

Next Generation Sunshine State
Standards – Health Education,
2014

TABLE OF CONTENTS

History.....	Page 2
A Commitment to Excellence.....	Page 2
Acknowledgment of Original Framers and Writers.....	Page 3
Health Education	Page 4
Health Education Standards Revision Process	Page 5
Structure of Standards Documents	Page 5
Health Education Skills and Corresponding Standards	Page 5
Access Points for Students for Significant Cognitive Disabilities.....	Page 6
Benchmark Coding Scheme	Page 7
Acknowledgements	Page 8
⌘Health Education Standards Expert Review Panelist	Page 8
⌘Health Education Standards Committees.....	Page 9
⌘Department of Education	Page 10
Standard 1	Page 11
Standard 2	Page 25
Standard 3	Page 40
Standard 4.....	Page 48
Standard 5.....	Page 55
Standard 6.....	Page 65
Standard 7	Page 73
Standard 8	Page 79

HISTORY

The Sunshine State Standards were first approved by the State Board of Education in 1996 as a means of identifying academic expectations for student achievement in Florida. These original standards were written in several subject areas and divided into four separate grade clusters (K-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum, based on local needs as Florida moved toward greater accountability for student achievement at each grade level, some of the Sunshine State Standards were further defined with specific “Grade Level Expectations.”

The Department of Education recognized the need for a systematic approach to review and revise all of the academic standards, and on January 17, 2006, the State Board of Education adopted a six-year cycle that set forth a schedule of the regular review and revision of all K-12 content standards (<http://www.flstandards.org>). This move went far beyond increasing the rigor of the standards. It included this alignment of the new standards with instructional materials, professional development, and teacher licensure exams. The new standards and their higher levels of rigor were fully integrated into the entire culture of K-12 instruction, setting the stage for higher levels of rigor and higher academic achievement for years to come.

A COMMITMENT TO EXCELLENCE

In 2006, the Florida legislature boldly stated its commitment to higher and more challenging standards for Florida’s children by passing House Bill 7087 which read:

§1001.03(1) ...The state board shall establish a schedule to facilitate the periodic review of the standards to ensure adequate rigor, relevance, logical student progression, and integration of reading, writing, and mathematics across all subject areas.

In 2008, Governor Crist signed into law the Next Generation Sunshine State Standards (NGSSS), a revision of the Sunshine State Standards. The Health Education content standards were adopted by the State Board of Education in December of the same year.

By 2010, the definition of comprehensive health education legislative mandate expanded to include two additional components: teen dating violence (7-12 grades) and internet safety (K-12). Florida State Statute reads:

§ 1003.42(2)(n) - Required Instruction...Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

In 2010, Florida’s State Board of Education adopted the Common Core State Standards (CCSS) for Mathematics and English/Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Studies.

In 2012, the standards were examined and revised based on the 2008 NGSSS for Health Education.

ACKNOWLEDGMENT OF ORIGINAL FRAMERS AND WRITERS

The Bureau of Curriculum and Instruction, Office of Healthy Schools is thankful for the groundbreaking effort of the many stakeholders who have participated in the 2008 revision process. The pioneering endeavor provided the 2012 writing committees with a sound foundation to produce quality standards and benchmarks.

We are perpetually grateful for the contribution of the following individuals:

Framers Committee

- Kathleen Bowles
- Suzanne Edgar
- Robert Hagemann
- James Hayes
- Peggy Johns
- Dawn Skenes Johnson
- Therese LeTourneau
- Fannie Page
- Lorri Pilkington
- Jose Rivera
- Lisa Ross
- Judy Strickland
- Myrna Watkins
- Linda West
- Jackie White

Writing Committee

- Kathleen Bowles
- Kathy Bowman-Harrow
- Katherine Crane
- Marsha Fishbane, MD
- Cynthia Gass
- Cheryll Hall
- Peggy Hinman
- Jessica Hoag
- Peggy Johns
- Dawn Skenes Johnson
- Paula Kozelka
- Jose Rivera
- Gayla Sanders
- Leslie Shugart
- John Todorovich
- Susan Tutko
- Myrna Watkins
- Linda West

Access Point Writing Team

- Jan McKay
- Daisy Eddins
- Deby Green
- Lynn Jamison
- Jill Klein
- Helen Pastore
- Pat Porak

2008 FRAMERS AND WRITERS

HEALTH EDUCATION

Health education is integral to the primary mission of schools. It provides students with a continuum of learning experiences to develop the knowledge and skills necessary to become successful learners and health literate adults. Health literacy is a fundamental part of the school health education program and is essential to the health and wellness of each student.

In 2008, the Partnership for 21st Century Skills defined health literacy as:

- Obtaining, interpreting and understanding basic health information and services, and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

Health education is a unique and separate academic discipline. It influences individual, family and societal development, knowledge, attitudes, and behavior. It seeks the improvement of individual, family and community health. Health education in schools is essential to equip students with the knowledge and skills to promote health. Students who have health knowledge and skills have better health status and as adults will be better prepared to contribute to the nation's economic competitiveness.

HEALTH EDUCATION

2012 HEALTH EDUCATION STANDARDS REVISION PROCESS

In March 2012, the Office of Healthy Schools electronically convened three committees (elementary, middle and high school) comprised of various subject area teachers, district curriculum coordinators, school administrators, school and department of health nurses, parents, university professors and community advocates. The committees regarded the necessity for quality health education standards in keeping with national trends and current student needs. The 43 members met bi-weekly through July 2012 to discuss and examine the standards and benchmarks for revision.

The committees carefully scrutinized language for all standards and benchmarks which resulted in the streamlining and/or elimination of several benchmarks and added a few critical concepts.

The public review was open from October 12 – November 12 to provide an opportunity for input on the standards and benchmarks. While the public had the opportunity to provide input, expert reviewers in health education were also reviewing the standards. Reviewers included nationally recognized experts in health education at the national health organization and university level.

Upon the conclusion of all reviews, the committees reconvened to assess the comments and suggestions from the public and expert reviews which yielded several meaningful revisions.

STRUCTURE OF THE STANDARDS DOCUMENTS

Florida’s Next Generation Sunshine State Standards (NGSSS) for Health Education are based upon established health behavior theories, models, and evidence–based research, as well as best practices. The Common Core State Standards format was replicated for the NGSSS for Health Education. The revision cycle yielded the reformatted eight standards in K-12 progression and adopted the following corresponding National Health Education Skills and corresponding standards:

- 1. Core Concepts**
Comprehend concepts related to health promotion and disease prevention to enhance health.
- 2. Internal and External Influence**
Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3. Accessing Information**
Demonstrate the ability to access valid health information, products, and services to enhance health.
- 4. Interpersonal Communication**.....
Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Decision Making**.....
Demonstrate the ability to use decision-making skills to enhance health.
- 6. Goal Setting**
Demonstrate the ability to use goal-setting skills to enhance health.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

7. **Self Management**.....
Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
8. **Advocacy**.....
Demonstrate the ability to advocate for individual, peer, school, family, and community health.

The Health Education Skills are relevant and coalesced across all grade levels to provide specificity and a deeper understanding.

The standards and corresponding benchmarks encompass one or more of the twelve components of health education: *community health, consumer health, environmental health, family life, mental and emotional health, injury prevention and safety, nutrition, personal health, prevention and control of disease, teen dating violence, internet safety, and substance use and abuse.*

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

Benchmarks begin and end at developmentally appropriate grade levels, with the majority following a K-12 progression. The exclusion of specific benchmarks within a progression is denoted with ***not applicable***, in which case, the prior year benchmark will continue but not be assessed. Instructional examples are provided under each benchmark stating: ***Benchmarks are listed below with examples which are neither prescriptive nor limiting.***

The standards are derived from the National Standards for Health Education and provide the framework for alignment of curriculum, assessment, and instruction. Florida's NGSSS are reformatted to model the Common Core State Standards (CCSS). Each standard is introduced with the statement below:

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

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

As part of the revision to the Sunshine State Standards, access points for students with significant cognitive disabilities have been developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Next Generation Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent with the participatory level being the least complex. The new Florida Alternate Assessment will measure achievement on the Access Points.

The Access Points for the Next Generation Sunshine State Standards for Health Education were developed through the cooperative team effort of the Florida Department of Education's Bureau of Exceptional Education and Student Services.

BENCHMARK CODING SCHEME

The Standards are associated by Strands. Standards One and Two are associated with Health Literacy: Concepts; Standards Three through Six are associated with Health Literacy: Responsible Behavior; and Standards Seven and Eight are associated with Health Literacy: Promotion.

The coding provided below directs the user.

HE.	5.	C.	1.	1
Subject	Grade Level	Strand	Standard	Benchmark

Strands

C = Health Literacy Concepts

B = Health Literacy Responsible Behavior

P = Health Literacy Promotion

Access Points Coding Scheme

HE.	5.	C.	1.	In.a
Subject	Grade Level	Strand	Standard	Access Point

Access Points Key:

In = Independent

Su = Supported

Pa = Participatory

ACKNOWLEDGMENTS

The Bureau of Curriculum and Instruction, Office of Healthy Schools gratefully recognizes the collaborative assistance received from individuals throughout Florida and beyond during this revision process. These revisions would not have been possible without the cooperative support of our internal and external expert reviewers. Numerous stakeholders gave of their time, energy, and expertise during the revision of the standards.

THE FOLLOWING PEOPLE WERE INTEGRAL TO THE PROCESS:

HEALTH EDUCATION STANDARDS EXPERT REVIEW PANELISTS

- ❖ Dr. Beth H. Chaney
 - Assistant Professor-Department of Health Education & Behavior,
University of Florida
- ❖ Katherine Wilbur
 - National Health Education Manager, *Alliance for a Healthier Generation*

HEALTH EDUCATION STANDARDS REVIEW COMMITTEE MEMBERS

- ❖ Aisha Adkison- Workforce Education Specialist, *Escambia County*
- ❖ Carmela L. Bechtel- Parent and Pensacola Regional Director- Informed Families/The Florida Family Partnership, *Escambia County*
- ❖ Dr. Elissa Barr- Associate Professor and Department of Public Health Program Director- *University of North Florida*
- ❖ Kathy Browning- School Nurse, *Pasco County*
- ❖ Dan Caccamo- Florida Action for Healthy Kids State Coordinator- *Pinellas County*
- ❖ Victoria “Vicki” Clements-Health Education Teacher, *St. Johns County*
- ❖ Katie Conklin- Health Education/HOPE Teacher, *St. Johns County*
- ❖ Cindy Cooper- NBCT- School Counselor, *Miami-Dade County*
- ❖ Sharon Cox-HOPE/LMS Teacher, *St. Johns County*
- ❖ Dr. Heather Green- Health and PE Instructor/Reading Instructor, *Miami-Dade County*
- ❖ Cheryl Hall-District Health Education Specialist, *Duval County*
- ❖ Karen Harper-Asst. Athletic Director/Wellness Center Coordinator, *Miami-Dade County*
- ❖ Jessica Hoag- Health Education Teacher, *Pinellas County*
- ❖ Debbie Jiran- Guidance Counselor, *Palm Beach County*
- ❖ ©Peggy Johns- Specialist PreK-12 Health Education, *Pinellas County*
- ❖ Lisa Kern- District Supervisor- Student Services (Health), *Pasco County*
- ❖ Marion Larmond- Health Education /LMS and PE Teacher, *Miami-Dade County*
- ❖ Louis Lazo- District Curriculum Specialist for Health and PE, *Miami-Dade County*
- ❖ Christopher McNealy-School Health Nurse, *Clay County*
- ❖ Annalee D. McPhilomy- Health Education Teacher, *Duval County*
- ❖ Morgan Moeller- Coordinator, *Florida Coalition Against Domestic Violence*
- ❖ Lisa Norton- Health Teacher-Darnell, *Duval County*
- ❖ Oscar Olguin- Migrant Education, *Collier County*
- ❖ Deborah Porter, Health Education Teacher, *Pinellas County*
- ❖ Dr. Maria I. Pouncey-Region 1 Migrant Coordinator- *Panhandle Area Education Consortium*
- ❖ Roxane Smith-School Nurse, *St. Johns County*
- ❖ Leslie Shugart-Health and Prevention District Coordinator, *St. Johns County*
- ❖ Andrew Tattie- Title I Coordinator, *Polk County*
- ❖ Kim Thomas- 4th Grade Teacher, *Leon County*
- ❖ Karen Tower- Parent- *Leon County*
- ❖ ©Susan Tutko: *Retired* Curriculum Master Teacher, Health/Physical Education, *Lee County*
- ❖ Debra Vinci- Associate Professor and Associate Chair, *University of West Florida*
- ❖ Joann Vukobratovich- Elementary Physical Education Teacher, *Collier County*
- ❖ Dr. Mae Waters- Professor- *Florida State University*
- ❖ ©Jacquelyn White: -District Supervisor, Curriculum & Instruction- *Miami-Dade County*
- ❖ Karen Young- 2nd Grade Teacher, *Leon County*

©= Committee Chair

DEPARTMENT OF EDUCATION

- ❖ Teresa Sweet
 - **Chief**, Bureau of Curriculum and Instruction
- ❖ Penny (Detscher) Taylor, co-Facilitator
 - **Director**, Office of Healthy Schools
- ❖ Michelle L. Gaines, co-Facilitator
 - **Health Education Coordinator**, Office of Healthy Schools
- ❖ Angela Leigh Nathaniel, Access Points Lead Facilitator
 - **Program Specialist**, Bureau of Exceptional Education and Student Services

ACKNOWLEDGMENTS

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
HE.K.C.1.1 Recognize healthy behaviors. <i>(Brushing teeth, adequate sleep, cover mouth for cough and sneeze.)</i>	HE.1.C.1.1 Identify healthy behaviors. <i>(Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.)</i>	HE.2.C.1.1 Identify that healthy behaviors affect personal health. <i>(Identifying your emotions, and your level of wellness.)</i>
ACCESS POINTS		
HE.K.C.1.In.a Recognize selected healthy behaviors, such as brushing teeth and covering mouth for a cough and sneeze.	HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.	HE.2.C.1.In.a Identify characteristics of personal health, such as feeling well and being free from injury and disease.
HE.K.C.1.Su.a Recognize a healthy behavior, such as brushing teeth or covering mouth for a cough or sneeze.	HE.1.C.1.Su.a Recognize selected healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.	HE.2.C.1.Su.a Recognize characteristics of personal health, such as feeling well or being free from injury or disease.
HE.K.C.1.Pa.a Associate a behavior with health, such as brushing teeth.	HE.1.C.1.Pa.a Recognize a healthy behavior, such as eating breakfast, getting exercise, or washing hands.	HE.2.C.1.Pa.a Associate personal health with a selected characteristic, such as feeling well.
HE.K.C.1.2 Recognize the physical dimensions of health. <i>(Hygiene, exercise, eating habits, and cooperation.)</i>	HE.1.C.1.2 Recognize the physical and social dimensions of health. <i>(Making friends, respecting others, understanding empathy, and getting adequate sleep.)</i>	HE.2.C.1.2 Recognize the physical, mental/emotional and social dimensions of health. <i>(Getting along with others, respecting appropriate personal space, understanding anxiety, and feeling safe.)</i>
ACCESS POINTS		
HE.K.C.1.In.b Recognize aspects of the physical dimension of health, such as personal hygiene, exercise, and eating habits.	HE.1.C.1.In.b Recognize aspects of the physical and the mental/emotional dimensions of health, such as rest/sleep, and personal feelings.	HE.2.C.1.In.b Recognize selected aspects of the physical, mental/emotional, and social dimensions of health, such as getting exercise, eating healthy foods, feeling safe, feeling happy, getting along with others, and maintaining appropriate personal space.
HE.K.C.1.Su.b Recognize an aspect of the physical dimension of health, such as personal hygiene, exercise, or eating habits.	HE.1.C.1.Su.b Recognize an aspect of the mental/emotional dimension of health, such as personal feelings.	HE.2.C.1.Su.b Recognize one aspect of each of the physical, mental/emotional, and social dimensions of health, such as getting physical exercise, eating healthy foods, feeling safe, feeling happy, getting along well with others, and maintaining appropriate personal space.
HE.K.C.1.Pa.b Associate a physical activity with personal health, such as	HE.1.C.1.Pa.b Associate an emotion with a behavior, such as happy with	HE.2.C.1.Pa.b Associate a social behavior, such as a greeting, with

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

personal hygiene, exercise, or eating habits.	smiling.	getting along well with others.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases. <i>(Washing hands, covering mouth to cough and sneeze, and flushing toilets.)</i>	HE.1.C.1.3 Describe ways to prevent common communicable diseases. <i>(Washing hands, covering mouth when coughing/sneezing, being immunized, and not sharing food or utensils.)</i>	HE.2.C.1.3 Describe ways a safe, healthy home environment can promote personal health. <i>(Secured poisonous products, fire safety practices, and posted emergency numbers.)</i>
ACCESS POINTS		
HE.K.C.1.In.c Recognize selected ways to prevent common communicable diseases, such as washing hands, covering mouth for a cough and sneeze, and flushing the toilet.	HE.1.C.1.In.c Identify ways to prevent common communicable diseases, such as washing hands, and not sharing food and utensils.	HE.2.C.1.In.c Identify ways a safe, healthy home environment can promote personal health, such as having secured poisonous products, smoke detectors, and posted emergency numbers.
HE.K.C.1.Su.c Recognize a way to prevent common communicable diseases, such as washing hands, covering mouth for a cough and sneeze, or flushing the toilet.	HE.1.C.1.Su.c Recognize ways to prevent common communicable diseases, such as washing hands or not sharing food and utensils.	HE.2.C.1.Su.c Recognize ways a safe, healthy home environment can promote personal health, such as having secured poisonous products, smoke detectors, and posted emergency numbers.
HE.K.C.1.Pa.c Associate an activity with preventing common communicable diseases, such as washing hands, wiping nose with tissue, or flushing the toilet.	HE.1.C.1.Pa.c Recognize a selected way to prevent communicable diseases, such as washing hands or not sharing food or utensils.	HE.2.C.1.Pa.c Recognize a way a safe healthy home environment promotes personal health, such as storing poisonous products away from children or having smoke detectors.
HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings. <i>(Wearing a helmet, wearing flotation devices, playground safety, using age appropriate child restraints, identifying poisons and other harmful substances.)</i>	HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings. <i>(Water safety, pedestrian safety, bicycle safety and appropriate child restraints in vehicles.)</i>	HE.2.C.1.4 Describe ways to prevent childhood injuries in the home, school, and community settings. <i>(Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.)</i>
ACCESS POINTS		
HE.K.C.1.In.d Recognize childhood injuries, such as a broken bone, cut, and scrapes.	HE.1.C.1.In.d Recognize ways to prevent childhood injuries, such as following rules for water, pedestrian, and bicycle safety	HE.2.C.1.In.d Identify ways to prevent childhood injuries, such as following bus and playground rules, wearing a seat belt, and never playing with matches.
HE.K.C.1.Su.d Recognize a symptom of common childhood injuries, such as bleeding or bruising.	HE.1.C.1.Su.d Recognize school and classroom safety rules that help prevent injury, such as, "Walk, don't run," and, "Keep hands and feet to yourself."	HE.2.C.1.Su.d Recognize ways to prevent childhood injuries, such as following bus and playground rules, wearing a seat belt, and never playing with matches.
HE.K.C.1.Pa.d Associate a symptom, such as bruising or bleeding, with a common childhood injury.	HE.1.C.1.Pa.d Recognize a classroom safety rule to avoid personal injury, such as staying in a seat.	HE.2.C.1.Pa.d Recognize a way to prevent a childhood injury, such as following bus and playground rules, wearing a seat belt, or never playing

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

		<i>with matches.</i>
HE.K.C.1.5 Recognize there are body parts inside and outside of the body. <i>(Brain, muscles, and skin.)</i>	HE.1.C.1.5 Identify the correct names of human body parts. <i>(Stomach, intestines, heart, lungs, skin, muscles, and bones.)</i>	HE.2.C.1.5 Recognize the locations and functions of major human organs. <i>(The functions of the heart, lungs, and muscles.)</i>
ACCESS POINTS		
HE.K.C.1.In.e <i>Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.</i>	HE.1.C.1.In.e <i>Identify body parts outside the body by name, such as arms, hands, legs, feet, head, eyes, nose, and mouth.</i>	HE.2.C.1.In.e <i>Identify major human organs and their functions, such as heart, lungs and muscles.</i>
HE.K.C.1.Su.e <i>Recognize selected body parts outside of the body, such as nose, hands, and eyes.</i>	HE.1.C.1.Su.e <i>Recognize body parts outside of the body, such as mouth, hands, arms, and head.</i>	HE.2.C.1.Su.e <i>Recognize major human organs and their functions, such as heart and muscles.</i>
HE.K.C.1.Pa.e <i>Recognize a body part outside of the body, such as a hand.</i>	HE.1.C.1.Pa.e <i>Recognize selected body parts outside the body, such as the hand, mouth, and nose.</i>	HE.2.C.1.Pa.e <i>Recognize selected major human organs, such as heart, lungs and muscles.</i>
	HE.1.C.1.6 Identify health-care providers. <i>(Doctors, paramedics, and school nurses.)</i>	HE.2.C.1.6 Determine when it is important to seek health care. <i>(High fever, toothache, and persistent cough.)</i>
ACCESS POINTS		
	HE.1.C.1.In.f <i>Identify a health care provider in the school environment, such as the school nurse, physical therapist, or teacher.</i>	HE.2.C.1.In.f <i>Identify when it is important to seek health care, such as when you have a high fever, toothache, or bad cough.</i>
	HE.1.C.1.Su.f <i>Recognize health care providers in the school environment, such as the school nurse, physical therapist, or teacher.</i>	HE.2.C.1.Su.f <i>Recognize when it is important to seek health care, such as when you have a high fever, toothache, or bad cough.</i>
	HE.1.C.1.Pa.f <i>Recognize a health care provider in the classroom or school, such as the teacher or school nurse.</i>	HE.2.C.1.Pa.f <i>Recognize that personal health care is needed when one feels sick.</i>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.3.C.1.1 Describe healthy behaviors that affect personal health. <i>(Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, daily physical activity, never use others hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.)</i></p>	<p>HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health. <i>(Choosing healthy foods for optimal growth and development, daily physical activity to prevent obesity, wearing helmet when riding bike or motorized all terrain vehicles for injury prevention, and washing hands for disease prevention.)</i></p>	<p>HE.5.C.1.1 Describe the relationship between healthy behaviors and personal health. <i>(Non-smoking and disease prevention; expressing feelings and promoting healthy relationships; use of sunscreen and cancer prevention.)</i></p>
ACCESS POINTS		
<p>HE.3.C.1.In.a Identify healthy behaviors that affect personal health, such as washing hands to prevent spread of disease, avoiding junk foods, getting regular exercise, and avoiding tobacco products.</p>	<p>HE.4.C.1.In.a Recognize the relationship between healthy behaviors and personal health, such as choosing healthy foods for optimal growth and development, wearing a helmet to prevent injury, and washing hands for disease prevention.</p>	<p>HE.5.C.1.In.a Identify the relationship between healthy behaviors and personal health, such as not smoking and disease prevention, expressing feelings to maintain relationships, and using sunscreen for cancer prevention.</p>
<p>HE.3.C.1.Su.a Recognize healthy behaviors that affect personal health, such as washing hands to prevent spread of diseases, choosing healthy foods to eat, and getting regular exercise.</p>	<p>HE.4.C.1.Su.a Recognize the relationship between a healthy behavior and personal health, such as choosing healthy foods for growth, wearing a helmet to prevent injury, and washing hands for disease prevention.</p>	<p>HE.5.C.1.Su.a Recognize relationships between healthy behaviors and personal health, such as not smoking and disease prevention, expressing feelings to maintain relationships, and using sunscreen for cancer prevention.</p>
<p>HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.</p>	<p>HE.4.C.1.Pa.a Recognize health behaviors that affect personal health, such as eating healthy foods.</p>	<p>HE.5.C.1.Pa.a Recognize the relationship between a healthy behavior and own personal health, such as expressing feelings to maintain relationships or maintaining hygiene to prevent illness.</p>
Not applicable	<p>HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health. <i>(Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.)</i></p>	<p>HE.5.C.1.2 Explain the physical, mental/emotional, social, and intellectual dimensions of health. <i>(Manage problems, teamwork, immunizations, critical thinking.)</i></p>
ACCESS POINTS		
	<p>HE.4.C.1.In.b Identify one aspect for each dimension of health (mental/emotional, physical, and social), such as expressing feelings appropriately, getting daily physical</p>	<p>HE.5.C.1.In.b Identify aspects of each dimension of health (physical, mental/emotional, social, and intellectual), such as immunizations, managing emotions, teamwork, and</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

	exercise, and treating others with respect.	solving problems.
	HE.4.C.1.Su.b Recognize aspects of the dimensions of health (mental/emotional, physical, and social), such as expressing feelings appropriately, getting daily physical exercise, and treating others with respect.	HE.5.C.1.Su.b Recognize aspects of the dimensions of health (mental/emotional, physical, social, and intellectual), such as immunizations, managing emotions, teamwork, and solving problems.
	HE.4.C.1.Pa.b Recognize behaviors that represent the mental/emotional dimension of health, such as expressing feelings and managing emotions.	HE.5.C.1.Pa.b Recognize behaviors that represent the social dimension of health, such as working together or helping a friend.
HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health. <i>(Frequent hand washing, access to water fountains, keeping area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.)</i>	HE.4.C.1.3 Describe ways a safe, healthy school environment can promote personal health. <i>(Safety patrols, school crossing guards, hand washing supplies in restrooms, healthy snack choices, follow school wide expectations, be prepared, punctual, and problem solver.)</i>	HE.5.C.1.3 Explain ways a safe, healthy home environment and school environment promote personal health. <i>(Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.)</i>
ACCESS POINTS		
HE.3.C.1.In.c Identify ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand sanitation supplies, and having respect for others.	HE.4.C.1.In.c Identify ways a safe, healthy school environment can promote personal health, such as having hall monitors and school crossing guards, and providing hand washing supplies in the restrooms.	HE.5.C.1.In.c Identify ways a safe, healthy home environment and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods.
HE.3.C.1.Su.c Recognize ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand sanitation supplies, and having respect for others.	HE.4.C.1.Su.c Recognize ways a safe, healthy school environment can promote personal health, such as having hall monitors and school crossing guards, and providing hand washing supplies in the restrooms.	HE.5.C.1.Su.c Recognize ways a safe, healthy home environment and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods.
HE.3.C.1.Pa.c Recognize a way a safe, healthy classroom promotes personal health, such as having sanitized surfaces.	HE.4.C.1.Pa.c Recognize a way a safe, healthy school promotes personal health, such as by having adult supervision.	HE.5.C.1.Pa.c Recognize a way a safe home environment and school environment promote health, such as providing a smoke-free environment, having rules for behavior, or providing healthy foods.
HE.3.C.1.4 Recognize common childhood health conditions. <i>(Asthma, diabetes, food allergies, dental cavities, and colds.)</i>	HE.4.C.1.4 Describe ways to prevent common childhood injuries and health problems. <i>(Not sharing head gear, yearly check-ups, washes hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.)</i>	HE.5.C.1.4 Compare ways to prevent common childhood injuries and health problems. <i>(Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.)</i>
ACCESS POINTS		
HE.3.C.1.In.d Identify common childhood health conditions, such as asthma, diabetes, food allergies, and	HE.4.C.1.In.d Identify ways to prevent common childhood injuries and health problems, such as not sharing hats and	HE.5.C.1.In.d Describe ways to prevent common childhood injuries and health problems, such as wearing a seat belt,

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

dental <i>cavities</i> .	head gear, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth.	avoiding food with empty calories, and having health check-ups.
HE.3.C.1.Su.d Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental <i>cavities</i> .	HE.4.C.1.Su.d Recognize ways to prevent common childhood injuries and health problems, such as not sharing hats and head gear, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth.	HE.5.C.1.Su.d Identify ways to prevent common childhood injuries or health problems, such as wearing a seat belt, avoiding food with empty calories, and having health check-ups.
HE.3.C.1.Pa.d Recognize a symptom of a common childhood illness, such as a runny nose or sore throat.	HE.4.C.1.Pa.d Recognize a way to prevent an injury or health problem, such as following safety rules or brushing/flossing teeth.	HE.5.C.1.Pa.d Recognize a way to prevent injuries and health problems, such as wearing a seat belt, avoiding food with empty calories, or having health check-ups.
HE.3.C.1.5 Recognize that body parts and organs work together to form human body systems. <i>(Circulatory system, digestive system, nervous system, reproductive system and other body systems.)</i>	HE.4.C.1.5 Identify the human body parts and organs that work together to form healthy body systems. <i>(Muscular and skeletal systems, circulatory and respiratory systems, endocrine and reproductive systems.)</i>	HE.5.C.1.5 Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. <i>(Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influence the reproductive system and respiratory system providing oxygen to other body systems.)</i>
ACCESS POINTS		
HE.3.C.1.In.e Recognize that human body parts work together (systems) to maintain physical health.	HE.4.C.1.In.e Recognize major external and internal body parts that work together, such as the nose and lungs for breathing, and the mouth and stomach for digesting food.	HE.5.C.1.In.e Identify ways that major external and internal body parts work together in systems, such as digestive, respiratory, and reproductive.
HE.3.C.1.Su.e Recognize that selected body parts work together to maintain physical health.	HE.4.C.1.Su.f Recognize selected body parts that work together, such as the nose and lungs for breathing or the mouth and stomach for digesting food.	HE.5.C.1.Su.e Recognize ways major internal and external body parts work together, such as digesting food, breathing, and reproducing.
HE.3.C.1.Pa.e Recognize that there are parts inside of the body, such as the heart and stomach.	HE.4.C.1.Pa.f Associate selected external body parts with their functions.	HE.5.C.1.Pa.e Associate major external and internal body parts with their functions.
HE.3.C.1.6 Describe why it is important to seek health care. <i>(Fluoride treatment to prevent tooth decay, hearing exam to improve hearing, and eye exam to correct vision.)</i>	HE.4.C.1.6 Distinguish differences among various health-care providers, products, and services. <i>(Types of doctors, prescription vs. non-prescription drugs, and EMS.)</i>	HE.5.C.1.6 Recognize how appropriate health care can promote personal health. <i>(Having immunizations, using medication appropriately, and seeking grief/loss counseling.)</i>
ACCESS POINTS		
HE.3.C.1.In.f Identify why it is important to seek health care, such as dental exams to maintain dental health, hearing exams to improve hearing, eye exams to correct vision, or physical exams to monitor health.	HE.4.C.1.In.f Identify health care providers, products, and services, such as doctors, dentists, medicines, and therapies.	HE.5.C.1.In.f Recognize selected ways that regular health care can promote personal health, such as having immunizations, using medication appropriately, and getting grief and loss counseling.
HE.3.C.1.Su.f Recognize why it is important to seek health care, such as a dental exams to maintain dental	HE.4.C.1.Su.f Recognize health care providers, products, and services, such as doctors, dentists, medicines, and	HE.5.C.1.Su.f Recognize a way that regular health care can promote personal health, such as having

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

health, hearing exams to improve hearing, eye exams to correct vision, or physical exams to monitor health.	therapies.	immunizations, using medication appropriately, or getting grief and loss counseling.
HE.3.C.1.Pa.f Associate a medical doctor with health care.	HE.4.C.1.Pa.f Recognize common health care providers, such as doctors, dentists, and therapists.	HE.5.C.1.Pa.f Recognize a health care provider needed for a physical health problem, such as the dentist for a toothache.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6

Grade 7

Grade 8

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

<i>Not applicable</i>	<i>Not applicable</i>	<i>Not applicable</i>
ACCESS POINTS		
<p>HE.7.C.1.In.a Identify the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.</p>		
<p>HE.7.C.1.Su.a Recognize the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.</p>		
<p>HE.7.C.1.Pa.a Recognize an effect of a healthy or unhealthy behavior on personal health—including reproductive health—such as choosing healthy foods or fast foods, getting along with others or having conflicts, and appropriate physical contact.</p>		
<p>HE.6.C.1.2 Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. <i>(Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.)</i></p>	<p>HE.7.C.1.2 Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. <i>(Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.)</i></p>	<p>HE.8.C.1.2 Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. <i>(Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.)</i></p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

ACCESS POINTS		
<p>HE.6.C.1.In.b Identify how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as eating well helps one stay alert in class, getting along with others helps decrease stress, and getting enough sleep helps one have more energy.</p>	<p>HE.7.C.1.In.b Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).</p>	<p>HE.8.C.1.In.b Describe the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as physical and social dimensions—hygiene and social relationships; intellectual, social, and physical dimensions—sexual abstinence and avoidance of disease and pregnancy; intellectual and social dimensions—peer refusals in risky situations and social relationships.</p>
<p>HE.6.C.1.Su.b Recognize that the dimensions of health are interrelated, such as that physical health impacts emotional health.</p>	<p>HE.7.C.1.Su.b Identify how one dimension of health relates to another dimension of health, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).</p>	<p>HE.8.C.1.Su.b Identify that healthy behaviors can impact multiple dimensions of health (physical, emotional, and social), such as physical and social dimensions—hygiene and social relationships; emotional and social dimensions—peer pressure in risky situations and social relationships.</p>
<p>HE.6.C.1.Pa.b Recognize physical and emotional aspects of health, such as eating habits and expressing feelings.</p>	<p>HE.7.C.1.Pa.b Recognize the effect of emotional health on physical health, such as emotional stress causing physical illness.</p>	<p>HE.8.C.1.Pa.b Recognize that healthy behaviors can affect physical, mental/emotional, or social aspects of health, such as hygiene/social relationships, peer refusals in risky situations/social relationships, or sexual abstinence/avoidance of disease and pregnancy.</p>
<p>HE.6.C.1.3 Identify environmental factors that affect personal health. <i>(Air and water quality, availability of sidewalks, contaminated food, and road hazards.)</i></p>	<p>HE.7.C.1.3 Analyze how environmental factors affect personal health. <i>(Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.)</i></p>	<p>HE.8.C.1.3 Predict how environmental factors affect personal health. <i>(Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.)</i></p>
ACCESS POINTS		
<p>HE.6.C.1.In.c Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food.</p>	<p>HE.7.C.1.In.c Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash collection services.</p>	<p>HE.8.C.1.In.c Describe how environmental factors can affect personal health, such as by the heat index, air quality, street lights and signs, gangs, and weapons in the community.</p>
<p>HE.6.C.1.Su.c Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food.</p>	<p>HE.7.C.1.Su.c Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash collection services.</p>	<p>HE.8.C.1.Su.c Describe a way an environmental factor can affect personal health, such as by the heat index, air quality, street lights and signs, gangs, and weapons in the community.</p>
<p>HE.6.C.1.Pa.c Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment.</p>	<p>HE.7.C.1.Pa.c Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home.</p>	<p>HE.8.C.1.Pa.c Recognize environmental factors that affect personal health, such as the heat index and air quality.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<p>HE.6.C.1.4 Identify health problems and concerns common to adolescents including reproductive development. (<i>Acne, eating disorders, suicide/depression, and puberty.</i>)</p>	<p>HE.7.C.1.4 Describe ways to reduce or prevent injuries and adolescent health problems. (<i>Helmet use, seat belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</i>)</p>	<p>HE.8.C.1.4 Investigate strategies to reduce or prevent injuries and other adolescent health problems. (<i>Recognize signs and symptoms of depression, accessing resources, abstinence to reduce STDs-STIs-Pregnancy, places to avoid, and healthy relationship skills.</i>)</p>
ACCESS POINTS		
<p>HE.6.C.1.In.d Recognize health problems and concerns common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, and changes related to puberty.</p>	<p>HE.7.C.1.In.d Identify ways to reduce or prevent injuries and other adolescent health problems, such as wearing a helmet when biking or skateboarding, wearing a seat belt, following pedestrian safety laws, and avoiding handling of firearms.</p>	<p>HE.8.C.1.In.d Identify strategies to reduce or prevent injuries and other adolescent health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce STDs/STIs, and avoiding unsafe places.</p>
<p>HE.6.C.1.Su.d Recognize a health problem and concern that is common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, and changes related to puberty.</p>	<p>HE.7.C.1.Su.d Recognize ways to reduce or prevent injuries and other adolescent health problems, such as wearing a helmet and a seat belt, following pedestrian safety laws, and avoiding handling of firearms.</p>	<p>HE.8.C.1.Su.d Recognize strategies to reduce or prevent injuries and other adolescent health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce STDs/STIs, and avoiding unsafe places.</p>
<p>HE.6.C.1.Pa.d Associate a common personal health problem or issue with adolescents, such as acne or changes related to puberty.</p>	<p>HE.7.C.1.Pa.d Recognize a way to prevent injuries and adolescent health problems, such as wearing a helmet or a seat belt, following pedestrian safety rules, or avoiding handling of firearms.</p>	<p>HE.8.C.1.Pa.d Recognize a strategy to prevent injuries and other adolescent health problems, such as avoiding unsafe places to avoid injury.</p>
<p>HE.6.C.1.5 Explain how body systems are impacted by hereditary factors and infectious agents. (<i>Cystic fibrosis affects respiratory and a digestive system, sickle cell anemia affects the circulatory system, and influenza affects the respiratory system.</i>)</p>	<p>HE.7.C.1.5 Classify infectious agents and their modes of transmission to the human body. (<i>HIV by sexual transmission and/or shared needles, Lyme's disease by vectors, and staphylococcus by direct/indirect contact.</i>)</p>	<p>HE.8.C.1.5 Identify major chronic diseases that impact human body systems. (<i>Cancer, hypertension and coronary artery disease, asthma, and diabetes.</i>)</p>
ACCESS POINTS		
<p>HE.6.C.1.In.e Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and STDs.</p>	<p>HE.7.C.1.In.e Describe likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, and injury or death from unsupervised handling of firearms.</p>	<p>HE.8.C.1.In.e Explain the likelihood of injury or illness if engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections resulting from poor hygiene.</p>
<p>HE.6.C.1.Su.e Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and STDs.</p>	<p>HE.7.C.1.Su.e Identify a likely injury or illness resulting from engaging in common unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual</p>	<p>HE.8.C.1.Su.e Identify likely injuries or illnesses resulting from engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

	relationships, or injury or death from unsupervised handling of firearms.	
HE.6.C.1.Pa.e Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint.	HE.7.C.1.Pa.e Recognize a likely injury or illness resulting from engaging in common unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms.	HE.8.C.1.Pa.e Recognize likely injuries or illnesses resulting from engaging in selected unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.
HE.6.C.1.6 Examine how appropriate health care can promote personal health. <i>(Orthodontia, substance abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.)</i>	HE.7.C.1.6 Explain how appropriate health care can promote personal health. <i>(Registered dietician to plan healthy meals, asthma action plan, and immunization.)</i>	HE.8.C.1.6 Analyze how appropriate health care can promote personal health. <i>(Immunization for HPV and meningitis, sports physicals, and counseling for depression.)</i>
ACCESS POINTS		
HE.6.C.1.In.f Recognize that some health conditions are caused by infection, such as strep throat and influenza.	HE.7.C.1.In.f Identify that bacteria and viruses can be transmitted from one person to another and cause illness, such as HIV, Lyme’s disease, and staphylococcus infection.	HE.8.C.1.In.f Identify common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.
HE.6.C.1.Su.f Recognize a health condition that is caused by infection, such as strep throat or influenza.	HE.7.C.1.Su.f Recognize infectious diseases that can be spread from one person to another, such as HIV, Lyme’s disease, or staphylococcus infection.	HE.8.C.1.Su.f Recognize common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.
HE.6.C.1.Pa.f Associate a health condition with infection, such as strep throat or influenza.	HE.7.C.1.Pa.f Recognize infectious diseases that can be spread from one person to another, such as HIV, Lyme’s disease, or staphylococcus infection.	HE.8.C.1.Pa.f Recognize a common chronic disease, such as cancer, asthma, or diabetes.
HE.6.C.1.7 Recognize how heredity can affect personal health. <i>(Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.)</i>	HE.7.C.1.7 Describe how heredity can affect personal health. <i>(Sickle cell anemia, diabetes, and acne.)</i>	HE.8.C.1.7 Explore how heredity and family history can affect personal health. <i>(Sickle cell anemia, heart disease, diabetes, and mental health.)</i>
ACCESS POINTS		
HE.6.C.1.In.g Identify how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.	HE.7.C.1.In.g Identify how appropriate health care services can promote personal health, such as receiving immunizations prior to entering seventh grade and developing an action plan for asthma.	HE.8.C.1.In.g Describe how appropriate health care can promote personal health, such as immunization to avoid diseases, sports physicals to reduce sports health risks, and counseling to treat depression.
HE.6.C.1.Su.g Recognize how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.	HE.7.C.1.Su.g Recognize how appropriate health care services can promote personal health, such as receiving immunizations prior to entering seventh grade and using an action plan for asthma.	HE.8.C.1.Su.g Identify how appropriate health care can promote personal health, such as immunization to avoid diseases, sports physicals to reduce health risks, and counseling to treat depression.
HE.6.C.1.Pa.g Associate regular health care with personal health, such as	HE.7.C.1.Pa.g Recognize a common health care service, such as receiving	HE.8.C.1.Pa.g Recognize a way appropriate health care can promote

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.	immunizations prior to entering seventh grade or using an action plan for asthma.	personal health, such as immunization to avoid diseases or sports physicals to reduce health risks.
<p>HE.6.C.1.8 Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <i>(Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and STD's caused from sexual activity.)</i></p>	<p>HE.7.C.1.8 Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <i>(Abuse of over-the-counter medications, STD/STI from sexual relationships, injury or death from unsupervised handling of firearms, and physical/emotional injury or impact from abusive dating partner.)</i></p>	<p>HE.8.C.1.8 Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <i>(Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.)</i></p>
ACCESS POINTS		
<p>HE.6.C.1.In.h Recognize that certain characteristics are passed from parents to children (heredity), such as physical appearance, gender, and race.</p>	<p>HE.7.C.1.In.h Identify health conditions that are passed from parent to child (inherited), such as sickle cell anemia, diabetes, heart disease, and acne.</p>	<p>HE.8.C.1.In.h Describe ways personal health can be affected by heredity and family history, such as sickle cell anemia, heart disease, obesity, or mental health.</p>
<p>HE.6.C.1.Su.h Recognize a characteristic that is passed from parents to children (heredity), such as physical appearance, gender, or race.</p>	<p>HE.7.C.1.Su.h Recognize common health problems that are passed from parent to child (inherited), such as sickle cell anemia, diabetes, and acne.</p>	<p>HE.8.C.1.Su.h Identify ways personal health can be affected by heredity and family history, such as sickle cell anemia, heart disease, obesity, or mental health.</p>
<p>HE.6.C.1.Pa.h Associate a physical characteristic passed from parents to children, such as hair or eye color.</p>	<p>HE.7.C.1.Pa.h Recognize a common health problem that is passed from parent to child (inherited), such as sickle cell anemia, diabetes, or acne.</p>	<p>HE.8.C.1.Pa.h Recognize a way personal health can be affected by heredity or family history.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 -12

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

HE.912.C.1.1 Predict how healthy behaviors can affect health status.

(Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings, regular physical activity, and workplace safety.)

ACCESS POINTS

HE.912.C.1.In.a Explain how healthy behaviors can affect health status, such as healthy fast food selections, regular medical screenings, and regular physical activity.

HE.912.C.1.Su.a Identify how healthy behaviors can affect health status, such as healthy fast food selections, regular medical screenings, and regular physical activity.

HE.912.C.1.Pa.a Recognize ways personal health can be affected by healthy behaviors, such as healthy fast food selections, regular medical checkups, and physical activity.

HE.912.C.1.2 Interpret the significance of interrelationships in mental/emotional, physical, and social health.
(Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self esteem, stress/anger management, and regular exercise.)

ACCESS POINTS

HE.912.C.1.In.b Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health.

HE.912.C.1.Su.b Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health.

HE.912.C.1.Pa.b Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors.

HE.912.C.1.3 Evaluate how environment and personal health are interrelated.

(Food options within a community, prenatal care services, availability of recreational facilities, air quality, weather safety awareness, and weather, air, and water conditions.)

ACCESS POINTS

HE.912.C.1.In.c Explain how environment and personal health are interrelated, such as food options within a community and availability of recreational facilities.

HE.912.C.1.Su.c Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities.

HE.912.C.1.Pa.c Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity.

HE.912.C.1.4 Propose strategies to reduce or prevent injuries and health problems.

(Mandatory passenger restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improve inspection of food sources.)

ACCESS POINTS

HE.912.C.1.In.d Describe strategies to reduce or prevent injuries and health problems, such as mandatory passenger restraint and helmet laws, mandatory immunizations, and proper handling of food.

HE.912.C.1.Su.d Identify strategies to reduce or prevent injuries and other adolescent health problems, such as mandatory passenger restraint and helmet laws, mandatory immunizations, and proper handling of food.

HE.912.C.1.Pa.d Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger restraint/helmet laws or proper handling of food.

HE.912.C.1.5 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

(Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<i>related chronic disease.)</i>
ACCESS POINTS
HE.912.C.1.In.e Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
HE.912.C.1.Su.e Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
HE.912.C.1.Pa.e Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.
HE.912.C.1.6 Evaluate the relationship between access to health care and health status. <i>(Early detection and treatment of cancer, HIV, and diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first responder care.)</i>
ACCESS POINTS
HE.912.C.1.In.f Identify the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.
HE.912.C.1.Su.f Recognize the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.
HE.912.C.1.Pa.f Associate access to health care with good health, such as obtaining screenings, having checkups, or receiving treatment.
HE.912.C.1.7 Analyze how heredity and family history can impact personal health. <i>(Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.)</i>
ACCESS POINTS
HE.912.C.1.In.g Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.
HE.912.C.1.Su.g Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.
HE.912.C.1.Pa.g Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.
HE.912.C.1.8 Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors. <i>(Risks associated with alcohol abuse, including poison, date rape, and death, cancer and chronic lung disease related to tobacco use, overdose from drug use, child abuse or neglect, and dating violence.)</i>
ACCESS POINTS
HE.912.C.1.In.h Predict the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
HE.912.C.1.Su.h Describe the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
HE.912.C.1.Pa.h Recognize likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.K.C.2.1 Name healthy behaviors that family members should practice. <i>(Brushing teeth, stay home when sick, receive immunizations, share family meals, and practice respectful communication.)</i></p>	<p>HE.1.C.2.1 Identify how children learn health behaviors from family and friends. <i>(Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about limiting the amount of screen time, and parents/family celebrations, and attending social gatherings/birthday parties.)</i></p>	<p>HE.2.C.2.1 Describe how family rules and practices influence health behaviors. <i>(Consistent/inconsistent home safety rules and modeling of food sanitation practices at home.)</i></p>
ACCESS POINTS		
<p>HE.K.C.2.In.a Recognize healthy behaviors that family members should practice, such as brushing teeth, staying home when sick, and receiving immunizations.</p>	<p>HE.1.C.2.In.a Recognize ways that children learn health behaviors from family and friends, such as family encouraging physical activity together, setting a bedtime, limiting television time, and participating in social gatherings and birthday parties.</p>	<p>HE.2.C.2.In.a Identify family rules and practices that influence health behaviors, such as home safety rules, families playing together, and food sanitation practices.</p>
<p>HE.K.C.2.Su.a Recognize a healthy behavior that family members should practice, such as brushing teeth or staying home when sick.</p>	<p>HE.1.C.2.Su.a Recognize a healthy behavior learned from family and friends, such as such as family encouraging physical activity together, setting a bedtime, limiting television time, or participating in social gatherings and birthday parties.</p>	<p>HE.2.C.2.Su.a Recognize family rules and practices that influence health behaviors, such as home safety rules, families playing together, and food sanitation practices.</p>
<p>HE.K.C.2.Pa.a Associate a healthy behavior with a family member, such as brushing teeth or staying home when sick.</p>	<p>HE.1.C.2.Pa.a Associate a healthy behavior with family members or friends, such as family encouraging physical activity together, having an appropriate bedtime, or participating in social gatherings and birthday parties.</p>	<p>HE.2.C.2.Pa.a Recognize a family rule or practice that promotes a healthy behavior, such as home safety rules, families playing together, or food sanitation practices.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<p>HE.K.C.2.2 Recognize the characteristics of a friend. <i>(Honest, caring, and wants to spend time with you.)</i></p>	<p>HE.1.C.2.2 Explore the ways that a friend would act in a variety of situations. <i>(Be a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.)</i></p>	<p>HE.2.C.2.2 Describe how friends' health practices influence health behaviors of others. <i>(Telling the truth, treating others with respect, and being tobacco-free.)</i></p>
ACCESS POINTS		
<p>HE.K.C.2.In.b Recognize actions associated with friendship (Honesty, caring, spending time with you).</p>	<p>HE.1.C.2.In.b Practice actions associated with friendship (share, smile, greet, wave).</p>	<p>HE.2.C.2.In.b Identify ways health practices of friends influence health behaviors of others, such as telling the truth, treating others with respect, and being tobacco-free.</p>
<p>HE.K.C.2.Su.b Associate actions with friendship (honesty, caring, spending time with you).</p>	<p>HE.1.C.2.Su.b Follow actions associated with friendship (share, smile, greet, wave.)</p>	<p>HE.2.C.2.Su.b Recognize ways health practices of friends influence health behaviors of others, such as telling the truth, treating others with respect, or being tobacco-free.</p>
<p>HE.K.C.2.Pa.b Explore actions associated with friendship (honesty, caring, spending time with you).</p>	<p>HE.1.C.2.Pa.b Participate in joint activities with others.</p>	<p>HE.2.C.2.Pa.b Recognize a health behavior used by friends, such as telling the truth or using a tissue.</p>
<p>HE.K.C.2.3 Identify members of the school and community that support personal health practices and behaviors. <i>(Teachers, counselors, nurses, doctors, fire fighters, police, and ambulance/EMTs.)</i></p>	<p>HE.1.C.2.3 Identify what the school and community do to support personal health practices and behaviors. <i>(Nutrition in school lunches, school and community gardens, fire, weather, and lock down drills.)</i></p>	<p>HE.2.C.2.3 Describe how the school and community influence health behaviors of children. <i>(Health and safety fairs, school and community gardens, and recycling.)</i></p>
ACCESS POINTS		
<p>HE.K.C.2.In.c Recognize members of the school who support personal health practices and behaviors, such as teachers and the school nurse.</p>	<p>HE.1.C.2.In.c Recognize what the school and community do to support personal health practices, such as having cafeteria and food standards, following fire safety rules, and providing health services such as physicals.</p>	<p>HE.2.C.2.In.c Identify ways the school and community influence health behaviors of children, such as health and safety fairs, school crossing guards, lifeguards, and recycling programs.</p>
<p>HE.K.C.2.Su.c Recognize a member of the school who supports personal health practices and behaviors, such as a teacher or a school nurse.</p>	<p>HE.1.C.2.Su.c Recognize what the school does to support health practices, such as having cafeteria and food standards, and following fire safety rules.</p>	<p>HE.2.C.2.Su.c Recognize ways the school and community influence health behaviors of children, such as health and safety fairs, school crossing guards, lifeguards, and recycling programs.</p>
<p>HE.K.C.2.Pa.c Associate an adult in the classroom with personal health practices and behaviors, such as a teacher.</p>	<p>HE.1.C.2.Pa.c Recognize classroom activities that support personal health practices, such as hand washing, and rules for using equipment.</p>	<p>HE.2.C.2.Pa.c Recognize a way the school influences health behaviors of children, such as health and safety fairs or school crossing guards.</p>
<p>HE.K.C.2.4 Explain the importance of rules to maintain health. <i>(Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.)</i></p>	<p>HE.1.C.2.4 Recognize health consequences for not following rules. <i>(Injuries, arguments, hurt feelings, and pollution.)</i></p>	<p>HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. <i>(Walking not running, waiting your turn, and following traffic laws.)</i></p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

	ACCESS POINTS	
<p>HE.K.C.2.In.d Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.</p>	<p>HE.1.C.2.In.d Recognize selected health consequences for not following a rule, such as injuries, arguments, hurt feelings, and pollution.</p>	<p>HE.2.C.2.In.d Identify ways that rules make the classroom, school, and community safer (walking not running, waiting your turn, following traffic laws.)</p>
<p>HE.K.C.2.Su.d Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.</p>	<p>HE.1.C.2.Su.d Recognize a health consequence for not following a rule, such as injuries, arguments, hurt feelings, or pollution.</p>	<p>HE.2.C.2.Su.d Recognize rules make the classroom, school, and community safer (walking not running, waiting your turn, following traffic laws).</p>
<p>HE.K.C.2.Pa.d Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.</p>	<p>HE.1.C.2.Pa.d Associate a health consequence with not following a selected classroom rule, such as an injury.</p>	<p>HE.2.C.2.Pa.d Follow safety routines in the classroom.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.3.C.2.1 Explore how family and friend's traditions and customs may influence health behaviors. <i>(Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.)</i></p>	<p>HE.4.C.2.1 Explain the importance of family on health practices and behaviors. <i>(Diet, cultural health practices, hygiene practices, physical activity, and home remedies.)</i></p>	<p>HE.5.C.2.1 Predict how families may influence various health practices of children. <i>(Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.)</i></p>
ACCESS POINTS		
<p>HE.3.C.2.In.a Identify ways different family and friend’s traditions or customs may influence health behaviors, such as the family’s diet and eating meals together.</p>	<p>HE.4.C.2.In.a Identify important ways the family influences health behaviors and practices of children, such as diet, hygiene practices, physical activity, and home remedies.</p>	<p>HE.5.C.2.In.a Describe how families may influence various health practices of children, such as through facilitating involvement in youth sports, practicing good family hygiene, and having healthy eating habits.</p>
<p>HE.3.C.2.Su.a Recognize ways different family and friend’s traditions or customs may influence health behaviors, such as the family’s diet and eating meals together.</p>	<p>HE.4.C.2.Su.a Recognize important ways the family influences health behaviors and practices of children, such as diet, hygiene practices, and physical activity.</p>	<p>HE.5.C.2.Su.a Identify ways families influence health practices of children, such as through facilitating involvement in youth sports, practicing good family hygiene, and having healthy eating habits.</p>
<p>HE.3.C.2.Pa.a Associate a family tradition or custom with a health behavior, such as eating meals with family members.</p>	<p>HE.4.C.2.Pa.a Recognize that families help children learn healthy behaviors and practices.</p>	<p>HE.5.C.2.Pa.a Recognize a way the family influences health behaviors of children, such as through facilitating involvement in youth sports, practicing good family hygiene, or having healthy eating habits.</p>
Not applicable	<p>HE.4.C.2.2 Explain the important role that friends/peers may play on health practices and behaviors. <i>(Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.)</i></p>	<p>HE.5.C.2.2 Predict how friends/peers may influence various health practices of children. <i>(Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.)</i></p>
ACCESS POINTS		
	<p>HE.4.C.2.In.b Identify positive or negative roles that friends/peers may play on health practices and behaviors, such as bullying, smoking, or inhalant use.</p>	<p>HE.5.C.2.In.b Describe how friends/peers may influence various health practices of children, such as applying peer pressure to smoke or to cheat, and standing up for someone being bullied.</p>
	<p>HE.4.C.2.Su.b Recognize a role</p>	<p>HE.5.C.2.Su.b Identify positive and</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

	friends/peers may have on health behaviors, such as bullying or smoking.	negative examples of ways friends may influence health practices of children, such as applying peer pressure to smoke or to cheat, and standing up for someone being bullied.
	HE.4.C.2.Pa.b Recognize healthy behaviors of friends/peers.	HE.5.C.2.Pa.b Recognize positive and negative examples of selected behaviors of friends, such as friendly or unfriendly behaviors.
HE.3.C.2.3 Explore how the traditions and customs of the school and community influence health behavior of children. <i>(Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals and community/school gardens.)</i>	HE.4.C.2.3 Explain the important roles that school and community play on health practices and behaviors. <i>(Disaster preparedness, school breakfast programs, youth organizations, and recycling.)</i>	HE.5.C.2.3 Predict how the school and community influence various health practices of children. <i>(After-school activities, community safety education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.)</i>
ACCESS POINTS		
HE.3.C.2.In.c Identify ways the traditions and customs of the school and community influence health behaviors of children, such as health fairs, fundraisers, and special celebrations.	HE.4.C.2.In.c Identify the important roles that the school and community play in promoting health practices and behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and recycling.	HE.5.C.2.In.c Describe how the school and community influence various health practices of children, such as offering after-school activities, community safety education programs, and a variety of nutritious foods at lunch.
HE.3.C.2.Su.c Recognize a way the traditions and customs of the school or community influence health behaviors of children, such as health fairs, fundraisers, and special celebrations.	HE.4.C.2.Su.c Recognize an important role that the school and community play in promoting health practices and behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and recycling.	HE.5.C.2.Su.c Identify ways the school and community influence various health practices of children, such as offering after-school activities, community safety education programs, and a variety of nutritious foods at lunch.
HE.3.C.2.Pa.c Recognize a selected tradition or custom of the school that influences health behavior, such as health fairs, fundraisers, or special celebrations.	HE.4.C.2.Pa.c Recognize a way the school promotes health behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and school safety rules.	HE.5.C.2.Pa.c Recognize ways the school influences health practices of children, such as offering after-school activities, community safety education programs, a variety of nutritious foods at lunch, and bus safety rules.
HE.3.C.2.4 Identify classroom and school rules that promote health and disease prevention. <i>(Following rules for walking in hallways, keeping area clean, listening to crossing guard, and bike safety.)</i>	HE.4.C.2.4 Recognize types of school rules and community laws that promote health and disease prevention. <i>(Helmet law, clean indoor air laws, and speed limits.)</i>	HE.5.C.2.4 Give examples of school and public health policies that influence health promotion and disease prevention. <i>(Head lice guidelines, seat belt and child restraint laws, helmet laws, fire/severe weather/lockdown drills, school bus rules, and immunization requirements.)</i>
ACCESS POINTS		
HE.3.C.2.In.d Identify selected classroom and school rules that promote health and disease prevention, such as walk/don't run, washing hands, and keeping personal	HE.4.C.2.In.d Recognize selected community laws that promote health and disease prevention, such as helmet laws and speed limits.	HE.5.C.2.In.d Identify selected school and public health policies that influence health promotion and disease prevention, such as head lice guidelines, seat belt laws, fire drills,

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

areas clean, and listening to crossing guards.		and school bus rules.
HE.3.C.2.Su.d Recognize classroom rules that promote health and disease prevention, such as walk/don't run, washing hands, keeping personal areas clean, and listening to school crossing guards.	HE.4.C.2.Su.d Recognize school rules that promote health and disease prevention, such as proper disposal of trash, obeying crossing guards, and bicycle safety.	HE.5.C.2.Su.d Recognize school and public health policies that influence health promotion and disease prevention, such as head lice guidelines, seat belt laws, fire drills, and school bus rules.
HE.3.C.2.Pa.d Recognize a classroom rule that promotes health and disease prevention, such as washing hands, keeping personal areas clean, or practicing appropriate hygiene.	HE.4.C.2.Pa.d Recognize a way the school promotes health behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and school safety rules.	HE.5.C.2.Pa.d Recognize ways the school influences health practices of children, such as offering after-school activities, community safety education programs, a variety of nutritious foods at lunch, and bus safety rules.
HE.3.C.2.5 Discuss the positive and negative impacts media may have on health. <i>(Positives: choosing healthy foods, exercising, being physical activity and not using drugs, acceptance of cultural diversity; negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.)</i>	HE.4.C.2.5 Explain how media influences personal thoughts, feelings, and health behaviors. <i>(Insidious marketing/product placement, branding, and anti-drug campaigns.)</i>	HE.5.C.2.5 Determine how media influences family health behaviors and the selection of health information, products, and services. <i>(Severe weather alerts, health product commercials, television cooking shows, and PSAs.)</i>
ACCESS POINTS		
HE.3.C.2.In.e Identify positive and negative impacts media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.	HE.4.C.2.In.e Identify ways media and the use of technology influences personal thoughts, feelings, and health behaviors, such as product placement, promoting certain brands, anti-drug campaigns, video games, and seat belt alarms.	HE.5.C.2.In.e Describe ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens.
HE.3.C.2.Su.e Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.	HE.4.C.2.Su.e Recognize ways media and the use of technology influence personal thoughts, feelings, and health behaviors, such as promoting brands, anti-drug campaigns, video games, and seat belt alarms.	HE.5.C.2.Su.e Recognize ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens.
HE.3.C.2.Pa.e Recognize a positive impact media or technology may have on health, such as promoting healthy food choices.	HE.4.C.2.Pa.e Recognize a way media or the use of technology affects an emotion or a health behavior.	HE.5.C.2.Pa.e Recognize ways media and technology affect family health behaviors, such as healthy eating and using exercise equipment.
HE.3.C.2.6 Discuss the positive and negative impacts technology may have on health. <i>(Positives: calling 911, using a pedometer, playing electronic interactive video games that</i>	HE.4.C.2.6 Explain how technology influences personal thoughts, feelings, and health behaviors. <i>(Cyber-bullying, habitual gaming, violent video games, and seat belt alarm.)</i>	HE.5.C.2.6 Describe ways that technology can influence family health behaviors. <i>(Seat belt alarms, carbon monoxide detectors, microwave ovens, and clever advertising.)</i>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<i>promote physical activity, medical advances, and collaboration negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.)</i>		
ACCESS POINTS		
HE.3.C.2.In.f Identify positive and negative impacts media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.	HE.4.C.2.In.f Identify ways media and the use of technology influences personal thoughts, feelings, and health behaviors, such as product placement, promoting certain brands, anti-drug campaigns, video games, and seat belt alarms.	HE.5.C.2.In.f Describe ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens.
HE.3.C.2.Su.f Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.	HE.4.C.2.Su.f Recognize ways media and the use of technology influence personal thoughts, feelings, and health behaviors, such as promoting brands, anti-drug campaigns, video games, and seat belt alarms.	HE.5.C.2.Su.f Recognize ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens.
HE.3.C.2.Pa.f Recognize a positive impact media or technology may have on health, such as promoting healthy food choices.	HE.4.C.2.Pa.f Recognize a way media or the use of technology affects an emotion or a health behavior.	HE.5.C.2.Pa.f Recognize ways media and technology affect family health behaviors, such as healthy eating and using exercise equipment.
HE.5.C.2.7 Discuss how various cultures can influence personal health beliefs. (Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.)		
ACCESS POINTS		
HE.5.C.2.In.g Identify how various cultures can influence personal health beliefs, such as food choices, health risks from tobacco use, and healthy skin care.		
HE.5.C.2.Su.g Recognize how culture can influence personal health beliefs, such as food choices, health risks from tobacco use, and healthy skin care.		
HE.5.C.2.Pa.g Associate a cultural activity with healthy behaviors, such as eating special meals.		

HE.5.C.2.8 Investigate influences that change health beliefs and behaviors.

(Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat belts/child restraints.)

ACCESS POINTS

HE.5.C.2.In.h Identify influences that change health beliefs and behaviors, such as information about tobacco use, firearm safety, and the use of seat belts/child restraints.

HE.5.C.2.Su.h Recognize influences that change health beliefs and behaviors, such as information about tobacco use, firearm safety, and use of seat belts/child restraints.

HE.5.C.2.Pa.h Recognize ways the school influences health practices of children, such as offering after-school activities, community safety education programs, a variety of nutritious foods at lunch, and bus safety rules.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6	Grade 7	Grade 8
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.6.C.2.1 Examine how family influences the health of adolescents. <i>(Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.)</i></p>	<p>HE.7.C.2.1 Examine how family health behaviors influence health of adolescents. <i>(Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.)</i></p>	<p>HE.8.C.2.1 Assess the role of family health beliefs on the health of adolescents. <i>(Alternative medical care, family religious beliefs, and importance of physical activity.)</i></p>
ACCESS POINTS		
<p>HE.6.C.2.In.a Identify how family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.</p>	<p>HE.7.C.2.In.a Identify how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.</p>	<p>HE.8.C.2.In.a Describe the role of family health beliefs on the health of adolescents, such as beliefs about alternative medical care, family religious beliefs, and the importance of physical activity.</p>
<p>HE.6.C.2.Su.a Recognize ways that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.</p>	<p>HE.7.C.2.Su.a Recognize how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.</p>	<p>HE.8.C.2.Su.a Identify the role of family health beliefs on the health of adolescents, such as beliefs about alternative medical care, family religious beliefs, and the importance of physical activity.</p>
<p>HE.6.C.2.Pa.a Recognize a way that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.</p>	<p>HE.7.C.2.Pa.a Recognize a way that a family health behavior influences the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.</p>	<p>HE.8.C.2.Pa.a Recognize a way family health beliefs may influence the health of adolescents, such as beliefs about alternative medical care, family religious beliefs, or the importance of physical activity.</p>
<p>HE.6.C.2.2 Examine how peers influence the health of adolescents. <i>(Conflict resolution skills, reproductive health misinformation, and spreading rumors.)</i></p>	<p>HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents. <i>(Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.)</i></p>	<p>HE.8.C.2.2 Assess how the health beliefs of peers may influence adolescent health. <i>(Drug use myths, perception of healthy body composition, and perceived benefits of energy drinks.)</i></p>
ACCESS POINTS		
<p>HE.6.C.2.In.b Identify ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive health information, and spreading rumors.</p>	<p>HE.7.C.2.In.b Describe ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.</p>	<p>HE.8.C.2.In.b Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of a healthy body composition, and fear of getting a friend in trouble or losing a friend.</p>
<p>HE.6.C.2.Su.b Recognize ways peers may influence the health of</p>	<p>HE.7.C.2.Su.b Identify ways peers may influence the health behaviors of</p>	<p>HE.8.C.2.Su.b Describe how the health beliefs of peers may influence</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive health information, and spreading rumors.	adolescents, such as modeling self-confidence, trying new foods, and having prejudices.	adolescent health, such as myths about drug use, perception of a healthy body composition, and fear of getting a friend in trouble or losing a friend.
HE.6.C.2.Pa.b Recognize a way peers may influence the health of adolescents, such as using of conflict resolution and negotiation skills, providing incorrect reproductive health information, or spreading rumors.	HE.7.C.2.Pa.b Recognize selected ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.	HE.8.C.2.Pa.b Recognize selected ways the beliefs of peers may influence the health of adolescents, such as myths about drug use, perception of a healthy body composition, and fear of getting a friend in trouble or losing a friend.
HE.6.C.2.3 Identify the impact of health information conveyed to students by the school and community. <i>(First aid education program, refusal skills practice, and healthy body composition: BMI.)</i>	HE.7.C.2.3 Examine how the school and community may influence the health behaviors of adolescents. <i>(Gun lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.)</i>	HE.8.C.2.3 Analyze how the school and community may influence adolescent health. <i>(Drug abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.)</i>
ACCESS POINTS		
HE.6.C.2.In.c Recognize health information conveyed to students by the school and community, such as first aid education programs, refusal skills practice, and healthy body composition and body mass index (BMI).	HE.7.C.2.In.c Identify ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.	HE.8.C.2.In.c Describe how the school and community may influence adolescent health, such as providing drug abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.
HE.6.C.2.Su.c Recognize selected health information conveyed to students by the school and community, such as first aid education programs, refusal skills practice, and healthy body composition and body mass index (BMI).	HE.7.C.2.Su.c Recognize selected ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.	HE.8.C.2.Su.c Identify how the school and community may influence adolescent health, such as providing drug abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.
HE.6.C.2.Pa.c Recognize one type of health information conveyed to students by the school, such as first aid education programs, refusal skills practice, and healthy body composition, and body mass index (BMI).	HE.7.C.2.Pa.c Recognize a way the school or community may influence the health behaviors of adolescents, such as having fire and tornado drills or providing healthy foods in vending machines.	HE.8.C.2.Pa.c Recognize how the school may influence the health behaviors of adolescents, such as providing drug abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.
HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention. <i>(Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.)</i>	Not applicable	HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention. <i>(Speed limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.)</i>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

ACCESS POINTS	ACCESS POINTS	ACCESS POINTS
<p>HE.6.C.2.In.d Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school zone speeding laws, and school district wellness policies.</p>	<p><i>Not applicable</i></p>	<p>HE.8.C.2.In.d Describe a school or public health policy that influences health promotion and disease prevention, such as speed limit laws, immunization requirements, or universal precautions.</p>
<p>HE.6.C.2.Su.d Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school zone speeding laws, or school district wellness policies.</p>		<p>HE.8.C.2.Su.d Recognize school and public health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.</p>
<p>HE.6.C.2.Pa.d Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school zone speeding laws, or school district wellness policies.</p>		<p>HE.8.C.2.Pa.d Recognize a school and a public health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.</p>
<p>HE.6.C.2.5 Examine how media influences peer and community health behaviors. <i>(Derogatory lyrics in music, anti-drug PSAs, sport beverage commercials, and Internet safety.)</i></p>	<p>HE.7.C.2.5 Analyze how messages from media influence health behaviors. <i>(Sports figures promoting fast food, provocative images in film/print advertisements, coolness/appeal of smoking, and dangerous, life threatening stunts.)</i></p>	<p>HE.8.C.2.5 Research marketing strategies behind health-related media messages. <i>(Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.)</i></p>
ACCESS POINTS		
<p>HE.6.C.2.In.e Identify how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public service announcements, and sport beverage commercials.</p>	<p>HE.7.C.2.In.e Identify how messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.</p>	<p>HE.8.C.2.In.e Examine selected marketing strategies behind health-related media messages using selected resources, such as social acceptance of alcohol use, promotion of thinness as the best body type, and using sexual images to sell products.</p>
<p>HE.6.C.2.Su.e Recognize how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public service announcements, and sport beverage commercials.</p>	<p>HE.7.C.2.Su.e Identify ways messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.</p>	<p>HE.8.C.2.Su.e Identify a marketing strategy used in a selected media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.</p>
<p>HE.6.C.2.Pa.e Recognize a way the media can influence peer or community health behaviors, such as by airing derogatory music lyrics, anti-drug public service announcements, or sport beverage commercials.</p>	<p>HE.7.C.2.Pa.e Recognize a way a selected media message may influence health behavior, such as using sports figures to promote fast food, using provocative images in film and print advertisements, or portraying smoking as appealing.</p>	<p>HE.8.C.2.Pa.e Recognize a marketing strategy used in a health-related media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.</p>
<p>HE.6.C.2.6 Propose ways that technology can influence peer and community health behaviors. <i>(Internet social media/networking sites, heart rate monitors, and cross-walk signals.)</i></p>	<p>HE.7.C.2.6 Evaluate the influence of technology in locating valid health information. <i>(Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations,</i></p>	<p>HE.8.C.2.6 Analyze the influence of technology on personal and family health. <i>(TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for</i></p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

	<i>Internet and cell phone apps.)</i>	<i>health information.)</i>
	ACCESS POINTS	
HE.6.C.2.In.f Identify ways technology can influence peer and community health behaviors, such as the use of Internet social networking sites, heart rate monitors, and crosswalk signals.	HE.7.C.2.In.f Identify the influence of technology in locating valid health information, such as information from specific health Web sites—Center for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.	HE.8.C.2.In.f Describe ways technology influences personal and family health, such as the use of personal electronic devices, television, and headphones.
HE.6.C.2.Su.f Identify a way technology can influence peer or community health behaviors, such as Internet social networking sites, heart rate monitors, or crosswalk signals.	HE.7.C.2.Su.f Recognize the influence of technology in locating valid health information, such as information from specific health Web sites—Center for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.	HE.8.C.2.Su.f Identify ways technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.
HE.6.C.2.Pa.f Recognize a way that technology can influence peer or community health behaviors, such as Internet social networking sites, heart rate monitors, or crosswalk signals.	HE.7.C.2.Pa.f Recognize that technology can provide accurate health information for people, such as information from specific health Web sites—Center for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.	HE.8.C.2.Pa.f Recognize a way that technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.
HE.6.C.2.7 Investigate cultural changes related to health beliefs and behaviors. <i>(School breakfast programs, fast food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.)</i>	HE.7.C.2.7 Determine how cultural changes related to health beliefs and behaviors impact personal health. <i>(Americanization of fast food across the globe, infant feeding: breast vs. bottle, prevalence of diabetes, cell phone use, and timeliness of emergency response.)</i>	HE.8.C.2.7 Describe the influence of culture on health beliefs, practices, and behaviors. <i>(Medical procedures such as male circumcision, sexual abstinence, and prescription drug use.)</i>
	ACCESS POINTS	
HE.6.C.2.In.g Recognize cultural changes related to health beliefs and behaviors, such as the availability of school breakfast programs, fast food menus, and fitness programs.	HE.7.C.2.In.g Identify ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant feeding practices, prevalence of diabetes, cell phone use, and the timeliness of emergency response.	HE.8.C.2.In.g Identify the influence of culture on health beliefs, practices, and behaviors, such as medical procedures, sexual abstinence, and prescription drug use.
HE.6.C.2.Su.g Recognize a cultural change related to health beliefs and behaviors, such as the availability of school breakfast programs, fast food menus, and fitness programs.	HE.7.C.2.Su.g Recognize ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant feeding practices, prevalence of diabetes, cell phone use, and the timeliness of emergency response.	HE.8.C.2.Su.g Recognize an influence of culture on health beliefs, practices, and behaviors regarding matters such as medical procedures, sexual abstinence, and prescription drug use.
HE.6.C.2.Pa.g Recognize a way the behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.	HE.7.C.2.Pa.g Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.	HE.8.C.2.Pa.g Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, or marijuana use.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<p>HE.6.C.2.8 Determine how social norms may impact healthy and unhealthy behavior. <i>(Alcohol, tobacco and inhalant use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close by location.)</i></p>	<p>HE.7.C.2.8 Evaluate how changes in social norms impact healthy and unhealthy behavior. <i>(Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.)</i></p>	<p>HE.8.C.2.8 Explain how the perceptions of norms influence healthy and unhealthy behaviors. <i>(Sexual abstinence, prescription drug use, marijuana use, and perception that certain abusive relationship behaviors are “normal.”)</i></p>
ACCESS POINTS		
<p>HE.6.C.2.In.h Recognize how social norms may impact healthy and unhealthy behaviors, such as using inhalants, wearing seat belts, and walking or biking instead of riding in a vehicle to a close location.</p>	<p>HE.7.C.2.In.h Identify how changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p>	<p>HE.8.C.2.In.h Describe how the perception of common social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, and marijuana use.</p>
<p>HE.6.C.2.Su.h Recognize a way social norms may impact healthy and unhealthy behaviors, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.</p>	<p>HE.7.C.2.Su.h Recognize ways that changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p>	<p>HE.8.C.2.Su.h Identify how the perceptions of selected social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, and marijuana use.</p>
<p>HE.6.C.2.Pa.h Recognize a way a behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.</p>	<p>HE.7.C.2.Pa.h Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p>	<p>HE.8.C.2.Pa.h Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, or marijuana use.</p>
<p>HE.6.C.2.9 Identify the influence of personal values, attitudes and beliefs about individual health practices and behaviors. <i>(Curiosity, interests, fears, likes and dislikes.)</i></p>	<p>HE.7.C.2.9 Explain the influence of personal values, attitudes and beliefs about individual health practices and behaviors. <i>(Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.)</i></p>	<p>HE.8.C.2.9 Analyze the influence of personal values, attitudes and beliefs about individual health practices and behaviors. <i>(Social conformity, desires, and impulses.)</i></p>
ACCESS POINTS		
<p>HE.6.C.2.In.i Identify the influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.</p>	<p>HE.7.C.2.In.i Recognize how personal values, attitude and beliefs influence individual health practices and behaviors.</p>	<p>HE.8.C.2.In.i Identify how personal values, attitude and beliefs influence individual health practices and behaviors.</p>
<p>HE.6.C.2.Su.i Recognize an influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.</p>	<p>HE.7.C.2.Su.i Recognize how a personal value, attitude or belief influences an individual health practice or behavior.</p>	<p>HE.8.C.2.Su.i Identify how a personal value, attitude or belief influences an individual health practice or behavior.</p>
<p>HE.6.C.2.Pa.i Associate a personal belief with an individual health practice, such as participating in sports, using over-the-counter drugs, or wearing seat belts.</p>	<p>HE.7.C.2.Pa.i Recognize how likes and dislikes influence choice-making.</p>	<p>HE.8.C.2.Pa.i Identify how likes and dislikes influence choice-making.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 -12

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

HE.912.C.2.1 Analyze how the family influences the health of individuals.

(Nutritional management of meals, composition of and relationships within families, and health insurance status.)

ACCESS POINTS

HE.912.C.2.In.a Explain how the family influences the health of individuals, such as nutritional management of meals, the composition of the family, and health insurance status.

HE.912.C.2.Su.a Describe how the family influences the health of individuals, such as providing nutritious meals, the composition of the family, and health insurance status.

HE.912.C.2.Pa.a Recognize selected ways the family influences the health of family members, such as providing nutritious meals and the composition of the family.

HE.912.C.2.2 Compare how peers influence healthy and unhealthy behaviors.

(Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.)

ACCESS POINTS

HE.912.C.2.In.b Examine how peers influence healthy and unhealthy behaviors, such as binge drinking and social groups, pressuring a girlfriend or boyfriend to be sexually active, and student recommendations for school vending machines.

HE.912.C.2.Su.b Describe how peers influence healthy and unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.

HE.912.C.2.Pa.b Recognize ways peers influence healthy or unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.

HE.912.C.2.3 Assess how the school and community can affect personal health practice and behaviors.

(Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.)

ACCESS POINTS

HE.912.C.2.In.c Describe how the school and community can influence personal health practice and behavior, such as healthy foods in vending machines, required health education, and health screenings.

HE.912.C.2.Su.c Identify how the school and community can influence personal health practice and behavior, such as having healthy food in vending machines, required health education, and health screenings.

HE.912.C.2.Pa.c Recognize ways the school and community can influence personal health, such as having healthy food in vending machines, required health education, and health screenings.

HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

(Seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.)

ACCESS POINTS

HE.912.C.2.In.d Describe how public health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and reporting communicable diseases.

HE.912.C.2.Su.d Identify ways school and public health policies can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and reporting communicable diseases.

HE.912.C.2.Pa.d Recognize ways selected school and public health policies can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and assessing health status.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<p>HE.912.C.2.5 Evaluate the effect of media on personal and family health. <i>(Comparison of brand name/store brand items in home, analyzes television viewing habits, identifying effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.)</i></p>
ACCESS POINTS
HE.912.C.2.In.e Examine the effect of media on personal and family health, such as comparing name and store brand items in the home, analyzing television viewing habits, and identifying effective public service announcements (PSAs).
HE.912.C.2.Su.e Describe the effect of media on personal and family health, such as comparing name and store brand items in the home, analyzing television viewing habits, and identifying effective public service announcements (PSAs).
HE.912.C.2.Pa.e Recognize the effect of media on personal and family health, such as television viewing habits and sedentary lifestyle and identifying effective public service announcements (PSAs).
<p>HE.912.C.2.6 Evaluate the impact of technology on personal, family, and community health. <i>(AED use in community, pedestrian cross walks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.)</i></p>
ACCESS POINTS
HE.912.C.2.In.f Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites.
HE.912.C.2.Su.f Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites.
HE.912.C.2.Pa.f Recognize a way that the use of technology impacts personal, family, or community health, such as the availability of audible directions on pedestrian cross walks or hotlines such as 211 or related Web sites.
<p>HE.912.C.2.7 Analyze how culture supports and challenges health beliefs, practices, and behaviors. <i>(Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.)</i></p>
ACCESS POINTS
HE.912.C.2.In.g Describe ways that culture supports and challenges health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.
HE.912.C.2.Su.g Identify ways culture influences health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.
HE.912.C.2.Pa.g Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.
<p>HE.912.C.2.8 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. <i>(Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.)</i></p>
ACCESS POINTS
HE.912.C.2.In.h Describe how the perceptions of social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.
HE.912.C.2.Su.h Describe how the perceptions of selected social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.
HE.912.C.2.Pa.h Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.
<p>HE.912.C.2.9 Evaluate the influence of personal values, attitudes and beliefs about individual health practices and behaviors. <i>(Social conformity, self-discipline, and impulse vs. delayed gratification.)</i></p>
ACCESS POINTS
HE.912.C.2.In.i Explain how personal values, attitude and beliefs influence individual health practices and behaviors.
HE.912.C.2.Su.i Identify how personal values, attitude and beliefs influence individual health practices and behaviors.
HE.912.C.2.Pa.i Identify how a personal value, attitude or belief influences an individual health practice or behavior.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.K.B.3.1 Recognize warning labels and signs on hazardous products and places. <i>(Poison symbol, universal symbol for "no", and crosswalk signals.)</i></p>	<p>HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places. <i>(Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.)</i></p>	<p>HE.2.B.3.1 Understand the meaning of warning labels and signs on hazardous products. <i>(Hazardous waste sign and medication labels.)</i></p>
ACCESS POINTS		
<p>HE.K.B.3.In.a Recognize selected warning labels and signs on hazardous products and places, such as poison labels and crosswalk signals.</p>	<p>HE.1.B.3.In.a Identify the meaning of common warning labels and signs on hazardous products and situations, such as burns, poison, and no swimming areas.</p>	<p>HE.2.B.3.In.a Describe the meaning of common warning labels and signs on hazardous products and situations, such as poison labels, medication labels, and hazardous waste signs.</p>
<p>HE.K.B.3.Su.a Recognize a warning sign of selected products or situations that may be harmful to children, such as cleaning products, crossing the street, or wet floors.</p>	<p>HE.1.B.3.Su.a Recognize the meaning of a warning label or sign for a hazardous product.</p>	<p>HE.2.B.3.Su.a Recognize the meaning of warning labels and signs on hazardous products, such as poison labels and hazardous waste signs.</p>
<p>HE.K.B.3.Pa.a Associate a selected warning sign with a product or situation that may be harmful to children, such as cleaning products and crossing the street.</p>	<p>HE.1.B.3.Pa.a Recognize a selected warning sign of a product that is harmful, such as poisonous products.</p>	<p>HE.2.B.3.Pa.a Recognize selected warning signs or symbols on dangerous products.</p>
<p>HE.K.B.3.2 Recognize school and community health helpers. <i>(Fire, police, medical, and school personnel.)</i></p>	<p>HE.1.B.3.2 Identify trusted adults and professionals who can help promote health. <i>(Parent, teacher, coach, counselor, and school nurse.)</i></p>	<p>HE.2.B.3.2 Select trusted adults and professionals who can help promote health. <i>(Family members, educators, and environmentalists.)</i></p>
ACCESS POINTS		
<p>HE.K.B.3.In.b Recognize health helpers in the school or community, such as teachers, the school nurse, and doctors.</p>	<p>HE.1.B.3.In.b Recognize trusted adults and professionals who can help promote health, such as fire rescue/EMT, police, counselor, nurse, dentist, and doctor.</p>	<p>HE.2.B.3.In.b Identify trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.</p>
<p>HE.K.B.3.Su.b Recognize a health helper in the school or community, such as a teacher, the school nurse, or a doctor.</p>	<p>HE.1.B.3.Su.b Recognize trusted adults and professionals who can help promote health at school, such as the teacher, a counselor, and the school nurse.</p>	<p>HE.2.B.3.Su.b Recognize trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.</p>
<p>HE.K.B.3.Pa.b Associate a member of the school with health, such as the school nurse.</p>	<p>HE.1.B.3.Pa.b Recognize a trusted adult in the classroom who can help promote health, such as a teacher.</p>	<p>HE.2.B.3.Pa.b Recognize a trusted adult in the classroom and school who can help promote health, such as a teacher or the school nurse.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.3.B.3.1 Locate resources from home, school, and community that provide valid health information. <i>(Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.)</i></p>	<p>HE.4.B.3.1 Describe characteristics of valid health information, products and services. <i>(Professional certification, components of proper labeling, complete directions for use, source, and date.)</i></p>	<p>HE.5.B.3.1 Discuss characteristics of valid health information, products, and services. <i>(Reliable source, current information, and medically accurate information.)</i></p>
ACCESS POINTS		
<p>HE.3.B.3.In.a Identify a resource from home, school, and the community that provides valid health information, such as a Web site, brochure, or book.</p>	<p>HE.4.B.3.In.a Identify characteristics of valid health information, products, and services, such as professional certification, complete directions for use, source, and date.</p>	<p>HE.5.B.3.In.a Describe characteristics of valid health information, products, and services, such as being a reliable source, having current information, and being medically accurate.</p>
<p>HE.3.B.3.Su.a Recognize a resource from home, school, or the community that provides valid health information, such as a Web site, brochure, or book.</p>	<p>HE.4.B.3.Su.a Recognize characteristics of valid health information, products, and services, such as complete directions for use, source, and date.</p>	<p>HE.5.B.3.Su.a Identify selected characteristics of valid health information, such as being a reliable source, having current information, and being medically accurate.</p>
<p>HE.3.B.3.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.</p>	<p>HE.4.B.3.Pa.a Recognize trusted adults or health care providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors.</p>	<p>HE.5.B.3.Pa.a Recognize health care providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor.</p>
<p>HE.3.B.3.2 Describe criteria for selecting health information, resources, products, and services. <i>(Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.)</i></p>	<p>HE.4.B.3.2 Construct criteria for selecting health resources, products, services, and reputable technologies. <i>(Asking if health resources are safe, affordable, and available.)</i></p>	<p>HE.5.B.3.2 Evaluate criteria for selecting health resources, products, and services. <i>(Function, directions for use, competence of the provider, and costs.)</i></p>
ACCESS POINTS		
<p>HE.3.B.3.In.b Recognize criteria for selecting health resources, products, and services, such as the intended purpose and use.</p>	<p>HE.4.B.3.In.b Identify criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.</p>	<p>HE.5.B.3.In.b Describe criteria for selecting common health resources, products, and services, such as function, directions for use, and competence of the provider.</p>
<p>HE.3.B.3.Su.b Recognize a criterion for selecting a common health product or service, such as the intended purpose.</p>	<p>HE.4.B.3.Su.b Recognize criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.</p>	<p>HE.5.B.3.Su.b Identify criteria for selecting common health resources, products, and services, such as function, directions for use, and competence of the provider.</p>
<p>HE.3.B.3.Pa.b Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.</p>	<p>HE.4.B.3.Pa.b Associate selected health products and services with related health activities.</p>	<p>HE.5.B.3.Pa.b Recognize intended use of selected health products.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<p>HE.3.B.3.3 Describe how the media influences the selection of health information, products, and services. <i>(Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention.)</i></p>	<p>HE.4.B.3.3 Examine resources from home, school and community that provide valid health information. <i>(Internet, reputable web sites, media: television, radio, brochures, books, professional interviews, and hospital.)</i></p>	<p>HE.5.B.3.3 Compile resources from home, school, and community, technologies that provide valid health information. <i>(Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals.)</i></p>
ACCESS POINTS		
<p>HE.3.B.3.In.c Identify ways media messages influence the selection of health information, products, and services, such as infomercials, cereal boxes, billboards, and medicine advertisements.</p>	<p>HE.4.B.3.In.c Identify selected resources of valid health information at home, school and in the community, such as Internet sites, television and radio shows, brochures, and books.</p>	<p>HE.5.B.3.In.c Identify resources for valid health information in the home, school, and community, such as the library, brochures, and books.</p>
<p>HE.3.B.3.Su.c Recognize ways media messages influence the selection of health information, products, and services, such as infomercials, cereal boxes, billboards, and medicine advertisements.</p>	<p>HE.4.B.3.Su.c Recognize selected resources from home, school, and community that provide valid health information, such as Internet sites, television and radio shows, brochures, and books.</p>	<p>HE.5.B.3.Su.c Recognize resources for valid health information in the home, school, and community, such as the library, brochures, and books.</p>
<p>HE.3.B.3.Pa.c Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.</p>	<p>HE.4.B.3.Pa.c Recognize trusted adults or health care providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors.</p>	<p>HE.5.B.3.Pa.c Recognize health care providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6	Grade 7	Grade 8
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.6.B.3.1 Examine the validity of health information, and determine the cost of health products, and services. <i>(Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.)</i></p>	<p>HE.7.B.3.1 Analyze the validity of health information, products, and services. <i>(Advertisements, health claim articles, personal care product claims, and tobacco use information, internet searches, store visits, newspaper use, phone book search, and personal call to sources for information.)</i></p>	<p>HE.8.B.3.1 Analyze valid and reliable health services and the cost of products. <i>(Current research and news/standard practice; prescriptions/ generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin care products, nutritional supplements, and health care provide.)</i></p>
ACCESS POINTS		
<p>HE.6.B.3.In.a Identify the validity of selected health information for a product and a service, such as an advertisement, Internet, infomercial, article, and flyer.</p>	<p>HE.7.B.3.In.a Identify the validity of health information, products, and services, such as in advertisements, health claim articles, personal care product claims, and tobacco use information.</p>	<p>HE.8.B.3.In.a Identify the validity and reliability of health services and determine differences in the cost of similar health services to assess value, such as current research and news/standard practice, - prescriptions – generic cs. Store brand/name brand.</p>
<p>HE.6.B.3.Su.a Recognize the validity of selected health information for a product or service, such as an advertisement, Internet, infomercial, article, or flyer.</p>	<p>HE.7.B.3.Su.a Recognize the validity of a selected health information, product, and service, such as in advertisements, health claim articles, personal care product claims, or tobacco use information.</p>	<p>HE.7.B.3.Su.a Recognize the validity and reliability of a selected health service and compare cost of selected similar health services to assess value, such as current research and news/standard practice, - prescriptions – generic cs. Store brand/name brand.</p>
<p>HE.6.B.3.Pa.a Recognize a health-related product or service.</p>	<p>HE.7.B.3.Pa.a Distinguish between a product or service that promotes health and one that does not, such as toothpaste and cigarettes.</p>	<p>HE.7.B.3.Pa.a Recognize selected factors regarding health services such as eligibility for services or purchase, parental authorization, and affordability.</p>
		<p>HE.8.B.3.2 Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. <i>(Reliability of advertisements, articles, infomercials, and web-based products, health department, community agencies, and prescribed medications vs. over-the-counter.)</i></p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

		ACCESS POINTS
		<p>HE.8.B.3.In.b Examine the accessibility of products and services that enhance health, such as the health department, community agencies, and availability of prescribed and over-the-counter medications.</p> <p>HE.8.B.3.Su.b Identify valid health information from home, school, and community, such as information from media sources, local organizations, and school news.</p> <p>HE.8.B.3.Pa.b Recognize information, products, and services that promote health, such as advertisements, articles, infomercials, and Web-based messages.</p>
<p>HE.6.B.3.3 Investigate a variety of technologies to gather health information. <i>(Thermometer, television, internet, audio books, tip- lines, and technology tools.)</i></p>	<p>HE.7.B.3.3 Compare a variety of technologies to gather health information. <i>(WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile Diagnostic Imaging vs. hospital MRI.)</i></p>	<p>HE.8.B.3.3 Recommend a variety of technologies to gather health information. <i>(Glucose monitor, MRI, EKG, CAT-scan, scales (BMI), pedometer, internet, and cell phone apps.)</i></p>
		ACCESS POINTS
<p>HE.6.B.3.In.c Use a technology to gather health information, such as a computer, thermometer, phone, television, or audio book.</p>	<p>HE.7.B.3.In.c Identify two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician’s office equipment.</p>	<p>HE.8.B.3.In.c Identify selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.</p>
<p>HE.6.B.3.Su.c Use a selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book.</p>	<p>HE.7.B.3.Su.c Recognize two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician’s office equipment.</p>	<p>HE.8.B.3.Su.c Recognize selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.</p>
<p>HE.6.B.3.Pa.c Use a technology to recognize selected health information, such as a computer, television, or audio book.</p>	<p>HE.7.B.3.Pa.c Recognize that there are a variety of technologies that can be used to gather health information such as WebMD vs. Wikipedia.</p>	<p>HE.8.B.3.Pa.c Recognize a selected technology resource that provides accurate information, such as a glucose monitor.</p>
<p>HE.6.B.3.4 Describe situations when professional health services may be required. <i>(Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.)</i></p>	<p>HE.7.B.3.4 Differentiate among professional health services that may be required. <i>(Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.)</i></p>	<p>HE.8.B.3.4 Determine situations when specific professional health services or providers may be required. <i>(Head injuries, infections, depression, and abuse.)</i></p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

ACCESS POINTS		
<p>HE.6.B.3.In.d Identify selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.</p>	<p>HE.7.B.3.In.d Identify professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family physician services, and counseling services.</p>	<p>HE.8.B.3.In.d Describe situations when specific professional health services or providers may be required, such as head injuries, infections, and depression.</p>
<p>HE.6.B.3.Su.d Recognize selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.</p>	<p>HE.7.B.3.Su.d Recognize professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family physician services, and counseling services.</p>	<p>HE.8.B.3.Su.d Identify situations when specific professional health services or providers may be required, such as head injuries, infections, and depression.</p>
<p>HE.6.B.3.Pa.d Associate a situation with the need for a professional health service, such as for injury or illness.</p>	<p>HE.7.B.3.Pa.d Recognize a professional health service that may be required for a common health need, such as dental cleanings or family physician services.</p>	<p>HE.8.B.3.Pa.d Recognize selected health situations when specific professional health services may be required, such as illness, toothache, or depression.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 -12

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

HE.912.B.3.1 Verify the validity of health information, products, and services.

(Understanding product packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, and CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.)

ACCESS POINTS

HE.912.B.3.In.a Use given criteria to assess the validity of health information, products, and services, such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.

HE.912.B.3.Su.a Use given criteria to determine the validity of selected health information, products, and services, such as magazine articles, the use of diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.

HE.912.B.3.Pa.a Verify accurate (valid) health information, products, and services by confirming with a trusted adult or health professional.

HE.912.B.3.2 Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.

(Internet, family members, nurse, guidance counselor, physician, clinic, hotline, support group, community agencies, domestic/dating violence service provider, and first aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental health resources.)

ACCESS POINTS

HE.912.B.3.In.b Describe accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, a nurse, a guidance counselor, a physician, clinics, hotlines, and support groups.

HE.912.B.3.Su.b Identify accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, a nurse, a guidance counselor, a physician, clinics, hotlines, and support groups.

HE.912.B.3.Pa.b Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments.

HE.912.B.3.3 Justify the validity of a variety of technologies to gather health information.

(Internet, telephone, 911 access, medical technology: X-rays, ultrasound, mammogram, thermal imaging, and MRI.)

ACCESS POINTS

HE.912.B.3.In.c Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays, ultrasounds, mammograms, and MRI.

HE.912.B.3.Su.c Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays, ultrasounds, mammograms, and MRI.

HE.912.B.3.Pa.c Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays.

HE.912.B.3.4 Justify when professional health services or providers may be required.

(Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.)

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

ACCESS POINTS

HE.912.B.3.In.d Explain when professional health services or providers may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

HE.912.B.3.Su.d Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

HE.912.B.3.Pa.d Identify a selected situation when a professional health service or provider may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.K.B.4.1 Recognize healthy ways to express needs, wants, and feelings. <i>(How to share objects and time, how to be an effective family member, and how to use manners.)</i></p>	<p>HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings. <i>(Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no".)</i></p>	<p>HE.2.B.4.1 Demonstrate healthy ways to express needs, wants, feelings and listening skills to enhance health. <i>(Sharing feelings, following rules and directions, and waiting your turn to speak.)</i></p>
ACCESS POINTS		
<p>HE.K.B.4.In.a Recognize healthy ways to express needs and wants in the classroom, such as sharing objects and time, and using manners.</p>	<p>HE.1.B.4.In.a Recognize healthy ways to express needs, wants, and feelings in the classroom, such as telling the teacher of needs or fears, and reporting aggression.</p>	<p>HE.2.B.4.In.a Use healthy ways to express needs, wants, and feelings, such as making food choices and following rules.</p>
<p>HE.K.B.4.Su.a Recognize a healthy way to express a need or want in the classroom, such as sharing objects and time or using manners.</p>	<p>HE.1.B.4.Su.a Recognize a healthy way to express needs and wants in the classroom, such as telling the teacher of needs or reporting aggression.</p>	<p>HE.2.B.4.Su.a Use selected healthy ways to express needs and wants in the classroom, such as making food choices and following rules.</p>
<p>HE.K.B.4.Pa.a Associate communication with expression of a personal need.</p>	<p>HE.1.B.4.Pa.a Recognize a way to communicate a personal need or want in classroom.</p>	<p>HE.2.B.4.Pa.a Communicate personal needs in the classroom, such as making food choices or following rules.</p>
<p>HE.K.B.4.2 Demonstrate listening skills to enhance health. <i>(Using manners, asking questions, and looking at the speaker.)</i></p>	<p>HE.1.B.4.2 Describe good listening skills to enhance health. <i>(Using positive body language, waiting your term, focusing on the speaker, and ask questions to understand.)</i></p>	Not applicable
ACCESS POINTS		
<p>HE.K.B.4.In.b Use selected listening skills to enhance health, such as listening quietly, not interrupting, and making eye contact.</p>	<p>HE.1.B.4.In.b Identify good listening skills that enhance health, such as focusing on the speaker and not interrupting.</p>	
<p>HE.K.B.4.Su.b Use a selected listening skill to enhance health, such as making eye contact or not interrupting.</p>	<p>HE.1.B.4.Su.b Recognize good listening skills that enhance health, such as focusing on the speaker, and not interrupting.</p>	
<p>HE.K.B.4.Pa.b Attend to selected communications to enhance own health.</p>	<p>HE.1.B.4.Pa.b Recognize a good listening behavior to enhance health, such as looking at the person who is speaking.</p>	

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<p>HE.K.B.4.3 Identify the appropriate responses to unwanted and threatening situations. <i>(Tell a trusted adult, police officer and/or parent, seek safety, and run for help.)</i></p>	<p>HE.1.B.4.3 Tell about ways to respond when in an unwanted, threatening, or dangerous situation. <i>(Leave, tell a trusted adult, and say no.)</i></p>	<p>HE.2.B.4.3 Demonstrate ways to respond to unwanted, threatening or dangerous situations. <i>(Role playing: “how to tell a trusted adult or how to leave a dangerous situation safely.”)</i></p>
ACCESS POINTS		
<p>HE.K.B.4.In.c Recognize appropriate responses to unwanted and threatening school situations, such as telling a trusted adult, seeking safety, and running away.</p>	<p>HE.1.B.4.In.c Identify ways to respond in an unwanted, threatening, or dangerous situation, such as leaving, telling a trusted adult, and saying no.</p>	<p>HE.2.B.4.In.c Demonstrate selected ways to respond in unwanted or threatening school situations, such as a bully, a weather emergency, and a stranger on the school grounds.</p>
<p>HE.K.B.4.Su.c Recognize one appropriate response to an unwanted or threatening school situation, such as telling a trusted adult, seeking safety, or running away.</p>	<p>HE.1.B.4.Su.c Recognize ways to respond to threatening classroom situations, such as leaving, telling a trusted adult, and saying no.</p>	<p>HE.2.B.4.Su.c Demonstrate a way to respond in unwanted or threatening school situations, such as a bully, a weather emergency, and a stranger on the school grounds.</p>
<p>HE.K.B.4.Pa.c Recognize communication as a way to avoid an unwanted situation.</p>	<p>HE.1.B.4.Pa.c Recognize a way to respond in a selected unwanted or threatening situation.</p>	<p>HE.2.B.4.Pa.c Recognize a healthy way to respond to a threatening or harmful situation, such as a fire alarm.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.3.B.4.1 Identify effective verbal and nonverbal communication skills to enhance health. <i>(Listing the effects of facial expressions, body language, verbal cues, sign language, Braille, and asking questions seeking further clarification/understanding.)</i></p>	<p>HE.4.B.4.1 Explain effective verbal and nonverbal communication skills to enhance health. <i>(Practicing assertive, aggressive, passive responses, and demonstrating empathy for individuals affected by disease or disabilities.)</i></p>	<p>HE.5.B.4.1 Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. <i>(Written or verbal communication, body language, and conflict resolution skills.)</i></p>
ACCESS POINTS		
<p>HE.3.B.4.In.a Recognize effective verbal and nonverbal communication skills to enhance health, such as using effective facial expressions, body language, and verbal cues.</p>	<p>HE.4.B.4.In.a Identify effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others.</p>	<p>HE.5.B.4.In.a Describe common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal or written communication and conflict resolution skills.</p>
<p>HE.3.B.4.Su.a Recognize an effective technique for verbal or nonverbal communication to enhance health, such as using effective facial expressions, body language, or verbal cues.</p>	<p>HE.4.B.4.Su.a Recognize selected effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others.</p>	<p>HE.5.B.4.Su.a Identify common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal communication and conflict resolution skills.</p>
<p>HE.3.B.4.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.</p>	<p>HE.4.B.4.Pa.a Recognize an effective verbal and nonverbal communication to enhance health.</p>	<p>HE.5.B.4.Pa.a Recognize effective verbal and nonverbal communication skills to enhance health.</p>
<p>HE.3.B.4.2 Demonstrate refusal skills that avoid or reduce health risks. <i>(Making clear statements, expressing feelings, asking for help, and learning how to say "no".)</i></p>	<p>HE.4.B.4.2 Identify refusal skills and negotiation skills that avoid or reduce health risks. <i>(Expressing feelings, offering alternatives, and reporting danger.)</i></p>	<p>HE.5.B.4.2 Discuss refusal skills and negotiation skills that avoid or reduce health risks. <i>(States desires clearly, offer alternative, use I messages, and role play.)</i></p>
ACCESS POINTS		
<p>HE.3.B.4.In.b Demonstrate basic refusal skills to avoid or reduce own health risks at school, such as making clear statements, expressing feelings, and asking for help.</p>	<p>HE.4.B.4.In.b Recognize selected refusal skills and negotiation skills that avoid or reduce health risks, such as expressing feelings, offering alternatives, and reporting danger.</p>	<p>HE.5.B.4.In.b Identify selected refusal skills and negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using I-messages.</p>
<p>HE.3.B.4.Su.b Demonstrate a basic refusal skill to avoid or reduce own health risks in the classroom, such as using conflict resolution, mediation, or assertive communication skills.</p>	<p>HE.4.B.4.Su.b Recognize basic refusal skills that avoid or reduce own health risk in the classroom, such as expressing feelings and reporting danger.</p>	<p>HE.5.B.4.Su.b Recognize selected refusal or negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using I-messages.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

HE.3.B.4.Pa.b Demonstrate refusal communication skills to reduce health risk in the classroom.	HE.4.B.4.Pa.b Recognize a refusal skill to reduce own health risk in the classroom.	HE.5.B.4.Pa.b Recognize selected refusal skills to reduce health risk in the classroom, such as saying no or turning away.
HE.3.B.4.3 Demonstrate nonviolent strategies to manage or resolve conflict. <i>(Role playing age-appropriate skills for conflict resolution, mediation, and assertive communication skills.)</i>	HE.4.B.4.3 Discuss nonviolent strategies to manage or resolve conflict. <i>(Talking to the resource officer, "cool off" period, physical activities, quiet time, compromise, and rock paper scissors.)</i>	HE.5.B.4.3 Illustrate effective conflict resolution strategies. <i>(Expressing emotions, listening, and using body language.)</i>
ACCESS POINTS		
HE.3.B.4.In.c Demonstrate selected nonviolent strategies to manage or resolve a conflict at school, such as using conflict resolution, mediation, or assertive communication skills.	HE.4.B.4.In.c Recognize nonviolent strategies to manage or resolve conflict at school, such as telling a resource officer, having a "cool off" period or quiet time, getting physical activity, and compromising.	HE.5.B.4.In.c Identify selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.
HE.3.B.4.Su.c Demonstrate a selected nonviolent strategy to manage or resolve conflict in the classroom, such as using conflict resolution, mediation, or assertive communication skills.	HE.4.B.4.Su.c Recognize a nonviolent strategy to manage or resolve conflict at school, such as telling a resource officer, having a "cool off" period or quiet time, getting physical activity, or compromising.	HE.5.B.4.Su.c Recognize selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.
HE.3.B.4.Pa.c Demonstrate refusal communication skills to reduce health risk in the classroom.	HE.4.B.4.Pa.c Recognize a selected nonviolent way to respond to a potentially threatening classroom situation, such as a disagreement with a peer.	HE.5.B.4.Pa.c Recognize a selected way to resolve a conflict with a peer, such as turning away.
HE.3.B.4.4 Explain ways to ask for assistance to enhance personal health. <i>(Group discussions, to ask orally, and ask in writing.)</i>	HE.4.B.4.4 Demonstrate ways to ask for assistance to enhance personal health. <i>(Verbalize, write, text, email, and draw.)</i>	HE.5.B.4.4 Determine ways to ask for assistance to enhance the health of self and others. <i>(Verbalize, write, and draw.)</i>
ACCESS POINTS		
HE.3.B.4.In.d Identify ways to ask for assistance to enhance personal health, such as through group discussion, verbalizing, and writing.	HE.4.B.4.In.d Demonstrate basic ways to ask for assistance to enhance personal health, such as verbalizing, writing, and drawing.	HE.5.B.4.In.d Demonstrate ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, or drawing.
HE.3.B.4.Su.d Recognize ways to ask for assistance to enhance personal health, such as through group discussion, verbalizing, and writing.	HE.4.B.4.Su.d Demonstrate a way to ask for assistance to enhance personal health, such as verbalizing, writing, or drawing.	HE.5.B.4.Su.d Recognize ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, and drawing.
HE.3.B.4.Pa.d Recognize a way to ask for assistance to enhance personal health.	HE.4.B.4.Pa.d Communicate a request for assistance to enhance personal health.	HE.5.B.4.Pa.d Initiate a request for assistance to enhance health of self and others.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6	Grade 7	Grade 8
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.6.B.4.1 Determine strategies to improve effective verbal and nonverbal communication skills to enhance health. <i>(Role plays, short stories, and open-ended scenarios.)</i></p>	<p>HE.7.B.4.1 Apply effective communication skills when interacting with others to enhance health. <i>(Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.)</i></p>	<p>HE.8.B.4.1 Illustrate skills necessary for effective communication with family, peers, and others to enhance health. <i>(Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.)</i></p>
ACCESS POINTS		
<p>HE.6.B.4.In.a Determine a strategy to improve effective verbal and nonverbal communication skills to enhance health, such as role-playing or open-ended scenarios.</p>	<p>HE.7.B.4.In.a Use selected skills for communicating effectively with family, peers, and others to enhance health, such as using clear and concise words, nonverbal language, discussion, and I-messages.</p>	<p>HE.8.B.4.In.a Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.</p>
<p>HE.6.B.4.Su.a Use a strategy to improve effective verbal and nonverbal communication skills to enhance health, such as role-playing or open-ended scenarios.</p>	<p>HE.7.B.4.Su.a Use selected skills for communicating effectively with family and peers to enhance health, such as using clear and concise words, nonverbal language, or I-messages.</p>	<p>HE.8.B.4.Su.a Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.</p>
<p>HE.6.B.4.Pa.a Use a communication strategy to express wants, needs, or requests to enhance health.</p>	<p>HE.7.B.4.Pa.a Use more than one way to communicate personal wants and needs to others to enhance health, such as verbalizing and choosing from options.</p>	<p>HE.8.B.4.Pa.a Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions.</p>
<p>HE.6.B.4.2 Practice refusal skills and negotiation skills to reduce health risks. <i>(Assertiveness, compromising, and use of "I" messages.)</i></p>	<p>HE.7.B.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. <i>(Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.)</i></p>	Not applicable
ACCESS POINTS		
<p>HE.6.B.4.In.b Apply selected refusal and negotiation skills to reduce personal health risks, such as being assertive, compromising, and using I-messages.</p>	<p>HE.7.B.4.In.b Use selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.</p>	
<p>HE.6.B.4.Su.b Demonstrate a refusal or negotiation skill to reduce personal health risks, such as being assertive,</p>	<p>HE.7.B.4.Su.b Identify selected refusal, negotiation, and collaboration skills that enhance health and avoid or</p>	

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

compromising, or using I-messages.	reduce health risks, such as using direct statements, working together, and compromising.	
HE.6.B.4.Pa.b Use a refusal skill to reduce personal health risks at school, such as being assertive or using I-messages.	HE.7.B.4.Pa.b Recognize a refusal, a negotiation, and a collaboration skill that enhances health or reduces health risk in the classroom, such as using direct statements, working together, or compromising.	
HE.6.B.4.3 Demonstrate effective conflict management and/or resolution strategies. <i>(Talk to adult, anger management, and conflict mediation.)</i>	HE.7.B.4.3 Articulate the possible causes of conflict among youth in schools and communities. <i>(Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.)</i>	HE.8.B.4.3 Examine the possible causes of conflict among youth in schools and communities. <i>(Relationships, territory, jealousy, and gossip/rumors.)</i>
ACCESS POINTS		
HE.6.B.4.In.c Use selected conflict management or resolution strategies, such as talking to an adult, managing anger effectively, and using conflict mediators.	HE.7.B.4.In.c Identify possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.	HE.8.B.4.In.c Describe possible causes of conflict among youth in schools and communities, such as relationships, territory, and jealousy.
HE.6.B.4.Su.c Model a nonviolent way to resolve a conflict, such as talking to an adult, managing anger effectively, or using conflict mediators.	HE.7.B.4.Su.c Recognize possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.	HE.8.B.4.Su.c Identify a possible cause of conflict among youth in schools and communities, such as relationships, territory, or jealousy.
HE.6.B.4.Pa.c Recognize a nonviolent way to resolve a conflict in the classroom, such as getting help from an adult.	HE.7.B.4.Pa.c Recognize a possible cause of conflict among youth in schools, such as ethnic prejudice, and diversity or substance use.	HE.8.B.4.Pa.c Recognize a possible cause of conflict among youth in schools or communities, such as relationships, territory, or jealousy.
HE.6.B.4.4 Compile ways to ask for assistance to enhance the health of self and others. <i>(Verbalize, write, and ask others for help.)</i>	HE.7.B.4.4 Demonstrate how to ask for assistance to enhance the health of self and others. <i>(I-messages, ask on behalf of friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.)</i>	HE.8.B.4.4 Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. <i>(Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.)</i>
ACCESS POINTS		
HE.6.B.4.In.d Identify ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.	HE.7.B.4.In.d Model common ways to ask for assistance to enhance personal health of self and others, such as using I-messages, asking on behalf of a friend, and making a written request.	HE.8.B.4.In.d Describe ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, and listening actively.
HE.6.B.4.Su.d Recognize ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.	HE.7.B.4.Su.d Model a positive way to ask for assistance to enhance personal health of self and others, such as using I-messages, asking on behalf of a friend, or making a written request.	HE.8.B.4.Su.d Choose an effective way to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.
HE.6.B.4.Pa.d Use a communication strategy to express wants, needs, or requests to enhance health.	HE.7.B.4.Pa.d Recognize a positive way to ask for assistance to enhance personal health of self and others, such as using I-messages, or asking on behalf of a friend.	HE.8.B.4.Pa.d Recognize positive ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 -12

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

HE.912.B.4.1 **Explain skills needed to communicate effectively with family, peers, and others to enhance health.**
(Using "I" messages, voice pitch/volume, eye contact, journal experiences, letter-writing, persuasive speech, and assertive communication.)

ACCESS POINTS

HE.912.B.4.In.a Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.

HE.912.B.4.Su.a Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.

HE.912.B.4.Pa.a Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.

HE.912.B.4.2 **Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.**

(Validate others opinions, direct statement, active statement, and offer alternatives.)

ACCESS POINTS

HE.912.B.4.In.b Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.

HE.912.B.4.Su.b Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.

HE.912.B.4.Pa.b Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements.

HE.912.B.4.3 **Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.**

(Effective verbal and nonverbal communication, compromise, and conflict resolution.)

ACCESS POINTS

HE.912.B.4.In.c Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict resolution skills.

HE.912.B.4.Su.c Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict resolution skills.

HE.912.B.4.Pa.c Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements.

HE.912.B.4.4 **Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.**

(Verbal and written communication, active listening, and how to seek help for a friend.)

ACCESS POINTS

HE.912.B.4.In.d Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.

HE.912.B.4.Su.d Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.

HE.912.B.4.Pa.d Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed. <i>(Recreational water facility activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene practice.)</i></p>	<p>HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed. <i>(Crossing street, food choices, hand washing, and recreational water activities.)</i></p>	<p>HE.2.B.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. <i>(When you think your friend is in trouble, and food choices.)</i></p>
ACCESS POINTS		
<p>HE.K.B.5.In.a Recognize situations when a health-related decision can be made individually or when assistance is needed, such as following school rules, getting dressed, following good hygiene practices, and going in a swimming pool.</p>	<p>HE.1.B.5.In.a Identify situations when a health-related decision can be made individually or when assistance is needed, such as crossing the street, making food choices, and washing hands.</p>	<p>HE.2.B.5.In.a Name situations when a health-related decision can be made individually or when assistance is needed, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.</p>
<p>HE.K.B.5.Su.a Recognize selected situations when a health-related decision requires assistance from an adult, such as what to do when injured or sick.</p>	<p>HE.1.B.5.Su.a Identify selected situations when a health-related decision requires personal assistance, such as making healthy food choices, and handling sharp objects.</p>	<p>HE.2.B.5.Su.a Identify common situations when a health-related decision can be made individually or when personal assistance is required, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.</p>
<p>HE.K.B.5.Pa.a Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher.</p>	<p>HE.1.B.5.Pa.a Recognize a classroom situation when a health-related decision requires personal assistance, such as making healthy food choices.</p>	<p>HE.2.B.5.Pa.a Indicate an awareness of health-related decisions, such as choosing child-appropriate media, engaging in physical activity, and making food choices.</p>
<p>HE.K.B.5.2 Recognize healthy options to health-related issues or problems. <i>(Visit the doctor, obey safety rules, and practice emergency preparedness.)</i></p>	<p>HE.1.B.5.2 Identify healthy options to health-related issues or problems. <i>(Wearing bike helmet, using age appropriate restraints, and reporting danger.)</i></p>	<p>HE.2.B.5.2 Name healthy options to health-related issues or problems. <i>(Use of safety equipment, peer cooperation, and communication.)</i></p>
ACCESS POINTS		
<p>HE.K.B.5.In.b Recognize healthy options for selected health-related issues or problems, such as visiting the doctor when sick, obeying safety rules</p>	<p>HE.1.B.5.In.b Recognize healthy options for health-related issues or problems, such as wearing a bike helmet, using seat belts, and reporting</p>	<p>HE.2.B.5.In.b Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

to avoid injury, and being prepared for an emergency.	danger.	safety, cooperating and communicating with peers, and making food choices.
HE.K.B.5.Su.b Recognize a healthy option for health-related issues or problems, such as obeying class safety rules or following directions during a fire drill.	HE.1.B.5.Su.b Recognize a healthy option for a health-related issue or problem at school, such as wearing a bike helmet in physical education, or choosing to eat healthy foods in the cafeteria.	HE.2.B.5.Su.b Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.
HE.K.B.5.Pa.b Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher.	HE.1.B.5.Pa.b Associate a healthy option with a classroom activity, such as using equipment safely.	HE.2.B.5.Pa.b Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.
HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions. <i>(Injury to self and/or others.)</i>	HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions. <i>(Tooth decay, and environmental damage.)</i>	HE.2.B.5.3 Compare the consequences of not following rules/practices when making healthy and safe decisions. <i>(Negative emotions, accidents, injuries, and pollution.)</i>
ACCESS POINTS		
HE.K.B.5.In.c Recognize the consequences of not following selected school rules/practices when making healthy and safe decisions, such as getting hurt, and hurting others.	HE.1.B.5.In.c Identify consequences of not following rules/practices when making healthy and safe decisions, such as personal injury, tooth decay, environmental damage, and illness.	HE.2.B.5.In.c Describe the consequences of not following rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution.
HE.K.B.5.Su.c Recognize a consequence of not following classroom rules/practices related to healthy and safe decisions, such as getting hurt or hurting others.	HE.1.B.5.Su.c Identify a consequence of not following a classroom rule/practice when making healthy and safe decisions, such as personal injury, tooth decay, or illness.	HE.2.B.5.Su.c Identify the consequences of not following school rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution.
HE.K.B.5.Pa.c Associate a consequence with a classroom rule/practice, such as getting hurt or hurting others.	HE.1.B.5.Pa.c Recognize a selected consequence for not following a selected class rule related to healthy and safe decisions, such as a personal injury or illness.	HE.2.B.5.Pa.c Recognize health consequences of not following a selected classroom rule, such as accidents or injuries.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
HE.3.B.5.1 Recognize circumstances that can help or hinder healthy decision making. <i>(Media health messages, practices of family and peers, and knowledge of topic.)</i>	HE.4.B.5.1 Identify circumstances that can help or hinder healthy decision-making. <i>(Lack of knowledge, lack of support, and cultural norms.)</i>	HE.5.B.5.1 Describe circumstances that can help or hinder healthy decision making. <i>(Peer pressure, bullying, substance abuse, and stress.)</i>
ACCESS POINTS		
HE.3.B.5.In.a Recognize common circumstances that can help or hinder healthy decision making, such as media health messages, peer and family advice, or a lack of knowledge.	HE.4.B.5.In.a Recognize circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge, and support.	HE.5.B.5.In.a Identify selected circumstances that can help or hinder own healthy decision making, such as peer pressure, bullying, substance abuse, and stress.
HE.3.B.5.Su.a Recognize a selected circumstance that can help healthy decision making, such as media health messages or peer, and family advice.	HE.4.B.5.Su.a Recognize selected circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge, and support.	HE.5.B.5.Su.a Recognize circumstances that can help or hinder own healthy decision making in the classroom, such as peer pressure, bullying, substance abuse, and stress.
HE.3.B.5.Pa.a Recognize a choice related to health.	HE.4.B.5.Pa.a Recognize choices related to health, such as daily exercise, and eating healthy food.	HE.5.B.5.Pa.a Recognize a circumstance that can help healthy decision making, such as having assistance available.
HE.3.B.5.2 List healthy options to health-related issues or problems. <i>(Healthy alternatives to unhealthy messages in the media fear of personal safety, and nutrition options.)</i>	HE.4.B.5.2 Itemize healthy options to health-related issues or problems. <i>(Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.)</i>	HE.5.B.5.2 Summarize healthy options to health-related issues or problems. <i>(Concerns over bullying may be addressed by teacher, guidance counselor, peers, parents, and a concern over body changes/image or anger management.)</i>
ACCESS POINTS		
HE.3.B.5.In.b Identify healthy options to health-related issues or problems, such as healthy alternatives to unhealthy messages in the media, using precautions for personal safety, and good nutrition choices.	HE.4.B.5.In.b Describe healthy options to health-related issues or problems, such as responding immediately to an injury, resolving conflict and anger, and participating in physical activity.	HE.5.B.5.In.b Explain healthy options to health-related issues or problems, such as concerns about bullying, body image and changes, and anger management.
HE.3.B.5.Su.b Recognize healthy options to health-related issues or problems, such as healthy alternatives to unhealthy messages in the media, using precautions for personal safety, and good nutrition choices.	HE.4.B.5.Su.b Identify healthy options to personal health-related issues or concerns, such as responding immediately to an injury, resolving conflict and anger, and participating in physical activity.	HE.5.B.5.Su.b Describe healthy options to health-related issues or concerns, such as concerns about bullying, body image and changes, and anger management.
HE.3.B.5.Pa.b Recognize a healthy option to a health-related issue or problem.	HE.4.B.5.Pa.b Recognize selected healthy options to health-related issues or problems.	HE.5.B.5.Pa.b Associate a healthy or unhealthy option with its related impact on health.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<p>HE.3.B.5.3 Discuss the potential short-term personal impact of each option when making a health-related decision. <i>(Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.)</i></p>	<p>HE.4.B.5.3 Predict the potential short-term impact of each option on self and others when making a health-related decision. <i>(First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.)</i></p>	<p>HE.5.B.5.3 Compare the potential short-term impact of each option on self and others when making a health-related decision. <i>(Bullying intervention, practicing positive character traits, and substance abuse.)</i></p>
ACCESS POINTS		
<p>HE.3.B.5.In.c Recognize a potential short-term personal impact of each option when making a health-related decision, such as the benefits of eating healthy foods, maintaining personal hygiene, preventing diseases, or preventing pollution.</p>	<p>HE.4.B.5.In.c Identify the potential short-term impact of options, on yourself and others, when making a health-related decision, such as getting first aid, participating in physical activity, or using tobacco.</p>	<p>HE.5.B.5.In.c Describe the potential short-term impact of each option on yourself and others when making a health-related decision, such as intervening during bullying, practicing positive character traits, and substance abuse.</p>
<p>HE.3.B.5.Su.c Recognize that choices in personal health-related decisions can have a positive (healthy) or negative (unhealthy) impact, such as eating healthy foods, maintaining personal hygiene, preventing diseases, or preventing pollution.</p>	<p>HE.4.B.5.Su.c Recognize a potential short-term personal impact of each option when making a health-related decision, such as getting first aid, participating in physical activity, or using tobacco.</p>	<p>HE.5.B.5.Su.c Identify a potential short-term personal impact of each option on yourself or others when making a health-related decision, such as intervening during a fight, practicing positive character traits, and substance abuse.</p>
<p>HE.3.B.5.Pa.c Recognize a healthy option to a health-related issue or problem.</p>	<p>HE.4.B.5.Pa.c Recognize selected healthy options to health-related issues or problems.</p>	<p>HE.5.B.5.Pa.c Associate a healthy or unhealthy option with its related impact on health.</p>
<p>HE.3.B.5.4 Find a healthy option when making a decision for yourself. <i>(Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.)</i></p>	<p>HE.4.B.5.4 Choose a healthy option when making decisions for yourself and/or others. <i>(Making safe choices when confronted with risky situations or use of safety equipment such as bike helmets, food choices at restaurant, washing hands, and personal hygiene.)</i></p>	<p>HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others. <i>(Report bullying, resolve conflicts, and use safety equipment.)</i></p>
ACCESS POINTS		
<p>HE.3.B.5.In.d Recognize a healthy option when making a decision for yourself, such as eating healthy food, participating in physical activity, or limiting television viewing.</p>	<p>HE.4.B.5.In.d Identify a healthy option when making a decision for yourself, such as using safety equipment, choosing healthy foods, washing hands, and maintaining personal hygiene.</p>	<p>HE.5.B.5.In.d Identify healthy options when making decisions for yourself and others, such as reporting bullying, resolving conflicts, and using safety equipment.</p>
<p>HE.3.B.5.Su.d Recognize an outcome of own health-related decision made at school, such as avoiding illness by not sharing cups.</p>	<p>HE.4.B.5.Su.d Recognize a healthy option when making a decision for yourself, such as choosing healthy foods, washing hands, and maintaining personal hygiene.</p>	<p>HE.5.B.5.Su.d Identify a healthy option when making a decision for yourself or others, such as reporting bullying, and resolving conflicts.</p>
<p>HE.3.B.5.Pa.d Recognize a healthy option to a health-related issue or problem.</p>	<p>HE.4.B.5.Pa.d Recognize selected healthy options to health-related issues or problems.</p>	<p>HE.5.B.5.Pa.d Associate a healthy or unhealthy option with its related impact on health.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<p>HE.3.B.5.5 Explain when assistance is needed when making a health-related decision. <i>(Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.)</i></p>	<p>HE.4.B.5.5 Examine when assistance is needed to make a health-related decision. <i>(Administration of first aid, participation in physical activity, and conflict mediation.)</i></p>	<p>HE.5.B.5.5 Analyze when assistance is needed when making a health-related decision. <i>(Bullying intervention, access to appropriate safety equipment, media influences, and peer relationships.)</i></p>
ACCESS POINTS		
<p>HE.3.B.5.In.e Identify situations when assistance is needed when making a health-related decision, such as knowing when to call 911, how to handle grief and loss, and having fears for personal safety.</p>	<p>HE.4.B.5.In.e Describe situations when assistance is needed when making a health-related decision, such as administering first aid, and participating in physical activity.</p>	<p>HE.5.B.5.In.e Determine whether a health-related decision can be made individually or when assistance is needed, such as intervening during bullying, dealing with puberty issues, and accessing safety equipment.</p>
<p>HE.3.B.5.Su.e Recognize a situation when assistance is needed when making a health-related decision, such as knowing when to call 911, or when having fears for personal safety.</p>	<p>HE.4.B.5.Su.e Recognize situations in which assistance is needed in making a health-related decision, such as administering first aid, and participating in physical activity.</p>	<p>HE.5.B.5.Su.e Identify situations when a health-related decision can be made individually or when assistance is needed, such as intervening during bullying, dealing with puberty issues, and accessing safety equipment.</p>
<p>HE.3.B.5.Pa.e Associate a situation when assistance is needed with making a choice related to health in the classroom.</p>	<p>HE.4.B.5.Pa.e Recognize a selected classroom situation when assistance is needed for making a choice related to health.</p>	<p>HE.5.B.5.Pa.e Recognize situations when personal assistance is needed in making health-related decisions, such as dealing with an aggressive classmate or puberty issues, and accessing safety equipment.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6	Grade 7	Grade 8
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.6.B.5.1 Investigate health-related situations that require the application of a thoughtful decision-making process. <i>(Peer pressure, exposure to unsupervised firearm, and tobacco use.)</i></p>	<p>HE.7.B.5.1 Predict when health-related situations require the application of a thoughtful decision-making process. <i>(Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.)</i></p>	<p>HE.8.B.5.1 Determine when health-related situations require the application of a thoughtful prepared plan of action. <i>(Consumption of alcohol, sexual situations, use of marijuana, prescription drug abuse, and dating violence.)</i></p>
ACCESS POINTS		
<p>HE.6.B.5.In.a Identify a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.</p>	<p>HE.7.B.5.In.a Identify health-related situations that require the application of a thoughtful decision-making process, such as prescription drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental health issues.</p>	<p>HE.8.B.5.In.a Describe health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.</p>
<p>HE.6.B.5.Su.a Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.</p>	<p>HE.7.B.5.Su.a Recognize health-related situations that require the application of a thoughtful decision-making process, such as prescription drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental health issues.</p>	<p>HE.8.B.5.Su.a Identify health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.</p>
<p>HE.6.B.5.Pa.a Recognize a health-related situation in which a decision is required, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.</p>	<p>HE.7.B.5.Pa.a Recognize selected health-related situations in which a decision is required, such as prescription drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental health issues.</p>	<p>HE.8.B.5.Pa.a Recognize a health-related situation that requires a prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.</p>
<p>HE.6.B.5.2 Choose healthy alternatives over unhealthy alternatives when making a decision. <i>(Not smoking, limiting sedentary activity, and practice good character.)</i></p>	<p>HE.7.B.5.2 Select healthy alternatives over unhealthy alternatives when making a decision. <i>(Proper prescription drug use, use of safety equipment, Internet safety, and managing stress.)</i></p>	<p>HE.8.B.5.2 Categorize healthy and unhealthy alternatives to health-related issues or problems. <i>(Alcohol consumption, sleep requirements, physical activity, and time management.)</i></p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

ACCESS POINTS		
HE.6.B.5.In.b Determine a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.	HE.7.B.5.In.b Choose a healthy alternative over an unhealthy alternative when making a decision, such as prescription drug use and abuse, using safety equipment, and being safe on the computer and Internet.	HE.8.B.5.In.b Describe differences between healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.
HE.6.B.5.Su.b Recognize a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.	HE.7.B.5.Su.b Determine a healthy alternative over an unhealthy alternative when making a decision, such as prescription drug use and abuse, using safety equipment, and being safe on the computer, and Internet.	HE.8.B.5.Su.b Identify healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.
HE.6.B.5.Pa.b Recognize a healthy alternative when making a decision, such as not smoking, limiting sedentary activity, or practicing good character.	HE.7.B.5.Pa.b Recognize healthy alternatives when making a decision, such as prescription drug use and abuse, using safety equipment, and being safe on the computer and Internet.	HE.8.B.5.Pa.b Recognize a healthy and an unhealthy alternative for selected health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.
HE.6.B.5.3 Specify the potential outcomes of each option when making a health-related decision. <i>(Physical, social, emotional, financial, and legal consequences, and emergency preparedness.)</i>	Not applicable	HE.8.B.5.3 Compile the potential outcomes of each option when making a health-related decision. <i>(Consequences: injury, legal, social, sexual exploitation, financial, and addiction.)</i>
ACCESS POINTS		ACCESS POINTS
HE.6.B.5.In.c Recognize the potential outcomes of each option when making a health-related decision, such as physical, social, emotional, financial, and legal consequences.		HE.8.B.5.In.c Describe potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.
HE.6.B.5.Su.c Recognize a potential outcome of each option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.		HE.8.B.5.Su.c Identify the potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.
HE.6.B.5.Pa.c Recognize a potential outcome of a selected option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.		HE.8.B.5.Pa.c Recognize a potential outcome of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, or financial consequences.
HE.6.B.5.4 Distinguish between the need for individual or collaborative decision-making. <i>(Consider the severity of the situation, consider personal skills and consider when someone is a danger to self or others.)</i>	HE.7.B.5.4 Determine when individual or collaborative decision-making is appropriate. <i>(Over-the-counter drug use, harassment, gang involvement, and can the outcome result in harm, or loss of life.)</i>	HE.8.B.5.4 Distinguish when individual or collaborative decision-making is appropriate. <i>(Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues.)</i>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

ACCESS POINTS		
<p>HE.6.B.5.In.d Recognize the need for individual or collaborative decision-making, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.</p>	<p>HE.7.B.5.In.d Identify when individual or collaborative decision-making is appropriate, such as over-the-counter drug use, harassment, and gang involvement.</p>	<p>HE.8.B.5.In.d Discriminate between the need for individual or collaborative decision-making, such as pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues.</p>
<p>HE.6.B.5.Su.d Recognize the need for individual or collaborative decision-making in selected situations, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.</p>	<p>HE.7.B.5.Su.d Identify when individual decision-making or collaborative decision-making is required in selected health-related situations, such as over-the-counter drug use, harassment, and gang involvement.</p>	<p>HE.8.B.5.Su.d Discriminate between the need for individual or collaborative decision-making in selected situations, such as pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues.</p>
<p>HE.6.B.5.Pa.d Recognize the need for individual or collaborative decision-making in a selected situation, such as peer pressure to smoke, considering the severity of the situation, and personal skills and abilities.</p>	<p>HE.7.B.5.Pa.d Recognize the need for individual or collaborative decision-making in selected situations, such as over-the-counter drug use, harassment, and gang involvement.</p>	<p>HE.8.B.5.Pa.d Identify the need for individual or collaborative decision-making in a selected situation, such as pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues.</p>
<p>HE.6.B.5.5 Predict the potential outcomes of a health-related decision. <i>(Prescription drug use/abuse, eating disorders, depression, and sexual behavior.)</i></p>	<p>HE.7.B.5.5 Predict the short and long-term consequences of engaging in health risk behaviors. <i>(Driving under the influence, lack of exercise, and poor diet.)</i></p>	<p>HE.8.B.5.5 Evaluate the outcomes of a health-related decision. <i>(Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.)</i></p>
ACCESS POINTS		
<p>HE.6.B.5.In.e Identify circumstances that can help or hinder healthy decision-making, such as peer pressure, refusal skills, knowledge/information, health care access, and family eating habits.</p>	<p>HE.7.B.5.In.e Identify similarities in circumstances that can help or hinder healthy decision-making, such as knowledge of prescription drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.</p>	<p>HE.8.B.5.In.e Describe circumstances that can help or hinder healthy decision-making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental health condition.</p>
<p>HE.6.B.5.Su.e Identify a circumstance that can help or hinder healthy decision-making, such as peer pressure, refusal skills, knowledge/information, health care access, and family eating habits.</p>	<p>HE.7.B.5.Su.e Identify selected circumstances that can help or hinder healthy decision-making, such as knowledge of prescription drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.</p>	<p>HE.8.B.5.Su.e Identify circumstances that can help or hinder healthy decision-making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental health condition.</p>
<p>HE.6.B.5.Pa.e Recognize selected circumstances that can help or hinder healthy decision-making, such as peer pressure, refusal skills, knowledge/information, health care access, and family eating habits.</p>	<p>HE.7.B.5.Pa.e Recognize circumstances that can help or hinder healthy decision-making, such as knowledge of prescription drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.</p>	<p>HE.8.B.5.Pa.e Identify a selected circumstance that can help or hinder healthy decision-making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental health condition.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 - 12

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

HE.912.B.5.1 Determine the value of applying a thoughtful decision-making process in health-related situations.

(Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ donor decisions, child care, protection against infectious agents, wellness promotion, and first aid treatment options.)

ACCESS POINTS

HE.912.B.5.In.a Describe the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.

HE.912.B.5.Su.a Identify the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.

HE.912.B.5.Pa.a Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as decisions regarding sexual activity, alcohol consumption, and organ donation.

HE.912.B.5.2 Generate alternatives to health-related issues or problems.

(Health benefits of menu options, refusal skill options, pre and post natal care, natural and man-made conditions, and review current trends in disease prevention.)

ACCESS POINTS

HE.912.B.5.In.b Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.

HE.912.B.5.Su.b Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.

HE.912.B.5.Pa.b Recognize healthy and unhealthy alternatives to selected health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.

HE.912.B.5.3 Appraise the potential short-term and long-term outcomes of each alternative on self and others.

(Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.)

ACCESS POINTS

HE.912.B.5.In.c Describe the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.

HE.912.B.5.Su.c Identify the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.

HE.912.B.5.Pa.c Recognize a potential outcome of each option on self when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual, or weapons on campus.

HE.912.B.5.4 Assess whether individual or collaborative decision-making is needed to make a healthy decision.

(Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.)

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

ACCESS POINTS
HE.912.B.5.In.d Determine whether individual or collaborative decision-making is needed to make a healthy decision, such as planning a post high school career or education, purchasing the family’s groceries, planning a weekly menu, and planning activities for siblings.
HE.912.B.5.Su.d Determine whether individual or collaborative decision-making is needed to make a healthy decision in selected situations, such as planning a post high school career or education, purchasing the family’s groceries, planning a weekly menu, and planning activities for siblings.
HE.912.B.5.Pa.d Identify the need for individual or collaborative decision-making in selected health-related situations, such as planning a post high school career/education, purchasing the family’s groceries, planning a weekly menu, and planning activities for siblings.
HE.912.B.5.5 Examine barriers that can hinder healthy decision-making. <i>(Interpersonal, financial, environmental factors, and accessibility of health information.)</i>
ACCESS POINTS
HE.912.B.5.In.e Explain barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors.
HE.912.B.5.Su.e Describe barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors.
HE.912.B.5.Pa.e Identify selected barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
		<p>HE.2.B.6.1 Establish a short-term personal health goal as a class and take action toward achieving the goal. <i>(Playground safety and tobacco awareness.)</i></p>
		ACCESS POINTS
		<p>HE.2.B.6.In.a Identify a short-term personal health goal established by the class and take action toward achieving the goal, such as engaging in daily physical activity, eating more fruits and vegetables, washing hands, recognizing playground safety, using manners, interacting with peers appropriately, or becoming aware of tobacco.</p>
		<p>HE.2.B.6.Su.a Recognize a short-term personal health goal established by the class and use healthy behaviors to achieve that goal, such as engaging in daily physical activity, eating more fruits and vegetables, washing hands, recognizing playground safety, using manners, interacting with peers appropriately, or becoming aware of tobacco.</p>
		<p>HE.2.B.6.Pa.a Associate actions with a healthy behavior to reach a short-term personal health goal, such as engaging in daily physical activity, washing hands, or using manners.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.3.B.6.1 Select a personal health goal and track progress toward achievement. <i>(Working collaboratively with as class/small group, tracking daily physical activity, using seat belt and bike helmet use, limiting media time, consuming healthy foods daily, dangers of drugs, practicing refusal, and conflict resolution skills.)</i></p>	<p>HE.4.B.6.1 Create a personal health goal and track progress toward achievement. <i>(Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal flotation devices.)</i></p>	<p>HE.5.B.6.1 Specify a personal health goal and track progress toward achievement. <i>(Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, and pollution control.)</i></p>
ACCESS POINTS		
<p>HE.3.B.6.In.a Recognize a short-term personal health goal and track progress toward achieving the goal, such as participating in daily physical activity, wearing seat belts and helmets consistently, limiting media time, learning about the dangers of drugs/tobacco, or developing conflict resolution skills.</p>	<p>HE.4.B.6.In.a Select a personal health goal and use selected strategies to record daily progress, such as improving eating, sleeping, safety, or hygiene habits, developing communication or coping skills, or becoming educated about drugs, tobacco, or an environmental issue.</p>	<p>HE.5.B.6.In.a Describe a personal health goal and track progress toward achievement, such as participating in physical activity, having good eating and safety habits, using computers safely, managing anger, and preventing disease.</p>
<p>HE.3.B.6.Su.a Recognize a short-term personal health goal and identify actions taken to achieve the goal, such as participating in daily physical activity, wearing seat belts and helmets consistently, or limiting media time.</p>	<p>HE.4.B.6.Su.a Identify a short-term personal health goal and identify actions taken to achieve the goal, such as improving eating, sleeping, safety, or hygiene habits, or developing communication, and coping skills.</p>	<p>HE.5.B.6.Su.a Identify a short-term personal health goal and track progress toward achieving the goal, such as participating in physical activity, having good eating and safety habits, using computers safely, or managing anger.</p>
<p>HE.3.B.6.Pa.a Recognize a healthy behavior that relates to achieving a personal health goal, such as participating in daily physical activity.</p>	<p>HE.4.B.6.Pa.a Recognize a short-term personal health goal and recognize behaviors to achieve that goal, such as eating healthy snacks or improving hygiene, or communication skills.</p>	<p>HE.5.B.6.Pa.a Recognize a short-term personal health goal and identify actions taken to achieve the goal, such as eating healthy foods, or brushing teeth.</p>
<p>HE.3.B.6.2 Examine resources that could assist in achieving a small group personal health goal. <i>(Family, school personnel, community resources: police, fire rescue, and EMS.)</i></p>	<p>HE.4.B.6.2 Categorize resources that could assist in achieving a small group personal health goal. <i>(Family, school personnel, community service providers, and nutrition resource guide.)</i></p>	<p>HE.5.B.6.2 Select reliable resources that would assist in achieving a small group personal health goal. <i>(Reliable members from family, school, community, and media.)</i></p>
ACCESS POINTS		
<p>HE.3.B.6.In.b Identify resources that could assist in achieving a small group personal health goal, such as family members; school personnel; and</p>	<p>HE.4.B.6.In.b Describe resources that could assist in achieving a small group personal health goal, such as family members, school personnel,</p>	<p>HE.5.B.6.In.b Choose a reliable resource from recommended options in the home, school, or community—such as a reliable member of the</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

community resources like police, fire and rescue workers.	community service providers, and a nutrition resource guide.	family, school personnel, or a community health provider—who could assist in achieving a small group personal health goal.
HE.3.B.6.Su.b Recognize resources that could assist in achieving a small group personal health goal, such as family members; school personnel; and community resources like police, fire and rescue workers.	HE.4.B.6.Su.b Identify a resource that could assist in achieving a small group personal health goal, such as family members, school personnel, community service providers, or a nutrition resource guide.	HE.5.B.6.Su.b Choose a reliable resource from recommended options in the home or school—such as a parent, teacher, coach, counselor, or school nurse—who could assist in achieving a small group personal health goal.
HE.3.B.6.Pa.b Recognize an adult who could assist with achieving a healthy behavior (goal), such as a parent or teacher.	HE.4.B.6.Pa.b Recognize a resource that could assist in achieving a personal health behavior (goal), such as a family member or teacher.	HE.5.B.6.Pa.b Recognize an appropriate person from the home or school who could assist in achieving a personal health goal.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6	Grade 7	Grade 8
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.6.B.6.1 Use various methods to measure personal health status. <i>(BMI, surveys, heart rate monitors, pedometer, blood pressure cuff, and stress management techniques.)</i></p>	<p>HE.7.B.6.1 Analyze personal beliefs as they relate to health practices. <i>(Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.)</i></p>	<p>HE.8.B.6.1 Assess personal health practices. <i>(Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.)</i></p>
ACCESS POINTS		
<p>HE.6.B.6.In.a Use selected methods to measure personal health status, such as BMI, surveys, a heart rate monitor, and a pedometer.</p>	<p>HE.7.B.6.In.a identify personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and web site security.</p>	<p>HE.8.B.6.In.a Examine personal health practices, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p>
<p>HE.6.B.6.Su.a Use a selected method to measure personal health status, such as BMI, surveys, a heart rate monitor, or a pedometer.</p>	<p>HE.7.B.6.Su.a Recognize personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and Web site security.</p>	<p>HE.8.B.6.Su.a Determine if personal health practices are helpful or harmful to health, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p>
<p>HE.6.B.6.Pa.a Use a guided method to identify personal health status, such as BMI, surveys, a heart rate monitor, or a pedometer.</p>	<p>HE.7.B.6.Pa.a Recognize a personal belief as it relates to a health practice, such as weight management through physical activity, disease prevention through hand washing, and possible avoidance of physical activities resulting from fear of participation.</p>	<p>HE.8.B.6.Pa.a Recognize if a personal health practice is helpful or harmful, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p>
<p>HE.6.B.6.2 Develop an individual goal to adopt, maintain, or improve a personal health practice. <i>(Physical activity, eating habits, safety habits, computer use/safety, bullying prevention skills, and personal hygiene.)</i></p>	<p>HE.7.B.6.2 Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. <i>(Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.)</i></p>	<p>HE.8.B.6.2 Design an individual goal to adopt, maintain, or improve a personal health practice. <i>(Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.)</i></p>
ACCESS POINTS		
<p>HE.6.B.6.In.b Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, safety habits, computer</p>	<p>HE.7.B.6.In.b Use selected procedures to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating</p>	<p>HE.8.B.6.In.b Use selected strategies to develop an individual health goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying,</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

use and safety, bullying prevention skills, or personal hygiene.	breakfast, safety habits, computer use and safety, and conflict resolution.	social relationships, or sleep habits.
HE.6.B.6.Su.b Identify an individual goal to adopt, maintain, or improve personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying prevention skills, or personal hygiene.	HE.7.B.6.Su.b Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.	HE.8.B.6.Su.b Follow a selected procedure to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.
HE.6.B.6.Pa.b Recognize an individual goal to adopt, maintain, or improve a personal health practice, such as participating in physical activity, having good safety and eating habits, or maintaining good hygiene.	HE.7.B.6.Pa.b Identify an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.	HE.8.B.6.Pa.b Select an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.
HE.6.B.6.3 Determine strategies and skills needed to attain a personal health goal. <i>(Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury prevention measures.)</i>	HE.7.B.6.3 Explain strategies and skills needed to assess progress and maintenance of a personal health goal. <i>(Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.)</i>	HE.8.B.6.3 Apply strategies and skills needed to attain a personal health goal. <i>(Physical activity, nutrition modification, and anger management.)</i>
ACCESS POINTS		
HE.6.B.6.In.c Identify strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury prevention measures.	HE.7.B.6.In.c Describe selected strategies and skills needed to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; and participating in support groups.	HE.8.B.6.In.c Use selected strategies and skills needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management.
HE.6.B.6.Su.c Recognize strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury prevention measures.	HE.7.B.6.Su.c Identify a strategy or skill to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; or participating in support groups.	HE.8.B.6.Su.c Use a strategy and a skill needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management.
HE.6.B.6.Pa.c Recognize a skill needed to attain a personal health goal, such as tracking activity through journaling, and using daily checklists.	HE.7.B.6.Pa.c Recognize a strategy needed to attain/maintain a personal health goal, such as using calorie counters or pedometers, and participating in support groups.	HE.8.B.6.Pa.c Use a selected strategy or skill for attaining a personal health goal, such as increased physical activity, nutrition modification, and anger management.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

<p>HE.6.B.6.4 Monitor progress toward attaining a personal health goal. <i>(Checklist, diary, log, computer software, and websites.)</i></p>	<p>Not applicable</p>	<p>HE.8.B.6.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. <i>(Weight reduction, cost of healthier food, availability of exercise equipment, and general health.)</i></p>
<p>ACCESS POINTS</p>		<p>ACCESS POINTS</p>
<p>HE.6.B.6.In.d Identify progress toward attaining a personal health goal, such as a using a checklist, diary, log, computer software, and websites.</p>		<p>HE.8.B.6.In.d Identify ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual.</p>
<p>HE.6.B.6.Su.d Track progress toward attaining a personal health goal, such as a checklist, diary, log, computer software, or websites.</p>		<p>HE.8.B.6.Su.d Recognize ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual.</p>
<p>HE.6.B.6.Pa.d Check progress toward a personal health goal, such as following a picture sequence or using a chart.</p>		<p>HE.8.B.6.Pa.d Recognize a way that personal health goals can vary based on a personal need, such as weight reduction, availability of exercise equipment, and the general health of the individual.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 - 12

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

HE.912.B.6.1 Evaluate personal health practices and overall health status to include all dimensions of health.
(Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first aid responder's safety practices.)

ACCESS POINTS

HE.912.B.6.In.a Assess personal health practices and identifies overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.

HE.912.B.6.Su.a Examine personal health practices and recognize overall health status for a selected dimension of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.

HE.912.B.6.Pa.a Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene.

HE.912.B.6.2 Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
(Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness program plan.)

ACCESS POINTS

HE.912.B.6.In.b Use selected strategies to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.

HE.912.B.6.Su.b Follow a selected procedure to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.

HE.912.B.6.Pa.b Follow guided steps to develop a selected plan for achieving a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.

HE.912.B.6.3 Implement strategies and monitor progress in achieving a personal health goal.
(Stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace yourself, set realistic expectations, use rewards, get support, and wellness promotion.)

ACCESS POINTS

HE.912.B.6.In.c Use strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.

HE.912.B.6.Su.c Use selected strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.

HE.912.B.6.Pa.c Use a selected strategy and track progress toward achieving a personal health goal, such as time out, using a squeeze ball when frustrated, talking with a friend or professional, or using rewards and supports.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

HE.912.B.6.4 **Formulate an effective long-term personal health plan.**

(Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for the protection of health.)

ACCESS POINTS

HE.912.B.6.In.d Develop an effective long-term personal health plan, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness.

HE.912.B.6.Su.d Identify an effective personal health plan for a period of time, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness.

HE.912.B.6.Pa.d Follow guided steps to develop an effective personal health plan for a period of time, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.K.P.7.1 Identify healthy practices and behaviors to maintain or improve personal health. <i>(Seek a safe environment, seek help, and practice universal precautions.)</i></p>	<p>HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks. <i>(Swimming with a buddy, stop and think, and follow playground rules.)</i></p>	<p>HE.2.P.7.1 Demonstrate health behaviors to maintain or improve personal health. <i>(Physical activity, kindness to others, weather safety, and universal precautions.)</i></p>
ACCESS POINTS		
<p>HE.K.P.7.In.a Recognize healthy practices to maintain or improve personal health at school, such as staying within a safe environment, following directions, seeking help, and following universal precautions.</p>	<p>HE.1.P.7.In.a Identify selected behaviors that avoid or reduce health risks at school, such as avoiding strangers on school grounds, and following school playground safety rules.</p>	<p>HE.2.P.7.In.a Demonstrate selected health behaviors that maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions, and practicing pedestrian safety.</p>
<p>HE.K.P.7.Su.a Recognize a healthy practice to maintain or improve personal health in the classroom, such as following directions, seeking help, or following a universal precaution.</p>	<p>HE.1.P.7.Su.a Recognize a selected behavior that can avoid or reduce health risks in the classroom, such as following classroom safety rules, avoiding sharp objects, or not sharing eating utensils.</p>	<p>HE.2.P.7.Su.a Demonstrate a selected health behavior to maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions, or practicing pedestrian safety.</p>
<p>HE.K.P.7.Pa.a Associate an activity with a healthy practice, such as following directions, or seeking help with a health behavior.</p>	<p>HE.1.P.7.Pa.a Recognize a behavior to avoid a health risk, such as following classroom safety rules, avoiding sharp objects, or not sharing eating utensils.</p>	<p>HE.2.P.7.Pa.a Perform a guided personal health behavior, such as washing hands.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.3.P.7.1 Practice responsible personal health behaviors. <i>(Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.)</i></p>	Not applicable	<p>HE.5.P.7.1 Model responsible personal health behaviors. <i>(Respect others, limit television time, choose healthy foods, and pick up litter.)</i></p>
ACCESS POINTS		ACCESS POINTS
<p>HE.3.P.7.In.a Practice selected responsible personal health behaviors, such as following pedestrian safety rules, and avoiding unsafe places.</p>		<p>HE.5.P.7.In.a Model selected responsible personal health behaviors, such as respecting others, choosing healthy foods, and picking up litter.</p>
<p>HE.3.P.7.Su.a Practice a responsible personal health behavior, such as following safety rules, and avoiding unsafe places.</p>		<p>HE.5.P.7.Su.a Demonstrate a responsible personal health behavior, such as respecting others, choosing healthy foods, and picking up litter.</p>
<p>HE.3.P.7.Pa.a Practice a selected responsible personal health behavior in school, such as following safety rules, and avoiding unsafe places.</p>		<p>HE.5.P.7.Pa.a Perform a guided responsible personal health practice or behavior, such as respecting others, choosing healthy foods, and picking up litter.</p>
<p>HE.3.P.7.2 Investigate a variety of behaviors that avoid or reduce health risks. <i>(Daily oral hygiene, medical check-ups, immunizations, and daily physical activity.)</i></p>	<p>HE.4.P.7.2 Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. <i>(Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.)</i></p>	<p>HE.5.P.7.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. <i>(Examining nutritionally dense foods, bathing daily, practice using conflict resolution skills, and choosing the safer option in social situations.)</i></p>
ACCESS POINTS		
<p>HE.3.P.7.In.b Identify behaviors that avoid or reduce common health risks, such as having regular check-ups, receiving immunizations, and participating in daily physical activity.</p>	<p>HE.4.P.7.In.b Identify healthy practices and behaviors to maintain or improve personal health and reduce common health risks, such as avoiding tobacco products, brushing and flossing teeth, participating in regular physical activity, following playground rules, refusing tobacco and alcohol products, and reporting bullying.</p>	<p>HE.5.P.7.In.b Perform selected healthy practices and behaviors to maintain or improve personal health and reduce common health risks, such as eating healthy foods, bathing daily, using conflict resolution skills, obeying bicycle safety laws, maintaining good hygiene, and creating healthy menus.</p>
<p>HE.3.P.7.Su.b Identify a behavior that avoids or reduces common health risks, such as having regular check-ups, receiving immunizations, or participating in daily physical activity.</p>	<p>HE.4.P.7.Su.b Recognize healthy behaviors to maintain or improve personal health and reduce common health risks, such as avoiding tobacco products, brushing and flossing teeth, participating in regular physical activity,</p>	<p>HE.5.P.7.Su.b Perform a healthy practice or behavior to maintain or improve personal health and reduce common health risks, such as choosing and eating healthy foods, using conflict resolution skills, or maintaining good</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

	following playground rules, refusing tobacco and alcohol products, and reporting bullying.	hygiene.
HE.3.P.7.Pa.b Recognize a selected behavior that avoids or reduces common health risks, such as having regular check-ups, receiving immunizations, or participating in daily physical activity.	HE.4.P.7.Pa.b Recognize a healthy behavior that improves personal health and reduces common health risks, such as following playground rules, refusing tobacco and alcohol products, or reporting bullying.	HE.5.P.7.Pa.b Perform a guided responsible personal health practice or behavior and reduces common health risks, such as respecting others, choosing healthy foods, picking up litter, or maintaining good hygiene.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6	Grade 7	Grade 8
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.6.P.7.1 Explain the importance of assuming responsibility for personal health behaviors. <i>(Medical/dental checkups; resist peer pressure, and healthy relationships.)</i></p>	<p>HE.7.P.7.1 Examine the importance of assuming responsibility for personal health behaviors. <i>(Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.)</i></p>	<p>HE.8.P.7.1 Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior. <i>(Sexual abstinence, skin care, and drug abuse.)</i></p>
ACCESS POINTS		
<p>HE.6.P.7.In.a Identify the importance of assuming responsibility for personal health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships.</p>	<p>HE.7.P.7.In.a Describe the importance of assuming responsibility for personal health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively.</p>	<p>HE.8.P.7.In.a Explain the importance of assuming responsibility for personal health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin care practices, and avoiding drug abuse.</p>
<p>HE.6.P.7.Su.a Recognize the importance of assuming responsibility for personal health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships.</p>	<p>HE.7.P.7.Su.a Identify the importance of assuming personal responsibility for personal health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively.</p>	<p>HE.8.P.7.Su.a Describe why it is important to take responsibility for personal health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin care practices, and avoiding drug abuse.</p>
<p>HE.6.P.7.Pa.a Recognize important personal health behaviors.</p>	<p>HE.7.P.7.Pa.a Recognize that it is important to have good personal health habits.</p>	<p>HE.8.P.7.Pa.a Recognize that it is important to take responsibility for personal health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin care practices, and avoiding drug abuse.</p>
<p>HE.6.P.7.2 Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. <i>(Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.)</i></p>	<p>HE.7.P.7.2 Experiment with behaviors that will maintain or improve personal health and reduce health risks. <i>(Peer refusal skills, problem solving skills, and engaging in respectful equality-based relationships.)</i></p>	<p>HE.8.P.7.2 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. <i>(Participate in various physical activities, foster healthy relationships, setting healthy goals, healthy food choices, and internet safety, resisting negative peer pressure, adequate sleep, and engaging in respectful equality-based relationships.)</i></p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

ACCESS POINTS		
<p>HE.6.P.7.In.b Describe selected healthy practices and behaviors that will maintain or improve personal health, and reduce health risks such as good hygiene, healthy relationships with peers, adequate sleep, staying fit, refusing inhalants, and using the internet safely.</p>	<p>HE.7.P.7.In.b Demonstrate healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as healthy relationship skills, peer pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, and practicing sexual abstinence.</p>	<p>HE.8.P.7.In.b Explain healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals, being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep.</p>
<p>HE.6.P.7.Su.b Identify a healthy practice and behavior that will maintain or improve personal health and reduce health risks, such as adequate sleep, good hygiene, healthy peer relationships, staying fit, refusing inhalants, or using the internet safely.</p>	<p>HE.7.P.7.Su.b Demonstrate a healthy practice and behavior that will maintain or improve personal health of self and reduce health risks, such as healthy relationship skills, peer pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, or practicing sexual abstinence.</p>	<p>HE.8.P.7.Su.b Describe healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals, being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep.</p>
<p>HE.6.P.7.Pa.b Recognize a healthy practice or behavior that will maintain or improve personal health, such as good hygiene, healthy peer relationships, or adequate sleep.</p>	<p>HE.7.P.7.Pa.b Perform a healthy practice or behavior that will maintain or improve health of self, such as healthy relationship skills, peer pressure refusal skills, or problem-solving skills.</p>	<p>HE.8.P.7.Pa.b Identify a healthy practice and a behavior that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, or setting healthy goals.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 - 12

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

HE.912.P.7.1 Analyze the role of individual responsibility in enhancing health.

(Food choices, media messages, future impact of lifestyle choices, individual responsibility for protection for health, and stress management.)

ACCESS POINTS

HE.912.P.7.In.a Examine the role of individual responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

HE.912.P.7.Su.a Explain the role of individual responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

HE.912.P.7.Pa.a Identify that it is important to take personal responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

HE.912.P.7.2 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

(Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental health services when needed, sexual behavior, and engaging in healthy relationships.)

ACCESS POINTS

HE.912.P.7.In.b Examine healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental health services when needed.

HE.912.P.7.Su.b Explain healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental health services when needed.

HE.912.P.7.Pa.b Identify selected practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental health services when needed.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
HE.K.P.8.1 Help others to make positive health choices. <i>(Play outside and wash hands frequently.)</i>	HE.1.P.8.1 Encourage others to make positive health choices. <i>(Use sunscreen, cross the street at marked areas, and selecting healthy foods.)</i>	HE.2.P.8.1 Support peers when making positive health choices. <i>(Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns.)</i>
ACCESS POINTS		
HE.K.P.8.In.a Help others make positive health choices in selected situations, such as playing outside, using tissues, and washing hands.	HE.1.P.8.In.a Remind others to make a positive health choice in the classroom, such as using sunscreen, crossing the street at the marked area, or selecting healthy food.	HE.2.P.8.In.a Cooperate with peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns.
HE.K.P.8.Su.a Help others make positive health choices in a selected situation, such as playing outside, using tissues, or washing hands.	HE.1.P.8.Su.a Remind others to make a positive health choice in selected classroom situations, such as eating healthy foods and using a tissue.	HE.2.P.8.Su.a Praise peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns.
HE.K.P.8.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.	HE.1.P.8.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods, and using a tissue.	HE.2.P.8.Pa.a Help others make a positive health choice in a selected situation, such as playing outside, using tissues, or washing hands.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
Benchmarks are listed below with examples which are neither prescriptive nor limiting.		
<p>HE.3.P.8.1 Promote positive behaviors to others. <i>(Selecting healthy foods, following playground rules, and sharing items respectfully.)</i></p>	<p>HE.4.P.8.1 Assist others to make positive health choices. <i>(Model water safety rules, be a positive bystander in bullying instances, and report to a trusted adult.)</i></p>	<p>HE.5.P.8.1 Persuade others to make positive health choices. <i>(Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.)</i></p>
ACCESS POINTS		
<p>HE.3.P.8.In.a Remind others to make a positive health choice at school, such as selecting healthy foods, following playground rules, or sharing items respectfully.</p>	<p>HE.4.P.8.In.a Help others to make positive health choices at school, such as by following water safety rules, reporting bullying, and resolving conflicts with others.</p>	<p>HE.5.P.8.In.a Encourage others to make positive health choices, such as practicing negotiation skills, advocating for a smoke-free environment, and encouraging the use of safety equipment.</p>
<p>HE.3.P.8.Su.a Remind others to make positive health choices in the classroom, such as selecting healthy foods, following playground rules, or sharing items respectfully.</p>	<p>HE.4.P.8.Su.a Cooperate with others when making positive health choices, such as by following safety rules, and resolving conflicts with others.</p>	<p>HE.5.P.8.Su.a Remind others to make a positive health choice at school, such as using safety equipment.</p>
<p>HE.3.P.8.Pa.a Communicate a positive health choice to others, such as selecting healthy foods, or sharing items respectfully.</p>	<p>HE.4.P.8.Pa.a Work with a partner to make a positive health choice, such as following safety rules.</p>	<p>HE.5.P.8.Pa.a Remind others to make a positive health choice in selected situations, such as using safety equipment.</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6

Grade 7

Grade 8

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

<p>HE.6.P.8.1 Practice how to influence and support others when making positive health choices. <i>(Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.)</i></p>	<p>HE.7.P.8.1 Utilize the influence of others to promote positive health choices. <i>(Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.)</i></p>	<p>HE.8.P.8.1 Promote positive health choices with the influence and support of others. <i>(Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.)</i></p>
ACCESS POINTS		
<p>HE.6.P.8.In.a Practice selected ways to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions.</p>	<p>HE.7.P.8.In.a Solicit suggestions and support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p>	<p>HE.8.P.8.In.a Promote positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.</p>
<p>HE.6.P.8.Su.a Practice a way to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions.</p>	<p>HE.7.P.8.Su.a Follow positive suggestions and accept support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p>	<p>HE.8.P.8.Su.a Promote selected positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.</p>
<p>HE.6.P.8.Pa.a Reinforce a positive health choice of others, such as encouraging others to eat healthy food, participating in physical activity, and practicing universal precautions.</p>	<p>HE.7.P.8.Pa.a Follow directions and accept support from others to promote a positive health choice in a selected situation, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p>	<p>HE.8.P.8.Pa.a Promote a positive health choice with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.</p>
<p>HE.6.P.8.2 State a health-enhancing position on a topic and support it with accurate information. <i>(Tobacco laws, zero tolerance policies, drinking laws, and bullying laws.)</i></p>	<p>HE.7.P.8.2 Articulate a position on a health-related issue and support it with accurate health information. <i>(Bullying prevention, Internet safety, and nutritional choices.)</i></p>	<p>HE.8.P.8.2 Justify a health-enhancing position on a topic and support it with accurate information. <i>(Abstinence from unhealthy behaviors, gun safety laws, legal age limits, bullying laws, and zero tolerance.)</i></p>
ACCESS POINTS		
<p>HE.6.P.8.In.b Identify reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero tolerance laws, or drinking laws.</p>	<p>HE.7.P.8.In.b Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or</p>	<p>HE.8.P.8.In.b Explain the desirability of a health-enhancing position on a topic using accurate information from selected resources, such as abstinence from unhealthy behaviors, gun safety</p>

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

	choosing nutritious foods.	laws, or legal age limits.
HE.6.P.8.Su.b Recognize reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero tolerance laws, or drinking laws.	HE.7.P.8.Su.b Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.	HE.8.P.8.Su.b Support a health-enhancing position on a topic using accurate information from a selected source, such as abstinence from unhealthy behaviors, gun safety laws, or legal age limits.
HE.6.P.8.Pa.b Recognize a selected health-enhancing position, such as tobacco laws, zero tolerance laws, or drinking laws.	HE.7.P.8.Pa.b Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.	HE.8.P.8.Pa.b Recognize accurate information related to a health-enhancing position on a topic, such as abstinence from unhealthy behaviors, gun safety laws, or legal age limits.
HE.6.P.8.3 Work cooperatively to advocate for healthy individuals, families, and schools. <i>(Media campaigns, posters, skits, and PSAs.)</i>	HE.7.P.8.3 Work cooperatively to advocate for healthy individuals, peers, and families. <i>(Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.)</i>	HE.8.P.8.3 Work cooperatively to advocate for healthy individuals, peers, families, and schools. <i>(Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.)</i>
ACCESS POINTS		
HE.6.P.8.In.c Work with others to advocate for healthy individuals and schools, such as through media campaigns, posters, and skits.	HE.7.P.8.In.c Work with others to advocate for healthy individuals and peers, such as by assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks.	HE.8.P.8.In.c Work with others to advocate for healthy individuals, peers, families, and schools, such as promoting community initiatives, and creating media campaigns.
HE.6.P.8.Su.c Work with others to promote selected healthy practices for individuals and schools, such as through media campaigns, posters, and skits.	HE.7.P.8.Su.c Work with others to advocate for healthy individuals and peers in selected situations, such as by assisting with needs assessments, writing advocacy letters, or volunteering at information kiosks.	HE.8.P.8.Su.c Work with others to promote healthy practices for healthy individuals, peers, families, or schools, such as promoting community initiatives, and creating media campaigns.
HE.6.P.8.Pa.c Work with others to promote a healthy practice for individuals and schools, such as through media campaigns, posters, and skits.	HE.7.P.8.Pa.c Work with others to promote a selected healthy practice for individuals or peers, such as by assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks.	HE.8.P.8.Pa.c Work with others to promote selected healthy practices for individuals, peers, families, or schools, such as promoting community initiatives, and creating media campaigns.
HE.6.P.8.4 Identify ways health messages and communication techniques can be targeted for different audiences. <i>(Surveys, advertisements, music, and clothing.)</i>	HE.7.P.8.4 Analyze ways health messages can target different audiences. <i>(Print media, broadcast media, billboards, and Internet resources.)</i>	HE.8.P.8.4 Evaluate ways health messages and communication techniques can be targeted for different audiences. <i>(Advertising, social media campaign, and health fairs.)</i>
ACCESS POINTS		
HE.6.P.8.In.d Identify a way a health message or communication technique is altered for different audiences, such as in surveys, advertisements, music, and clothing.	HE.7.P.8.In.d Identify ways health messages or communication techniques are targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards.	HE.8.P.8.In.d Identify ways health messages or communication techniques can be targeted for a particular audience, such as advertisements, media campaigns, and health fairs.
HE.6.P.8.Su.d Recognize a way a health message is altered for a selected audience, such as in surveys,	HE.7.P.8.Su.d Recognize ways a health message or communication technique is targeted for a particular audience,	HE.8.P.8.Su.d Identify a way a health message or communication technique can be targeted for a particular

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

advertisements, music, and clothing.	such as the messages in print media, broadcast media, or on billboards.	audience, such as in advertisements, media campaigns, and health fairs.
HE.6.P.8.Pa.d Recognize a health message for a selected target audience, such as drinking milk for children.	HE.7.P.8.Pa.d Recognize a communication technique for a selected audience, such as popular music in a message in broadcast media for teenagers.	HE.8.P.8.Pa.d Recognize a way a health message targets a particular audience, such as in advertisements, media campaigns, and health fairs.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 - 12

Benchmarks are listed below with examples which are neither prescriptive nor limiting.

HE.912.P.8.1 Demonstrate how to influence and support others in making positive health choices.
(Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first aid training.)

ACCESS POINTS

HE.912.P.8.In.a Demonstrate basic ways to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.

HE.912.P.8.Su.a Demonstrate a basic way to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.

HE.912.P.8.Pa.a Encourage others to make positive health choices.

HE.912.P.8.2 Utilize current, accurate data/information to formulate a health-enhancing message.
(Validate perceptions of peers and of societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by the government or community agencies, societal influences on the workplace, and teen driving safety.)

ACCESS POINTS

HE.912.P.8.In.b Use accurate information to create a health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, and sexual activity.

HE.912.P.8.Su.b Use selected accurate information to create a brief health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, or sexual activity.

HE.912.P.8.Pa.b Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoids violence.

HE.912.P.8.3 Work cooperatively as an advocate for improving personal, family and community health.
(Support local availability of healthy food options;, environmentally friendly shopping, victim, drug or teen court advocacy, advocate for peer lead abuse prevention education programs, organize community resource information, and home/school safety.)

ACCESS POINTS

HE.912.P.8.In.c Work with others to advocate for improving personal, family, and community health, such as supporting local availability of healthy food options, and shopping at environmentally friendly vendors.

HE.912.P.8.Su.c Work with others to promote health practices that improve personal, family, or community health, such as supporting local availability of healthy food options, and environmentally friendly shopping.

HE.912.P.8.Pa.c Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options, or environmentally friendly shopping.

NEXT GENERATION SUNSHINE STATE STANDARDS FOR HEALTH EDUCATION

HE.912.P.8.4 **Adapt health messages and communication techniques to a specific target audience.**
(Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.)

ACCESS POINTS

HE.912.P.8.In.d Create a health message that targets a specific audience using a common communication technique, such as promoting Internet safety, disease prevention, reduction of poverty, and disaster relief.

HE.912.P.8.Su.d Create a health message for a selected audience using a selected communication technique, such as promoting Internet safety, disease prevention, reduction of poverty, and disaster relief.

HE.912.P.8.Pa.d Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence.