

## **GENERAL INFORMATION**

**Course  
Number:** 5008000

**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 - Elementary

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

**Abbreviated  
Title:** Health - Elementary

**Course  
Length:** Year

**Course Status:** State Board Approved

## **CERTIFICATIONS OPTIONS (3)**

Option1: [ELEMENTARY EDUCATION \(GRADES 1 - 6\)](#)

Option2: [HEALTH \(GRADES K - 12\)](#)

Option3: [ELEMENTARY EDUCATION \(GRADES K - 6\)](#)

## **GENERAL INFORMATION**

**Course  
Number:** 5008010

**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

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

**Abbreviated  
Title:** Health

**Course  
Length:** Year

**Course Status:** State Board Approved

## **CERTIFICATIONS OPTIONS (3)**

Option1: [ELEMENTARY EDUCATION \(GRADES 1 - 6\)](#)

Option2: [HEALTH \(GRADES K - 12\)](#)

Option3: [ELEMENTARY EDUCATION \(GRADES K - 6\)](#)

## **GENERAL INFORMATION**

**Course Number:** 5008020

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades PreK to 5 Education Courses](#) » **Subject:**  
[Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Health-Kindergarten

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

**Abbreviated Title:** Health-Kindergarten

**Course Length:** Year

**Course Status:** State Board Approved

**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. Students will recognize personal

## **RELATED BENCHMARKS (25) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.K.1.6.4 The student will identify and sort common words into basic categories (e.g., colors, shapes, food);

LA.K.4.2.1	The student will participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;	
MA.K.G.2.1	Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.	Moderate
MA.K.G.5.1	Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.	Moderate

**RELATED GLOSSARY TERM DEFINITIONS (1)**

Attribute	A quality or characteristic, such as color, thickness, size, and shape.
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## **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 Approved

**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

## **RELATED BENCHMARKS (28) :**

Scheme	Descriptor	Cognitive Complexity
HE.1.B.1.1	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.	
LA.1.2.2.1	The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;	
LA.1.4.2.2	The student will participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);	
LA.1.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.	
MA.1.A.2.3	Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.	Moderate
MA.1.A.6.2	Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams.	High

**RELATED GLOSSARY TERM DEFINITIONS (5)**

Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Magnitude	The amount of a quantity. Magnitude is never negative.
Non-routine problem	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps (grade level dependent).
Number line	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Whole Number	The numbers in the set {0, 1, 2, 3, 4, ...}



## **GENERAL INFORMATION**

**Course Number:** 5008040

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **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 Approved

**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

## **RELATED BENCHMARKS (30) :**

Scheme	Descriptor	Cognitive Complexity
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.	
LA.2.4.2.5	The student will write simple directions to familiar locations using "left and right," and create a map that matches the directions.	
LA.2.6.2.3	The student will analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and	
LA.2.6.3.1	The student will recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and	
MA.2.G.5.2	Identify time to the nearest hour and half hour.	Low
MA.2.G.5.4	Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L).	Low

**RELATED GLOSSARY TERM DEFINITIONS (1)**

Unit	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
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## **GENERAL INFORMATION**

**Course Number:** 5008050

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades PreK to 5 Education Courses](#) » **Subject:**  
[Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Health-3

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

**Abbreviated Title:** Health-3

**Course Length:** Year

**Course Status:** State Board Approved

**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

## **RELATED BENCHMARKS (38) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.3.4.3.1 The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.
- LA.3.6.1.1 The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
- LA.3.6.3.1 The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and

MA.3.A.2.1	Represent fractions, including fractions greater than one, using area, set, and linear models.	Moderate
MA.3.G.5.3	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.	Moderate
MA.3.S.7.1	Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.	High

**RELATED GLOSSARY TERM DEFINITIONS (13)**

Area	The number of square units needed to cover a surface.
Bar graph	A graph that uses either vertical or horizontal bars to display countable data
Elapsed time	The amount of time that passes between two points in time.
Frequency table	A table that shows how often each item, number, or range of numbers occurs in a set of data.
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mode	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Pictograph	A data display constructed with pictures or symbols to represent data.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Table	A data display that organizes information about a topic into categories using rows and columns.
Fraction	A rational number expressed in the form $\frac{a}{b}$ , where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Whole Number	The numbers in the set {0, 1, 2, 3, 4, ...}

## **GENERAL INFORMATION**

**Course Number:** 5008060  
**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **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 Approved

**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

## **RELATED BENCHMARKS (37) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.4.4.3.1 The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and

LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).	
LA.4.6.3.1	The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and	
MA.4.A.6.5	Relate halves, fourths, tenths, and hundredths to decimals and percents.	Moderate
MA.4.A.6.6	Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.	High

**RELATED GLOSSARY TERM DEFINITIONS (6)**

Equivalent	Having the same value.
Estimate	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Percent	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Representations	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Fraction	A rational number expressed in the form $\frac{a}{b}$ , where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.

## **GENERAL INFORMATION**

**Course Number:** 5008070

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **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 Approved

**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

## **RELATED BENCHMARKS (39) :**

Scheme	Descriptor	Cognitive Complexity
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.	
LA.5.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;	
LA.5.6.2.1	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;	
MA.5.A.2.2	Add and subtract fractions and decimals fluently, and verify the reasonableness of results, including in problem situations.	Moderate
MA.5.A.4.2	Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.	High
MA.5.S.7.2	Differentiate between continuous and discrete data, and determine ways to represent those using graphs and diagrams.	Moderate

**RELATED GLOSSARY TERM DEFINITIONS (12)**

Bar graph	A graph that uses either vertical or horizontal bars to display countable data
Continuous data	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
Discrete data	Distinct values that are not connected by intermediate values and are a finite or countably infinite set of values.
Equal	Having the same value (=).
inverse operation	An action that undoes a previously applied action. For example, subtraction is the inverse operation of addition.
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mean	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the

series divided by the count of all numbers in the series.  
Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Model

To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.

Operation

Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.

Point

A specific location in space that has no discernable length or width.

Rate

A ratio that compares two quantities of different units.

Fraction

A rational number expressed in the form  $\frac{a}{b}$ , where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.



**GENERAL INFORMATION**

**Course Number:** 0800000

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**

**Course Path:** **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** M/J Health 1

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

**Abbreviated Title:** M/J Health 1

**Course Length:** Year

**Course Status:** State Board Approved

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

The content should include

**RELATED BENCHMARKS (55) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly;

LA.6.1.7.1	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	
LA.6.4.3.1	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and	
LA.6.5.2.2	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.	
LA.6.6.2.1	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;	
LA.6.6.4.2	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
MA.6.A.3.2	Write, solve, and graph one- and two- step linear equations and inequalities.	Moderate
MA.6.S.6.2	Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.	High

**CERTIFICATIONS OPTIONS (1)**

Option1: [HEALTH \(GRADES K - 12\)](#)

**RELATED GLOSSARY TERM DEFINITIONS (17)**

Central tendency	A measure used to describe data (e.g., mean, mode, median).
Coordinate	A two-dimensional network of horizontal and vertical lines

plane	that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Equal	Having the same value (=).
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Height	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Integers	The numbers in the set $\{\dots-4, -3, -2, -1, 0, 1, 2, 3, 4\dots\}$ .
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mean	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Number line	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Outlier	An outlier is a data point that lies outside the overall pattern of a distribution. An outlier is usually a point which falls more than 1.5 times the interquartile range above the third quartile or below the first quartile. Outliers can also be identified on a scatter plot.
Pattern	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).

**GENERAL INFORMATION**

**Course Number:** 0800010

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** M/J Health 2

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

**Abbreviated Title:** M/J Health 2

**Course Length:** Year

**Course Status:** State Board Approved

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

The content should include

**RELATED BENCHMARKS (53) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.7.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and

confirm complex predictions of content, purpose, and organization of a reading selection;

LA.7.4.3.1 The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and

LA.7.5.2.2 The student will analyze persuasive techniques in both formal and informal speech; and

LA.7.6.2.1 The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;

LA.7.6.4.2 The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

MA.7.A.1.1 Distinguish between situations that are proportional or not proportional, and use proportions to solve problems. High

MA.7.S.6.2 Construct and analyze histograms, stem-and-leaf plots, and circle graphs. Moderate

### **CERTIFICATIONS OPTIONS (1)**

Option1: [HEALTH \(GRADES K - 12\)](#)

### **RELATED GLOSSARY TERM DEFINITIONS (11)**

Circle graph A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.

Histogram A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.

Mean There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a

	<p>mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.</p> <p>When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.</p>
Median	
Mode	<p>The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.</p>
Plot	<p>To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.</p>
Point	<p>A specific location in space that has no discernable length or width.</p>
Proportion	<p>A mathematical sentence stating that two ratios are equal.</p>
Proportional	<p>Having the same or a constant ratio. Two quantities that have the same ratio are considered directly proportional. Two quantities whose products are always the same are considered inversely proportional.</p>
Set	<p>A set is a finite or infinite collection of distinct objects in which order has no significance.</p>
Ratio	<p>The comparison of two quantities, the ratio of a and b is a:b or a to b or <math>a/b</math>, where <math>b \neq 0</math>.</p>

Plane	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
Quadrant	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.

## **GENERAL INFORMATION**

**Course Number:** 0800015

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** M/J Health 2 & Career Planning

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

**Abbreviated Title:** M/J Health 2 & Career Planning

**Course Length:** Year

**Course Status:** State Board Approved

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

**Career and Education Planning** - The career and education planning course required by Section 1003.4156

## **RELATED BENCHMARKS (53) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.7.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and

organization of a reading selection;

LA.7.4.3.1 The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and

LA.7.5.2.2 The student will analyze persuasive techniques in both formal and informal speech; and

LA.7.6.2.1 The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;

LA.7.6.4.2 The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

MA.7.A.1.1 Distinguish between situations that are proportional or not proportional, and use proportions to solve problems. High

MA.7.S.6.2 Construct and analyze histograms, stem-and-leaf plots, and circle graphs. Moderate

### **CERTIFICATIONS OPTIONS (1)**

Option1: [HEALTH \(GRADES K - 12\)](#)

### **RELATED GLOSSARY TERM DEFINITIONS (11)**

Circle graph A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.

Histogram A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.

Mean There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series

of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point	A specific location in space that has no discernable length or width.
Proportion	A mathematical sentence stating that two ratios are equal.
Proportional	Having the same or a constant ratio. Two quantities that have the same ratio are considered directly proportional. Two quantities whose products are always the same are considered inversely proportional.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Ratio	The comparison of two quantities, the ratio of a and b is a:b or a to b or $a/b$ , where $b \neq 0$ .

## GENERAL INFORMATION

**Course Number:** 0800015

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** M/J Health 2 & Career Planning

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

**Abbreviated Title:** M/J Health 2 & Career Planning

**Course Length:** Year

**Course Status:** State Board Approved

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

**Career and Education Planning** - The career and education planning course required by Section 1003.4156

## RELATED BENCHMARKS (53) :

Scheme	Descriptor	Cognitive Complexity
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.
- LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.7.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and

organization of a reading selection;

LA.7.4.3.1 The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and

LA.7.5.2.2 The student will analyze persuasive techniques in both formal and informal speech; and

LA.7.6.2.1 The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;

LA.7.6.4.2 The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

MA.7.A.1.1 Distinguish between situations that are proportional or not proportional, and use proportions to solve problems. High

MA.7.S.6.2 Construct and analyze histograms, stem-and-leaf plots, and circle graphs. Moderate

### **CERTIFICATIONS OPTIONS (1)**

Option1: [HEALTH \(GRADES K - 12\)](#)

### **RELATED GLOSSARY TERM DEFINITIONS (11)**

Circle graph A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.

Histogram A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.

Mean There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series



of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point	A specific location in space that has no discernable length or width.
Proportion	A mathematical sentence stating that two ratios are equal.
Proportional	Having the same or a constant ratio. Two quantities that have the same ratio are considered directly proportional. Two quantities whose products are always the same are considered inversely proportional.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Ratio	The comparison of two quantities, the ratio of a and b is a:b or a to b or $a/b$ , where $b \neq 0$ .

## **GENERAL INFORMATION**

**Course Number:** 0800020

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** M/J Health 3

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

**Abbreviated Title:** M/J Health 3

**Course Length:** Year

**Course Status:** State Board Approved

**General Notes:** The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy

## **RELATED BENCHMARKS (58) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.8.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.8.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and

organization of a reading selection;

LA.8.4.3.1	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and	
LA.8.5.2.2	The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;	
LA.8.6.2.1	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;	
LA.8.6.4.2	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
MA.8.A.1.1	Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and continuous data.	High
MA.8.A.1.3	Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations.	High
MA.8.A.1.6	Compare the graphs of linear and non-linear functions for real-world situations.	Moderate
MA.8.A.6.4	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.	High
MA.8.G.5.1	Compare, contrast, and convert units of measure between	High

different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

MA.8.S.3.1 Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships. Moderate

### **CERTIFICATIONS OPTIONS (1)**

Option1: [HEALTH \(GRADES K - 12\)](#)

### **RELATED GLOSSARY TERM DEFINITIONS (29)**

Absolute value	A number's distance from zero on a number line. Distance is expressed as a positive value.
Area	The number of square units needed to cover a surface.
Continuous data	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
Continuous function	A function with a connected graph. A function $f(x)$ is continuous at $x=a$ if the limit of $f(x)$ as $x$ approaches $a$ exists and is equal to $f(a)$ .
Derived units	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base units by means of mathematical symbols of multiplication and division. (e.g., mph)
Difference	A number that is the result of subtraction
Dimension	The number of coordinates used to express a position.
Domain	The set of values of the independent variable(s) for which a function or relation is defined.
Equality	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive ( $a=a$ ), symmetric (if $a=b$ , then $b=a$ ), and transitive (if $a=b$ and $b=c$ , then $a=c$ ) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Formula	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.

Integers	The numbers in the set $\{\dots-4, -3, -2, -1, 0, 1, 2, 3, 4\dots\}$ .
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Linear function	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$ ), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$ ) then the graph of the function will be a plane.
Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Operation	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Percent	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Real number	The set of all rational and irrational numbers.
Real-world problem	A problem that is an application of a mathematical concept in a real-life situation.
Representations	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Table	A data display that organizes information about a topic into categories using rows and columns.
Unit	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Exponent (exponential form)	The number of times the base occurs as a factor, for example $2^3$ is the exponential form of $2 \times 2 \times 2$ . The number two (2) is called the base, and the number three (3) is called the exponent.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from A to B



is a relation  $f$  such that every  $a \in A$  is uniquely associated with an object  $F(a) \in B$ .

Rational Number	A number that can be expressed as a ratio $a/b$ , where $a$ and $b$ are integers and $b \neq 0$ .
Scientific Notation	A shorthand method of writing very large or very small numbers using exponents in which a number is expressed as the product of a integer power of 10 and a number that is greater than or equal to one (1) and less than 10 (e.g., $7.59 \times 10^5 = 759,000$ ).
Volume	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.

## **GENERAL INFORMATION**

**Course Number:** 0800025

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** M/J Health 3 & Career Planning

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

**Abbreviated Title:** M/J Health 3 & Career Planning

**Course Length:** Year

**Course Status:** State Board Approved

**General Notes:** The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy

## **RELATED BENCHMARKS (57) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.8.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.8.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make

and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.8.4.3.1	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and	
LA.8.5.2.2	The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;	
LA.8.6.2.1	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;	
LA.8.6.4.2	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
MA.8.A.1.1	Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and continuous data.	High
MA.8.A.1.3	Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations.	High
MA.8.A.1.6	Compare the graphs of linear and non-linear functions for real-world situations.	Moderate
MA.8.G.5.1	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.	High

MA.8.S.3.1 Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships. Moderate

**CERTIFICATIONS OPTIONS (1)**

Option1: [HEALTH \(GRADES K - 12\)](#)

**RELATED GLOSSARY TERM DEFINITIONS (22)**

Area	The number of square units needed to cover a surface.
Continuous data	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
Continuous function	A function with a connected graph. A function $f(x)$ is continuous at $x=a$ if the limit of $f(x)$ as $x$ approaches $a$ exists and is equal to $f(a)$ .
Derived units	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base units by means of mathematical symbols of multiplication and division. (e.g., mph)
Difference	A number that is the result of subtraction
Dimension	The number of coordinates used to express a position.
Domain	The set of values of the independent variable(s) for which a function or relation is defined.
Equality	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive ( $a=a$ ), symmetric (if $a=b$ , then $b=a$ ), and transitive (if $a=b$ and $b=c$ , then $a=c$ ) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Formula	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Integers	The numbers in the set $\{ \dots -4, -3, -2, -1, 0, 1, 2, 3, 4 \dots \}$ .
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Linear function	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g.

$f(x)=mx+b$ ), then the graph of the function will be a line. If there are two independent variables (e.g.  $f(x,y)=ax+by+c$ ) then the graph of the function will be a plane.

Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Real number	The set of all rational and irrational numbers.
Real-world problem	A problem that is an application of a mathematical concept in a real-life situation.
Representations	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Table	A data display that organizes information about a topic into categories using rows and columns.
Unit	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .
Volume	A measure of the amount of space an object takes up; also the loudness of a sound or signal.



**GENERAL INFORMATION**

**Course Number:** 0800030

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** M/J Health 4

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

**Abbreviated Title:** M/J Health 4

**Course Length:** Semester

**Course Status:** State Board Approved

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

The content should include

**RELATED BENCHMARKS (55) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly;

LA.6.1.7.1	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	
LA.6.4.3.1	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and	
LA.6.5.2.2	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.	
LA.6.6.2.1	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;	
LA.6.6.4.2	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
MA.6.A.3.2	Write, solve, and graph one- and two- step linear equations and inequalities.	Moderate
MA.6.S.6.2	Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.	High

**CERTIFICATIONS OPTIONS (1)**

Option1: [HEALTH \(GRADES K - 12\)](#)

**RELATED GLOSSARY TERM DEFINITIONS (17)**

Central tendency	A measure used to describe data (e.g., mean, mode, median).
Coordinate	A two-dimensional network of horizontal and vertical lines

plane	that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Equal	Having the same value (=).
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Height	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Integers	The numbers in the set $\{ \dots -4, -3, -2, -1, 0, 1, 2, 3, 4 \dots \}$ .
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mean	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Number line	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Outlier	An outlier is a data point that lies outside the overall pattern of a distribution. An outlier is usually a point which falls more than 1.5 times the interquartile range above the third quartile or below the first quartile. Outliers can also be identified on a scatter plot.
Pattern	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).

Plane	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
Quadrant	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.

**GENERAL INFORMATION**

**Course Number:** 0800040

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path: Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** M/J Health 5

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

**Abbreviated Title:** M/J Health 5

**Course Length:** Semester

**Course Status:** State Board Approved

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

The content should include

**RELATED BENCHMARKS (53) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.7.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and

confirm complex predictions of content, purpose, and organization of a reading selection;

LA.7.4.3.1 The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and

LA.7.5.2.2 The student will analyze persuasive techniques in both formal and informal speech; and

LA.7.6.2.1 The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;

LA.7.6.4.2 The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

MA.7.A.1.1 Distinguish between situations that are proportional or not proportional, and use proportions to solve problems. High

MA.7.S.6.2 Construct and analyze histograms, stem-and-leaf plots, and circle graphs. Moderate

### **CERTIFICATIONS OPTIONS (1)**

Option1: [HEALTH \(GRADES K - 12\)](#)

### **RELATED GLOSSARY TERM DEFINITIONS (11)**

Circle graph A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.

Histogram A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.

Mean There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a

	<p>mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.</p> <p>When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.</p>
Median	
Mode	<p>The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.</p>
Plot	<p>To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.</p>
Point	<p>A specific location in space that has no discernable length or width.</p>
Proportion	<p>A mathematical sentence stating that two ratios are equal.</p>
Proportional	<p>Having the same or a constant ratio. Two quantities that have the same ratio are considered directly proportional. Two quantities whose products are always the same are considered inversely proportional.</p>
Set	<p>A set is a finite or infinite collection of distinct objects in which order has no significance.</p>
Ratio	<p>The comparison of two quantities, the ratio of a and b is a:b or a to b or <math>a/b</math>, where <math>b \neq 0</math>.</p>

## **GENERAL INFORMATION**

**Course Number:** 0800220

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** M/J Health Transfer

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

**Abbreviated Title:** M/J Health Transfer

**Course Length:** Year

**Course Status:** State Board Approved

## **QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800050  
**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:**  
[Health Education](#) » **SubSubject:** [General](#) »  
**Course Title:** M/J Health 6  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** M/J Health 6  
**Course Length:** Semester  
**Course Status:** State Board Approved

**General Notes:** The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy

## **RELATED BENCHMARKS (56) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.8.1.6.1 The student will use new vocabulary that is introduced and taught directly;

LA.8.1.7.1	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	
LA.8.4.3.1	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and	
LA.8.5.2.2	The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;	
LA.8.6.2.1	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;	
LA.8.6.4.2	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
MA.8.A.1.1	Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and continuous data.	High
MA.8.A.1.3	Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations.	High
MA.8.A.1.6	Compare the graphs of linear and non-linear functions for real-world situations.	Moderate
MA.8.S.3.1	Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about	Moderate

possible relationships.

## **CERTIFICATIONS OPTIONS (1)**

Option1: [HEALTH \(GRADES K - 12\)](#)

### **RELATED GLOSSARY TERM DEFINITIONS (16)**

Continuous data	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
Continuous function	A function with a connected graph. A function $f(x)$ is continuous at $x=a$ if the limit of $f(x)$ as $x$ approaches to $a$ exists and is equal to $f(a)$ .
Difference	A number that is the result of subtraction
Domain	The set of values of the independent variable(s) for which a function or relation is defined.
Equality	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive ( $a=a$ ), symmetric (if $a=b$ , then $b=a$ ), and transitive (if $a=b$ and $b=c$ , then $a=c$ ) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Integers	The numbers in the set $\{ \dots -4, -3, -2, -1, 0, 1, 2, 3, 4 \dots \}$ .
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Linear function	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$ ), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$ ) then the graph of the function will be a plane.
Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Real number	The set of all rational and irrational numbers.
Real-world problem	A problem that is an application of a mathematical concept in a real-life situation.

Representations	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Table	A data display that organizes information about a topic into categories using rows and columns.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .

## **GENERAL INFORMATION**

**Course Number:** 0800300  
**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 9 to 12 and Adult Education Courses](#) »  
**Subject:** [Health Education](#) » **SubSubject:** [General](#) »  
**Course Title:** Health 1-Life Management Skills  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** Health 1-Life Management Skills  
**Course Length:** Semester  
**Course Status:** State Board Approved

**General Notes:** 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.

The content should include

### **RELATED BENCHMARKS (50) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.910.5.2.1	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);	
LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;	
LA.910.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High
MA.912.F.3.1	Compare the advantages and disadvantages of using cash versus a credit card.	High

**RELATED GLOSSARY TERM DEFINITIONS (7)**

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

**QUALIFICATIONS**

**Qualifications:** NA

**GENERAL INFORMATION**

**Course Number:** 0800320  
**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 9 to 12 and Adult Education Courses](#) »  
**Subject:** [Health Education](#) » **SubSubject:** [General](#) »  
**Course Title:** First Aid and Safety  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** First Aid and Safety  
**Course Length:** Semester  
**Course Status:** State Board Approved  
**General Notes:** This course provides a basic overview of the causes and preventions of unintentional injuries

**RELATED BENCHMARKS (35) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
- LA.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
- LA.910.6.3.1 The student will distinguish between propaganda and

ethical reasoning strategies in print and nonprint media;

LA.910.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and	
MA.912.S.1.1	Formulate an appropriate research question to be answered by collecting data or performing an experiment.	High
MA.912.S.1.2	Determine appropriate and consistent standards of measurement for the data to be collected in a survey or experiment.	Moderate
	Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:	
MA.912.S.3.2	<ul style="list-style-type: none"><li>• bar graphs</li><li>• line graphs</li><li>• stem and leaf plots</li><li>• circle graphs</li><li>• histograms</li><li>• box and whisker plots</li><li>• scatter plots</li><li>• cumulative frequency (ogive) graphs</li></ul>	High

### **RELATED GLOSSARY TERM DEFINITIONS (9)**

Area	The number of square units needed to cover a surface.
Bar graph	A graph that uses either vertical or horizontal bars to display countable data
Chart	A data display that presents information in columns and rows.
Circle graph	A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.
Histogram	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.

Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Rate	A ratio that compares two quantities of different units.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.

**QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800330  
**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 9 to 12 and Adult Education Courses](#) »  
**Subject:** [Health Education](#) » **SubSubject:** [General](#) »  
**Course Title:** Personal  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** Personal  
**Course Length:** Semester  
**Course Status:** State Board Approved

**General Notes:** The purpose of this course is to develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. The content includes in-depth study of basic human needs

## **RELATED BENCHMARKS (49) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

LA.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;

MA.912.A.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.

High

### **RELATED GLOSSARY TERM DEFINITIONS (7)**

Area The number of square units needed to cover a surface.

Chart A data display that presents information in columns and rows.

Equation A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.

Point A specific location in space that has no discernable length or width.

Square A rectangle with four congruent sides; also, a rhombus with four right angles.

Table A data display that organizes information about a topic into categories using rows and columns.

Width The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

### **QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800340

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Community and Environmental Health

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

**Abbreviated Title:** Community and Environmental Health

**Course Length:** Semester

**Course Status:** State Board Approved

**General Notes:** 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.

The content should include

### **RELATED BENCHMARKS (52) :**

Scheme	Descriptor	Cognitive Complexity
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.

- LA.1112.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.1112.1.6.5 The student will relate new vocabulary to familiar words;
- LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.1112.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.1112.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
- LA.1112.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
- LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;



LA.1112.5.2.4	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and	
LA.1112.6.2.3	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and	
LA.1112.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
LA.1112.6.4.1	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High
MA.912.S.1.1	Formulate an appropriate research question to be answered by collecting data or performing an experiment.	High
MA.912.S.1.2	Determine appropriate and consistent standards of measurement for the data to be collected in a survey or experiment.	Moderate
MA.912.S.3.2	<p data-bbox="451 1503 1203 1608">Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:</p> <ul data-bbox="500 1650 829 1900" style="list-style-type: none"> <li data-bbox="500 1650 683 1682">• bar graphs</li> <li data-bbox="500 1686 691 1717">• line graphs</li> <li data-bbox="500 1722 789 1753">• stem and leaf plots</li> <li data-bbox="500 1757 711 1789">• circle graphs</li> <li data-bbox="500 1793 691 1824">• histograms</li> <li data-bbox="500 1829 829 1860">• box and whisker plots</li> <li data-bbox="500 1864 703 1896">• scatter plots</li> </ul>	High

- cumulative frequency (ogive) graphs

### **RELATED GLOSSARY TERM DEFINITIONS (15)**

Area	The number of square units needed to cover a surface.
Bar graph	A graph that uses either vertical or horizontal bars to display countable data
Chart	A data display that presents information in columns and rows.
Circle graph	A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Histogram	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point	A specific location in space that has no discernable length or width.
Rate	A ratio that compares two quantities of different units.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

### **QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800350

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Adolescent Health Problems

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

**Abbreviated Title:** Adolescent Health Problems

**Course Length:** Semester

**Course Status:** State Board Approved

**General Notes:** This course provides students with opportunities for investigation and self-assessment of selected adolescent health problems. This course should incorporate individual

## **RELATED BENCHMARKS (52) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.910.5.2.1	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);	
LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;	
LA.910.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.	Moderate
MA.912.F.4.6	Compare different insurance options and fees.	High

**RELATED GLOSSARY TERM DEFINITIONS (7)**

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

**QUALIFICATIONS**



**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800360

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Advanced Health Explorations

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

**Abbreviated Title:** Advanced Health Explorations

**Course Length:** Semester

**Course Status:** State Board Approved

**General Notes:** The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society

## **RELATED BENCHMARKS (51) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.1112.1.6.1 The student will use new vocabulary that is introduced and taught directly;

LA.1112.1.6.5 The student will relate new vocabulary to familiar words;

LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

LA.1112.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;

LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

LA.1112.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and

LA.1112.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and

LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;

LA.1112.5.2.4 The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and

LA.1112.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and

LA.1112.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
LA.1112.6.4.1	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High
MA.912.S.1.1	Formulate an appropriate research question to be answered by collecting data or performing an experiment.	High
MA.912.S.1.2	Determine appropriate and consistent standards of measurement for the data to be collected in a survey or experiment.	Moderate
MA.912.S.3.2	<p>Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:</p> <ul style="list-style-type: none"> <li>• bar graphs</li> <li>• line graphs</li> <li>• stem and leaf plots</li> <li>• circle graphs</li> <li>• histograms</li> <li>• box and whisker plots</li> <li>• scatter plots</li> <li>• cumulative frequency (ogive) graphs</li> </ul>	High

**RELATED GLOSSARY TERM DEFINITIONS (15)**

Area	The number of square units needed to cover a surface.
Bar graph	A graph that uses either vertical or horizontal bars to display countable data
Chart	A data display that presents information in columns and rows.

Circle graph	A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Histogram	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point	A specific location in space that has no discernable length or width.
Rate	A ratio that compares two quantities of different units.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

### **QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800360

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Advanced Health Explorations

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

**Abbreviated Title:** Advanced Health Explorations

**Course Length:** Semester

**Course Status:** State Board Approved

**General Notes:** The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society

## **RELATED BENCHMARKS (51) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.1112.1.6.1 The student will use new vocabulary that is introduced and taught directly;

LA.1112.1.6.5 The student will relate new vocabulary to familiar words;

LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

LA.1112.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;

LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

LA.1112.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and

LA.1112.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and

LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;

LA.1112.5.2.4 The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and

LA.1112.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and

LA.1112.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
LA.1112.6.4.1	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High
MA.912.S.1.1	Formulate an appropriate research question to be answered by collecting data or performing an experiment.	High
MA.912.S.1.2	Determine appropriate and consistent standards of measurement for the data to be collected in a survey or experiment.	Moderate
MA.912.S.3.2	<p>Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:</p> <ul style="list-style-type: none"> <li>• bar graphs</li> <li>• line graphs</li> <li>• stem and leaf plots</li> <li>• circle graphs</li> <li>• histograms</li> <li>• box and whisker plots</li> <li>• scatter plots</li> <li>• cumulative frequency (ogive) graphs</li> </ul>	High

**RELATED GLOSSARY TERM DEFINITIONS (15)**

Area	The number of square units needed to cover a surface.
Bar graph	A graph that uses either vertical or horizontal bars to display countable data
Chart	A data display that presents information in columns and rows.

Circle graph	A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Histogram	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point	A specific location in space that has no discernable length or width.
Rate	A ratio that compares two quantities of different units.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

### **QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800370

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Parenting 1

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

**Abbreviated Title:** Parenting 1

**Course Length:** Semester

**Course Status:** State Board Approved

**General Notes:** This course provides students with skills and information to enable them to care for and nurture the infant child. Emphases is placed on child safety

## **RELATED BENCHMARKS (51) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving

problems, interpreting and evaluating the techniques and intent of a presentation);

LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;	
MA.912.F.3.1	Compare the advantages and disadvantages of using cash versus a credit card.	High
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.	Moderate
MA.912.F.4.6	Compare different insurance options and fees.	High

### **QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800380

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Parenting 2

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

**Abbreviated Title:** Parenting 2

**Course Length:** Semester

**Course Status:** State Board Approved

**General Notes:** This course provides students with skills and information to enable them to care for and nurture the toddler and pre school-age child. Emphases is placed on child safety

## **RELATED BENCHMARKS (52) :**

Scheme	Descriptor	Cognitive Complexity
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.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving

problems, interpreting and evaluating the techniques and intent of a presentation);

LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;	
LA.910.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.F.3.1	Compare the advantages and disadvantages of using cash versus a credit card.	High
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.	Moderate
MA.912.F.4.6	Compare different insurance options and fees.	High

### **QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800390

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Health for Expectant Parents

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

**Abbreviated Title:** Health for Expectant Parents

**Course Length:** Semester

**Course Status:** State Board Approved

**General Notes:** The purpose of this course is to develop knowledge and skills that promote a healthy baby

## **RELATED BENCHMARKS (53) :**

Scheme	Descriptor	Cognitive Complexity
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.2.1 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.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.910.5.2.1	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);	
LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;	
LA.910.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.F.3.1	Compare the advantages and disadvantages of using cash versus a credit card.	High
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.	Moderate
MA.912.F.4.6	Compare different insurance options and fees.	High

### **QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800395

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Health for Life in the Workplace

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

**Abbreviated Title:** Health for Life in the Workplace

**Course Length:** Semester

**Course Status:** State Board Approved

**General Notes:** 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

## **RELATED BENCHMARKS (55) :**

Scheme	Descriptor	Cognitive Complexity
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.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.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and



events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

LA.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;

MA.912.A.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. High

MA.912.F.3.1 Compare the advantages and disadvantages of using cash versus a credit card. High

MA.912.F.4.1 Develop personal budgets that fit within various income brackets. Moderate

MA.912.F.4.6 Compare different insurance options and fees. High

### **RELATED GLOSSARY TERM DEFINITIONS (7)**

Area The number of square units needed to cover a surface.

Chart A data display that presents information in columns and rows.

Equation A mathematical sentence stating that the two expressions

have the same value. Also read the definition of equality.

Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

**QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800990

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Health Transfer

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

**Abbreviated Title:** Health Transfer

**Course Length:** Semester

**Course Status:** State Board Approved

## **QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800395

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Health for Life in the Workplace

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

**Abbreviated Title:** Health for Life in the Workplace

**Course Length:** Semester

**Course Status:** State Board Approved

**General Notes:** 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

## **RELATED BENCHMARKS (55) :**

Scheme	Descriptor	Cognitive Complexity
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.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.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
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events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

LA.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;

MA.912.A.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. High

MA.912.F.3.1 Compare the advantages and disadvantages of using cash versus a credit card. High

MA.912.F.4.1 Develop personal budgets that fit within various income brackets. Moderate

MA.912.F.4.6 Compare different insurance options and fees. High

### **RELATED GLOSSARY TERM DEFINITIONS (7)**

Area The number of square units needed to cover a surface.

Chart A data display that presents information in columns and rows.

Equation A mathematical sentence stating that the two expressions



have the same value. Also read the definition of equality.

Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

**QUALIFICATIONS**

**Qualifications:** NA

## **GENERAL INFORMATION**

**Course Number:** 0800990

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Health Education](#) » **SubSubject:** [General](#) »

**Course Title:** Health Transfer

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

**Abbreviated Title:** Health Transfer

**Course Length:** Semester

**Course Status:** State Board Approved

## **QUALIFICATIONS**

**Qualifications:** NA