

Health Education Standards

GRADE: K

Strand: HEALTH LITERACY: CONCEPTS

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

BENCHMARK CODE	BENCHMARK
HE.K.C.1.1	Recognize healthy behaviors.
HE.K.C.1.2	Recognize the physical dimension of health.
HE.K.C.1.3	Recognize ways to prevent common communicable diseases.
HE.K.C.1.4	Recognize childhood injuries.
HE.K.C.1.5	Recognize there are body parts inside and outside of the body.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.K.C.1.In.a Recognize selected healthy behaviors, such as brushing teeth and covering mouth for a cough and sneeze.	HE.K.C.1.Su.a Recognize a healthy behavior, such as brushing teeth or covering mouth for a cough or sneeze.	HE.K.C.1.Pa.a Associate a behavior with health, such as brushing teeth.
HE.K.C.1.In.b Recognize aspects of the physical dimension of health, such as personal hygiene, exercise, and eating habits.	HE.K.C.1.Su.b Recognize an aspect of the physical dimension of health, such as personal hygiene, exercise, or eating habits.	HE.K.C.1.Pa.b Associate a physical activity with personal health, such as personal hygiene, exercise, or eating habits.
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.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.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.K.C.1.In.d Recognize childhood injuries, such as a broken bone, cut, and scrapes.	HE.K.C.1.Su.d Recognize a symptom of common childhood injuries, such as bleeding or bruising.	HE.K.C.1.Pa.d Associate a symptom, such as bruising or bleeding, with a common childhood injury.
HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.	HE.K.C.1.Su.e Recognize selected body parts outside of the body, such as nose, hands, and eyes.	HE.K.C.1.Pa.e Recognize a body part outside of the body, such as a hand.

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

BENCHMARK CODE	BENCHMARK
HE.K.C.2.1	Name healthy behaviors that family members should practice.
HE.K.C.2.2	Identify members of the school and community that support personal health practices and behaviors.
HE.K.C.2.3	Explain the importance of rules to maintain health.

HE.K.C.2.4	Name various types of media and technology that influence health.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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.	HE.K.C.2.Su.a Recognize a healthy behavior that family members should practice, such as brushing teeth or staying home when sick.	HE.K.C.2.Pa.a Associate a healthy behavior with a family member, such as brushing teeth or staying home when sick.
HE.K.C.2.In.b Recognize members of the school who support personal health practices and behaviors, such as teachers and the school nurse.	HE.K.C.2.Su.b Recognize a member of the school who supports personal health practices and behaviors, such as a teacher or a school nurse.	HE.K.C.2.Pa.b Associate an adult in the classroom with personal health practices and behaviors, such as a teacher.
HE.K.C.2.In.c 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.	HE.K.C.2.Su.c 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.	HE.K.C.2.Pa.c Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.
HE.K.C.2.In.d Identify common types of media that influence health, such as television, magazines, and newspaper.	HE.K.C.2.Su.d Recognize common types of media that influence health, such as radio, television, computer, and magazines.	HE.K.C.2.Pa.d Recognize a type of media that influences health, such as television.

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK	
HE.K.B.1.1	Recognize school and community health helpers.	
HE.K.B.1.2	Recognize warning labels and signs on hazardous products and places.	
HE.K.B.1.3	Recognize advertisements for health products.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.K.B.1.In.a Recognize health helpers in the school or community, such as teachers, the school nurse, and doctors.	HE.K.B.1.Su.a Recognize a health helper in the school or community, such as a teacher, the school nurse, or a doctor.	HE.K.B.1.Pa.a Associate a member of the school with health, such as the school nurse.
HE.K.B.1.In.b Recognize selected warning labels and signs on hazardous products and places, such as poison labels and crosswalk signals.	HE.K.B.1.Su.b 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.	HE.K.B.1.Pa.b Associate a selected warning sign with a product or situation that may be harmful to children, such as cleaning products and crossing the street.
HE.K.B.1.In.c Recognize health products in advertisements, such as in magazines and television commercials.	HE.K.B.1.Su.c Recognize a health product in an advertisement, such as in a magazine or television commercial.	HE.K.B.1.Pa.c Recognize a health product, such as hand wipes or toothpaste.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK	
HE.K.B.2.1	Recognize healthy ways to express needs, wants, and feelings.	
HE.K.B.2.2	Demonstrate listening skills to enhance health.	
HE.K.B.2.3	Identify the appropriate responses to unwanted and threatening situations.	
HE.K.B.2.4	State ways to tell a trusted adult if threatened or harmed.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.K.B.2.In.a Recognize healthy ways to express needs and wants in the classroom, such as sharing objects and time and using manners.	HE.K.B.2.Su.a Recognize a healthy way to express a need or want in the classroom, such as sharing objects and time or using manners.	HE.K.B.2.Pa.a Associate communication with expression of a personal need.
HE.K.B.2.In.b Use selected listening skills to enhance health, such as listening quietly, not interrupting, and making eye contact.	HE.K.B.2.Su.b Use a selected listening skill to enhance health, such as making eye contact or not interrupting.	HE.K.B.2.Pa.b Attend to selected communications to enhance own health.
HE.K.B.2.In.c Recognize appropriate responses to unwanted and threatening school situations, such as telling a trusted adult, seeking safety, and running away.	HE.K.B.2.Su.c Recognize one appropriate response to an unwanted or threatening school situation, such as telling a trusted adult, seeking safety, or running away.	HE.K.B.2.Pa.c Recognize communication as a way to avoid an unwanted classroom situation.
HE.K.B.2.In.d Identify a way to tell a trusted adult if threatened or harmed, such as by using pictures or words or role-playing.	HE.K.B.2.Su.d Recognize a way to tell a trusted adult if threatened or harmed, such as role-playing or using pictures or words.	HE.K.B.2.Pa.d Recognize communication as a way to avoid an unwanted classroom situation.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK	
HE.K.B.3.1	Name situations when a health-related decision can be made individually or when assistance is needed.	
HE.K.B.3.2	Recognize healthy options to health-related issues or problems.	
HE.K.B.3.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.K.B.3.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.	HE.K.B.3.Su.a Recognize selected situations when a health-related decision requires assistance from an adult, such as what to do when injured or sick.	HE.K.B.3.Pa.a Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher.
HE.K.B.3.In.b Recognize healthy options for selected health-related issues or problems, such as visiting the doctor when sick, obeying	HE.K.B.3.Su.b Recognize a healthy option for health-related issues or problems, such as obeying class safety rules or	HE.K.B.3.Pa.b Recognize a person who can assist with a health-related decision or problem, such as a parent or

safety rules to avoid injury, and being prepared for an emergency.	following directions during a fire drill.	teacher.
HE.K.B.3.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.K.B.3.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.K.B.3.Pa.c Associate a consequence with a classroom rule/practice, such as getting hurt or hurting others.

Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK	
HE.K.P.1.1	Identify healthy practices and behaviors to maintain or improve personal health.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.K.P.1.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.	HE.K.P.1.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.	HE.K.P.1.Pa.a Associate an activity with a healthy practice, such as following directions or seeking help with a health behavior.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK	
HE.K.P.2.1	Help others to make positive health choices.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.K.P.2.In.a Help others make positive health choices in selected situations, such as playing outside, using tissues, and washing hands.	HE.K.P.2.Su.a Help others make positive health choices in a selected situation, such as playing outside, using tissues, or washing hands.	HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

GRADE: 1

Strand: HEALTH LITERACY: CONCEPTS

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

BENCHMARK CODE	BENCHMARK
HE.1.C.1.1	Identify healthy behaviors.

HE.1.C.1.2	Recognize the physical and mental/emotional dimensions of health.	
HE.1.C.1.3	Describe ways to prevent common communicable diseases.	
HE.1.C.1.4	Identify ways to prevent childhood injuries.	
HE.1.C.1.5	Identify health-care providers.	
HE.1.C.1.6	Emphasize the correct names of human body parts.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.	HE.1.C.1.Su.a Recognize selected healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.	HE.1.C.1.Pa.a Recognize a healthy behavior, such as eating breakfast, getting exercise, or washing hands.
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.1.C.1.Su.b Recognize an aspect of the mental/emotional dimension of health, such as personal feelings.	HE.1.C.1.Pa.b Associate an emotion with a behavior, such as happy with smiling.
HE.1.C.1.In.c Identify ways to prevent common communicable diseases, such as washing hands and not sharing food and utensils.	HE.1.C.1.Su.c Recognize ways to prevent common communicable diseases, such as washing hands or not sharing food and utensils.	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.1.C.1.In.d Recognize ways to prevent childhood injuries, such as following rules for water, pedestrian, and bicycle safety.	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.1.C.1.Pa.d Recognize a classroom safety rule to avoid personal injury, such as staying in a seat.
HE.1.C.1.In.e Identify a health care provider in the school environment, such as the school nurse, physical therapist, or teacher.	HE.1.C.1.Su.e Recognize health care providers in the school environment, such as the school nurse, physical therapist, or teacher.	HE.1.C.1.Pa.e Recognize a health care provider in the classroom or school, such as the teacher or school nurse.
HE.1.C.1.In.f Identify body parts outside the body by name, such as arms, hands, legs, feet, head, eyes, nose, and mouth.	HE.1.C.1.Su.f Recognize body parts outside of the body, such as mouth, hands, arms, and head.	HE.1.C.1.Pa.f Recognize selected body parts outside the body, such as the hand, mouth, and nose.

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

BENCHMARK CODE	BENCHMARK	
HE.1.C.2.1	Identify how children learn health behaviors from family and friends.	
HE.1.C.2.2	Identify what the school and community does to support personal health practices and behaviors.	
HE.1.C.2.3	Recognize health consequences for not following rules.	
HE.1.C.2.4	Name examples of media messages that relate to health behaviors.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.1.C.2.In.a Recognize ways that children learn health behaviors from family and friends, such as family encouraging physical activity together,	HE.1.C.2.Su.a Recognize a healthy behavior learned from family and friends, such as family encouraging physical activity	HE.1.C.2.Pa.a Associate a healthy behavior with family members or friends, such as family encouraging physical activity together, having an

<p>setting a bedtime, limiting television time, and participating in social gatherings and birthday parties.</p> <p>HE.1.C.2.In.b Recognize what the school and community do to support personal health practices, such as having cafeteria and food standards, following fire safety rules, and providing health services such as physicals.</p> <p>HE.1.C.2.In.c Recognize selected health consequences for not following a rule, such as injuries, arguments, hurt feelings, and pollution.</p> <p>HE.1.C.2.In.d Recognize media messages that relate to health behaviors, such as commercials for fast food, milk, and candy make you hungry.</p>	<p>together, setting a bedtime, limiting television time, or participating in social gatherings and birthday parties.</p> <p>HE.1.C.2.Su.b Recognize what the school does to support health practices, such as having cafeteria and food standards and following fire safety rules.</p> <p>HE.1.C.2.Su.c Recognize a health consequence for not following a rule, such as injuries, arguments, hurt feelings, or pollution.</p> <p>HE.1.C.2.Su.d Recognize a media message that relates to health behavior, such as commercials for fast food, milk, and candy, make you hungry.</p>	<p>appropriate bedtime, or participating in social gatherings and birthday parties.</p> <p>HE.1.C.2.Pa.b Recognize classroom activities that support personal health practices, such as hand washing and rules for using equipment.</p> <p>HE.1.C.2.Pa.c Associate a health consequence with not following a selected classroom rule, such as an injury.</p> <p>HE.1.C.2.Pa.d Associate a media message with a health behavior, such as brushing teeth or drinking milk.</p>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.1.B.1.1	Identify trusted adults and professionals who can help promote health.
HE.1.B.1.2	Determine the meaning of warning labels and signs on hazardous products and places.
HE.1.B.1.3	Give examples of advertisements for health products.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.1.B.1.In.a Recognize trusted adults and professionals who can help promote health, such as fire rescue/EMT, police, counselor, nurse, dentist, and doctor.</p> <p>HE.1.B.1.In.b Identify the meaning of common warning labels and signs on hazardous products and situations, such as burns, poison, and no swimming areas.</p> <p>HE.1.B.1.In.c Identify advertisements for health products, such as television commercials, advertisements in magazines, and product packaging.</p>	<p>HE.1.B.1.Su.a 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.1.B.1.Su.b Recognize the meaning of a warning label or sign for a hazardous product.</p> <p>HE.1.B.1.Su.c Recognize an advertisement for health products, such as a television commercial.</p>	<p>HE.1.B.1.Pa.a Recognize a trusted adult in the classroom who can help promote health, such as a teacher.</p> <p>HE.1.B.1.Pa.b Recognize a selected warning sign of a product that is harmful, such as poisonous products.</p> <p>HE.1.B.1.Pa.c Associate a common advertisement with a health product, such as toothpaste.</p>

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK	
HE.1.B.2.1	Identify healthy ways to express needs, wants, and feelings.	
HE.1.B.2.2	Describe good listening skills to enhance health.	
HE.1.B.2.3	Tell about ways to respond when in an unwanted, threatening, or dangerous situation.	
HE.1.B.2.4	Practice ways to tell a trusted adult if threatened or harmed.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.1.B.2.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.1.B.2.In.b Identify good listening skills that enhance health, such as focusing on the speaker and not interrupting.</p> <p>HE.1.B.2.In.c Identify ways to respond in an unwanted, threatening, or dangerous situation, such as leaving, telling a trusted adult, and saying no.</p> <p>HE.1.B.2.In.d Identify ways to tell a trusted adult if threatened or harmed, such as using pictures, role-playing, and verbalizing.</p>	<p>HE.1.B.2.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.1.B.2.Su.b Recognize good listening skills that enhance health, such as focusing on the speaker and not interrupting.</p> <p>HE.1.B.2.Su.c Recognize ways to respond to threatening classroom situations, such as leaving, telling a trusted adult, and saying no.</p> <p>HE.1.B.2.Su.d Recognize ways to tell a trusted adult if threatened or harmed, such as using pictures, role-playing, and verbalizing.</p>	<p>HE.1.B.2.Pa.a Recognize a way to communicate a personal need or want in classroom.</p> <p>HE.1.B.2.Pa.b Recognize a good listening behavior to enhance health, such as looking at the person who is speaking.</p> <p>HE.1.B.2.Pa.c Recognize a way to respond in a selected unwanted or threatening classroom situation.</p> <p>HE.1.B.2.Pa.d Recognize a way to communicate a personal need or want in classroom.</p>

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK	
HE.1.B.3.1	Describe situations when a health-related decision can be made individually or when assistance is needed.	
HE.1.B.3.2	Identify healthy options to health-related issues or problems.	
HE.1.B.3.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.1.B.3.In.a Identify situations when a health-related decision can be made individually or when assistance is needed, such as crossing the street, making food choices, and washing hands.</p> <p>HE.1.B.3.In.b Recognize healthy options for health-related issues or problems, such as wearing a bike helmet, using seat belts, and reporting danger.</p>	<p>HE.1.B.3.Su.a Identify selected situations when a health-related decision requires personal assistance, such as making healthy food choices and handling sharp objects.</p> <p>HE.1.B.3.Su.b Recognize a healthy option for a health-related issue or problem at school, such as wearing a bike helmet in physical education or choosing to eat healthy foods in the cafeteria.</p>	<p>HE.1.B.3.Pa.a Recognize a classroom situation when a health-related decision requires personal assistance, such as making healthy food choices.</p> <p>HE.1.B.3.Pa.b Associate a healthy option with a classroom activity, such as using equipment safely.</p> <p>HE.1.B.3.Pa.c Recognize a</p>

HE.1.B.3.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.1.B.3.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.	selected consequence for not following a selected class rule related to healthy and safe decisions, such as a personal injury or illness.
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Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK	
HE.1.P.1.1	Demonstrate good personal health habits.	
HE.1.P.1.2	Tell about behaviors that avoid or reduce health risks.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.1.P.1.In.a Demonstrate selected good personal health habits, such as brushing teeth, sharing with others, and getting adequate sleep.	HE.1.P.1.Su.a Demonstrate a selected good personal health habit, such as brushing teeth, sharing with others, or getting adequate sleep.	HE.1.P.1.Pa.a Perform a guided good personal health habit, such as brushing teeth or sharing with others.
HE.1.P.1.In.b Identify selected behaviors that avoid or reduce health risks at school, such as avoiding strangers on school grounds and following school playground safety rules.	HE.1.P.1.Su.b 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.	HE.1.P.1.Pa.b Recognize a behavior to avoid a health risk, such as following classroom safety rules, avoiding sharp objects, or not sharing eating utensils.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK	
HE.1.P.2.1	Encourage others to make positive health choices.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.1.P.2.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.1.P.2.Su.a Remind others to make a positive health choice in selected classroom situations, such as eating healthy foods and using a tissue.	HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

GRADE: 2

Strand: HEALTH LITERACY: CONCEPTS

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

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.2.C.1.In.a Identify characteristics of personal health, such as feeling well and being free from injury and disease.	HE.2.C.1.Su.a Recognize characteristics of personal health, such as feeling well or being free from injury or disease.	HE.2.C.1.Pa.a Associate personal health with a selected characteristic, such as feeling well.
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.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.2.C.1.Pa.b Associate a social behavior, such as a greeting, with getting along well with others.
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.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.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.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.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.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 with matches.
HE.2.C.1.In.e Identify when it is important to seek health care, such as when you have a high fever, toothache, or bad cough.	HE.2.C.1.Su.e Recognize when it is important to seek health care, such as when you have a high fever, toothache, or bad cough.	HE.2.C.1.Pa.e Recognize that personal health care is needed when one feels sick.
HE.2.C.1.In.f Identify major external body parts and their functions, such as hands, legs, arms, and mouth.	HE.2.C.1.Su.f Recognize external body parts and their functions, such as hand and foot.	HE.2.C.1.Pa.f Recognize selected external body parts, such as eyes, nose, and hand.

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

BENCHMARK CODE	BENCHMARK
HE.2.C.2.1	Describe how family rules and practices influence health behaviors.
HE.2.C.2.2	Describe how friends' health practices influence health behaviors of others.

HE.2.C.2.3	Describe how the school and community influence health behaviors of children.	
HE.2.C.2.4	Describe how the media and technology can influence health behaviors.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.2.C.2.In.a Identify family rules and practices that influence health behaviors, such as home safety rules, families playing together, and food sanitation practices.</p> <p>HE.2.C.2.In.b Identify ways health practices of friends influence health behaviors of others, such as telling the truth, treating others with respect, and being tobacco-free.</p> <p>HE.2.C.2.In.c Identify ways the school and community influence health behaviors of children, such as health and safety fairs, school crossing guards, lifeguards, and recycling programs.</p> <p>HE.2.C.2.In.d Identify ways the media can influence health behaviors, such as through advertisements for beverages, breakfast cereals, and toys.</p>	<p>HE.2.C.2.Su.a Recognize family rules and practices that influence health behaviors, such as home safety rules, families playing together, and food sanitation practices.</p> <p>HE.2.C.2.Su.b Recognize ways health practices of friends influence health behaviors of others, such as telling the truth, treating others with respect, or being tobacco-free.</p> <p>HE.2.C.2.Su.c Recognize ways the school and community influence health behaviors of children, such as health and safety fairs, school crossing guards, lifeguards, and recycling programs.</p> <p>HE.2.C.2.Su.d Recognize media messages that relate to health behaviors, such as advertisements for beverages, breakfast cereals, and toys.</p>	<p>HE.2.C.2.Pa.a Recognize a family rule or practice that promotes a healthy behavior, such as home safety rules, families playing together, or food sanitation practices.</p> <p>HE.2.C.2.Pa.b Recognize a health behavior used by friends, such as telling the truth or using a tissue.</p> <p>HE.2.C.2.Pa.c Recognize a way the school influences health behaviors of children, such as health and safety fairs or school crossing guards.</p> <p>HE.2.C.2.Pa.d Recognize a media message related to health behavior, such as an advertisement for beverages or breakfast cereals.</p>

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.2.B.1.1	Select trusted adults and professionals who can help promote health.
HE.2.B.1.2	Understand the meaning of warning labels and signs on hazardous products.
HE.2.B.1.3	Examine the content of advertisements for healthy, unhealthy, and misleading contents.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.2.B.1.In.a Identify trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.</p> <p>HE.2.B.1.In.b Describe the meaning of common warning labels and signs on hazardous products and situations, such as poison labels, medication labels, and hazardous waste signs.</p> <p>HE.2.B.1.In.c Identify the content of advertisements for health products, such</p>	<p>HE.2.B.1.Su.a Recognize trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.</p> <p>HE.2.B.1.Su.b Recognize the meaning of warning labels and signs on hazardous products, such as poison labels and hazardous waste signs.</p> <p>HE.2.B.1.Su.c Recognize products</p>	<p>HE.2.B.1.Pa.a Recognize a trusted adult in the classroom and school who can help promote health, such as a teacher or the school nurse.</p> <p>HE.2.B.1.Pa.b Recognize selected warning signs or symbols on dangerous products.</p> <p>HE.2.B.1.Pa.c Recognize an advertisement for a health product, such as in infomercials,</p>

as in infomercials, magazine advertisements, and labels.	addressed in an advertisement for a health product, such as in infomercials, magazine advertisements, and labels.	magazine advertisements, or labels.
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.2.B.2.1	Demonstrate healthy ways to express needs, wants, and feelings.
HE.2.B.2.2	Apply listening skills that enhance health.
HE.2.B.2.3	Demonstrate ways to respond to unwanted, threatening or dangerous situations.
HE.2.B.2.4	Explain ways to tell a trusted adult if threatened or harmed.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.2.B.2.In.a Use healthy ways to express needs, wants, and feelings, such as making food choices and following rules.	HE.2.B.2.Su.a Use selected healthy ways to express needs and wants in the classroom, such as making food choices and following rules.	HE.2.B.2.Pa.a Communicate personal needs in the classroom, such as making food choices or following rules.
HE.2.B.2.In.b Use listening skills that enhance health, such as following directions, making eye contact, and waiting your turn to speak.	HE.2.B.2.Su.b Use basic listening skills that enhance health, such as following directions, making eye contact, and waiting your turn to speak.	HE.2.B.2.Pa.b Use a basic good listening skill that enhances health, such as focusing on the person speaking or not interrupting.
HE.2.B.2.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.	HE.2.B.2.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.	HE.2.B.2.Pa.c Recognize a healthy way to respond to a threatening or harmful situation, such as a fire alarm.
HE.2.B.2.In.d Describe ways to tell a trusted adult if threatened or harmed, such as by drawing pictures, role-playing, and verbalizing.	HE.2.B.2.Su.d Identify ways to tell a trusted adult if threatened or harmed, such as drawing pictures, verbalizing, and role-playing.	HE.2.B.2.Pa.d Recognize a healthy way to respond to a threatening or harmful situation, such as a fire alarm.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.2.B.3.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
HE.2.B.3.2	Name healthy options to health-related issues or problems.
HE.2.B.3.3	Compare the consequences of not following rules/practices when making healthy and safe decisions.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.2.B.3.In.a Name situations when a health-related decision can be made individually or when assistance is	HE.2.B.3.Su.a Identify common situations when a health-related decision can be made individually or	HE.2.B.3.Pa.a Indicate an awareness of health-related decisions, such as choosing child-

<p>needed, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.</p> <p>HE.2.B.3.In.b Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal safety, cooperating and communicating with peers, and making food choices.</p> <p>HE.2.B.3.In.c Describe the consequences of not following rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution.</p>	<p>when personal assistance is required, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.</p> <p>HE.2.B.3.Su.b Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.</p> <p>HE.2.B.3.Su.c Identify the consequences of not following school rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution.</p>	<p>appropriate media, engaging in physical activity, and making food choices.</p> <p>HE.2.B.3.Pa.b Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.</p> <p>HE.2.B.3.Pa.c Recognize health consequences of not following a selected classroom rule, such as accidents or injuries.</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.2.B.4.1	Establish a short-term personal health goal as a class and take action toward achieving the goal.
HE.2.B.4.2	Identify who can help and how they can assist in achieving a personal health goal.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.2.B.4.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.4.In.b Identify a person who can assist with setting and achieving a personal health goal, such as a family member, friend, teacher, therapist, or school nurse.</p>	<p>HE.2.B.4.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.4.Su.b Recognize a person who can assist with a personal health behavior (goal), such as a family member, friend, teacher, therapist, or school nurse.</p>	<p>HE.2.B.4.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> <p>HE.2.B.4.Pa.b Recognize a person who assists with personal health needs, such as a family member, teacher, therapist, or school nurse.</p>

Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
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HE.2.P.1.1	Demonstrate health behaviors to maintain or improve personal health.	
HE.2.P.1.2	Show behaviors that avoid or reduce health risks.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.2.P.1.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.2.P.1.In.a Demonstrate selected behaviors that avoid or reduce health risks at school, such as washing hands, keeping personal space clean, and obeying pedestrian and weather safety rules.</p>	<p>HE.2.P.1.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.2.P.1.Su.a Demonstrate a selected behavior that avoids or reduces health risks at school, such as washing hands, keeping personal space clean, or obeying pedestrian and weather safety rules.</p>	<p>HE.2.P.1.Pa.a Perform a guided personal health behavior, such as washing hands.</p> <p>HE.2.P.1.Pa.b Demonstrate a selected behavior that avoids a health risk.</p>

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.		
BENCHMARK CODE	BENCHMARK	
HE.2.P.2.1	Support peers when making positive health choices.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.2.P.2.In.b Cooperate with peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns.	HE.2.P.2.Su.b Praise peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns.	HE.2.P.2.Pa.c Help others make a positive health choice in a selected situation, such as playing outside, using tissues, or washing hands.

GRADE: 3

Strand: HEALTH LITERACY: CONCEPTS		
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.3.C.1.1	Describe healthy behaviors that affect personal health.	
HE.3.C.1.2	Identify that there are multiple dimensions of health.	
HE.3.C.1.3	Describe ways a safe, healthy classroom can promote personal health.	
HE.3.C.1.4	Describe common childhood health conditions.	
HE.3.C.1.5	Describe why it is important to seek health care.	
HE.3.C.1.6	Recognize that body parts and organs work together to form human body systems.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory

<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.3.C.1.In.b Recognize aspects of the dimensions of health, such as naming your feelings, working well with others, good oral hygiene, and respecting oneself and others.</p> <p>HE.3.C.1.In.c Identify ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand sanitation supplies and having respect for others.</p> <p>HE.3.C.1.In.d Identify common childhood health conditions, such as asthma, diabetes, food allergies, and dental caries.</p> <p>HE.3.C.1.In.e 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.</p> <p>HE.3.C.1.In.f Recognize that human body parts work together (systems) to maintain physical health.</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.3.C.1.Su.b Recognize selected aspects of a dimension of health, such as naming your feelings, working well with others, and brushing teeth.</p> <p>HE.3.C.1.Su.c Recognize ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand sanitation supplies and having respect for others.</p> <p>HE.3.C.1.Su.d Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental caries.</p> <p>HE.3.C.1.Su.e Recognize why it is important to seek health care, such as a dental exams to maintain dental health, hearing exams to improve hearing, eye exams to correct vision, or physical exams to monitor health.</p> <p>HE.3.C.1.Su.f Recognize that selected body parts work together to maintain physical health.</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.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.</p> <p>HE.3.C.1.Pa.c Recognize a way a safe, healthy classroom promotes personal health, such as having sanitized surfaces.</p> <p>HE.3.C.1.Pa.d Recognize a symptom of a common childhood illness, such as a runny nose or sore throat.</p> <p>HE.3.C.1.Pa.e Associate a medical doctor with health care.</p> <p>HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.3.C.2.1	Explore how different family traditions and customs may influence health behaviors.
HE.3.C.2.2	Explore how friends' various traditions and customs may influence health behavior.
HE.3.C.2.3	Explore how the traditions and customs of the school and community influence health behavior of children.
HE.3.C.2.4	Identify classroom and school rules that promote health and disease prevention.
HE.3.C.2.5	Discuss the positive and negative impacts media may have on health.
HE.3.C.2.6	Discuss the positive and negative impacts technology may have on health.
HE.3.C.2.7	Discuss how the community can influence healthy and unhealthy behaviors.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.3.C.2.In.a Identify ways different family traditions or customs may influence health behaviors, such as the family's diet and eating meals together.	HE.3.C.2.Su.a Recognize ways different family traditions or customs may influence health behaviors, such as the family's diet and eating meals together.	HE.3.C.2.Pa.a Associate a family tradition or custom with a health behavior, such as eating meals with family members.

<p>HE.3.C.2.In.b Identify ways friends' traditions or customs may influence health behaviors, such as participating in sports, trying new foods, or having family responsibilities.</p> <p>HE.3.C.2.In.c Identify ways the traditions and customs of the school and community influence health behaviors of children, such as health fairs, fundraisers, and special celebrations.</p> <p>HE.3.C.2.In.d Identify selected classroom and school rules that promote health and disease prevention, such as walk/don't run, washing hands, keeping personal areas clean, and listening to crossing guards.</p> <p>HE.3.C.2.In.e Identify positive and negative impacts media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.</p> <p>HE.3.C.2.In.f Identify positive and negative impacts media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.</p> <p>HE.3.C.2.In.g Identify ways the community can influence health behaviors, such as having health fairs, screenings, warnings, and places to exercise; and supporting recycling.</p>	<p>HE.3.C.2.Su.b Recognize ways friends' traditions or customs may influence health behaviors, such as participating in sports, trying new foods, or having family responsibilities.</p> <p>HE.3.C.2.Su.c Recognize a way the traditions and customs of the school or community influence health behaviors of children, such as health fairs, fundraisers, and special celebrations.</p> <p>HE.3.C.2.Su.d Recognize classroom rules that promote health and disease prevention, such as walk/don't run, washing hands, keeping personal areas clean, and listening to school crossing guards.</p> <p>HE.3.C.2.Su.e Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.</p> <p>HE.3.C.2.Su.f Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.</p> <p>HE.3.C.2.Su.g Recognize ways the community can influence health behaviors, such as having health fairs, screenings, health warnings, and places to exercise; and supporting recycling.</p>	<p>HE.3.C.2.Pa.b Recognize a healthy behavior of a friend that is associated with a tradition or custom.</p> <p>HE.3.C.2.Pa.c Recognize a selected tradition or custom of the school that influences health behavior, such as health fairs, fundraisers, or special celebrations.</p> <p>HE.3.C.2.Pa.d Recognize a classroom rule that promotes health and disease prevention, such as washing hands, keeping personal areas clean, or practicing appropriate hygiene.</p> <p>HE.3.C.2.Pa.e Recognize a positive impact media or technology may have on health, such as promoting healthy food choices.</p> <p>HE.3.C.2.Pa.f Recognize a positive impact media or technology may have on health, such as promoting healthy food choices.</p> <p>HE.3.C.2.Pa.g Associate a community activity with healthy behaviors, such as health fairs, screenings, health warnings, places to exercise, and recycling.</p>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR	
Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	
BENCHMARK CODE	BENCHMARK
HE.3.B.1.1	Locate resources from home, school, and community that provide valid health information.
HE.3.B.1.2	Describe how the media influences the selection of health information, products, and services.
HE.3.B.1.3	Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4	Identify a variety of technologies to gather health information.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.3.B.1.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.3.B.1.In.b 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.3.B.1.In.c Recognize criteria for selecting health resources, products, and services, such as the intended purpose and use.</p> <p>HE.3.B.1.In.d Recognize a variety of technologies that provide health information, such as television, radio, and Web sites.</p>	<p>HE.3.B.1.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.3.B.1.Su.b Recognize ways media messages influence the selection of health information, products, and services, such as infomercials, cereal boxes, billboards, and medicine advertisements.</p> <p>HE.3.B.1.Su.c Recognize a criterion for selecting a common health product or service, such as the intended purpose.</p> <p>HE.3.B.1.Su.d Recognizes common technologies that provide health information, such as television, radio, or Web sites.</p>	<p>HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.</p> <p>HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.</p> <p>HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.</p> <p>HE.3.B.1.Pa.d Recognize a selected technology that provides health information.</p>

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK	
HE.3.B.2.1	Identify effective verbal and nonverbal communication skills to enhance health.	
HE.3.B.2.2	Demonstrate refusal skills that avoid or reduce health risks.	
HE.3.B.2.3	Demonstrate nonviolent strategies to manage or resolve conflict.	
HE.3.B.2.4	Explain ways to ask for assistance to enhance personal health.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.3.B.2.In.a Recognize effective verbal and nonverbal communication skills to enhance health, such as using effective facial expressions, body language, and verbal cues.</p> <p>HE.3.B.2.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.3.B.2.In.c Demonstrate selected nonviolent strategies to manage or resolve a conflict at school, such as using conflict resolution, mediation, or assertive communication skills.</p>	<p>HE.3.B.2.Su.a Recognize an effective technique for verbal or nonverbal communication to enhance health, such as using effective facial expressions, body language, or verbal cues.</p> <p>HE.3.B.2.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.3.B.2.Su.c Demonstrate a selected nonviolent strategy to manage or resolve conflict in the classroom, such as using conflict resolution, mediation,</p>	<p>HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.</p> <p>HE.3.B.2.Pa.b Demonstrate refusal communication skills to reduce health risk in the classroom.</p> <p>HE.3.B.2.Pa.c Demonstrate refusal communication skills to reduce health risk in the classroom.</p> <p>HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance</p>

HE.3.B.2.In.d Identify ways to ask for assistance to enhance personal health, such as through group discussion, verbalizing, and writing.	or assertive communication skills. HE.3.B.2.Su.d Recognize ways to ask for assistance to enhance personal health, such as through group discussion, verbalizing, and writing.	personal health.
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Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.3.B.3.1	Recognize circumstances that can help or hinder healthy decision making.
HE.3.B.3.2	Explain when assistance is needed when making a health-related decision.
HE.3.B.3.3	List healthy options to health-related issues or problems.
HE.3.B.3.4	Discuss the potential short-term personal impact of each option when making a health-related decision.
HE.3.B.3.5	Find a healthy option when making a decision for yourself.
HE.3.B.3.6	Describe the outcomes of a health-related decision.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.3.B.3.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.3.B.3.Su.a Recognize a selected circumstance that can help healthy decision making, such as media health messages or peer and family advice.	HE.3.B.3.Pa.a Recognize a choice related to health.
HE.3.B.3.In.b 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.	HE.3.B.3.Su.b 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.	HE.3.B.3.Pa.b Associate a situation when assistance is needed with making a choice related to health in the classroom.
HE.3.B.3.In.c 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.3.B.3.Su.c 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.3.B.3.Pa.c Recognize a healthy option to a health-related issue or problem.
HE.3.B.3.In.d 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.	HE.3.B.3.Su.d 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.	HE.3.B.3.Pa.d Recognize a healthy option to a health-related issue or problem.
HE.3.B.3.In.e Recognize a healthy option when making a decision for yourself, such as eating healthy food, participating in physical activity, or limiting television viewing.	HE.3.B.3.Su.e Recognize an outcome of own health-related decision made at school, such as avoiding illness by not sharing cups.	HE.3.B.3.Pa.e Recognize a healthy option to a health-related issue or problem.
HE.3.B.3.In.f Recognize the outcomes of a health-related decision, such as disease prevention, strong muscles, and self-	HE.3.B.3.Su.f Recognize an outcome of own health-related decision made at school, such as avoiding illness by not	HE.3.B.3.Pa.f Recognize the outcome of a choice related to health.

confidence.	sharing cups.	
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.3.B.4.1	Select a personal health goal and track progress toward achievement.
HE.3.B.4.2	Examine resources that could assist in achieving a small group personal health goal.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.3.B.4.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.3.B.4.In.b Identify resources who 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.</p>	<p>HE.3.B.4.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.3.B.4.Su.b Recognize resources who 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.</p>	<p>HE.3.B.4.Pa.a Recognize a healthy behavior that relates to achieving a personal health goal, such as participating in daily physical activity.</p> <p>HE.3.B.4.Pa.b Recognize an adult who could assist with achieving a healthy behavior (goal), such as a parent or teacher.</p>

Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.3.P.1.1	Practice responsible personal health behaviors.
HE.3.P.1.2	Investigate a variety of behaviors that avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities

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

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK	
HE.3.P.2.1	Suggest others make positive health choices.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.3.P.2.In.a Remind others to make a positive health choice at school, such as selecting healthy foods, following playground rules, or sharing items respectfully.	HE.3.P.2.Su.a Remind others to make positive health choices in the classroom, such as selecting healthy foods, following playground rules, or sharing items respectfully.	HE.3.P.2.Pa.a Communicate a positive health choice to others, such as selecting healthy foods or sharing items respectfully.

GRADE: 4

Strand: HEALTH LITERACY: CONCEPTS

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

BENCHMARK CODE	BENCHMARK	
HE.4.C.1.1	Identify the relationship between healthy behaviors and personal health.	
HE.4.C.1.2	Identify examples of mental/emotional, physical, and social health.	
HE.4.C.1.3	Describe ways a safe, healthy school environment can promote personal health.	
HE.4.C.1.4	Describe ways to prevent common childhood injuries and health problems.	
HE.4.C.1.5	Distinguish differences among various health-care providers, products, and services.	
HE.4.C.1.6	Identify the human body parts and organs that work together to form healthy body systems.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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.	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.	HE.4.C.1.Pa.a Recognize health behaviors that affect personal health, such as eating healthy foods.
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 exercise, and treating others with respect.	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.4.C.1.Pa.b Recognize behaviors that represent the mental/emotional dimension of health, such as expressing feelings and managing emotions.
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 handwashing supplies in the restrooms.	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 handwashing supplies in the restrooms.	HE.4.C.1.Pa.c Recognize a way a safe, healthy school promotes personal health, such as by having adult supervision.
HE.4.C.1.In.d Identify ways to prevent common childhood injuries and health		HE.4.C.1.Pa.d Recognize a way to prevent an injury or health problem, such as

<p>problems, such as not sharing hats and head gear, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth.</p> <p>HE.4.C.1.In.e Identify health care providers, products, and services, such as doctors, dentists, medicines, and therapies.</p> <p>HE.4.C.1.In.f Recognize major external and internal body parts that work together, such as the nose and lungs for breathing and the mouth and stomach for digesting food.</p>	<p>HE.4.C.1.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.</p> <p>HE.4.C.1.Su.e Recognize health care providers, products, and services, such as doctors, dentists, medicines, and therapies.</p> <p>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.</p>	<p>following safety rules or brushing/flossing teeth.</p> <p>HE.4.C.1.Pa.e Recognize common health care providers, such as doctors, dentists, and therapists.</p> <p>HE.4.C.1.Pa.f Associate selected external body parts with their functions.</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.4.C.2.1	Explain the importance of family on health practices and behaviors.
HE.4.C.2.2	Explain the important role that friends/peers may play on health practices and behaviors.
HE.4.C.2.3	Explain the important roles that school and community play on health practices and behaviors.
HE.4.C.2.4	Recognize types of school rules and community laws that promote health and disease prevention.
HE.4.C.2.5	Explain how media influences personal thoughts, feelings, and health behaviors.
HE.4.C.2.6	Explain how technology influences personal thoughts, feelings, and health behaviors.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.4.C.2.In.a Identify important ways the family influences health behaviors and practices of children, such as diet, hygiene practices, physical activity, and home remedies.</p> <p>HE.4.C.2.In.b Identify positive or negative roles that friends/peers may play on health practices and behaviors, such as bullying, smoking, or inhalant use.</p> <p>HE.4.C.2.In.c Identify the important roles that the school and community play in promoting health practices and behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and recycling.</p> <p>HE.4.C.2.In.d Recognize selected community laws that promote health</p>	<p>HE.4.C.2.Su.a Recognize important ways the family influences health behaviors and practices of children, such as diet, hygiene practices, and physical activity.</p> <p>HE.4.C.2.Su.b Recognize a role friends/peers may have on health behaviors, such as bullying or smoking.</p> <p>HE.4.C.2.Su.c Recognize an important role that the school and community play in promoting health practices and behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and recycling.</p> <p>HE.4.C.2.Su.d Recognize school rules that promote health and disease prevention, such as proper disposal of</p>	<p>HE.4.C.2.Pa.a Recognize that families help children learn healthy behaviors and practices.</p> <p>HE.4.C.2.Pa.b Recognize healthy behaviors of friends/peers.</p> <p>HE.4.C.2.Pa.c Recognize a way the school promotes health behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and school safety rules.</p> <p>HE.4.C.2.Pa.d Recognize a way the school promotes health behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and school safety rules.</p>

and disease prevention, such helmet laws and speed limits.	trash, obeying crossing guards, and bicycle safety.	
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.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.4.C.2.Pa.e Recognize a way media or the use of technology affects an emotion or a health behavior.
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.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.4.C.2.Pa.f Recognize a way media or the use of technology affects an emotion or a health behavior.

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.4.B.1.1	Describe characteristics of valid health information, products and services.
HE.4.B.1.2	Examine resources from home, school, and community that provide valid health information.
HE.4.B.1.3	Construct criteria for selecting health resources, products and services.
HE.4.B.1.4	Compare a variety of technologies to gather health information.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.4.B.1.In.a Identify characteristics of valid health information, products, and services, such as professional certification, complete directions for use, source, and date.	HE.4.B.1.Su.a Recognize characteristics of valid health information, products, and services, such as complete directions for use, source, and date.	HE.4.B.1.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.
HE.4.B.1.In.b 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.	HE.4.B.1.Su.b Recognize selected resources from home, school, and community that provide valid health information, such as Internet sites, television and radio shows, brochures, and books.	HE.4.B.1.Pa.b 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.
HE.4.B.1.In.c Identify criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.	HE.4.B.1.Su.c Recognize criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.	HE.4.B.1.Pa.c Associate selected health products and services with related health activities.
HE.4.B.1.In.d Identify a variety of technologies that provide health	HE.4.B.1.Su.d Recognize a variety of technologies that provide health information, such as televisions,	HE.4.B.1.Pa.d Recognize a common technology that provides health information, such as a television.

information, such as televisions, telephones, and computers.	telephones, and computers.	
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.4.B.2.1	Explain effective verbal and nonverbal communication skills to enhance health.
HE.4.B.2.2	Identify refusal skills and negotiation skills that avoid or reduce health risks.
HE.4.B.2.3	Discuss nonviolent strategies to manage or resolve conflict.
HE.4.B.2.4	Demonstrate ways to ask for assistance to enhance personal health.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.4.B.2.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.	HE.4.B.2.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.	HE.4.B.2.Pa.a Recognize an effective verbal and nonverbal communication to enhance health.
HE.4.B.2.In.b Recognize selected refusal skills and negotiation skills that avoid or reduce health risks, such as expressing feelings, offering alternatives, and reporting danger.	HE.4.B.2.Su.b Recognize basic refusal skills that avoid or reduce own health risk in the classroom, such as expressing feelings and reporting danger.	HE.4.B.2.Pa.b Recognize a refusal skill to reduce own health risk in the classroom.
HE.4.B.2.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.4.B.2.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.4.B.2.Pa.c Recognize a selected nonviolent way to respond to a potentially threatening classroom situation, such as a disagreement with a peer.
HE.4.B.2.In.d Demonstrate basic ways to ask for assistance to enhance personal health, such as verbalizing, writing, and drawing.	HE.4.B.2.Su.d Demonstrate a way to ask for assistance to enhance personal health, such as verbalizing, writing, or drawing.	HE.4.B.2.Pa.d Communicate a request for assistance to enhance personal health.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.4.B.3.1	Identify circumstances that can help or hinder healthy decision-making.
HE.4.B.3.2	Examine when assistance is needed to make a health-related decision.
HE.4.B.3.3	Itemize healthy options to health-related issues or problems.
HE.4.B.3.4	Predict the potential short-term impact of each option on self and others when making a health-related decision.
HE.4.B.3.5	Choose a healthy option when making decisions for yourself and/or others.
HE.4.B.3.6	Examine the outcomes of a health-related decision.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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<p>HE.4.B.3.In.a Recognize circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support.</p> <p>HE.4.B.3.In.b Describe situations when assistance is needed when making a health-related decision, such as administering first aid and participating in physical activity.</p> <p>HE.4.B.3.In.c Describe healthy options to health-related issues or problems, such as responding immediately to an injury, resolving conflict and anger, and participating in physical activity.</p> <p>HE.4.B.3.In.d Identify the potential short-term impact of options, on yourself and others, when making a health-related decision, such as getting first aid, participating in physical activity, or using tobacco.</p> <p>HE.4.B.3.In.e Identify a healthy option when making a decision for yourself, such as using safety equipment, choosing healthy foods, washing hands, and maintaining personal hygiene.</p> <p>HE.4.B.3.In.f Identify the outcomes of a health-related decision, such as delayed medical attention, prevention of injuries, and reporting a friend's unhealthy behavior to responsible adults.</p>	<p>HE.4.B.3.Su.a Recognize selected circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support.</p> <p>HE.4.B.3.Su.b 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.4.B.3.Su.c Identify healthy options to personal health-related issues or concerns, such as responding immediately to an injury, resolving conflict and anger, and participating in physical activity.</p> <p>HE.4.B.3.Su.d Recognize a potential short-term personal impact of each option when making a health-related decision, such as getting first aid, participating in physical activity, or using tobacco.</p> <p>HE.4.B.3.Su.e Recognize a healthy option when making a decision for yourself, such as choosing healthy foods, washing hands, and maintaining personal hygiene.</p> <p>HE.4.B.3.Su.f Recognize the outcomes of a health-related decision, such as reporting a friend's unhealthy behavior to responsible adults.</p>	<p>HE.4.B.3.Pa.a Recognize choices related to health, such as daily exercise and eating healthy food.</p> <p>HE.4.B.3.Pa.b Recognize a selected classroom situation when assistance is needed for making a choice related to health.</p> <p>HE.4.B.3.Pa.c Recognize selected healthy options to health-related issues or problems.</p> <p>HE.4.B.3.Pa.d Recognize selected healthy options to health-related issues or problems.</p> <p>HE.4.B.3.Pa.e Recognize selected healthy options to health-related issues or problems.</p> <p>HE.4.B.3.Pa.f Recognize the outcomes of choices related to health.</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.4.B.4.1	Create a personal health goal and track progress toward achievement.	
HE.4.B.4.2	Categorize resources that could assist in achieving a small group personal health goal.	
Access Point for Students with Significant Cognitive Disabilities		
<p><i>Independent</i></p> <p>HE.4.B.4.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.4.B.4.In.b Describe resources that could assist in achieving a small group</p>	<p><i>Supported</i></p> <p>HE.4.B.4.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.4.B.4.Su.b Identify a resource that could assist in achieving a small</p>	<p><i>Participatory</i></p> <p>HE.4.B.4.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.4.B.4.Pa.b Recognize a resource that could assist in achieving a personal health</p>

personal health goal, such as family members, school personnel, community service providers, and a nutrition resource guide.	group personal health goal, such as family members, school personnel, community service providers, or a nutrition resource guide.	behavior (goal), such as a family member or teacher.
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Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.4.P.1.1	Illustrate responsible personal health behaviors.
HE.4.P.1.2	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health.
HE.4.P.1.3	Illustrate a variety of behaviors that avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.4.P.1.In.a Identify responsible personal health behaviors, such as having regular dental checkups, being safe in the sun, and appreciating others.</p> <p>HE.4.P.1.In.b Identify healthy practices and behaviors to maintain or improve personal health, such as avoiding tobacco products, brushing and flossing teeth, and participating in regular physical activity.</p> <p>HE.4.P.1.In.c Describe behaviors that avoid or reduce common health risks, such as following playground rules, refusing tobacco and alcohol products, and reporting bullying.</p>	<p>HE.4.P.1.Su.a Recognize responsible personal health behaviors, such as having regular dental checkups, being safe in the sun, and appreciating others.</p> <p>HE.4.P.1.Su.b Recognize healthy behaviors to maintain or improve personal health, such as avoiding tobacco products, brushing and flossing teeth, and participating in regular physical activity.</p> <p>HE.4.P.1.Su.c Identify behaviors that avoid or reduce common health risks, such as following playground rules, refusing tobacco and alcohol products, and reporting bullying.</p>	<p>HE.4.P.1.Pa.a Recognize a healthy behavior that improves personal health.</p> <p>HE.4.P.1.Pa.b Recognize a healthy behavior that improves personal health.</p> <p>HE.4.P.1.Pa.c Recognize a behavior that avoids or reduces common health risks, such as following playground rules, refusing tobacco and alcohol products, and reporting bullying.</p>

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.4.P.2.1	Assist others to make positive health choices.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.4.P.2.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.4.P.2.Su.a Cooperate with others when making positive health choices, such as by following safety rules and resolving conflicts with others.</p>	<p>HE.4.P.2.Pa.a Work with a partner to make a positive health choice, such as following safety rules.</p>

GRADE: 5

Strand: HEALTH LITERACY: CONCEPTS

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

BENCHMARK CODE	BENCHMARK
HE.5.C.1.1	Describe the relationship between healthy behaviors and personal health.
HE.5.C.1.2	Explain the physical, mental/emotional, social, and intellectual dimensions of health.
HE.5.C.1.3	Explain ways a safe, healthy home environment and school environment promote personal health.
HE.5.C.1.4	Compare ways to prevent common childhood injuries and health problems.
HE.5.C.1.5	Recognize how appropriate health care can promote personal health.
HE.5.C.1.6	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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.	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.	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.
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 solving problems.	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.5.C.1.Pa.b Recognize behaviors that represent the social dimension of health, such as working together or helping a friend.
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.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.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.5.C.1.In.d Describe ways to prevent common childhood injuries and health problems, such as wearing a seat belt, avoiding food with empty calories, and having health check-ups.	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.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.5.C.1.In.e 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.5.C.1.Su.e Recognize a way that regular health care can promote personal health, such as having immunizations, using medication appropriately, or getting grief and loss counseling.	HE.5.C.1.Pa.e Recognize a health care provider needed for a physical health problem, such as the dentist for a toothache.
HE.5.C.1.In.f Identify ways that major	HE.5.C.1.Su.f Recognize ways major	HE.5.C.1.Pa.f Associate major

external and internal body parts work together in systems, such as digestive, respiratory, and reproductive.	internal and external body parts work together, such as digesting food, breathing, and reproducing.	external and internal body parts with their functions.
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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.	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.	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.
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.	HE.5.C.2.Su.b Identify positive and negative examples of ways friends may influence health practices of children, such as applying peer pressure to smoke or to cheat and standing up for someone being bullied.	HE.5.C.2.Pa.b Recognize positive and negative examples of selected behaviors of friends, such as friendly or unfriendly behaviors.
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.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.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.5.C.2.In.d Identify selected school and public health policies that influence health promotion and disease prevention, such as head lice guidelines, seat belt laws, fire drills, and school bus rules.	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.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.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	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	HE.5.C.2.Pa.e Recognize ways media and technology affect family health behaviors, such as healthy

<p>alerts, health product commercials, carbon monoxide detectors, and microwave ovens.</p> <p>HE.5.C.2.In.f Describe ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens.</p> <p>HE.5.C.2.In.g Identify how various cultures can influence personal health beliefs, such as food choices, health risks from tobacco use, and healthy skin care.</p> <p>HE.5.C.2.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.</p>	<p>alerts, health product commercials, carbon monoxide detectors, and microwave ovens.</p> <p>HE.5.C.2.Su.f Recognize ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens.</p> <p>HE.5.C.2.Su.g Recognize how culture can influence personal health beliefs, such as food choices, health risks from tobacco use, and healthy skin care.</p> <p>HE.5.C.2.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</p>	<p>eating and using exercise equipment.</p> <p>HE.5.C.2.Pa.f Recognize ways media and technology affect family health behaviors, such as healthy eating and using exercise equipment.</p> <p>HE.5.C.2.Pa.g Associate a cultural activity with healthy behaviors, such as eating special meals.</p> <p>HE.5.C.2.Pa.h Recognize ways the school influences health practices of children, such as offering after-school activities, community safety education programs, a variety of nutritious foods at lunch, and bus safety rules.</p>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.5.B.1.1	Discuss characteristics of valid health information, products, and services.
HE.5.B.1.2	Compile resources from home, school, and community that provide valid health information.
HE.5.B.1.3	Evaluate criteria for selecting health resources, products, and services.
HE.5.B.1.4	Demonstrate the use of a variety of technologies to gather health information.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.5.B.1.In.a Describe characteristics of valid health information, products, and services, such as being a reliable source, having current information, and being medically accurate.	HE.5.B.1.Su.a Identify selected characteristics of valid health information, such as being a reliable source, having current information, and being medically accurate.	HE.5.B.1.Pa.a Recognize health care providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor.
HE.5.B.1.In.b Identify resources for valid health information in the home, school, and community, such as the library, brochures, and books.	HE.5.B.1.Su.b Recognize resources for valid health information in the home, school, and community, such as the library, brochures, and books.	HE.5.B.1.Pa.b Recognize health care providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor.
HE.5.B.1.In.c Describe criteria for selecting common health resources, products, and services, such as function, directions for use, and competence of the provider.	HE.5.B.1.Su.c Identify criteria for selecting common health resources, products, and services, such as function, directions for use, and competence of the provider.	HE.5.B.1.Pa.c Recognize intended use of selected health products.

HE.5.B.1.In.d Demonstrate the use of a technology resource to obtain health information, such as a computer, radio, television, telephone, or scale.	HE.5.B.1.Su.d Use a selected technology resource to obtain health information, such as a computer, radio, television, telephone, or scale.	HE.5.B.1.Pa.d Recognize health information using a selected technology with assistance.
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.5.B.2.1	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
HE.5.B.2.2	Discuss refusal skills and negotiation skills that avoid or reduce health risks.
HE.5.B.2.3	Illustrate effective conflict resolution strategies.
HE.5.B.2.4	Determine ways to ask for assistance to enhance the health of self and others.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.5.B.2.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.	HE.5.B.2.Su.a Identify common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal communication and conflict resolution skills.	HE.5.B.2.Pa.a Recognize effective verbal and nonverbal communication skills to enhance health.
HE.5.B.2.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.	HE.5.B.2.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.	HE.5.B.2.Pa.b Recognize selected refusal skills to reduce health risk in the classroom, such as saying no or turning away.
HE.5.B.2.In.c Identify selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.	HE.5.B.2.Su.c Recognize selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.	HE.5.B.2.Pa.c Recognize a selected way to resolve a conflict with a peer, such as turning away.
HE.5.B.2.In.d Demonstrate ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, or drawing.	HE.5.B.2.Su.d Recognize ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, and drawing.	HE.5.B.2.Pa.d Initiate a request for assistance to enhance health of self and others.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.5.B.3.1	Describe circumstances that can help or hinder healthy decision making.
HE.5.B.3.2	Analyze when assistance is needed when making a health-related decision.
HE.5.B.3.3	Summarize healthy options to health-related issues or problems.
HE.5.B.3.4	Compare the potential short-term impact of each option on self and others when making a health-related decision.
HE.5.B.3.5	Select a healthy option when making decisions for yourself and/or others.

HE.5.B.3.6		Analyze the outcomes of a health-related decision.
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.5.B.3.In.a Identify selected circumstances that can help or hinder own healthy decision making, such as peer pressure, bullying, substance abuse, and stress.</p> <p>HE.5.B.3.In.b Determine whether a health-related decision can be made individually or when assistance is needed, such as intervening during bullying, dealing with puberty issues, and accessing safety equipment.</p> <p>HE.5.B.3.In.c Explain healthy options to health-related issues or problems, such as concerns about bullying, body image and changes, and anger management.</p> <p>HE.5.B.3.In.d 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.5.B.3.In.e Identify healthy options when making decisions for yourself and others, such as reporting bullying, resolving conflicts, and using safety equipment.</p> <p>HE.5.B.3.In.f Describe the outcomes of a health-related decision, such as resolving bullying, reducing injuries by following safety rules, and having good health habits.</p>	<p>HE.5.B.3.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.</p> <p>HE.5.B.3.Su.b 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.5.B.3.Su.c Describe healthy options to health-related issues or concerns, such as concerns about bullying, body image and changes, and anger management.</p> <p>HE.5.B.3.Su.d 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.5.B.3.Su.e Identify a healthy option when making a decision for yourself or others, such as reporting bullying and resolving conflicts.</p> <p>HE.5.B.3.Su.f Identify the outcomes of a health-related decision, such as resolving bullying, reducing injuries, and having good health habits.</p>	<p>HE.5.B.3.Pa.a Recognize a circumstance that can help healthy decision making, such as having assistance available.</p> <p>HE.5.B.3.Pa.b 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> <p>HE.5.B.3.Pa.c Associate a healthy or unhealthy option with its related impact on health.</p> <p>HE.5.B.3.Pa.d Associate a healthy or unhealthy option with its related impact on health.</p> <p>HE.5.B.3.Pa.e Associate a healthy or unhealthy option with its related impact on health.</p> <p>HE.5.B.3.Pa.f Recognize the outcomes of health-related decisions.</p>

Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.5.B.4.1	Specify a personal health goal and track progress toward achievement.	
HE.5.B.4.2	Select reliable resources that would assist in achieving a small group personal health goal.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.5.B.4.In.a Describe a personal health goal and track progress toward achievement, such as participating in physical activity, having good eating and	HE.5.B.4.Su.a Identify a short-term personal health goal and track progress toward achieving the goal, such as participating in physical	HE.5.B.4.Pa.a Recognize a short-term personal health goal and identify actions taken to achieve the goal, such as

safety habits, using computers safely, managing anger, and preventing disease. HE.5.B.4.In.b Choose a reliable resource from recommended options in the home, school, or community— such as a reliable member of the family, school personnel, or a community health provider—who could assist in achieving a small group personal health goal..	activity, having good eating and safety habits, using computers safely, or managing anger. HE.5.B.4.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.	eating healthy foods or brushing teeth. HE.5.B.4.Pa.b Recognize an appropriate person from the home or school who could assist in achieving a personal health goal.
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Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.5.P.1.1	Model responsible personal health behaviors.
HE.5.P.1.2	Apply a variety of healthy practices and behaviors to maintain or improve personal health.
HE.5.P.1.3	Demonstrate a variety of behaviors that avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities

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

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.5.P.2.1	Persuade others to make positive health choices.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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HE.5.P.2.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.	HE.5.P.2.Su.a Remind others to make a positive health choice at school, such as using safety equipment.	HE.5.P.2.Pa.a Remind others to make a positive health choice in selected situations, such as using safety equipment.
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GRADE: 6

Strand: HEALTH LITERACY: CONCEPTS

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

BENCHMARK CODE	BENCHMARK
HE.6.C.1.1	Identify the effects of healthy and unhealthy behaviors on personal health.
HE.6.C.1.2	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.6.C.1.3	Identify environmental factors that affect personal health.
HE.6.C.1.4	Recognize how heredity can affect personal health.
HE.6.C.1.5	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.6	Examine how appropriate health care can promote personal health.
HE.6.C.1.7	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8	Explain how body systems are impacted by hereditary factors and infectious agents.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.6.C.1.In.a Recognize the effects of healthy and unhealthy behaviors on personal health, such as portion control and weight management, lack of sleep and general health, and managing conflict and relationships with siblings and peers.</p> <p>HE.6.C.1.In.b Identify how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as eating well helps one stay alert in class, getting along with others helps decrease stress, and getting enough sleep helps one have more energy.</p> <p>HE.6.C.1.In.c Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food.</p> <p>HE.6.C.1.In.d Recognize that certain characteristics are passed from parents to children (heredity), such as physical appearance, gender, and race.</p>	<p>HE.6.C.1.Su.a Recognize an effect of healthy and unhealthy behaviors on personal health, such as portion control and weight management, lack of sleep and general health, or managing conflict and relationships with siblings and peers.</p> <p>HE.6.C.1.Su.b Recognize that the dimensions of health are interrelated, such as that physical health impacts emotional health.</p> <p>HE.6.C.1.Su.c Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food.</p> <p>HE.6.C.1.Su.d Recognize a characteristic that is passed from parents to children (heredity), such as physical appearance, gender, or race.</p> <p>HE.6.C.1.Su.e Recognize a health problem and concern that is common to adolescents, including reproductive development, acne, eating disorders,</p>	<p>HE.6.C.1.Pa.a Recognize common healthy behaviors that affect personal health, such as portion control, adequate sleep, and conflict management.</p> <p>HE.6.C.1.Pa.b Recognize physical and emotional aspects of health, such as eating habits and expressing feelings.</p> <p>HE.6.C.1.Pa.c Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment.</p> <p>HE.6.C.1.Pa.d Associate a physical characteristic passed from parents to children, such as hair or eye color.</p> <p>HE.6.C.1.Pa.e Associate a</p>

<p>HE.6.C.1.In.e Recognize health problems and concerns common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, and changes related to puberty.</p> <p>HE.6.C.1.In.f Identify how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.</p> <p>HE.6.C.1.In.g 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.6.C.1.In.h Recognize that some health conditions are caused by infection, such as strep throat and influenza.</p>	<p>suicide/depression, and changes related to puberty.</p> <p>HE.6.C.1.Su.f Recognize how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.</p> <p>HE.6.C.1.Su.g 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.6.C.1.Su.h Recognize a health condition that is caused by infection, such as strep throat or influenza.</p>	<p>common personal health problem or issue with adolescents, such as acne or changes related to puberty.</p> <p>HE.6.C.1.Pa.f Associate regular health care with personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.</p> <p>HE.6.C.1.Pa.g Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint.</p> <p>HE.6.C.1.Pa.h Associate a health condition with infection, such as strep throat or influenza.</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.6.C.2.1	Examine how family influences the health of adolescents.
HE.6.C.2.2	Examine how peers influence the health of adolescents.
HE.6.C.2.3	Identify health information conveyed to students by the school and community.
HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.5	Examine how media influences peer and community health behaviors.
HE.6.C.2.6	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.7	Predict the short- and long-term consequences of engaging in health risk behaviors.
HE.6.C.2.8	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.9	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.10	Explain the influence of personal values and beliefs on individual health practices and behaviors.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
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.	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.	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.
HE.6.C.2.In.b Identify the influence of personal values and beliefs on	HE.6.C.2.Su.b Recognize an influence of personal values and beliefs on	HE.6.C.2.Pa.b Associate a personal belief with an individual health

<p>individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.</p> <p>HE.6.C.2.In.c Identify ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive health information, and spreading rumors.</p> <p>HE.6.C.2.In.d Recognize health information conveyed to students by the school and community, such as first aid education programs, refusal skills practice, and healthy body composition and body mass index (BMI).</p> <p>HE.6.C.2.In.e Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school zone speeding laws, and school district wellness policies.</p> <p>HE.6.C.2.In.f 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.6.C.2.In.g Identify ways technology can influence peer and community health behaviors, such as the use of Internet social networking sites, heart rate monitors, and crosswalk signals.</p> <p>HE.6.C.2.In.h Recognize the short- and long-term consequences of engaging in health risk behaviors, such as driving under the influence, lack of exercise, and having a poor diet.</p> <p>HE.6.C.2.In.i Recognize how social norms may impact healthy and unhealthy behaviors, such as using inhalants, wearing seat belts, and walking or biking instead of riding in a vehicle to a close location.</p> <p>HE.6.C.2.In.j Recognize cultural changes related to health beliefs and</p>	<p>individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.</p> <p>HE.6.C.2.Su.c Recognize ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive health information, and spreading rumors.</p> <p>HE.6.C.2.Su.d Recognize selected health information conveyed to students by the school and community, such as first aid education programs, refusal skills practice, and healthy body composition and body mass index (BMI).</p> <p>HE.6.C.2.Su.e Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school zone speeding laws, or school district wellness policies.</p> <p>HE.6.C.2.Su.f 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.6.C.2.Su.g Identify a way technology can influence peer or community health behaviors, such as Internet social networking sites, heart rate monitors, or crosswalk signals.</p> <p>HE.6.C.2.Su.h Recognize a short- and a long-term consequence of engaging in a health risk behavior, such as driving under the influence, lack of exercise, or having a poor diet.</p> <p>HE.6.C.2.Su.i Recognize a way social norms may impact healthy and unhealthy behaviors, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.</p> <p>HE.6.C.2.Su.j Recognize a cultural change related to health beliefs and behaviors, such as the availability of school breakfast programs, fast food menus, and fitness programs.</p>	<p>practice, such as participating in sports, using over-the-counter drugs, or wearing seat belts.</p> <p>HE.6.C.2.Pa.c 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.</p> <p>HE.6.C.2.Pa.d Recognize one type of health information conveyed to students by the school, such as first aid education programs, refusal skills practice, and healthy body composition and body mass index (BMI).</p> <p>HE.6.C.2.Pa.e Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school zone speeding laws, or school district wellness policies.</p> <p>HE.6.C.2.Pa.f 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.6.C.2.Pa.g Recognize a way that technology can influence peer or community health behaviors, such as Internet social networking sites, heart rate monitors, or crosswalk signals.</p> <p>HE.6.C.2.Pa.h Recognize a potential consequence of engaging in a high-risk behavior, such as lack of exercise or having a poor diet.</p> <p>HE.6.C.2.Pa.i Recognize a way a behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.</p> <p>HE.6.C.2.Pa.j 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</p>
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behaviors, such as the availability of school breakfast programs, fast food menus, and fitness programs.		a vehicle to a close location.
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.6.B.1.1	Examine the validity of health information, products, and services.
HE.6.B.1.2	Describe valid health information from home, school, and community.
HE.6.B.1.3	Examine the accessibility of products and services that enhance health.
HE.6.B.1.4	Describe situations when professional health services may be required.
HE.6.B.1.5	Determine valid and reliable health products and services.
HE.6.B.1.6	Determine the cost of health products and services in order to assess value.
HE.6.B.1.7	Investigate a variety of technologies to gather health information.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.6.B.1.In.a Identify the validity of selected health information for a product and a service, such as an advertisement, Internet, infomercial, article, and flyer.	HE.6.B.1.Su.a Recognize the validity of selected health information for a product or service, such as an advertisement, Internet, infomercial, article, or flyer.	HE.6.B.1.Pa.a Recognize a health-related product or service. HE.6.B.1.Pa.b Recognize a health-related product or service.
HE.6.B.1.In.b Identify selected valid health information from home, school, and community, such as labels, brochures, textbooks, and government-approved resources.	HE.6.B.1.Su.b Recognize selected valid health information from home, school, and community, such as labels, brochures, textbooks, and government-approved resources.	HE.6.B.1.Pa.c Associate a factor, such as location, with the accessibility or use of a health-related product. HE.6.B.1.Pa.d Associate a situation with the need for a professional health service, such as for injury or illness.
HE.6.B.1.In.c Identify the accessibility of selected products and services that enhance health, such as location, cost, age requirements, transportation availability, and restrictions.	HE.6.B.1.Su.c Recognize the accessibility of a product or service that enhances health, such as location, cost, age requirements, transportation availability, and restrictions.	HE.6.B.1.Pa.e Recognize a characteristic of quality (valid and reliable) of a selected health product, such as undamaged packaging or sanitary condition.
HE.6.B.1.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.	HE.6.B.1.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.	HE.6.B.1.Pa.f Recognize that health products and services cost money, such as medications and gym memberships.
HE.6.B.1.In.e Identify selected valid and reliable health products, such as indicated on nutrition labels, expiration dates, directions for use, and licensing.	HE.6.B.1.Su.e Recognize a valid and reliable health product or service, such as indicated on nutrition labels, expiration dates, directions for use, or licensing.	HE.6.B.1.Pa.g Use a technology to recognize selected health information, such as a computer, television, or audio book.
HE.6.B.1.In.f Identify differences in costs of similar health products and services, such as generic and name brands or individual fitness plans and	HE.6.B.1.Su.f Recognize differences in costs of selected similar health products and services, such as generic	

gym memberships. HE.6.B.1.In.g Use a technology to gather health information, such as a computer, thermometer, phone, television, or audio book.	and name brands or individual fitness plans and gym memberships. HE.6.B.1.Su.g Use a selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book.	
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.6.B.2.1	Determine strategies to improve effective verbal and nonverbal communication skills to enhance health.
HE.6.B.2.2	Practice refusal skills and negotiation skills to reduce health risks.
HE.6.B.2.3	Demonstrate effective conflict management and/or resolution strategies.
HE.6.B.2.4	Compile ways to ask for assistance to enhance the health of self and others.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.6.B.2.In.a Determine a strategy to improve effective verbal and nonverbal communication skills to enhance health, such as role-playing or open-ended scenarios.</p> <p>HE.6.B.2.In.b Apply selected refusal and negotiation skills to reduce personal health risks, such as being assertive, compromising, and using I-messages.</p> <p>HE.6.B.2.In.c Use selected conflict management or resolution strategies, such as talking to an adult, managing anger effectively, and using conflict mediators.</p> <p>HE.6.B.2.In.d Identify ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance and asking others for help.</p>	<p>HE.6.B.2.Su.a Use a strategy to improve effective verbal and nonverbal communication skills to enhance health, such as role-playing or open-ended scenarios.</p> <p>HE.6.B.2.Su.b Demonstrate a refusal or negotiation skill to reduce personal health risks, such as being assertive, compromising, or using I-messages.</p> <p>HE.6.B.2.Su.c Model a nonviolent way to resolve a conflict, such as talking to an adult, managing anger effectively, or using conflict mediators.</p> <p>HE.6.B.2.Su.d Recognize ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance and asking others for help.</p>	<p>HE.6.B.2.Pa.a Use a communication strategy to express wants, needs, or requests to enhance health.</p> <p>HE.6.B.2.Pa.b Use a refusal skill to reduce personal health risks at school, such as being assertive or using I-messages.</p> <p>HE.6.B.2.Pa.c Recognize a nonviolent way to resolve a conflict in the classroom, such as getting help from an adult.</p> <p>HE.6.B.2.Pa.d Use a communication strategy to express wants, needs, or requests to enhance health.</p>

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.6.B.3.1	Investigate health-related situations that require the application of a thoughtful decision-making process.
HE.6.B.3.2	Investigate circumstances that can help or hinder healthy decision-making.
HE.6.B.3.3	Discriminate between the need for individual or collaborative decision-making.

HE.6.B.3.4	Investigate healthy and unhealthy alternatives to health-related issues or problems.
HE.6.B.3.5	Specify the potential outcomes of each option when making a health-related decision.
HE.6.B.3.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.B.3.7	Assess the outcomes of a health-related decision.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.6.B.3.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.6.B.3.In.b 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.6.B.3.In.c Recognize the need for individual or collaborative decision-making, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.</p> <p>HE.6.B.3.In.d Identify healthy and unhealthy alternatives to selected health-related issues or problems, such as being sick, lack of a community health center, and conflict.</p> <p>HE.6.B.3.In.e Recognize the potential outcomes of each option when making a health-related decision, such as physical, social, emotional, financial, and legal consequences.</p> <p>HE.6.B.3.In.f Determine a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.</p> <p>HE.6.B.3.In.g Identify the outcomes of a health-related decision, such as not smoking, having healthy peer relationships, and reducing injury risk.</p>	<p>HE.6.B.3.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.6.B.3.Su.b 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.6.B.3.Su.c Recognize the need for individual or collaborative decision-making in selected situations, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.</p> <p>HE.6.B.3.Su.d Recognize a healthy and an unhealthy alternative for selected health-related issues or problems, such as being sick, lack of a community health center, and conflict.</p> <p>HE.6.B.3.Su.e Recognize a potential outcome of each option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.</p> <p>HE.6.B.3.Su.f Recognize a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.</p> <p>HE.6.B.3.Su.g Recognize the outcomes of a health-related decision, such as not smoking, having healthy peer relationships, and reducing injury risk.</p>	<p>HE.6.B.3.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.6.B.3.Pa.b 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.6.B.3.Pa.c Recognize the need for individual or collaborative decision-making in a selected situation, such as peer pressure to smoke, considering the severity of the situation, and personal skills and abilities.</p> <p>HE.6.B.3.Pa.d Recognize a healthy alternative for a selected health-related issue or problem, such as being sick, lack of community health center, and conflict.</p> <p>HE.6.B.3.Pa.e Recognize a potential outcome of a selected option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.</p> <p>HE.6.B.3.Pa.f Recognize a healthy alternative when making a decision, such as not smoking, limiting sedentary activity, or practicing good character.</p> <p>HE.6.B.3.Pa.g Recognize an outcome of a health-related decision, such as not smoking, having healthy peer relationships, or reducing injury risk.</p>

Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.6.B.4.1	Use various methods to measure personal health status.
HE.6.B.4.2	Develop an individual goal to adopt, maintain, or improve a personal health practice.
HE.6.B.4.3	Determine strategies and skills needed to attain a personal health goal.
HE.6.B.4.4	Monitor progress toward attaining a personal health goal.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
HE.6.B.4.In.a Use selected methods to measure personal health status, such as BMI, surveys, a heart rate monitor, and a pedometer.	HE.6.B.4.Su.a Use a selected method to measure personal health status, such as BMI, surveys, a heart rate monitor, or a pedometer.	HE.6.B.4.Pa.a Use a guided method to identify personal health status, such as BMI, surveys, a heart rate monitor, or a pedometer.
HE.6.B.4.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 use and safety, bullying prevention skills, or personal hygiene.	HE.6.B.4.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.6.B.4.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.6.B.4.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.6.B.4.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.6.B.4.Pa.c Recognize a skill needed to attain a personal health goal, such as tracking activity through journaling and using daily checklists.
HE.6.B.4.In.d Identify progress toward attaining a personal health goal, such as a using a checklist, diary, log, computer software, and Web sites.	HE.6.B.4.Su.d Track progress toward attaining a personal health goal, such as a checklist, diary, log, computer software, or Web site.	HE.6.B.4.Pa.d Check progress toward a personal health goal, such as following a picture sequence or using a chart.

Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.6.P.1.1	Explain the importance of assuming responsibility for personal health behaviors.
HE.6.P.1.2	Demonstrate healthy practices and behaviors that will maintain or improve personal health.
HE.6.P.1.3	Examine a variety of behaviors that avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
HE.6.P.1.In.a Identify the importance of assuming responsibility for personal health behaviors, such as having medical and dental checkups, resisting	HE.6.P.1.Su.a Recognize the importance of assuming responsibility for personal health behaviors, such as having medical and dental checkups,	HE.6.P.1.Pa.a Recognize important personal health behaviors.

<p>peer pressure, and having healthy relationships.</p> <p>HE.6.P.1.In.b Demonstrate selected healthy practices and behaviors that will maintain or improve personal health, such as good hygiene, healthy relationships with peers, and adequate sleep.</p> <p>HE.6.P.1.In.c Describe behaviors that avoid or reduce health risks, such as staying fit, refusing inhalants, and using the Internet safely.</p>	<p>resisting peer pressure, and having healthy relationships.</p> <p>HE.6.P.1.Su.b Demonstrate a healthy practice and behavior that will maintain or improve personal health, such as good hygiene, healthy peer relationships, or adequate sleep.</p> <p>HE.6.P.1.Su.c Identify a behavior that avoids or reduces a health risk, such as staying fit, refusing inhalants, or using the Internet safely.</p>	<p>HE.6.P.1.Pa.b Perform 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.6.P.1.Pa.c Recognize a behavior that avoids or reduces a selected health risk, such as staying fit, refusing inhalants, or using the Internet safely.</p>
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Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.6.P.2.1	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.2.2	Practice how to influence and support others when making positive health choices.
HE.6.P.2.3	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.2.4	Identify ways health messages and communication techniques can be targeted for different audiences.

Access Point for Students with Significant Cognitive Disabilities

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

GRADE: 7

Strand: HEALTH LITERACY: CONCEPTS		
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.	
HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.	
HE.7.C.1.3	Analyze how environmental factors affect personal health.	
HE.7.C.1.4	Describe how heredity can affect personal health.	
HE.7.C.1.5	Describe ways to reduce or prevent injuries and adolescent health problems.	
HE.7.C.1.6	Explain how appropriate health care can promote personal health.	
HE.7.C.1.7	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.	
HE.7.C.1.8	Classify infectious agents and their modes of transmission to the human body.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.C.1.In.a Identify the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.</p> <p>HE.7.C.1.In.b Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).</p> <p>HE.7.C.1.In.c Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash collection services.</p> <p>HE.7.C.1.In.d Identify health conditions that are passed from parent to child (inherited), such as sickle cell anemia, diabetes, heart disease, and acne.</p> <p>HE.7.C.1.In.e Identify ways to reduce</p>	<p>HE.7.C.1.Su.a Recognize the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.</p> <p>HE.7.C.1.Su.b Identify how one dimension of health relates to another dimension of health, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).</p> <p>HE.7.C.1.Su.c Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash collection services.</p> <p>HE.7.C.1.Su.d Recognize common health problems that are passed from parent to child (inherited), such as sickle cell anemia, diabetes, and acne.</p> <p>HE.7.C.1.Su.e Recognize ways to reduce or prevent injuries and other</p>	<p>HE.7.C.1.Pa.a Recognize an effect of a healthy or unhealthy behavior on personal health—including reproductive health—such as choosing healthy foods or fast foods, getting along with others or having conflicts, and appropriate physical contact.</p> <p>HE.7.C.1.Pa.b Recognize the effect of emotional health on physical health, such as emotional stress causing physical illness.</p> <p>HE.7.C.1.Pa.c Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home.</p> <p>HE.7.C.1.Pa.d Recognize a common health problem that is passed from parent to child (inherited), such as sickle cell anemia, diabetes, or acne.</p> <p>HE.7.C.1.Pa.e 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.7.C.1.Pa.f Recognize a common health care service, such</p>

<p>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.7.C.1.In.f 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.</p> <p>HE.7.C.1.In.g Describe likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, and injury or death from unsupervised handling of firearms.</p> <p>HE.7.C.1.In.h 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.</p>	<p>adolescent health problems, such as wearing a helmet and a seat belt, following pedestrian safety laws, and avoiding handling of firearms.</p> <p>HE.7.C.1.Su.f 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.</p> <p>HE.7.C.1.Su.g Identify a likely injury or illness resulting from engaging in common unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms.</p> <p>HE.7.C.1.Su.h Recognize infectious diseases that can be spread from one person to another, such as HIV, Lyme's disease, or staphylococcus infection.</p>	<p>as receiving immunizations prior to entering seventh grade or using an action plan for asthma.</p> <p>HE.7.C.1.Pa.g 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.</p> <p>HE.7.C.1.Pa.h Recognize that illnesses can spread from person to person.</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.7.C.2.1	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.3	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.4	Explain how school and public health policies can influence health promotion and disease prevention.
HE.7.C.2.5	Analyze how messages from media influence health behaviors.
HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.
HE.7.C.2.7	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.C.2.8	Determine how cultural changes related to health beliefs and behaviors impact personal health.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
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.	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.	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.
HE.7.C.2.In.b Describe ways peers	HE.7.C.2.Su.b Identify ways peers may	

<p>may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.</p> <p>HE.7.C.2.In.c Identify ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.</p> <p>HE.7.C.2.In.d Identify ways selected school and public health policies can influence health promotion and disease prevention, such as enforcing curfew ordinances, anti-smoking laws, school dress codes banning gang items, and zero tolerance policies.</p> <p>HE.7.C.2.In.e Identify how messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.</p> <p>HE.7.C.2.In.f Identify the influence of technology in locating valid health information, such as information from specific health Web sites—Center for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.</p> <p>HE.7.C.2.In.g Identify how changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p> <p>HE.7.C.2.In.h Identify ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant feeding practices, prevalence of diabetes, cell phone use, and the timeliness of emergency response.</p>	<p>influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.</p> <p>HE.7.C.2.Su.c Recognize selected ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.</p> <p>HE.7.C.2.Su.d Recognize selected school and public health policies that can influence health promotion and disease prevention, such as enforcing curfew ordinances, anti-smoking laws, school dress codes banning gang items, and zero tolerance laws.</p> <p>HE.7.C.2.Su.e Identify ways messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.</p> <p>HE.7.C.2.Su.f Recognize the influence of technology in locating valid health information, such as information from specific health Web sites—Center for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.</p> <p>HE.7.C.2.Su.g Recognize ways that changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p> <p>HE.7.C.2.Su.h Recognize ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant feeding practices, prevalence of diabetes, cell phone use, and the timeliness of emergency response.</p>	<p>HE.7.C.2.Pa.b Recognize selected ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.</p> <p>HE.7.C.2.Pa.c Recognize a way the school or community may influence the health behaviors of adolescents, such as having fire and tornado drills or providing healthy foods in vending machines.</p> <p>HE.7.C.2.Pa.d Recognize a public health policy that influences health promotion and disease prevention, such as anti-smoking laws.</p> <p>HE.7.C.2.Pa.e Recognize a way a selected media message may influence health behavior, such as using sports figures to promote fast food, using provocative images in film and print advertisements, or portraying smoking as appealing.</p> <p>HE.7.C.2.Pa.f Recognize that technology can provide accurate health information for people, such as information from specific health Web sites—Center for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.</p> <p>HE.7.C.2.Pa.g Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p> <p>HE.7.C.2.Pa.h Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.</p>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.7.B.1.1	Analyze the validity of health information, products, and services.
HE.7.B.1.2	Access valid health information from home, school, and community.
HE.7.B.1.3	Determine the accessibility of products and services that enhance health.
HE.7.B.1.4	Differentiate professional health services that may be required.
HE.7.B.1.5	Access valid and reliable health products and services.
HE.7.B.1.6	Compute the cost of health products and services in order to assess value.
HE.7.B.1.7	Access a variety of technologies to gather health information.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.B.1.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.7.B.1.In.b Identify valid health information from home, school, and community, such as information from the Internet, television, radio, flyers, bulletin boards, community news, and parents.</p> <p>HE.7.B.1.In.c Identify factors that affect the accessibility of products and services that enhance health, such as eligibility for services or purchase, parental authorization, and affordability.</p> <p>HE.7.B.1.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.7.B.1.In.e Identify selected valid and reliable health products and services, such as over-the-counter medicines, prescriptions, and credentials and licensing.</p> <p>HE.7.B.1.In.f Identify the cost of selected health products and services in order to compare value, such as through Internet searches, store visits, newspaper use, phone book search, or a personal call to sources for information.</p> <p>HE.7.B.1.In.g Use selected technologies to gather health information, such as the computer, phone, television, or audio</p>	<p>HE.7.B.1.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.1.Su.b Recognize valid health information from school, home, and community, such as information from the Internet, television, radio, flyers, bulletin boards, community news, and parents.</p> <p>HE.7.B.1.Su.c Recognize factors that affect the accessibility of selected products and services that enhance health, such as eligibility for services or purchase, parental authorization, and affordability.</p> <p>HE.7.B.1.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.7.B.1.Su.e Recognize selected valid and reliable health products and services, such as over-the-counter medicines and prescriptions.</p> <p>HE.7.B.1.Su.f Recognize the cost of selected health products and services in order to compare value, such as through Internet searches, store visits, newspaper use, or phone book search.</p> <p>HE.7.B.1.Su.g Use a technology to gather health information, such as the computer, phone, television, or</p>	<p>HE.7.B.1.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.1.Pa.b Distinguish between a product or service that promotes health and one that does not, such as toothpaste and cigarettes.</p> <p>HE.7.B.1.Pa.c Recognize a selected factor regarding accessibility of health-related products or services, such as eligibility for services or purchase, parental authorization, or affordability.</p> <p>HE.7.B.1.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.7.B.1.Pa.e Recognize a characteristic of quality (valid and reliable) of selected health products and services, such as undamaged packaging, sanitary conditions, and effectiveness.</p> <p>HE.7.B.1.Pa.f Recognize ways to determine the cost of health products and services, such as through assisted or cooperative Internet searches, store visits, and newspaper use.</p> <p>HE.7.B.1.Pa.g Use a technology to locate selected health information, such as a computer, television, or audio books.</p>

books.	audio books.	
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.7.B.2.1	Use skills for communicating effectively with family, peers, and others to enhance health.
HE.7.B.2.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
HE.7.B.2.3	Articulate the possible causes of conflict among youth in schools and communities.
HE.7.B.2.4	Demonstrate how to ask for assistance to enhance the health of self and others.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.B.2.In.a Use selected skills for communicating effectively with family, peers, and others to enhance health, such as using clear and concise words, nonverbal language, discussion, and I-messages.</p> <p>HE.7.B.2.In.b Use selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.</p> <p>HE.7.B.2.In.c Identify possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.</p> <p>HE.7.B.2.In.d Model common ways to ask for assistance to enhance personal health of self and others, such as using I-messages, asking on behalf of a friend, and making a written request.</p>	<p>HE.7.B.2.Su.a Use selected skills for communicating effectively with family and peers to enhance health, such as using clear and concise words, nonverbal language, or I-messages.</p> <p>HE.7.B.2.Su.b Identify selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.</p> <p>HE.7.B.2.Su.c Recognize possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.</p> <p>HE.7.B.2.Su.d Model a positive way to ask for assistance to enhance personal health of self and others, such as using I-messages, asking on behalf of a friend, or making a written request.</p>	<p>HE.7.B.2.Pa.a Use more than one way to communicate personal wants and needs to others to enhance health, such as verbalizing and choosing from options.</p> <p>HE.7.B.2.Pa.b Recognize a refusal, a negotiation, and a collaboration skill that enhances health or reduces health risk in the classroom, such as using direct statements, working together, or compromising.</p> <p>HE.7.B.2.Pa.c Recognize a possible cause of conflict among youth in schools, such as ethnic prejudice and diversity or substance use.</p> <p>HE.7.B.2.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.</p>

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.7.B.3.1	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.B.3.2	Compare circumstances that can help or hinder healthy decision-making.
HE.7.B.3.3	Determine when individual or collaborative decision-making is appropriate.
HE.7.B.3.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
HE.7.B.3.5	Propose the potential outcome of each option when making a health-related decision.

HE.7.B.3.6	Select healthy alternatives over unhealthy alternatives when making a decision.	
HE.7.B.3.7	Critique the potential outcomes of a health-related decision.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.7.B.3.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.7.B.3.In.b Identify similarities in circumstances that can help or hinder healthy decision-making, such as knowledge of prescription drug use and abuse, home and community environment, access to information, and knowledge and misinformation.</p> <p>HE.7.B.3.In.c Identify when individual or collaborative decision-making is appropriate, such as over-the-counter drug use, harassment, and gang involvement.</p> <p>HE.7.B.3.In.d Identify healthy and unhealthy alternatives to health-related issues or problems, such as prescription drug use and abuse, managing stress, and self-esteem.</p> <p>HE.7.B.3.In.e Identify the potential outcomes of each option when making a health-related decision, such as the physical, social, emotional, financial, and legal consequences of decisions.</p> <p>HE.7.B.3.In.f Choose a healthy alternative over an unhealthy alternative when making a decision, such as prescription drug use and abuse, using safety equipment, and being safe on the computer and Internet.</p> <p>HE.7.B.3.In.g Determine the outcomes of a health-related decision, such as prescription drug use and abuse, eating disorders, depression, and sexual behavior.</p>	<p>HE.7.B.3.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.7.B.3.Su.b 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.7.B.3.Su.c 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.7.B.3.Su.d Recognize healthy and unhealthy alternatives to a health-related issue or problem, such as prescription drug use and abuse, managing stress, and self-esteem.</p> <p>HE.7.B.3.Su.e Recognize the potential outcomes of each option when making a health-related decision, such as the physical, social, emotional, financial, and legal consequences of decisions.</p> <p>HE.7.B.3.Su.f Determine a healthy alternative over an unhealthy alternative when making a decision, such as prescription drug use and abuse, using safety equipment, and being safe on the computer and Internet.</p> <p>HE.7.B.3.Su.g Identify an outcome of a health-related decision, such as prescription drug use and abuse, eating disorders, depression, and sexual behavior.</p>	<p>HE.7.B.3.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.7.B.3.Pa.b 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.7.B.3.Pa.c Recognize the need for individual or collaborative decision-making in selected situations, such as over-the-counter drug use, harassment, and gang involvement.</p> <p>HE.7.B.3.Pa.d Recognize healthy alternatives for a selected health-related issue or problem, such as prescription drug use and abuse, managing stress, and self-esteem.</p> <p>HE.7.B.3.Pa.e Recognize a potential outcome of selected options when making a health-related decision, such as the physical, social, emotional, financial, or legal consequences of decisions.</p> <p>HE.7.B.3.Pa.f Recognize healthy alternatives when making a decision, such as prescription drug use and abuse, using safety equipment, and being safe on the computer and Internet.</p> <p>HE.7.B.3.Pa.g Recognize the outcome of a health-related decision, such as prescription drug use and abuse, eating disorders, and depression.</p>

Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK	
HE.7.B.4.1	Analyze personal beliefs as they relate to health practices.	
HE.7.B.4.2	Devise an individual goal to adopt, maintain, or improve a personal health practice.	
HE.7.B.4.3	Explain strategies and skills needed to attain/maintain a personal health goal.	
HE.7.B.4.4	Assess progress toward attaining a personal health goal.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.7.B.4.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.7.B.4.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 breakfast, safety habits, computer use and safety, and conflict resolution.</p> <p>HE.7.B.4.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.</p> <p>HE.7.B.4.In.d Determine progress toward attaining a personal goal, such as by using a checklist and keeping a diary or log.</p>	<p>HE.7.B.4.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.7.B.4.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.</p> <p>HE.7.B.4.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.</p> <p>HE.7.B.4.Su.d Identify progress toward attaining a personal health goal, such as using a checklist or keeping a log.</p>	<p>HE.7.B.4.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.7.B.4.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.</p> <p>HE.7.B.4.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.</p> <p>HE.7.B.4.Pa.d Track progress toward attaining a personal health goal, such as using checklist or keeping a log.</p>

Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK	
HE.7.P.1.1	Examine the importance of assuming responsibility for personal health behaviors.	
HE.7.P.1.2	Analyze healthy practices and behaviors that will maintain or improve personal health.	
HE.7.P.1.3	Differentiate a variety of behaviors that avoid or reduce health risks.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.7.P.1.In.a Describe the importance of assuming responsibility for personal health behaviors, such	HE.7.P.1.Su.a Identify the importance of assuming personal responsibility for personal health behaviors, such as	HE.7.P.1.Pa.a Recognize that it is important to have good personal health habits.

<p>as participating in physical activity, having good eating habits, and managing stress effectively.</p> <p>HE.7.P.1.In.b Describe healthy practices and behaviors that will maintain or improve personal health of self, such as healthy relationship skills, peer pressure refusal skills, and problem-solving skills.</p> <p>HE.7.P.1.In.c Describe a variety of behaviors that avoid or reduce health risks, such as being safe on the Internet, refusing alcohol, and practicing sexual abstinence.</p>	<p>participating in physical activity, having good eating habits, and managing stress effectively.</p> <p>HE.7.P.1.Su.b Identify healthy practices and behaviors that will maintain or improve personal health of self, such as healthy relationship skills, peer pressure refusal skills, and problem-solving skills.</p> <p>HE.7.P.1.Su.c Identify behaviors that avoid or reduce health risks, such as being safe on the Internet, refusing alcohol, and practicing sexual abstinence.</p>	<p>HE.7.P.1.Pa.b Recognize a healthy practice or behavior that will maintain or improve health of self, such as healthy relationship skills, peer pressure refusal skills, and problem-solving skills.</p> <p>HE.7.P.1.Pa.c Recognize selected behaviors that avoid or reduce health risks, such as being safe on the Internet, refusing alcohol, and practicing sexual abstinence.</p>
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Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.7.P.2.1	Articulate a position on a topic and support it with accurate health information.
HE.7.P.2.2	Utilize others' influence and support to promote positive health choices.
HE.7.P.2.3	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.2.4	Analyze ways health messages and communication techniques can be targeted for different audiences.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.P.2.In.a Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.</p> <p>HE.7.P.2.In.b 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.7.P.2.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.</p> <p>HE.7.P.2.In.d Identify ways health messages or communication techniques are targeted for a</p>	<p>HE.7.P.2.Su.a Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet, or choosing nutritious foods.</p> <p>HE.7.P.2.Su.b 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.7.P.2.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.</p> <p>HE.7.P.2.Su.d Recognize ways a health message or communication technique is targeted for a particular audience, such as the messages in print media, broadcast media, or on</p>	<p>HE.7.P.2.Pa.a Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet, or choosing nutritious foods.</p> <p>HE.7.P.2.Pa.b 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.7.P.2.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.</p> <p>HE.7.P.2.Pa.d Recognize a communication technique for a selected audience, such as popular music in a message in broadcast</p>

particular audience, such as the messages in print media, broadcast media, or on billboards.	billboards.	media for teenagers.
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GRADE: 8

Strand: HEALTH LITERACY: CONCEPTS

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

BENCHMARK CODE	BENCHMARK
HE.8.C.1.1	Analyze the relationship between healthy behaviors and personal health.
HE.8.C.1.2	Analyze the interrelationship between healthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.3	Predict how environmental factors affect personal health.
HE.8.C.1.4	Explore how heredity and family history can affect personal health.
HE.8.C.1.5	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.6	Analyze how appropriate health care can promote personal health.
HE.8.C.1.7	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8	Identify major chronic diseases that impact human body systems.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.C.1.In.a 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.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.8.C.1.In.c Describe how environmental factors can affect personal health, such as by the heat index, air quality, street lights</p>	<p>HE.8.C.1.Su.a 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.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.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.8.C.1.Pa.a 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.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.8.C.1.Pa.c Recognize environmental factors that affect personal health, such as the heat index and air quality.</p> <p>HE.8.C.1.Pa.d Recognize a way personal health can be affected by heredity or family history.</p> <p>HE.8.C.1.Pa.e Recognize a strategy</p>

<p>and signs, gangs, and weapons in the community.</p> <p>HE.8.C.1.In.d 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.8.C.1.In.e 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.8.C.1.In.f 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.</p> <p>HE.8.C.1.In.g Explain the likelihood of injury or illness if engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections resulting from poor hygiene.</p> <p>HE.8.C.1.In.h Identify common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.</p>	<p>HE.8.C.1.Su.d 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.8.C.1.Su.e Recognize strategies to reduce or prevent injuries and other adolescent health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce STDs/STIs, and avoiding unsafe places.</p> <p>HE.8.C.1.Su.f 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.</p> <p>HE.8.C.1.Su.g Identify likely injuries or illnesses resulting from engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.</p> <p>HE.8.C.1.Su.h Recognize common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.</p>	<p>to prevent injuries and other adolescent health problems, such as avoiding unsafe places to avoid injury.</p> <p>HE.8.C.1.Pa.f Recognize a way appropriate health care can promote personal health, such as immunization to avoid diseases or sports physicals to reduce health risks.</p> <p>HE.8.C.1.Pa.g Recognize likely injuries or illnesses resulting from engaging in selected unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.</p> <p>HE.8.C.1.Pa.h Recognize a common chronic disease, such as cancer, asthma, or diabetes.</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.8.C.2.1	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.2	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.3	Analyze how the school and community may influence adolescent health.
HE.8.C.2.4	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.5	Research marketing strategies behind health-related media messages.
HE.8.C.2.6	Analyze the influence of technology on personal and family health.
HE.8.C.2.7	Describe the consequences of following the influences of family, peers, and culture related to adolescent health behaviors.

HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.	
HE.8.C.2.9	Describe the influence of culture on health beliefs, practices, and behaviors.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.8.C.2.In.a Describe the role of family health beliefs on the health of adolescents, such as beliefs about alternative medical care, family religious beliefs, and the importance of physical activity.</p> <p>HE.8.C.2.In.b Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of a healthy body composition, and fear of getting a friend in trouble or losing a friend.</p> <p>HE.8.C.2.In.c Describe how the school and community may influence adolescent health, such as providing drug abuse education programs and volunteering opportunities and the availability of recreational facilities or programs.</p> <p>HE.8.C.2.In.d Describe a school or public health policy that influences health promotion and disease prevention, such as speed limit laws, immunization requirements, or universal precautions.</p> <p>HE.8.C.2.In.e Examine selected marketing strategies behind health-related media messages using selected resources, such as social acceptance of alcohol use, promotion of thinness as the best body type, and using sexual images to sell products.</p> <p>HE.8.C.2.In.f Describe ways technology influences personal and family health, such as the use of personal electronic devices, television, and headphones.</p> <p>HE.8.C.2.In.g Identify the consequences of following the influences of family, peers, and culture related to adolescent health behaviors, such as failure to know and use refusal skills when alcohol is offered, attending parties with no adult supervision, and failure to seek help/intervene in bullying situations.</p>	<p>HE.8.C.2.Su.a Identify the role of family health beliefs on the health of adolescents, such as beliefs about alternative medical care, family religious beliefs, and the importance of physical activity.</p> <p>HE.8.C.2.Su.b Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of a healthy body composition, and fear of getting a friend in trouble or losing a friend.</p> <p>HE.8.C.2.Su.c Identify how the school and community may influence adolescent health, such as providing drug abuse education programs and volunteering opportunities and the availability of recreational facilities or programs.</p> <p>HE.8.C.2.Su.d Recognize school and public health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.</p> <p>HE.8.C.2.Su.e Identify a marketing strategy used in a selected media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.</p> <p>HE.8.C.2.Su.f Identify ways technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.</p> <p>HE.8.C.2.Su.g Recognize the consequences of following the influences of family, peers, and culture related to adolescent health behaviors, such as failure to know and use refusal skills when alcohol is offered, attending parties with no adult supervision, and failure to seek help/intervene in bullying situations.</p> <p>HE.8.C.2.Su.h Identify how the</p>	<p>HE.8.C.2.Pa.a Recognize a way family health beliefs may influence the health of adolescents, such as beliefs about alternative medical care, family religious beliefs, or the importance of physical activity.</p> <p>HE.8.C.2.Pa.b Recognize selected ways the beliefs of peers may influence the health of adolescents, such as myths about drug use, perception of a healthy body composition, and fear of getting a friend in trouble or losing a friend.</p> <p>HE.8.C.2.Pa.c Recognize how the school may influence the health behaviors of adolescents, such as providing drug abuse education programs and volunteering opportunities and the availability of recreational facilities or programs.</p> <p>HE.8.C.2.Pa.d Recognize a school and a public health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.</p> <p>HE.8.C.2.Pa.e Recognize a marketing strategy used in a health-related media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.</p> <p>HE.8.C.2.Pa.f Recognize a way that technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.</p> <p>HE.8.C.2.Pa.g Recognize a consequence of following the influences of family and peers related to adolescent health behaviors, such as failure to know and use refusal skills when alcohol is offered, attending parties with no adult supervision, or failure to seek help/intervene in bullying situations.</p>

<p>HE.8.C.2.In.h Describe how the perception of common social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, and marijuana use.</p> <p>HE.8.C.2.In.i Identify the influence of culture on health beliefs, practices, and behaviors, such as medical procedures, sexual abstinence, and prescription drug use.</p>	<p>perceptions of selected social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, and marijuana use.</p> <p>HE.8.C.2.Su.i Recognize an influence of culture on health beliefs, practices, and behaviors regarding matters such as medical procedures, sexual abstinence, and prescription drug use.</p>	<p>HE.8.C.2.Pa.h Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, or marijuana use.</p> <p>HE.8.C.2.Pa.i 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>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.8.B.1.1	Evaluate the validity of health information, products, and services.
HE.8.B.1.2	Analyze valid health information from home, school, and community.
HE.8.B.1.3	Analyze the accessibility of products and services that enhance health.
HE.8.B.1.4	Determine situations when specific professional health services or providers may be required.
HE.8.B.1.5	Compare valid and reliable health products and services.
HE.8.B.1.6	Compare the cost of health products and services in order to assess value.
HE.8.B.1.7	Recommend a variety of technologies to gather health information.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.B.1.In.a Use given criteria to examine the validity of health information, products, and services, such as advertisements, articles, infomercials, and Web-based messages.</p> <p>HE.8.B.1.In.b Examine valid health information products and services information from home, school, and community, such as selected media sources, local organizations, and school news.</p> <p>HE.8.B.1.In.c 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.1.In.d Describe situations when specific professional health services or providers may be required, such as</p>	<p>HE.8.B.1.Su.a Use given criteria to identify the validity of selected health information, a product, and a service, such as in advertisements, articles, infomercials, and Web-based messages.</p> <p>HE.8.B.1.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.1.Su.c Identify the accessibility of selected 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.1.Su.d Identify situations when specific professional health</p>	<p>HE.8.B.1.Pa.a Recognize information, products, and services that promote health, such as advertisements, articles, infomercials, and Web-based messages.</p> <p>HE.8.B.1.Pa.b Recognize information, products, and services that promote health, such as advertisements, articles, infomercials, and Web-based messages.</p> <p>HE.8.B.1.Pa.c Recognize selected factors regarding accessibility of health-related products or services, such as eligibility for services or purchase, parental authorization, and affordability.</p> <p>HE.8.B.1.Pa.d Recognize selected health situations when specific</p>

<p>head injuries, infections, and depression.</p> <p>HE.8.B.1.In.e Describe selected valid and reliable health products and services, such as generic and brand name products and over-the-counter medicines and supplements—nutritional, energy, and vitamins.</p> <p>HE.8.B.1.In.f Determine differences in the cost of similar health products and services in order to assess value, such as skin care products, nutritional supplements, health care providers, and prescriptions—generic vs. store brand/name brand.</p> <p>HE.8.B.1.In.g Identify selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.</p>	<p>services or providers may be required, such as head injuries, infections, and depression.</p> <p>HE.8.B.1.Su.e Identify selected valid and reliable health products and services, such as prescription medicines, vitamins, dentist visits, eye exams, and yearly physical exams.</p> <p>HE.8.B.1.Su.f Compare the cost of selected similar health products and services in order to assess value, such as skin care products, nutritional supplements, and prescriptions—generic vs. store brand/name brand.</p> <p>HE.8.B.1.Su.g Recognize selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.</p>	<p>professional health services may be required, such as illness, toothache, or depression.</p> <p>HE.8.B.1.Pa.e Recognize selected quality (valid and reliable) health products and services, such as prescription medicines, vitamins, dentist visits, eye exams, and yearly physical exams.</p> <p>HE.8.B.1.Pa.f Recognize that similar health products may not cost the same, such as skin care products, nutritional supplements, and prescriptions.</p> <p>HE.8.B.1.Pa.g Recognize a selected technology resource that provides accurate information, such as a glucose monitor.</p>
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.8.B.2.1	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.2.2	Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.8.B.2.3	Examine the possible causes of conflict among youth in schools and communities.
HE.8.B.2.4	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.B.2.In.a Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.</p> <p>HE.8.B.2.In.b Describe refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as working as a team, compromising, and communicating assertively.</p> <p>HE.8.B.2.In.c Describe possible causes of conflict among youth in</p>	<p>HE.8.B.2.Su.a Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.</p> <p>HE.8.B.2.Su.b Identify refusal and collaboration skills to enhance health and avoid or reduce health risks, such as working as a team, compromising, and communicating assertively.</p> <p>HE.8.B.2.Su.c Identify a possible cause of conflict among youth in schools and communities, such as relationships, territory, or jealousy.</p>	<p>HE.8.B.2.Pa.a Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions.</p> <p>HE.8.B.2.Pa.b Recognize selected refusal and collaboration skills that enhance health or reduce health risks, such as working as a team, compromising, and communicating assertively.</p> <p>HE.8.B.2.Pa.c Recognize a possible cause of conflict among youth in</p>

<p>schools and communities, such as relationships, territory, and jealousy.</p> <p>HE.8.B.2.In.d Describe ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, and listening actively.</p>	<p>HE.8.B.2.Su.d Choose an effective way to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.</p>	<p>schools or communities, such as relationships, territory, or jealousy.</p> <p>HE.8.B.2.Pa.d Recognize positive ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.</p>
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Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.8.B.3.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.
HE.8.B.3.2	Explain circumstances that can help or hinder healthy decision-making.
HE.8.B.3.3	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.B.3.4	Categorize healthy and unhealthy alternatives to health-related issues or problems.
HE.8.B.3.5	Compile the potential outcomes of each option when making a health-related decision.
HE.8.B.3.6	Adopt healthy alternatives over unhealthy alternatives when making a decision.
HE.8.B.3.7	Evaluate the outcomes of a health-related decision.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.8.B.3.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.8.B.3.In.b Describe circumstances that can help or hinder healthy decision-making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental health condition.</p> <p>HE.8.B.3.In.c Discriminate between the need for individual or collaborative decision-making, such as pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues.</p> <p>HE.8.B.3.In.d Describe differences between healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.</p> <p>HE.8.B.3.In.e Describe potential</p>	<p>HE.8.B.3.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.8.B.3.Su.b Identify circumstances that can help or hinder healthy decision-making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental health condition.</p> <p>HE.8.B.3.Su.c Discriminate between the need for individual or collaborative decision-making in selected situations, such as pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues.</p> <p>HE.8.B.3.Su.d Identify healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.</p> <p>HE.8.B.3.Su.e Identify the potential outcomes of each option when</p>	<p>HE.8.B.3.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.8.B.3.Pa.b 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> <p>HE.8.B.3.Pa.c Identify the need for individual or collaborative decision-making in a selected situation, such as pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues.</p> <p>HE.8.B.3.Pa.d Recognize a healthy and an unhealthy alternative for selected health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.</p> <p>HE.8.B.3.Pa.e Recognize a potential outcome of each option when making a health-related decision, such as</p>

<p>outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.</p> <p>HE.8.B.3.In.f Select healthy alternatives over unhealthy alternatives when making decisions, such as abstaining from alcohol and sexual activity and maintaining healthy nutrition.</p> <p>HE.8.B.3.In.g Examine the outcomes of a health-related decision, such as prevention of becoming addicted to alcohol, developing brain damage from inhalant use, and becoming pregnant from sexual activity.</p>	<p>making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.</p> <p>HE.8.B.3.Su.f Choose healthy alternatives over unhealthy alternatives when making decisions, such as abstaining from alcohol and sexual activity and maintaining healthy nutrition.</p> <p>HE.8.B.3.Su.g Identify the effects of outcomes of a health-related decision, such as prevention of becoming addicted to alcohol, developing brain damage from inhalant use, and becoming pregnant from sexual activity.</p>	<p>injury, addiction, and legal, social, sexual, or financial consequences.</p> <p>HE.8.B.3.Pa.f Identify a healthy alternative when making a decision, such as abstaining from alcohol and sexual activity and maintaining healthy nutrition.</p> <p>HE.8.B.3.Pa.g Identify an outcome of a health-related decision, such as prevention of becoming addicted to alcohol, developing brain damage from inhalant use, and becoming pregnant from sexual activity.</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.8.B.4.1	Assess personal health practices.	
HE.8.B.4.2	Design an individual goal to adopt, maintain, or improve a personal health practice.	
HE.8.B.4.3	Apply strategies and skills needed to attain a personal health goal.	
HE.8.B.4.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.B.4.In.a Examine personal health practices, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p> <p>HE.8.B.4.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, cyberbullying, social relationships, or sleep habits.</p> <p>HE.8.B.4.In.c Use selected strategies and skills needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management.</p> <p>HE.8.B.4.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</p>	<p>HE.8.B.4.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.8.B.4.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, cyberbullying, social relationships, or sleep habits.</p> <p>HE.8.B.4.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.</p> <p>HE.8.B.4.Su.d Recognize ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier</p>	<p>HE.8.B.4.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.8.B.4.Pa.b Select an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyberbullying, social relationships, or sleep habits.</p> <p>HE.8.B.4.Pa.c Use a selected strategy or skill for attaining a personal health goal, such as increased physical activity, nutrition modification, and anger management.</p> <p>HE.8.B.4.Pa.d Recognize a way that personal health goals can vary based on a personal need, such as</p>

the general health of the individual.	food, availability of exercise equipment, and the general health of the individual.	weight reduction, availability of exercise equipment, and the general health of the individual.
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Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.8.P.1.1	Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.
HE.8.P.1.2	Generate healthy practices and behaviors that will maintain or improve personal health.
HE.8.P.1.3	Propose a variety of behaviors that avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.8.P.1.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.	HE.8.P.1.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.	HE.8.P.1.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.
HE.8.P.1.In.b Explain healthy practices and behaviors that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, and setting healthy goals.	HE.8.P.1.Su.b Describe healthy practices and behaviors that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, and setting healthy goals.	HE.8.P.1.Pa.b Recognize 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, and setting healthy goals.
HE.8.P.1.In.c Explain a variety of behaviors that avoid or reduce health risks, such as being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep.	HE.8.P.1.Su.c Describe behaviors that avoid or reduce health risks, such as being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep.	HE.8.P.1.Pa.c Recognize behaviors that avoid or reduce health risks, such as being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.8.P.2.1	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.2.2	Promote positive health choices with the influence and support of others.
HE.8.P.2.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.2.4	Evaluate ways health messages and communication techniques can be targeted for different audiences.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.8.P.2.In.a Explain the desirability of a health-enhancing position on a topic using accurate information from selected resources, such as abstinence from unhealthy behaviors, gun safety laws, or legal age limits.	HE.8.P.2.Su.a 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.8.P.2.Pa.a 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.8.P.2.In.b Promote positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.	HE.8.P.2.Su.b Promote selected positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.	HE.8.P.2.Pa.b Promote a positive health choice with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.
HE.8.P.2.In.c Work with others to advocate for healthy individuals, peers, families, and schools, such as promoting community initiatives and creating media campaigns.	HE.8.P.2.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.8.P.2.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.8.P.2.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.8.P.2.Su.d Identify a way a health message or communication technique can be targeted for a particular audience, such as in advertisements, media campaigns, and health fairs.	HE.8.P.2.Pa.d Recognize a way a health message targets a particular audience, such as in advertisements, media campaigns, and health fairs.

GRADE: 912

Strand: HEALTH LITERACY: CONCEPTS	
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
BENCHMARK CODE	BENCHMARK
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
Access Point for Students with Significant Cognitive Disabilities	
Independent	Supported
HE.912.C.1.In.a Explain how healthy behaviors can affect health status,	HE.912.C.1.Su.a Identify how healthy behaviors can affect health status,
	HE.912.C.1.Pa.a Recognize ways personal health can be affected by

<p>such as healthy fast food selections, regular medical screenings, and regular physical activity.</p> <p>HE.912.C.1.In.b Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health.</p> <p>HE.912.C.1.In.c Explain how environment and personal health are interrelated, such as food options within a community and availability of recreational facilities.</p> <p>HE.912.C.1.In.d Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.</p> <p>HE.912.C.1.In.e Describe strategies to reduce or prevent injuries and health problems, such as mandatory passenger restraint and helmet laws, mandatory immunizations, and proper handling of food.</p> <p>HE.912.C.1.In.f Identify the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.</p> <p>HE.912.C.1.In.g Predict the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.</p> <p>HE.912.C.1.In.h Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.</p>	<p>such as healthy fast food selections, regular medical screenings, and regular physical activity.</p> <p>HE.912.C.1.Su.b Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health.</p> <p>HE.912.C.1.Su.c Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities.</p> <p>HE.912.C.1.Su.d Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.</p> <p>HE.912.C.1.Su.e 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.</p> <p>HE.912.C.1.Su.f Recognize the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.</p> <p>HE.912.C.1.Su.g Describe the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.</p> <p>HE.912.C.1.Su.h 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</p>	<p>healthy behaviors, such as healthy fast food selections, regular medical checkups, and physical activity.</p> <p>HE.912.C.1.Pa.b Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors.</p> <p>HE.912.C.1.Pa.c Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity.</p> <p>HE.912.C.1.Pa.d Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.</p> <p>HE.912.C.1.Pa.e Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger restraint/helmet laws or proper handling of food.</p> <p>HE.912.C.1.Pa.f Associate access to health care with good health, such as obtaining screenings, having checkups, or receiving treatment.</p> <p>HE.912.C.1.Pa.g Recognize likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.</p> <p>HE.912.C.1.Pa.h Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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.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.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.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.
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	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,	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

<p>television viewing habits, and identifying effective public service announcements (PSAs).</p> <p>HE.912.C.2.In.f Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites.</p> <p>HE.912.C.2.In.g Describe the consequences of selected health risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else.</p> <p>HE.912.C.2.In.h Describe how the perceptions of social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.</p> <p>HE.912.C.2.In.i Describe ways that culture supports and challenges health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.</p>	<p>and identifying effective public service announcements (PSAs).</p> <p>HE.912.C.2.Su.f Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites.</p> <p>HE.912.C.2.Su.g Identify the consequences of health-risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else.</p> <p>HE.912.C.2.Su.h Describe how the perceptions of selected social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.</p> <p>HE.912.C.2.Su.i Identify ways culture influences health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.</p>	<p>public service announcements (PSAs).</p> <p>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> <p>HE.912.C.2.Pa.g Recognize the consequences of selected health-risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else.</p> <p>HE.912.C.2.Pa.h Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.</p> <p>HE.912.C.2.Pa.i 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>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK	
HE.912.B.1.1	Verify the validity of health information, products, and services.	
HE.912.B.1.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.	
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.	
HE.912.B.1.4	Justify when professional health services or providers may be required.	
HE.912.B.1.5	Critique valid and reliable health products and services.	
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.912.B.1.In.a Use given criteria to assess the validity of health information, products, and services,	HE.912.B.1.Su.a Use given criteria to determine the validity of selected health information, products, and services, such	HE.912.B.1.Pa.a Verify accurate (valid) health information, products, and services by

<p>such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.</p> <p>HE.912.B.1.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.</p> <p>HE.912.B.1.In.c Determine the accessibility of products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments.</p> <p>HE.912.B.1.In.d Explain when professional health services or providers may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.</p> <p>HE.912.B.1.In.e Describe characteristics of valid and reliable health products and services, such as their qualifications, type of service/product and provider, product safety, and reliability.</p> <p>HE.912.B.1.In.f 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.</p>	<p>as magazine articles, the use of diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.</p> <p>HE.912.B.1.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.</p> <p>HE.912.B.1.Su.c Identify the accessibility of products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments.</p> <p>HE.912.B.1.Su.d Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.</p> <p>HE.912.B.1.Su.e Describe selected characteristics of valid and reliable health products and services, such as their qualifications, type of service/product and provider, product safety, and reliability.</p> <p>HE.912.B.1.Su.f 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.</p>	<p>confirming with a trusted adult or health professional.</p> <p>HE.912.B.1.Pa.b Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments.</p> <p>HE.912.B.1.Pa.c Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments.</p> <p>HE.912.B.1.Pa.d Identify a selected situation when a professional health service or provider may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.</p> <p>HE.912.B.1.Pa.e Recognize selected characteristics of valid and reliable health products and services for personal health, such as type of service/product and provider, product safety, and effectiveness.</p> <p>HE.912.B.1.Pa.f Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays.</p>
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.912.B.2.In.a Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.</p> <p>HE.912.B.2.In.b Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.</p> <p>HE.912.B.2.In.c Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict resolution skills.</p> <p>HE.912.B.2.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.</p>	<p>HE.912.B.2.Su.a Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.</p> <p>HE.912.B.2.Su.b Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.</p> <p>HE.912.B.2.Su.c Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict resolution skills.</p> <p>HE.912.B.2.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.</p>	<p>HE.912.B.2.Pa.a Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.</p> <p>HE.912.B.2.Pa.b Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements.</p> <p>HE.912.B.2.Pa.c Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements.</p> <p>HE.912.B.2.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.</p>

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	
BENCHMARK CODE	BENCHMARK
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.
HE.912.B.3.4	Generate alternatives to health-related issues or problems.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
Access Point for Students with Significant Cognitive Disabilities	
<i>Independent</i>	<i>Supported</i>
HE.912.B.3.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.3.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.

<p>HE.912.B.3.In.b Explain barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors.</p> <p>HE.912.B.3.In.c Determine whether individual or collaborative decision-making is needed to make a healthy decision, such as planning a post high school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.</p> <p>HE.912.B.3.In.d Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.</p> <p>HE.912.B.3.In.e Describe the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.</p> <p>HE.912.B.3.In.f Apply the healthiest choice when considering all factors in making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink with friends.</p>	<p>HE.912.B.3.Su.b Describe barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors.</p> <p>HE.912.B.3.Su.c Determine whether individual or collaborative decision-making is needed to make a healthy decision in selected situations, such as planning a post high school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.</p> <p>HE.912.B.3.Su.d Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.</p> <p>HE.912.B.3.Su.e Identify the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.</p> <p>HE.912.B.3.Su.f Select a healthy choice when considering all factors in making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink alcohol with friends.</p>	<p>donation.</p> <p>HE.912.B.3.Pa.b Identify selected barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors.</p> <p>HE.912.B.3.Pa.c Identify the need for individual or collaborative decision-making in selected health-related situations, such as planning a post high school career/education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.</p> <p>HE.912.B.3.Pa.d Recognize healthy and unhealthy alternatives to selected health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.</p> <p>HE.912.B.3.Pa.e Recognize a potential outcome of each option on self when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual, or weapons on campus.</p> <p>HE.912.B.3.Pa.f Choose a healthy alternative from given options when making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink alcohol with friends.</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.		
BENCHMARK CODE	BENCHMARK	
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.	
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.	
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.	
HE.912.B.4.4	Formulate an effective long-term personal health plan.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>

<p>HE.912.B.4.In.a Assess personal health practices and identify overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.</p> <p>HE.912.B.4.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.</p> <p>HE.912.B.4.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.</p> <p>HE.912.B.4.In.d Develop an effective long-term personal health plan, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness.</p>	<p>HE.912.B.4.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.</p> <p>HE.912.B.4.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.</p> <p>HE.912.B.4.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.</p> <p>HE.912.B.4.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.</p>	<p>HE.912.B.4.Pa.a Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene.</p> <p>HE.912.B.4.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.</p> <p>HE.912.B.4.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.</p> <p>HE.912.B.4.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.</p>
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Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.912.P.1.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.1.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.1.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.1.In.b Use healthy	HE.912.P.1.Su.b Perform healthy	HE.912.P.1.Pa.b Perform a healthy

practices and behaviors that will maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet.	practices and behaviors that will maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet.	practice and a healthy behavior to maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet.
HE.912.P.1.In.c Examine a variety of behaviors that avoid or reduce health risks, such as avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental health services when needed.	HE.912.P.1.Su.c Explain a variety of behaviors that avoid or reduce health risks, such as avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental health services when needed.	HE.912.P.1.Pa.c Identify selected behaviors that avoid or reduce common health risks, such as riding with trusted drivers, making good personal lifestyle choices, and seeking mental health services when needed.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.912.P.2.1	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.
HE.912.P.2.4	Adapt health messages and communication techniques to a specific target audience.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.912.P.2.In.a 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.2.Su.a 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.2.Pa.a Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence.
HE.912.P.2.In.b 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.2.Su.b 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.2.Pa.b Encourage others to make positive health choices.
HE.912.P.2.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.2.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.2.Pa.c Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options or environmentally friendly shopping.
HE.912.P.2.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	HE.912.P.2.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	HE.912.P.2.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.

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