possible causes of conflict among youth in schools and

	communities.
HE.7.B.2.4	Demonstrate how to ask for assistance to enhance the health of self and others.
HE.7.B.3.1	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.B.3.2	Compare circumstances that can help or hinder healthy decision-making.
HE.7.B.3.3	Determine when individual or collaborative decision-making is appropriate.
HE.7.B.3.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
HE.7.B.3.5	Propose the potential outcome of each option when making a health-related decision.
HE.7.B.3.6	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.B.3.7	Critique the potential outcomes of a health-related decision.
HE.7.B.4.1	Analyze personal beliefs as they relate to health practices.
HE.7.B.4.2	Devise an individual goal to adopt, maintain, or improve a personal health practice.
HE.7.B.4.3	Explain strategies and skills needed to attain/maintain a personal health goal.
HE.7.B.4.4	Assess progress toward attaining a personal health goal.
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.7.C.1.3	Analyze how environmental factors affect personal health.
HE.7.C.1.4	Describe how heredity can affect personal health.
HE.7.C.1.5	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.6	Explain how appropriate health care can promote personal health.
HE.7.C.1.7	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.C.1.8	Classify infectious agents and their modes of transmission to the human body.
HE.7.C.2.1	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.3	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.4	Explain how school and public health policies can influence health promotion and disease prevention.
HE.7.C.2.5	Analyze how messages from media influence health behaviors.
HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.
HE.7.C.2.7	Evaluate how changes in social norms impact healthy and unhealthy behavior.

HE.7.C.2.8	Determine how cultural changes related to health beliefs and behaviors impact personal health.
HE.7.P.1.1	Examine the importance of assuming responsibility for personal health behaviors.
HE.7.P.1.2	Analyze healthy practices and behaviors that will maintain or improve personal health.
HE.7.P.1.3	Differentiate a variety of behaviors that avoid or reduce health risks.
HE.7.P.2.1	Articulate a position on a topic and support it with accurate health information.
HE.7.P.2.2	Utilize others' influence and support to promote positive health choices.
HE.7.P.2.3	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.2.4	Analyze ways health messages and communication techniques can be targeted for different audiences.



<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800030
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	M/J Health 4
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J HEALTH 4
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>▪ Mental, physical and emotional changes during puberty (hygiene, stress management, goal setting, reproductive development, coping skills)</li> <li>▪ Control and prevention of disease (communicable diseases, eating disorders, decision making, hereditary factors)</li> <li>▪ Prevention of risky behaviors related to adolescence (refusal skills, negotiation skills, conflict resolution)</li> <li>▪ Benefits of good nutrition and regular physical activity (improve or maintain optimal health)</li> <li>▪ Common safety and injury prevention practices (helmet use, weather-related, Internet safety)</li> <li>▪ Harmful effects of alcohol, tobacco, other drugs, and violence (inhalants, bullying, gangs)</li> <li>▪ Environmental/community/consumer health (recycling practices, reliable information sources)</li> </ul> <p><b>Special Note:</b> 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.</p>
<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor

<b>LACC.6.RI.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.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.
<b>LACC.6.W.1</b>	<b>Text Types and Purposes</b>
LACC.6.W.1.1	Write arguments to support claims with clear reasons and relevant evidence.
<b>LACC.6.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>MACC.6.SP.1</b>	<b>Develop understanding of statistical variability.</b>
MACC.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. 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.
MACC.6.SP1.2	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.
HE.6.B.1.1	Examine the validity of health information, products, and services.
HE.6.B.1.2	Describe valid health information from home, school, and community.
HE.6.B.1.3	Examine the accessibility of products and services that enhance health.
HE.6.B.1.4	Describe situations when professional health services may be required.
HE.6.B.1.5	Determine valid and reliable health products and services.
HE.6.B.1.6	Determine the cost of health products and services in order to assess value.
HE.6.B.1.7	Investigate a variety of technologies to gather health information.
HE.6.B.2.1	Determine strategies to improve effective verbal and nonverbal communication skills to enhance health.
HE.6.B.2.2	Practice refusal skills and negotiation skills to reduce health risks.
HE.6.B.2.3	Demonstrate effective conflict management and/or resolution strategies.
HE.6.B.2.4	Compile ways to ask for assistance to enhance the health of self and others.
HE.6.B.3.1	Investigate health-related situations that require the application of a thoughtful decision-making process.
HE.6.B.3.2	Investigate circumstances that can help or hinder healthy decision-making.
HE.6.B.3.3	Discriminate between the need for individual or collaborative decision-making.
HE.6.B.3.4	Investigate healthy and unhealthy alternatives to health-related issues or

	problems.
HE.6.B.3.5	Specify the potential outcomes of each option when making a health-related decision.
HE.6.B.3.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.B.3.7	Assess the outcomes of a health-related decision.
HE.6.B.4.1	Use various methods to measure personal health status.
HE.6.B.4.2	Develop an individual goal to adopt, maintain, or improve a personal health practice.
HE.6.B.4.3	Determine strategies and skills needed to attain a personal health goal.
HE.6.B.4.4	Monitor progress toward attaining a personal health goal.
HE.6.C.1.1	Identify the effects of healthy and unhealthy behaviors on personal health.
HE.6.C.1.2	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.6.C.1.3	Identify environmental factors that affect personal health.
HE.6.C.1.4	Recognize how heredity can affect personal health.
HE.6.C.1.5	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.6	Examine how appropriate health care can promote personal health.
HE.6.C.1.7	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.2.1	Examine how family influences the health of adolescents.
HE.6.C.2.2	Examine how peers influence the health of adolescents.
HE.6.C.2.3	Identify health information conveyed to students by the school and community.
HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.5	Examine how media influences peer and community health behaviors.
HE.6.C.2.6	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.7	Predict the short and long-term consequences of engaging in health risk behaviors.
HE.6.C.2.8	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.9	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.10	Explain the influence of personal values and beliefs on individual health practices and behaviors.
HE.6.P.1.1	Explain the importance of assuming responsibility for personal health behaviors.
HE.6.P.1.2	Demonstrate healthy practices and behaviors that will maintain or improve personal health.
HE.6.P.1.3	Examine a variety of behaviors that avoid or reduce health risks.
HE.6.P.2.1	State a health-enhancing position on a topic and support it with accurate

	information.
HE.6.P.2.2	Practice how to influence and support others when making positive health choices.
HE.6.P.2.3	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.2.4	Identify ways health messages and communication techniques can be targeted for different audiences.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800025
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	M/J Health 3 & Career Planning
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J HEALTH 3 & CAR P
<b>Course Length:</b>	Year
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ Mental, physical and emotional health (personal health care including self examinations, reproductive health including fetal development, suicide prevention, death and dying)</li> <li>▪ Control and prevention of disease (neurological and genetic diseases, sexually transmitted diseases STDs, HIV/AIDS)</li> <li>▪ Risk reduction behaviors (STD's, pregnancy prevention, chronic diseases, policies/laws, goal setting, negotiation skills)</li> <li>▪ Interpersonal relationships (communication skills, coping skills, healthy relationships including dating)</li> <li>▪ Benefits of good nutrition and regular physical activity (wellness plan, target zone)</li> <li>▪ Common safety and injury prevention practices (Internet safety, weapons safety, vehicular safety, child abuse &amp; neglect, sexual abuse)</li> <li>▪ Harmful effects of alcohol, tobacco, other drugs, and violence (prescription drugs, steroids, harassment, date and domestic violence, gangs)</li> <li>▪ Community health (respect for multicultural diversity, national &amp; international health organizations, health policy and advocacy)</li> <li>▪ Environmental health (global warming, environmentally-conscious)</li> <li>▪ Health-conscious consumer (Internet advertising, technology)</li> <li>▪ Teen dating violence and abuse prevention</li> </ul>

**Special Note:**

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** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

**Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

**Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

**Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning

information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

<b>RELATED BENCHMARKS:</b>	
<b>Scheme</b>	<b>Descriptor</b>
<b>LACC.8.RL.2</b>	<b>Craft and Structure</b>
LACC.8.RL.2.3	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.
<b>LACC.8.RI.2</b>	<b>Craft and Structure</b>
LACC.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.
<b>LACC.8.W.1</b>	<b>Text Types and Purposes</b>
LACC.8.W.1.1	Write arguments to support claims with clear reasons and relevant evidence.
<b>LACC.8.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.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.
<b>LACC.8.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
HE.8.B.1.1	Evaluate the validity of health information, products, and services.
HE.8.B.1.2	Analyze valid health information from home, school, and community.
HE.8.B.1.3	Analyze the accessibility of products and services that enhance health.
HE.8.B.1.4	Determine situations when specific professional health services or providers may be required.
HE.8.B.1.5	Compare valid and reliable health products and services.
HE.8.B.1.6	Compare the cost of health products and services in order to assess value.
HE.8.B.1.7	Recommend a variety of technologies to gather health information.
HE.8.B.2.1	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.2.2	Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.8.B.2.3	Examine the possible causes of conflict among youth in schools and communities.



HE.8.B.2.4	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.
HE.8.B.3.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.
HE.8.B.3.2	Explain circumstances that can help or hinder healthy decision-making.
HE.8.B.3.3	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.B.3.4	Categorize healthy and unhealthy alternatives to health-related issues or problems.
HE.8.B.3.5	Compile the potential outcomes of each option when making a health-related decision.
HE.8.B.3.6	Adopt healthy alternatives over unhealthy alternatives when making a decision.
HE.8.B.3.7	Evaluate the outcomes of a health-related decision.
HE.8.B.4.1	Assess personal health practices.
HE.8.B.4.2	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.B.4.3	Apply strategies and skills needed to attain a personal health goal.
HE.8.B.4.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
HE.8.C.1.1	Analyze the relationship between healthy behaviors and personal health.
HE.8.C.1.2	Analyze the interrelationship between healthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.3	Predict how environmental factors affect personal health.
HE.8.C.1.4	Explore how heredity and family history can affect personal health.
HE.8.C.1.5	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.6	Analyze how appropriate health care can promote personal health.
HE.8.C.1.7	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8	Identify major chronic diseases that impact human body systems.
HE.8.C.2.1	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.2	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.3	Analyze how the school and community may influence adolescent health.
HE.8.C.2.4	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.5	Research marketing strategies behind health-related media messages.
HE.8.C.2.6	Analyze the influence of technology on personal and family health.
HE.8.C.2.7	Describe the consequences of following the influences of family, peers, and culture related to adolescent health behaviors.
HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy

	behaviors.
HE.8.C.2.9	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.P.1.1	Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.
HE.8.P.1.2	Generate healthy practices and behaviors that will maintain or improve personal health.
HE.8.P.1.3	Propose a variety of behaviors that avoid or reduce health risks.
HE.8.P.2.1	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.2.2	Promote positive health choices with the influence and support of others.
HE.8.P.2.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.2.4	Evaluate ways health messages and communication techniques can be targeted for different audiences.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800020
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	M/J Health 3
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J HEALTH 3
<b>Course Length:</b>	Year
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ mental, physical and emotional health (personal health care including self examinations, reproductive health including fetal development, suicide prevention, death and dying)</li> <li>▪ control and prevention of disease (neurological and genetic diseases, sexually transmitted diseases (STD's), HIV/AIDS)</li> <li>▪ risk reduction behaviors (STD's, pregnancy prevention, chronic diseases, policies/laws, goal setting, negotiation skills)</li> <li>▪ interpersonal relationships (communication skills, coping skills, healthy relationships including dating)</li> <li>▪ benefits of good nutrition and regular physical activity (wellness plan, target zone)</li> <li>▪ common safety and injury prevention practices (Internet safety, weapons safety, vehicular safety, child abuse &amp; neglect, sexual abuse)</li> <li>▪ harmful effects of alcohol, tobacco, other drugs, and violence (prescription drugs, steroids, harassment, date and domestic violence, gangs)</li> <li>▪ community health (respect for multicultural diversity, national &amp; international health organizations, health policy and advocacy)</li> <li>▪ environmental health (global warming, environmentally-conscious)</li> <li>▪ health-conscious consumer (Internet advertising, technology)</li> <li>▪ teen dating violence and abuse prevention</li> </ul>

	<p><b>Special Note:</b> 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.</p>
<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.8.RL.2</b>	<b>Craft and Structure</b>
LACC.8.RL.2.3	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.
LACC.8.RL.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.
<b>LACC.8.W.1</b>	<b>Text Types and Purposes</b>
LACC.8.W.1.1	Write arguments to support claims with clear reasons and relevant evidence.
<b>LACC.8.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.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.
<b>LACC.8.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
HE.8.B.1.1	Evaluate the validity of health information, products, and services.
HE.8.B.1.2	Analyze valid health information from home, school, and community.
HE.8.B.1.3	Analyze the accessibility of products and services that enhance health.
HE.8.B.1.4	Determine situations when specific professional health services or providers may be required.
HE.8.B.1.5	Compare valid and reliable health products and services.
HE.8.B.1.6	Compare the cost of health products and services in order to assess value.

HE.8.B.1.7	Recommend a variety of technologies to gather health information.
HE.8.B.2.1	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.2.2	Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.8.B.2.3	Examine the possible causes of conflict among youth in schools and communities.
HE.8.B.2.4	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.
HE.8.B.3.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.
HE.8.B.3.2	Explain circumstances that can help or hinder healthy decision-making.
HE.8.B.3.3	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.B.3.4	Categorize healthy and unhealthy alternatives to health-related issues or problems.
HE.8.B.3.5	Compile the potential outcomes of each option when making a health-related decision.
HE.8.B.3.6	Adopt healthy alternatives over unhealthy alternatives when making a decision.
HE.8.B.3.7	Evaluate the outcomes of a health-related decision.
HE.8.B.4.1	Assess personal health practices.
HE.8.B.4.2	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.B.4.3	Apply strategies and skills needed to attain a personal health goal.
HE.8.B.4.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
HE.8.C.1.1	Analyze the relationship between healthy behaviors and personal health.
HE.8.C.1.2	Analyze the interrelationship between healthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.3	Predict how environmental factors affect personal health.
HE.8.C.1.4	Explore how heredity and family history can affect personal health.
HE.8.C.1.5	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.6	Analyze how appropriate health care can promote personal health.
HE.8.C.1.7	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8	Identify major chronic diseases that impact human body systems.
HE.8.C.2.1	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.2	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.3	Analyze how the school and community may influence adolescent health.

HE.8.C.2.4	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.5	Research marketing strategies behind health-related media messages.
HE.8.C.2.6	Analyze the influence of technology on personal and family health.
HE.8.C.2.7	Describe the consequences of following the influences of family, peers, and culture related to adolescent health behaviors.
HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.9	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.P.1.1	Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.
HE.8.P.1.2	Generate healthy practices and behaviors that will maintain or improve personal health.
HE.8.P.1.3	Propose a variety of behaviors that avoid or reduce health risks.
HE.8.P.2.1	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.2.2	Promote positive health choices with the influence and support of others.
HE.8.P.2.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.2.4	Evaluate ways health messages and communication techniques can be targeted for different audiences.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800015
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	M/J Health 2 & Career Planning
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J HEALTH 2 AND CAR P
<b>Course Length:</b>	Year
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Mental, physical and emotional health during adolescence (personal health care, reproductive health, depression, grief and loss)</li> <li>• Control and prevention of disease (non-communicable, sexually transmitted diseases, STDs, HIV/AIDS)</li> <li>• Risk reduction behaviors related to adolescence (policies/laws, goal setting, negotiation skills, conflict resolution)</li> <li>• Interpersonal relationships (communication skills, coping skills, social relationships)</li> <li>• Benefits of good nutrition and regular physical activity (weight management, fitness plan, eating disorders, BMI)</li> <li>• Common safety and injury prevention practices (Internet safety, first aid/CPR/AED, weapons safety, water safety)</li> <li>• Harmful effects of alcohol, tobacco, other drugs, and violence (over-the-counter drugs, cyberbullying, gangs)</li> <li>• Community health (local health organizations, resources, services)</li> <li>• Environmental health (toxins &amp; pollutants)</li> <li>• Health-conscious consumer (advertising, media influence)</li> <li>• Teen dating violence and abuse prevention</li> </ul> <p><b>Special Note:</b> Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease,</p>

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** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

**Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

**Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

**Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.



	<p>15.0 Explain the relationship between educational achievement and career success.</p> <p><b>Goal Setting and Decision-Making</b></p> <p>16.0 Identify and demonstrate use of steps to make career decisions.</p> <p>17.0 Identify and demonstrate processes for making short and long term goals.</p> <p><b>Workplace Skills</b></p> <p>18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.</p> <p>19.0 Demonstrate skills to interact positively with others.</p> <p>20.0 Demonstrate employability skills such as, working on a team, problem-solving and organizational skills.</p> <p><b>Career and Education Planning</b></p> <p>21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.</p> <p>22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.</p> <p>23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.</p> <p>24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.</p> <p>25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.</p> <p>26.0 Describe how extracurricular programs can be incorporated in career and education planning.</p> <p>27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.</p> <p>28.0 Describe high school credits and explain how GPAs are calculated.</p> <p><b>Job Search</b></p> <p>29.0 Demonstrate skills to complete a job application.</p> <p>30.0 Demonstrate skills essential for a job interview.</p>
<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.7.RI.1</b>	<b>Key Ideas and Details</b>
LACC.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).
<b>LACC.7.RI.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.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.
<b>LACC.7.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.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.
<b>LACC.7.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.7.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.7.SL.2.6	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>MACC.7.SP.1</b>	<b>Use random sampling to draw inferences about a population.</b>
MACC.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.
HE.7.B.1.1	Analyze the validity of health information, products, and services.
HE.7.B.1.2	Access valid health information from home, school, and community.
HE.7.B.1.3	Determine the accessibility of products and services that enhance health.
HE.7.B.1.4	Differentiate professional health services that may be required.
HE.7.B.1.5	Access valid and reliable health products and services.
HE.7.B.1.6	Compute the cost of health products and services in order to assess value.
HE.7.B.1.7	Access a variety of technologies to gather health information.
HE.7.B.2.1	Use skills for communicating effectively with family, peers, and others to enhance health.
HE.7.B.2.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
HE.7.B.2.3	Articulate the possible causes of conflict among youth in schools and communities.
HE.7.B.2.4	Demonstrate how to ask for assistance to enhance the health of self and others.
HE.7.B.3.1	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.B.3.2	Compare circumstances that can help or hinder healthy decision-making.
HE.7.B.3.3	Determine when individual or collaborative decision-making is appropriate.

HE.7.B.3.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
HE.7.B.3.5	Propose the potential outcome of each option when making a health-related decision.
HE.7.B.3.6	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.B.3.7	Critique the potential outcomes of a health-related decision.
HE.7.B.4.1	Analyze personal beliefs as they relate to health practices.
HE.7.B.4.2	Devise an individual goal to adopt, maintain, or improve a personal health practice.
HE.7.B.4.3	Explain strategies and skills needed to attain/maintain a personal health goal.
HE.7.B.4.4	Assess progress toward attaining a personal health goal.
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.7.C.1.3	Analyze how environmental factors affect personal health.
HE.7.C.1.4	Describe how heredity can affect personal health.
HE.7.C.1.5	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.6	Explain how appropriate health care can promote personal health.
HE.7.C.1.7	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.C.1.8	Classify infectious agents and their modes of transmission to the human body.
HE.7.C.2.1	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.3	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.4	Explain how school and public health policies can influence health promotion and disease prevention.
HE.7.C.2.5	Analyze how messages from media influence health behaviors.
HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.
HE.7.C.2.7	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.C.2.8	Determine how cultural changes related to health beliefs and behaviors impact personal health.
HE.7.P.1.1	Examine the importance of assuming responsibility for personal health behaviors.
HE.7.P.1.2	Analyze healthy practices and behaviors that will maintain or improve personal health.
HE.7.P.1.3	Differentiate a variety of behaviors that avoid or reduce health risks.
HE.7.P.2.1	Articulate a position on a topic and support it with accurate health

	information.
HE.7.P.2.2	Utilize others' influence and support to promote positive health choices.
HE.7.P.2.3	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.2.4	Analyze ways health messages and communication techniques can be targeted for different audiences.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800010
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	M/J Health 2
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J HEALTH 2
<b>Course Length:</b>	Year
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ mental, physical and emotional health during adolescence (personal health care, reproductive health, depression, grief and loss)</li> <li>▪ control and prevention of disease (non-communicable, sexually transmitted diseases (STD's), HIV/AIDS)</li> <li>▪ risk reduction behaviors related to adolescence (policies/laws, goal setting, negotiation skills, conflict resolution)</li> <li>▪ interpersonal relationships (communication skills, coping skills, social relationships)</li> <li>▪ benefits of good nutrition and regular physical activity (weight management, fitness plan, eating disorders, BMI)</li> <li>▪ common safety and injury prevention practices (Internet safety, first aid/CPR/AED, weapons safety, water safety)</li> <li>▪ harmful effects of alcohol, tobacco, other drugs, and violence (over-the-counter drugs, cyberbullying, gangs)</li> <li>▪ community health (local health organizations, resources, services)</li> <li>▪ environmental health (toxins &amp; pollutants)</li> <li>▪ health-conscious consumer (advertising, media influence)</li> <li>▪ teen dating violence and abuse prevention</li> </ul> <p><b>Special Note:</b> 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.</p>

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.7.RI.1</b>	<b>Key Ideas and Details</b>
LACC.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).
<b>LACC.8.RI.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.8.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.
<b>LACC.7.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.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.
<b>LACC.7.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.7.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.7.SL.2.6	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>MACC.7.SP.1</b>	<b>Use random sampling to draw inferences about a population.</b>
MACC.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.
HE.7.B.1.1	Analyze the validity of health information, products, and services.
HE.7.B.1.2	Access valid health information from home, school, and community.
HE.7.B.1.3	Determine the accessibility of products and services that enhance health.
HE.7.B.1.4	Differentiate professional health services that may be required.
HE.7.B.1.5	Access valid and reliable health products and services.
HE.7.B.1.6	Compute the cost of health products and services in order to assess value.
HE.7.B.1.7	Access a variety of technologies to gather health information.
HE.7.B.2.1	Use skills for communicating effectively with family, peers, and others to enhance health.
HE.7.B.2.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

HE.7.B.2.3	Articulate the possible causes of conflict among youth in schools and communities.
HE.7.B.2.4	Demonstrate how to ask for assistance to enhance the health of self and others.
HE.7.B.3.1	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.B.3.2	Compare circumstances that can help or hinder healthy decision-making.
HE.7.B.3.3	Determine when individual or collaborative decision-making is appropriate.
HE.7.B.3.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
HE.7.B.3.5	Propose the potential outcome of each option when making a health-related decision.
HE.7.B.3.6	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.B.3.7	Critique the potential outcomes of a health-related decision.
HE.7.B.4.1	Analyze personal beliefs as they relate to health practices.
HE.7.B.4.2	Devise an individual goal to adopt, maintain, or improve a personal health practice.
HE.7.B.4.3	Explain strategies and skills needed to attain/maintain a personal health goal.
HE.7.B.4.4	Assess progress toward attaining a personal health goal.
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.7.C.1.3	Analyze how environmental factors affect personal health.
HE.7.C.1.4	Describe how heredity can affect personal health.
HE.7.C.1.5	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.6	Explain how appropriate health care can promote personal health.
HE.7.C.1.7	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.C.1.8	Classify infectious agents and their modes of transmission to the human body.
HE.7.C.2.1	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.3	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.4	Explain how school and public health policies can influence health promotion and disease prevention.
HE.7.C.2.5	Analyze how messages from media influence health behaviors.
HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.

HE.7.C.2.7	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.C.2.8	Determine how cultural changes related to health beliefs and behaviors impact personal health.
HE.7.P.1.1	Examine the importance of assuming responsibility for personal health behaviors.
HE.7.P.1.2	Analyze healthy practices and behaviors that will maintain or improve personal health.
HE.7.P.1.3	Differentiate a variety of behaviors that avoid or reduce health risks.
HE.7.P.2.1	Articulate a position on a topic and support it with accurate health information.
HE.7.P.2.2	Utilize others' influence and support to promote positive health choices.
HE.7.P.2.3	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.2.4	Analyze ways health messages and communication techniques can be targeted for different audiences.



<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800000
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	M/J Health 1
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J HEALTH 1
<b>Course Length:</b>	Year
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ life stages (infancy, childhood, adolescence, adulthood, &amp; senior)</li> <li>▪ mental, physical and emotional changes during puberty (growth spurt, stress management, goal setting, reproductive development)</li> <li>▪ the proper care of the body (hygiene)</li> <li>▪ common health issues related to adolescence (communicable diseases, eating disorders, decision making, hereditary factors)</li> <li>▪ prevention of risky behaviors related to adolescence (refusal skills, negotiation skills, conflict resolution)</li> <li>▪ enhance relationships with peers and family (coping skills, divorce, communication skills)</li> <li>▪ benefits of good nutrition and regular physical activity (improve or maintain optimal health)</li> <li>▪ common safety and injury prevention practices (helmet use, weather-related, Internet safety)</li> <li>▪ harmful effects of alcohol, tobacco, other drugs, and violence (inhalants, bullying, gangs)</li> <li>▪ community health (advocacy, volunteering)</li> <li>▪ environmental health (home and school recycling practices)</li> <li>▪ health-conscious consumer (valid, reliable information sources)</li> </ul>

	<p><b>Special Note:</b> 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.</p>
<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.6.RI.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.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.
<b>LACC.6.W.1</b>	<b>Text Types and Purposes</b>
LACC.6.W.1.1	Write arguments to support claims with clear reasons and relevant evidence.
<b>LACC.6.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>MACC.6.SP.1</b>	<b>Develop understanding of statistical variability.</b>
MACC.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. 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.
MACC.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.
HE.6.B.1.1	Examine the validity of health information, products, and services.
HE.6.B.1.2	Describe valid health information from home, school, and community.
HE.6.B.1.3	Examine the accessibility of products and services that enhance health.
HE.6.B.1.4	Describe situations when professional health services may be required.
HE.6.B.1.5	Determine valid and reliable health products and services.
HE.6.B.1.6	Determine the cost of health products and services in order to assess value.
HE.6.B.1.7	Investigate a variety of technologies to gather health information.
HE.6.B.2.1	Determine strategies to improve effective verbal and nonverbal communication skills to enhance health.
HE.6.B.2.2	Practice refusal skills and negotiation skills to reduce health risks.
HE.6.B.2.3	Demonstrate effective conflict management and/or resolution strategies.
HE.6.B.2.4	Compile ways to ask for assistance to enhance the health of self and

	others.
HE.6.B.3.1	Investigate health-related situations that require the application of a thoughtful decision-making process.
HE.6.B.3.2	Investigate circumstances that can help or hinder healthy decision-making.
HE.6.B.3.3	Discriminate between the need for individual or collaborative decision-making.
HE.6.B.3.4	Investigate healthy and unhealthy alternatives to health-related issues or problems.
HE.6.B.3.5	Specify the potential outcomes of each option when making a health-related decision.
HE.6.B.3.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.B.3.7	Assess the outcomes of a health-related decision.
HE.6.B.4.1	Use various methods to measure personal health status.
HE.6.B.4.2	Develop an individual goal to adopt, maintain, or improve a personal health practice.
HE.6.B.4.3	Determine strategies and skills needed to attain a personal health goal.
HE.6.B.4.4	Monitor progress toward attaining a personal health goal.
HE.6.C.1.1	Identify the effects of healthy and unhealthy behaviors on personal health.
HE.6.C.1.2	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.6.C.1.3	Identify environmental factors that affect personal health.
HE.6.C.1.4	Recognize how heredity can affect personal health.
HE.6.C.1.5	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.6	Examine how appropriate health care can promote personal health.
HE.6.C.1.7	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.2.1	Examine how family influences the health of adolescents.
HE.6.C.2.2	Examine how peers influence the health of adolescents.
HE.6.C.2.3	Identify health information conveyed to students by the school and community.
HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.5	Examine how media influences peer and community health behaviors.
HE.6.C.2.6	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.7	Predict the short- and long-term consequences of engaging in health risk behaviors.
HE.6.C.2.8	Determine how social norms may impact healthy and unhealthy

	behavior.
HE.6.C.2.9	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.10	Explain the influence of personal values and beliefs on individual health practices and behaviors.
HE.6.P.1.1	Explain the importance of assuming responsibility for personal health behaviors.
HE.6.P.1.2	Demonstrate healthy practices and behaviors that will maintain or improve personal health.
HE.6.P.1.3	Examine a variety of behaviors that avoid or reduce health risks.
HE.6.P.2.1	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.2.2	Practice how to influence and support others when making positive health choices.
HE.6.P.2.3	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.2.4	Identify ways health messages and communication techniques can be targeted for different audiences.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800395
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Health for Life in the Workplace
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	HEALTH LFE WKPLCE
<b>Number of Credits:</b>	Half Credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to emphasize real-world health literacy knowledge and skills that promote individual and societal responsibilities to foster a well work force. The engaging rigorous content would include: consumer and health care system information, safety practices, personal and social responsibility, health ethics, coping skills and stress-management, interpersonal communication skills, risk factor assessments and behavior change/goal projects.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Consumer health</li> <li>● Health care systems, insurance options, and community resources</li> <li>● Safety education including injury and suicide prevention</li> <li>● Communicable and non-communicable disease prevention and control</li> <li>● Consequences for alcohol, tobacco, and other drug use</li> <li>● Reproductive health</li> <li>● Individual and societal influences on the work force</li> <li>● Ethics</li> <li>● Stress management and coping skills</li> <li>● Interpersonal communication skills</li> <li>● Decision-making skills</li> <li>● Health risk appraisals</li> <li>● Behavior change plan</li> <li>● Health technology</li> </ul> <p><b>Special Note:</b> 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</p>

	exemption.
<b>RELATED BENCHMARKS:</b>	
<b>Scheme</b>	<b>Descriptor</b>
<b>LACC.910.RL.2</b>	<b>Craft and Structure</b>
LACC.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.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.
<b>MACC.912.S-MD.2</b>	<b>Use probability to evaluate outcomes of decisions.</b>
MACC.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).
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.

HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.
HE.912.P.2.1	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.

HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.
HE.912.P.2.4	Adapt health messages and communication techniques to a specific target audience.



<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800390
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Health for Expectant Parents
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	HEALTH EXPER PARENTS
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Human reproduction</li> <li>● Stages of fetal development</li> <li>● Stages of physical, social, cognitive, and emotional development of an infant</li> <li>● Physical and emotional development and care of expectant mother</li> <li>● Birth process</li> <li>● Pre and post natal care</li> <li>● Disease prevention and control of common illnesses affecting mother and fetus</li> <li>● Healthy lifestyle of family</li> <li>● Family planning and care giving</li> <li>● Parenting skills including prevention of child abuse, neglect, and infant mortality</li> <li>● Family relationships including parental rights and responsibilities</li> <li>● Communication, interpersonal and coping skills</li> <li>● Responsible decision-making and goal-setting</li> <li>● Health-related community resources</li> <li>● Consumer skills</li> </ul> <p><b>Special Note:</b> 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,</p>

	and treatment. A student so exempted may not be penalized by reason of that exemption.
<b>RELATED BENCHMARKS:</b>	
<b>Scheme</b>	<b>Descriptor</b>
<b>LACC.910.RL.2</b>	<b>Craft and Structure</b>
LACC.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.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.
<b>MACC.912.S-MD.2</b>	<b>Use probability to evaluate outcomes of decisions.</b>
MACC.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).
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.

HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.
HE.912.P.2.1	Utilize current, accurate data/information to formulate a health-enhancing message.

HE.912.P.2.2

Demonstrate how to influence and support others in making positive health choices.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800380
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Parenting 2
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	PARENTING 2
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>▪ Healthy lifestyle of family</li> <li>▪ Stages of physical, social, cognitive, and emotional development of toddler and pre school-age child</li> <li>▪ Positive emotional development of mother</li> <li>▪ Communication, interpersonal and coping skills</li> <li>▪ Responsible decision-making</li> <li>▪ Parenting skills and care-giving including prevention of child abuse and neglect</li> <li>▪ Family relationships including parental rights and responsibilities</li> <li>▪ Child care, safety, and hygiene</li> <li>▪ Disease prevention and control common toddler and pre school-age children's illnesses</li> <li>▪ Behavior management</li> <li>▪ Child learning and play experiences</li> <li>▪ Health-related community resources</li> <li>▪ Consumer skills</li> </ul> <p><b>Special Note:</b> 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.</p>

<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.910.RL.2</b>	<b>Craft and Structure</b>
LACC.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.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.
<b>MACC.912.S-MD.2</b>	<b>Use probability to evaluate outcomes of decisions.</b>
MACC.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).
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.
HE.912.B.3.4	Generate alternatives to health-related issues or problems.

HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800370
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Parenting 1
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	PARENTING 1
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Status:</b>	State Board of Education Approval Pending
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>▪ Healthy lifestyle and pre and post natal care</li> <li>▪ Stages of physical, social, cognitive, and emotional development of infants</li> <li>▪ Positive emotional development of mother</li> <li>▪ Communication, interpersonal and coping skills</li> <li>▪ Responsible decision-making</li> <li>▪ Parenting skills and care-giving including prevention of child abuse and neglect and infant mortality</li> <li>▪ Family relationships including parental rights and responsibilities</li> <li>▪ Child care, safety, and hygiene</li> <li>▪ Disease prevention and control common infant illnesses</li> <li>▪ Health-related community resources</li> <li>▪ Consumer skills</li> </ul> <p><b>Special Note:</b> 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.</p>



<b>RELATED BENCHMARKS:</b>	
<b>Scheme</b>	<b>Descriptor</b>
<b>LACC.910.RL.2</b>	<b>Craft and Structure</b>
LACC.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.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.
<b>MACC.912.S-MD.2</b>	<b>Use probability to evaluate outcomes of decisions.</b>
MACC.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).
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.

HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.
HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.

HE.912.P.2.2

Demonstrate how to influence and support others in making positive health choices.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800360
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Advanced Health Explorations
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	ADV HEALTH EXPLOS
<b>Number of Credits:</b>	Half Credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Trends in current and emerging diseases including prevention, control, and treatment</li> <li>● Communicable and non communicable diseases</li> <li>● Interrelationships of body systems</li> <li>● Wellness promotion</li> <li>● Analyze and evaluate health information</li> <li>● Health advocacy skills</li> <li>● Health careers</li> <li>● Health-related community resources</li> </ul> <p><b>Special Note:</b> 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.</p>

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.910.RL.2</b>	<b>Craft and Structure</b>
LACC.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
CCLA.9-10.L.6	Vocabulary Acquisition and Use: 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.
<b>LACC.910.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.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.
<b>MACC.912.S-MD.2</b>	<b>Use probability to evaluate outcomes of decisions.</b>
MACC.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).
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.
HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include

	all dimensions of health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.2.1	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.
HE.912.P.2.4	Adapt health messages and communication techniques to a specific target audience.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800350
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Adolescent Health Problems
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	ADOL HEALTH PROBL
<b>Number of Credits:</b>	Half Credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Communication, interpersonal and coping skills</li> <li>● Responsible decision-making</li> <li>● Personal relationships</li> <li>● Family problems, such as separation and divorce</li> <li>● Death and dying</li> <li>● Risk-taking and self-defeating behaviors</li> <li>● Positive emotional development, including the prevention of depression, suicide, violence, gangs, and bullying</li> <li>● Personal hygiene and appearance</li> <li>● Disease prevention and control, including HIV/AIDS and other STIs</li> <li>● Human growth and development through adulthood including human sexuality, abstinence from sexual activity, and pregnancy prevention</li> <li>● Parenting skills and care-giving, including child abuse and neglect</li> <li>● Health-related community resources</li> <li>● Tobacco, alcohol, and other drug use and abuse</li> <li>● Teen dating violence and abuse prevention</li> </ul> <p><b>Special Note:</b> 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.</p>

<b>RELATED BENCHMARKS:</b>	
<b>Scheme</b>	<b>Descriptor</b>
<b>LACC.910.RL.2</b>	<b>Craft and Structure</b>
LACC.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.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.
<b>LACC.910.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.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.
<b>MACC.912.S-MD.2</b>	<b>Use probability to evaluate outcomes of decisions.</b>
MACC.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).
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.



HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.
HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.
HE.912.P.2.1	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800340
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Community and Environmental Health
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	COMM ENV HEALTH
<b>Number of Credits</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type</b>	Elective
<b>Course Level</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>This course provides an in-depth study of individual and societal interactions with the environment. The course emphasizes cause and effect relationships and problem-solving strategies to promote healthy communities.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Individual and societal responsibilities for the protection of health</li> <li>• Health care systems</li> <li>• Government regulations and services</li> <li>• Community agencies</li> <li>• Environmental health careers</li> <li>• Natural and man-made conditions that affect human health including, air quality, solid waste, radiation, noise</li> <li>• Industrial hygiene</li> <li>• Modes of transmission for infectious agents such as foods, water, vectors, air, and human contact</li> <li>• Community planning</li> <li>• Population impact</li> </ul> <p><b>Special Note:</b> 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.</p>
<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>CCLA.910.RL.2</b>	<b>Craft and Structure</b>
CCLA.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.910.W.2.6	Production and Distribution of Writing: 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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.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.
<b>MACC.912.S-MD.2</b>	<b>Use probability to evaluate outcomes of decisions.</b>
MACC.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).
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.
HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.

HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.
HE.912.P.2.1	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.
HE.912.P.2.4	Adapt health messages and communication techniques to a specific target audience.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800330
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Personal, Social, and Family Relationships
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	PERSON SOC FAM RLSH
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>▪ Responsible decision-making and goal-setting</li> <li>▪ Positive emotional development and coping skills</li> <li>▪ Communication skills such as conflict-resolution, peer mediation, and negotiation skills</li> <li>▪ Stress management and the prevention of suicide</li> <li>▪ Family dynamics</li> <li>▪ Parenting skills, including the prevention of child abuse and neglect</li> <li>▪ Benefits of mutually monogamous relationships like marriage</li> <li>▪ Human growth and development through adulthood including human sexuality, abstinence from sexual activity, and teen pregnancy prevention</li> <li>▪ Mental health</li> <li>▪ Disease prevention and control , including HIV/AIDS and other STIs</li> <li>▪ Health-related community resources</li> <li>▪ Internet Safety</li> </ul> <p><b>Special Note:</b> 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.</p>

<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.910.RL.2</b>	<b>Craft and Structure</b>
LACC.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.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.
<b>MACC.912.S-MD.2</b>	<b>Use probability to evaluate outcomes of decisions.</b>
MACC.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).
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.

HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.
HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive



	health choices.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800320
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	First Aid and Safety
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	FIRST AID SAFETY
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>▪ Safety promotion</li> <li>▪ First aid procedures</li> <li>▪ Adult, child, and infant CPR, and AED procedures</li> <li>▪ Disaster preparedness</li> <li>▪ Community resources and services</li> <li>▪ Career and public service opportunities</li> </ul>
<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<b>LACC.1112.L.1</b>	<b>Conventions of Standard English</b>
LACC.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.910.RST.1</b>	<b>Key Ideas and Details</b>
LACC.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.
<b>MACC.912.S-CP.1</b>	<b>Understand independence and conditional probability and use them to interpret data.</b>
MACC.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. 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.
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.2.1	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.
HE.912.P.2.4	Adapt health messages and communication techniques to a specific target audience.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800310
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Health 2-Personal Health
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	HEALTH 2-PER HEALTH
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>▪ Wellness promotion</li> <li>▪ Roles and relationships of family members</li> <li>▪ Health issues related to stages of life</li> <li>▪ Personal safety</li> <li>▪ Positive emotional development, including the prevention of suicide</li> <li>▪ Health care systems</li> <li>▪ Health careers</li> <li>▪ Environmental health</li> <li>▪ Consumer health</li> <li>▪ Community health</li> <li>▪ Current and emerging diseases and disorders</li> </ul> <p><b>Special Note:</b> 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.</p>
<b>RELATED BENCHMARKS:</b>	
Scheme	Descriptor
<b>LACC.910.RL.2</b>	<b>Craft and Structure</b>
LACC.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.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.
<b>MACC.912.S-MD2</b>	<b>Use probability to evaluate outcomes of decisions.</b>
MACC.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).
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.
HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include

	all dimensions of health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.

<b>GENERAL INFORMATION</b>	
<b>Course Number:</b>	0800300
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Health Education</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Title:</b>	Health 1-Life Management Skills
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	HEALTH 1-LIF MGMT SKL
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Course Status:</b>	State Board of Education Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>▪ Responsible decision-making</li> <li>▪ Goal-setting, including personal health and individual wellness planning</li> <li>▪ Positive emotional development, including the prevention of depression and suicide</li> <li>▪ Communication, interpersonal and coping skills, including prevention of violence, gangs, bullying and Internet safety</li> <li>▪ Nutrition and physical activity</li> <li>▪ Tobacco, alcohol, and other drug use and abuse</li> <li>▪ Safety education, including cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention</li> <li>▪ Prevention of child abuse and neglect</li> <li>▪ Human sexuality, including abstinence from sexual activity, and teen pregnancy prevention</li> <li>▪ Disease prevention and control, including HIV/AIDS and other STIs</li> <li>▪ Analyzing health information and consumer knowledge</li> <li>▪ Health-related community resources</li> <li>▪ Health advocacy skills</li> <li>▪ Teen dating violence and abuse prevention</li> </ul> <p><b>Special Note:</b> 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.</p>

	A student so exempted may not be penalized by reason of that exemption.
<b>RELATED BENCHMARKS:</b>	
<b>Scheme</b>	<b>Descriptor</b>
<b>LACC.910.RL.2</b>	<b>Craft and Structure</b>
LACC.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).
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.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.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.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.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.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.
<b>MACC.912.S-MD.2</b>	<b>Use probability to evaluate outcomes of decisions</b>
MACC.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).
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance



	the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.
HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.4.4	Formulate an effective long-term personal health plan.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.

HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.