Health Education

Course Descriptions

Versions 2024 and 2025

Rule 6A-1.09412, F.A.C.
Effective July 2024

Health - Kindergarten (#5008020) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.K.CEH.1.1:	Recognize ways the community encourages a healthy environment.
HE.K.CEH.1.2:	Recognize ways in the community to prevent common communicable diseases. **Clarifications:** *Clarification 1:* Instruction includes washing hands, covering mouth to cough and sneeze, and flushing toilets.
HE.K.CEH.2.1:	Explain the importance of rules to maintain health. **Clarifications:** *Clarification 1:* Instruction includes additional classroom and school rules for healthy behaviors.
HE.K.CEH.4.1:	Encourage others make positive health choices. **Clarifications:** *Clarification 1:* Instruction includes encouraging others to choose healthy options, selecting nutritious food, participating in physical activity, and practicing personal hygiene.
HE.K.CH.1.1:	Recognize warning labels and signs on hazardous products and places. **Clarifications:** *Clarification 1:* Warning labels and signs include poison symbol, universal symbols for “No” and “Do not touch,” and crosswalk signals.
HE.K.CH.3.1:	Define healthy and unhealthy choices. **Clarifications:** *Clarification 1:* Instruction includes limiting screen time and playing outdoors. *Clarification 2:* Instruction includes choosing healthy foods.
HE.K.CH.4.1:	Define ways to ask for support from a trusted adult or professional. **Clarifications:** *Clarification 1:* Instruction includes asking to speak to a trusted adult when help is needed. *Clarification 2:* Instruction includes seeking out the school nurse to help with a health-related problem.
HE.K.PHC.1.1:	Identify healthy behaviors that affect personal health. **Clarifications:** *Clarification 1:* Instruction includes personal care behaviors, including brushing teeth, having adequate sleep, personal hygiene, physical activity, and practicing healthy eating habits.
HE.K.PHC.1.2:	Understand how you can prevent childhood injuries in the home, school, and community settings. **Clarifications:** *Clarification 1:* Instruction includes wearing a helmet and flotation devices. *Clarification 2:* Instruction includes identifying poisons and other harmful substances.
HE.K.PHC.1.3:	Recognize there are body parts inside and outside of the body. **Clarifications:** *Clarification 1:* Instruction includes the heart, brain, muscles, and skin.
HE.K.PHC.2.1:	Identify members of the school and community who support personal health practices and behaviors. **Clarifications:** *Clarification 1:* Members include teachers, counselors, nurses, doctors, and first responders.
HE.K.PHC.2.2:	Name healthy behaviors that family members should practice. **Clarifications:** *Clarification 1:* Instruction includes brushing teeth and staying home when sick.
HE.K.PHC.2.3:	Identify safe and unsafe examples of internet use. **Clarifications:** *Clarification 1:* Instruction includes safe uses such as playing games, watching appropriate television shows, and learning. *Clarification 2:* Instruction includes unsafe uses such as sharing private information and interacting with unknown senders. *Clarification 3:* Instruction includes unsafe screen time leading to health issues.
HE.K.PHC.3.1:	Name situations when a health-related decision can be made individually or when assistance is needed. **Clarifications:** *Clarification 1:* Instruction includes water safety, following school rules, and practicing good hygiene.
	Recognize healthy options to personal health-related issues or problems. **Clarifications:** *Clarification 1:* Instruction includes visiting the doctor, obeying safety rules, and practicing emergency preparedness.

HE.K.PHC.3.2:	*Clarification 2:* Instruction includes limiting screen time and television shows to less than one hour per day to increase physical and mental wellbeing. *Clarification 3:* Instruction includes reporting unsafe behavior, in person and on the internet, to a trusted adult.
HE.K.PHC.3.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** *Clarification 1:* Instruction includes injury to self and/or others.
HE.K.PHC.3.4:	Define a personal health goal and how it relates to overall health. **Clarifications:** *Clarification 1:* Instruction includes importance of goals.
HE.K.PHC.4.1:	Identify the appropriate responses to unwanted, unsafe, and threatening situations. **Clarifications:** *Clarification 1:* Instruction includes seeking safety, running for help, and talking to a trusted adult.
HE.K.R.2.1:	Identify healthy choices that affect personal wellness.
HE.K.R.2.4:	Identify and recognize basic feelings. **Clarifications:** *Clarification 1:* Instruction includes sad, mad, happy, excited, and worried.
HE.K.R.2.5:	Identify personal strengths and actions individuals can do independently. **Clarifications:** *Clarification 1:* Instruction includes social strengths including listening, sharing, adapting, empathy, showing courage, and leadership.
HE.K.R.3.2:	Identify characteristics of a good citizen in school and the community. **Clarifications:** *Clarification 1:* Instruction includes following rules, listening, and being a good friend.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others.

MA.K12.MTR.4.1:	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

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

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

GENERAL NOTES

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

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

GENERAL INFORMATION

Course Number: 5008020	**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH - K
Course Length: Year (Y)
Course Type: Elective Course
Course Level: 2
Course Status: Draft - State Board Approval Pending
Grade Level(s): K

Educator Certifications

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

Health - Grade 1 (#5008030) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.1.CEH.1.1:	Identify ways the community encourages a healthy environment.
HE.1.CEH.1.2:	Understand ways to prevent common communicable diseases in the community. **Clarifications:** *Clarification 1:* Instruction focuses on personal hygiene to include washing hands, covering mouth to cough and sneeze, and not sharing food or utensils.
HE.1.CEH.2.1:	Recognize health consequences for not following rules. **Clarifications:** *Clarification 1:* Instruction includes potential negative consequences such as injuries, arguments, and hurt feelings.
HE.1.CEH.4.1:	Help others to make positive health choices. **Clarifications:** *Clarification 1:* Instruction includes following rules. *Clarification 2:* Instruction includes selecting healthy foods. *Clarification 3:* Instruction includes participating in physical activities.
HE.1.CH.1.1:	Determine the meaning of warning labels and signs on hazardous products and places.
HE.1.CH.3.1:	List healthy and unhealthy choices for personal health and safety. **Clarifications:** *Clarification 1:* Instruction includes wearing a helmet. *Clarification 2:* Instruction includes limiting screen time and choosing physical activity.
HE.1.CH.4.1:	Discuss ways to ask for support from a trusted adult or professional. **Clarifications:** *Clarification 1:* Instruction includes asking to speak to a trusted adult when help is needed. *Clarification 2:* Instruction includes seeking out the school nurse to help with a health-related problem.
HE.1.PHC.1.1:	Recognize how healthy behaviors affect personal health. **Clarifications:** *Clarification 1:* Instruction includes eating breakfast, playing safely on the playground, wearing a helmet on a bike, and participating in moderate to vigorous physical activity.
HE.1.PHC.1.2:	Identify how you can prevent childhood injuries in the home, school, and community settings. **Clarifications:** *Clarification 1:* Instruction includes safety practices such as water safety, pedestrian safety, bicycle safety and playground rules. *Clarification 2:* Instruction includes school safety.
HE.1.PHC.1.3:	Identify the correct names of human body parts. **Clarifications:** *Clarification 1:* Body parts include stomach, intestines, heart, lungs, skin, muscles, and bones.
HE.1.PHC.1.5:	Tell about behaviors that avoid or reduce health risks. **Clarifications:** *Clarification 1:* Instruction focuses on following rules and personal hygiene. *Clarification 2:* Instruction includes limiting screen time to less than one hour per day to increase physical and mental wellbeing. *Clarification 3:* Instruction includes reporting unsafe behavior, in person and on the internet, to a trusted adult.
HE.1.PHC.2.1:	Identify how children learn health behaviors from family and friends. **Clarifications:** *Clarification 1:* Instruction includes family and parents encouraging healthy behaviors such as eating healthy dinners together, physical activities together, setting bedtimes, and screen time rules. *Clarification 2:* Instruction includes friends exhibiting positive behaviors such as sharing and kindness.
HE.1.PHC.2.2:	Explain why personal information should not be shared on the internet. **Clarifications:** *Clarification 1:* Instruction includes dangers of unknown senders.
HE.1.PHC.3.1:	Describe situations when a health-related decision can be made individually or when assistance is needed. **Clarifications:**

	Clarification 1: Instruction includes crossing a street and participating in water activities.
HE.1.PHC.3.2:	Identify healthy options to personal health-related issues or problems. **Clarifications:** *Clarification 1:* Instruction includes safety practices such as wearing a bicycle helmet or water flotation devices. *Clarification 2:* Instruction includes reporting danger or unsafe activities to a trusted adult.
HE.1.PHC.3.3:	Explain the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** *Clarification 1:* Instruction includes spreading germs that can cause illness in oneself or others. *Clarification 2:* Instruction includes being physically hurt or hurting others on the playground, on the bus, in the classroom, at home, and in the community.
HE.1.PHC.3.4:	Establish a short-term health goal as a class and monitor progress toward achieving the goal. **Clarifications:** *Clarification 1:* To monitor progress, examples include observation, charting, etc.
HE.1.PHC.4.1:	Describe appropriate responses to unwanted, unsafe, and threatening situations. **Clarifications:** *Clarification 1:* Instruction includes talking to a trusted adult and/or parent. *Clarification 2:* Instruction includes seeking safety and running for help. *Clarification 3:* Instruction includes asking for help with safety items.
HE.1.R.1.2:	Describe the traits of a good friend.
HE.1.R.2.6:	Identify healthy ways to express needs and wants. **Clarifications:** *Clarification 1:* Instruction includes asking for assistance from a trusted adult.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

GENERAL NOTES

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

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 5008030

Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH - GRADE 1

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Grade Level(s): 1

Educator Certifications

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

Health - Grade 2 (#5008040) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.2.CEH.1.1:	Identify how healthy behaviors affect the community. **Clarifications:** *Clarification 1:* Instruction includes practicing healthy hygiene to prevent spread of disease.
HE.2.CEH.1.2:	Describe ways to prevent common communicable diseases in the community. **Clarifications:** *Clarification 1:* Instruction focuses on personal hygiene to include washing hands, covering mouth to cough and sneeze, and not sharing food or utensils.
HE.2.CEH.2.1:	Explain the ways that rules make the classroom, school, and community safer. **Clarifications:** *Clarification 1:* Discussion includes rules such as walking instead of running, waiting your turn, and following traffic and water safety laws.
HE.2.CEH.4.1:	Support peers when making positive health choices. **Clarifications:** Clarification 1: Instruction includes using a buddy system and helping others. Clarification 2: Instruction includes recognizing trusted adults as a resource.
HE.2.CH.1.1:	Understand the meaning of warning labels and signs on hazardous products.
HE.2.CH.3.1:	Describe healthy and unhealthy choices. **Clarifications:** *Clarification 1:* Instruction includes limiting screen time, including television, safe websites and video games, to less than two hours per day. *Clarification 2:* Instruction includes nutritional food choices instead of unhealthy food in the cafeteria. *Clarification 3:* Instruction includes the benefits of adequate water consumption.
HE.2.CH.4.1:	Practice ways to ask for support from a trusted adult or professional. **Clarifications:** *Clarification 1:* Instruction includes asking to speak to a trusted adult when help is needed. *Clarification 2:* Instruction includes seeking out the school nurse to help with a health-related problem.
HE.2.PHC.1.2:	Describe ways you can prevent personal injuries. **Clarifications:** *Clarification 1:* Instruction includes safety practices such as water safety, pedestrian safety, and bicycle safety. *Clarification 2:* Instruction includes recognizing abusive behaviors.
HE.2.PHC.1.3:	Recognize the locations and functions of major human organs. **Clarifications:** *Clarification 1:* Instruction includes the functions of the heart, lungs, and muscles in relation to cardiovascular health.
HE.2.PHC.1.5:	Recognize healthy practices and behaviors to maintain or improve personal health. **Clarifications:** *Clarification 1:* Instruction includes seeking a safe environment and seeking help. *Clarification 2:* Instruction includes recognizing safe websites to visit and television shows to watch.
HE.2.PHC.2.1:	Describe how outside influences, family, and friends can influence personal health decisions. **Clarifications:** *Clarification 1:* Instruction includes consistent home safety rules. *Clarification 2:* Instruction includes telling the truth and treating others with respect.
HE.2.PHC.2.2:	Describe ways a safe, healthy home environment can promote personal health. **Clarifications:** *Clarification 1:* Instruction includes secured poisonous products and substances. *Clarification 2:* Instruction includes home safety plan for events such as fires and hurricanes.
HE.2.PHC.2.3:	Describe the attributes of a safe and responsible internet user. **Clarifications:** *Clarification 1:* Instruction includes protecting personal information, reporting cyberbullying, and recognizing inappropriate content/contact. *Clarification 2:* Instruction includes limiting screen time to avoid health risks to vision, sleep quality, and mental health.

HE.2.PHC.3.1:	Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Clarifications:** *Clarification 1:* Instruction includes determining when a friend is in trouble. *Clarification 2:* Instruction includes choosing safe environments and safe adults to trust.
HE.2.PHC.3.2:	List healthy options to health-related issues or problems. **Clarifications:** *Clarification 1:* Instruction includes safety practices such as wearing a bicycle helmet or water flotation devices. *Clarification 2:* Instruction includes peer cooperation and communication.
HE.2.PHC.3.3:	Compare the consequences of following/not following rules/practices when making healthy and safe decisions. **Clarifications:** *Clarification 1:* Instruction includes staying home when sick vs. attending school and spreading germs that can cause illness in oneself or others. *Clarification 2:* Instruction includes being physically hurt or hurting others in your environment.
HE.2.PHC.3.4:	Discuss short-term and long-term goals and their importance to physical health. **Clarifications:** *Clarification 1:* Instruction includes the difference between short- and long-term goals.
HE.2.PHC.3.5:	Establish a short-term health goal as a class and monitor progress toward achieving the goal. **Clarifications:** *Clarification 1:* To monitor progress, examples include observation, charting, etc.
HE.2.PHC.4.1:	Demonstrate appropriate responses to unwanted, unsafe, and threatening situations. **Clarifications:** *Clarification 1:* Instruction includes talking to a trusted adult and/or parent. *Clarification 2:* Instruction includes seeking safety and running for help. *Clarification 3:* Instruction includes asking for help with safety items, e.g., a life jacket, hand soap, buckling a seat belt, crossing the street, etc
HE.2.R.2.3:	Demonstrate healthy ways to express needs, wants, and listening skills. **Clarifications:** *Clarification 1:* Instruction includes paying attention, making eye contact, asking for help, etc.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

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

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

GENERAL NOTES

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

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

GENERAL INFORMATION

Course Number: 5008040

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

Abbreviated Title: HEALTH - GRADE 2

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Educator Certifications

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

Health - Grade 3 (#5008050) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.3.CEH.1.1:	Relate how healthy behaviors impact the community. **Clarifications:** *Clarification 1:* Instruction includes practicing good hygiene. *Clarification 2:* Instruction includes working well with others.
HE.3.CEH.1.2:	Understand common childhood health conditions and their impact on school and community environments. **Clarifications:** *Clarification 1:* Instruction includes diabetes, asthma, and food allergies.
HE.3.CEH.1.3:	Identify the impact of internet and social media in the community. **Clarifications:** *Clarification 1:* Instruction includes positive impact such as spreading awareness and information. *Clarification 2:* Instruction includes negative impact such as sharing misinformation, cyberbullies, and health risks.
HE.3.CEH.3.1:	Explore ways the community can prevent childhood injuries in the school and community settings.
HE.3.CEH.4.1:	Encourage positive behaviors and healthy choices by others. **Clarifications:** *Clarification 1:* Instruction includes selecting healthy food choices. *Clarification 2:* Instruction includes following playground rules.
HE.3.CH.1.1:	Locate resources from home, school, and community that provide valid health information, products, and services. **Clarifications:** *Clarification 1:* Resources include internet, brochures, books, and local organizations such as the Department of Health.
HE.3.CH.1.2:	Describe why it is important to seek health care. **Clarifications:** *Clarification 1:* Instruction includes prevention of tooth decay, hearing exams to assess hearing, and eye exams to assess vision.
HE.3.CH.2.1:	Describe how the internet and various media/social media outlets influence the selection of health information, products, and services. **Clarifications:** *Clarification 1:* Instruction includes food packaging, television ads, billboards, and social media.
HE.3.CH.2.2:	Identify resources that could assist in achieving personal health goals. **Clarifications:** *Clarification 1:* Examples include family support, organized sports, school walking club, teachers, school counselors, etc.
HE.3.CH.4.1:	Describe ways to encourage healthy school environments. **Clarifications:** *Clarification 1:* Instruction includes participating in healthy clubs or activities at school. *Clarification 2:* Instruction includes taking safe routes to school.
HE.3.PHC.1.1:	Describe healthy behaviors that affect personal health. **Clarifications:** *Clarification 1:* Instruction includes preventing the spread of germs.
HE.3.PHC.1.2:	Apply ways you can prevent personal injuries. **Clarifications:** *Clarification 1:* Instruction includes safety practices such as water safety, pedestrian safety, fire safety, gun safety, and bicycle safety. *Clarification 2:* Instruction includes recognizing abusive behaviors (personal safety).
HE.3.PHC.1.3:	Recognize that body parts and organs work together to form human body systems. **Clarifications:** *Clarification 1:* Body systems include the circulatory system, digestive system, nervous system, reproductive system, and other body systems.
HE.3.PHC.1.4:	Discuss behaviors that avoid or reduce health risks. **Clarifications:** *Clarification 1:* Instruction focuses on following rules and personal hygiene.
HE.3.PHC.1.5:	Demonstrate health behaviors to maintain or improve personal health. **Clarifications:** *Clarification 1:* Instruction includes following rules and listening to trusted adults. *Clarification 2:* Instruction includes exercising, eating healthy foods and staying hydrated.

HE.3.PHC.2.1:	Describe how outside influences, family, and friends can influence health behaviors. **Clarifications:** *Clarification 1:* Instruction includes family beliefs and traditions. *Clarification 2:* Instruction includes friends' beliefs and traditions.
HE.3.PHC.2.2:	Identify what the school and community do to support personal health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes nutrition in school lunches and school and community gardens. *Clarification 2:* Instruction includes safety drills including fire, weather, and lock-down drills in the school.
HE.3.PHC.2.3:	Understand the positive and negative impacts technology may have on health. **Clarifications:** *Clarification 1:* Instruction for positive impacts includes calling 911 when help is needed, medical advances, telehealth, and interacting with peers online in a healthy way. *Clarification 2:* Instruction for negative impacts includes excess screen time (over two hours per day), overuse of cell phones and computers, and overuse of video games.
HE.3.PHC.2.4:	Identify appropriate and inappropriate uses of the internet and communicating with others through technology. **Clarifications:** *Clarification 1:* Instruction for appropriate uses includes completing homework and visiting safe websites with a parent or trusted adult. *Clarification 2:* Instruction for inappropriate uses includes interacting with unknown users, cyberbullying, and visiting unsafe websites.
HE.3.PHC.2.5:	Identify types of cyberbullying. **Clarifications:** *Clarification 1:* Instruction includes sending, posting, or sharing negative, harmful, false, or mean content about someone else online. *Clarification 2:* Instruction includes sharing personal or private information about someone else.
HE.3.PHC.3.1:	Explain when assistance is needed when making a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes when to reach out to an appropriate health helper, when to call 911, and to whom fears of personal safety or health issues should be reported.
HE.3.PHC.3.2:	Recognize healthy options when making decisions for yourself that avoid or reduce health risks. **Clarifications:** *Clarification 1:* Instruction includes oral hygiene and going to the doctor. *Clarification 2:* Instruction includes eating healthy foods and participating in physical activity.
HE.3.PHC.3.3:	Discuss the potential short-term personal impact of each option when making a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes benefits of personal hygiene, such as preventing illness and disease.
HE.3.PHC.3.4:	Select a personal health goal and track progress toward achievement. **Clarifications:** *Clarification 1:* Instruction includes tracking daily physical activity or limiting media use.
HE.3.PHC.3.5:	Discuss healthy options to health-related issues or problems. **Clarifications:** *Clarification 1:* Instruction includes choosing healthy foods. *Clarification 2:* Instruction includes choosing safe environments and safe adults to trust.
HE.3.PHC.4.1:	Practice appropriate responses to unwanted, unsafe, and threatening situations. **Clarifications:** *Clarification 1:* Instruction includes talking to a trusted adult and/or parent. *Clarification 2:* Instruction includes seeking safety and running for help. *Clarification 3:* Instruction includes asking for help with safety items, e.g., a life jacket, hand soap, buckling a seat belt, crossing the street, etc.
HE.3.R.1.1:	Identify skills needed when working with others. **Clarifications:** *Clarification 1:* Instruction includes listening, cooperating, taking turns, and compromise.
HE.3.R.4.2:	Identify different solutions and potential outcomes when problems arise.
	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

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

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

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

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

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

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

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

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

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

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

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

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

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

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

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

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

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.

MA.K12.MTR.6.1:	• Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

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

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GENERAL INFORMATION

Course Number: 5008050

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

Abbreviated Title: HEALTH - GRADE 3

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Educator Certifications

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

Health - Grade 4 (#5008060) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.4.CEH.1.1:	Investigate how healthy and unhealthy behaviors impact the community. **Clarifications:** *Clarification 1:* Instruction includes practicing good hygiene to prevent illness. *Clarification 2:* Instruction includes disadvantages of not following community/school rules.
HE.4.CEH.1.2:	Recognize common childhood health conditions and their impact on school and community environments. **Clarifications:** *Clarification 1:* Instruction includes diabetes, asthma, and food allergies.
HE.4.CEH.1.3:	Discuss the impact of internet and social media in the community. **Clarifications:** *Clarification 1:* Instruction includes positive impact such as spreading awareness and information. *Clarification 2:* Instruction includes negative impacts such as sharing misinformation, human trafficking, cyberbullies, permanence of social media posts, and social media addiction.
HE.4.CEH.2.1:	Recognize types of school rules and community laws that promote health and disease prevention. **Clarifications:** *Clarification 1:* Discussion includes laws such as wearing a seat belt or helmet, clean indoor-air laws, and speed limits.
HE.4.CEH.2.2:	Explain the important roles that school and community play in health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes disaster preparedness. *Clarification 2:* Instruction includes school and community recycling programs and organizations.
HE.4.CEH.3.1:	Compare community resources available to prevent common childhood injuries and health problems.
HE.4.CEH.4.1:	Assist others to make positive health choices in their school and community. **Clarifications:** *Clarification 1:* Instruction includes modeling safe behaviors, including water safety and street safety. *Clarification 2:* Instruction includes reporting bullying and unsafe behaviors.
HE.4.CH.1.1:	Describe characteristics of valid health information, products, and services. **Clarifications:** *Clarification 1:* Characteristics include professional certification, proper labeling, complete directions for use, source, and date. *Clarification 2:* Instruction includes trusted adults, reliable and trustworthy websites, etc.
HE.4.CH.1.2:	Distinguish differences among various healthcare providers, products, and services. **Clarifications:** *Clarification 1:* Instruction includes different types of healthcare providers and emergency medical services. *Clarification 2:* Instruction includes prescription versus non-prescription drugs.
HE.4.CH.2.1:	Recognize ways health messages and communication techniques can be targeted for different audiences through internet and social media sources. **Clarifications:** *Clarification 1:* Instruction includes music, television ads, billboards, and social media.
HE.4.CH.2.2:	Categorize resources that could assist in achieving a small group personal health goal. **Clarifications:** *Clarification 1:* Resources include family, school personnel, community service providers, and resource guides.
HE.4.CH.3.1:	Construct criteria for selecting health resources, products, services, and reputable technologies. **Clarifications:** *Clarification 1:* Instruction includes asking if resources are safe, affordable, reliable, and available.
HE.4.CH.4.1:	Choose ways to promote healthy school environments. **Clarifications:** *Clarification 1:* Instruction includes participating in healthy clubs or activities at school. *Clarification 2:* Instruction includes taking safe routes to school.
	Identify examples of mental and physical health. **Clarifications:** *Clarification 1:* Mental health: examples include healthy coping skills; self-regulating and self-soothing behaviors; ability to communicate needs,

HE.4.PHC.1.1:	control impulses, and focus/refocusing on current tasks; showing empathy and compassion; listening skills, etc. *Clarification 2:* Physical health: examples include healthy eating behaviors; performing daily physical activity; personal hygiene care; and avoiding tobacco, alcohol, and other drugs.
HE.4.PHC.1.2:	Analyze ways you can prevent personal injuries. **Clarifications:** *Clarification 1:* Instruction includes safety practices such as water safety, pedestrian safety, fire safety, gun safety, and bicycle safety. *Clarification 2:* Instruction includes recognizing abusive behaviors (personal safety).
HE.4.PHC.1.3:	Identify the human body parts and organs that work together to form healthy body systems. **Clarifications:** *Clarification 1:* Body systems include the circulatory system, digestive system, nervous system, reproductive system, and other body systems.
HE.4.PHC.2.1:	Identify how outside influences, including family and friends, affect health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes recognizing and avoiding bullying behaviors. *Clarification 2:* Instruction includes choosing to avoid tobacco products or inhalants.
HE.4.PHC.2.2:	Describe ways a safe, healthy school environment can influence personal health. **Clarifications:** *Clarification 1:* Instruction includes safety patrols, school crossing guards, and safety resource officers. *Clarification 2:* Instruction includes hand washing and practicing good hygiene. *Clarification 3:* Instruction includes daily physical activity as part of the school day.
HE.4.PHC.2.3:	Discuss how technology influences personal thoughts, feelings, and health behaviors. **Clarifications:** *Clarification 1:* Instruction includes the negative impacts of cyberbullying. *Clarification 2:* Instruction includes limiting screen time to less than two hours per day to prevent health risks such as sleep difficulties, mood problems, physical inactivity, and decreased learning opportunities.
HE.4.PHC.2.4:	Discuss how media/social media influences personal thoughts, feelings, and health behaviors. **Clarifications:** *Clarification 1:* Instruction includes marketing strategies to appeal to specific audiences. *Clarification 2:* Instruction includes negative effects on mental health, such as social media addiction.
HE.4.PHC.2.5:	Identify health-related consequences of inappropriate and/or excessive internet use. **Clarifications:** *Clarification 1:* Health-related consequences include decreased mental well-being, loss of vision, sleep difficulties, and decreased physical activity leading to obesity. *Clarification 2:* Health-related consequences include musculoskeletal conditions caused by prolonged use of devices.
HE.4.PHC.3.1:	Examine when assistance is needed to make a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes assistance for administering first aid. *Clarification 2:* Instruction includes addressing conflict between peers.
HE.4.PHC.3.2:	Apply healthy options when making decisions to maintain or improve personal health and reduce health risks. **Clarifications:** *Clarification 1:* Instruction includes avoiding substances, such as tobacco and alcohol. *Clarification 2:* Instruction includes practicing general personal hygiene to prevent disease and illness.
HE.4.PHC.3.3:	Predict the potential short-term impact of each option on self and others when making a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes participating in physical activity and effect on cardiovascular and physical health. *Clarification 2:* Instruction includes practicing proper hygiene and nutrition and effect on quality of life.
HE.4.PHC.3.4:	Create a personal health goal and track progress toward achievement.
HE.4.PHC.3.5:	Choose healthy options to health-related issues or problems. **Clarifications:** *Clarification 1:* Instruction includes responding to an injury; connecting with the appropriate health helper, including school counselors (mental health issues); peer pressure/healthy friendships, etc.
HE.4.PHC.4.1:	Select appropriate responses to unwanted, unsafe, and threatening situations. **Clarifications:** *Clarification 1:* Instruction includes talking to a trusted adult and/or parent. *Clarification 2:* Instruction includes seeking safety and running for help. *Clarification 3:* Instruction includes asking for help with safety items, e.g., a life jacket, hand soap.

HE.4.R.1.1:	Consider the perspectives of others.
HE.4.R.2.2:	Identify the value of making healthy choices for personal well-being.
HE.4.R.4.2:	Describe strategies to resolve conflicts. **Clarifications:** *Clarification 1:* Instruction includes compromise, agreeing to disagree, and civil discourse.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

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

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

GENERAL NOTES

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

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

GENERAL INFORMATION

Course Number: 5008060

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

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Educator Certifications

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

Health - Grade 5 (#5008070) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.5.CEH.1.2:	Explain common childhood health conditions and their impact on school and community environments. **Clarifications:** *Clarification 1:* Instruction includes diabetes, asthma, and food allergies.
HE.5.CEH.1.3:	Explain how community health can be impacted by internet and social media in the community. **Clarifications:** *Clarification 1:* Instruction includes spreading awareness and information. *Clarification 2:* Instruction includes public service announcements on health.
HE.5.CEH.2.1:	Give examples of school and public health policies that influence health promotion and disease prevention. **Clarifications:** *Clarification 1:* Examples include seat belt laws, helmet laws, emergency drills, and school bus policies.
HE.5.CEH.2.2:	Investigate influences that change health beliefs and behaviors. **Clarifications:** *Clarification 1:* Instruction includes substance use behaviors being portrayed in the media. *Clarification 2:* Instruction includes social media influence.
HE.5.CEH.2.3:	Determine how media/social media influences health behaviors and the selection of health information, products, and services. **Clarifications:** *Clarification 1:* Instruction includes social media platforms influencing the selection of products.
HE.5.CEH.4.1:	Persuade others to make positive health choices. **Clarifications:** *Clarification 1:* Instruction includes practicing negotiation skills. *Clarification 2:* Instruction includes advocating for a tobacco-free environment.
HE.5.CH.1.1:	Discuss characteristics of valid health information, products, and services. **Clarifications:** *Clarification 1:* Characteristics include professional certification, proper labeling, complete directions for use, source, and date.
HE.5.CH.1.2:	Research resources from home, school, and the community that provide valid health information. **Clarifications:** *Clarification 1:* Resources include technology (phone, television, internet, radio), media, locations (library, health department, pharmacy, hospitals), and items (scale, pedometer).
HE.5.CH.1.3:	Recognize appropriate health care products and services in the community. **Clarifications:** *Clarification 1:* Instruction includes seeking counseling or healthcare for individual needs.
HE.5.CH.2.1:	Identify ways health messages and communication techniques can be targeted for different audiences through internet and social media sources. **Clarifications:** *Clarification 1:* Instruction includes surveys, advertisements, billboards, and social media.
HE.5.CH.2.2:	Select reliable resources that would assist in achieving a personal health goal. **Clarifications:** *Clarification 1:* Resources include family, school personnel, community service providers, and resource guides.
HE.5.CH.3.1:	Evaluate criteria for selecting health resources, products, and services. **Clarifications:** *Clarification 1:* Instruction includes determining criteria function, directions for use, competence of providers, and costs.
HE.5.PHC.1.1:	Demonstrate the physical and mental dimensions of health. **Clarifications:** *Clarification 1:* Instruction includes the importance of getting along with others and respecting personal space. *Clarification 2:* Instruction includes the importance of feeling safe.
HE.5.PHC.1.2:	Explain ways you can prevent personal injuries. **Clarifications:** *Clarification 1:* Instruction includes safety practices such as water safety, pedestrian safety, fire safety, gun safety, and bicycle safety. *Clarification 2:* Instruction includes recognizing abusive behaviors (personal safety).
	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

HE.5.PHC.1.3:	**Clarifications:** *Clarification 1:* Instruction includes the digestive and circulatory systems receiving and distributing nutrients to provide energy. *Clarification 2:* Instruction includes endocrine glands influencing the reproductive system. *Clarification 3:* Instruction includes respiratory system providing oxygen to other body systems.
HE.5.PHC.1.4:	Describe the relationship between healthy behaviors and personal health. **Clarifications:** *Clarification 1:* Instruction includes avoiding substances, including alcohol and tobacco, to prevent disease. *Clarification 2:* Instruction includes the positive impact of healthy relationships. *Clarification 3:* Instruction includes safe behaviors, including wearing a bike helmet or seatbelt to prevent injuries.
HE.5.PHC.2.1:	Explain how outside influences, including family and friends, affect health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes recognizing and avoiding bullying behaviors. *Clarification 2:* Instruction includes choosing to avoid tobacco products or inhalants. *Clarification 3:* Instruction includes media, family system, culture, peers, friends, and community.
HE.5.PHC.2.2:	Explain ways a safe, healthy home and school environment promote personal health. **Clarifications:** *Clarification 1:* Instruction includes having a smoke-free home environment. *Clarification 2:* Instruction includes having a clean/orderly environment with rules.
HE.5.PHC.2.3:	Explain how technology influences personal thoughts, feelings, and health behaviors. **Clarifications:** *Clarification 1:* Instruction includes the negative impacts of cyberbullying. *Clarification 2:* Instruction includes overuse of screen time leading to mental health challenges, including addiction.
HE.5.PHC.2.4:	Discuss how media/social media influences personal and family health behaviors. **Clarifications:** *Clarification 1:* Instruction includes marketing strategies to appeal to specific audiences. *Clarification 2:* Instruction includes social media impact on body image, self-esteem, and self-image.
HE.5.PHC.2.5:	Identify the legal and social consequences of inappropriate social media use. **Clarifications:** *Clarification 1:* Legal consequences includes disciplinary action by the school or criminal penalties. *Clarification 2:* Social consequences include social isolation, decline in academic performance, loss of friendships, and decreased social skills.
HE.5.PHC.3.1:	Analyze when assistance is needed when making a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes safety practices. *Clarification 2:* Instruction includes addressing peer relationships and dangerous events.
HE.5.PHC.3.2:	Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks. **Clarifications:** *Clarification 1:* Instruction includes reporting bullying and resolving conflicts with peers. *Clarification 2:* Instruction includes using safety equipment and gear.
HE.5.PHC.3.3:	Compare the potential short-term impact of each option on self and others when making a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes the impact of substance use, including alcohol or tobacco. *Clarification 2:* Instruction includes practicing positive character traits and behavior to form relationships.
HE.5.PHC.3.4:	Develop a personal health goal and track progress toward achievement.
HE.5.PHC.3.5:	Summarize healthy options to health-related issues or problems. **Clarifications:** *Clarification 1:* Instruction includes discussion with a trusted adult, parent, or school counselor.
HE.5.PHC.4.1:	Evaluate appropriate responses to unwanted, unsafe, and threatening situations. **Clarifications:** *Clarification 1:* Instruction includes talking to a trusted adult and/or parent. *Clarification 2:* Instruction includes seeking safety and running for help. *Clarification 3:* Instruction includes asking for help with safety items, e.g., a life jacket, hand soap.
HE.5.R.1.1:	Discuss how to work together to achieve a positive outcome.
	Compare conflict resolution methods to identify potential solutions.

HE.5.R.4.3:	**Clarifications:** *Clarification 1:* Methods include negotiation, give and take, and analyze pros and cons.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.
	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.
	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.
	Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	Clarifications:

	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

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

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

GENERAL NOTES

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

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

GENERAL INFORMATION

Course Number: 5008070

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

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Educator Certifications

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

M/J Health Grade 6 Year (#0800000) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.6.CEH.2.1:	Identify the impact of health information conveyed to students by the school and community. **Clarifications:** *Clarification 1:* Instruction includes first-aid education and safety education in school and how it benefits students. *Clarification 2:* Instruction includes the impact of substance use prevention programs.
HE.6.CEH.2.2:	Investigate changes to societal norms and how they influence health beliefs and behaviors.
HE.6.CEH.2.4:	Propose ways that technology can influence peer and community health behaviors. **Clarifications:** *Clarification 1:* Instruction includes how internet and social media apps influence nutrition and physical activity.
HE.6.CEH.3.1:	Choose healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** *Clarification 1:* Instruction includes practicing responsible behavior such as treating others with respect.
HE.6.CEH.4.1:	Describe how the community can influence and support others to make positive health choices.
HE.6.CEH.4.2:	State a health-enhancing position on a topic and support it with accurate information.
HE.6.CH.1.1:	Examine how appropriate health care can promote personal health. **Clarifications:** *Clarification 1:* Instruction includes following recommended visits to health care providers, such as pediatrician and dentist.
HE.6.CH.1.2:	Investigate a variety of technologies to gather health information. **Clarifications:** *Clarification 1:* Technologies include a thermometer, scale, blood pressure machine, and other health related tools. *Clarification 2:* Technologies may include television, internet, social media, and health-related apps.
HE.6.CH.2.1:	Illustrate ways health messages and communication techniques can be targeted for different audiences through internet and social media sources. **Clarifications:** *Clarification 1:* Instruction includes how social media platforms use algorithms to target specific audiences to promote products or services.
HE.6.CH.3.1:	Examine the validity of health information and determine the cost benefit of health products and services. **Clarifications:** *Clarification 1:* Instruction includes determining criteria function, directions for use, competence of providers, and costs.
HE.6.PHC.1.1:	Describe how the physical, mental social, and intellectual dimensions of health are interrelated. **Clarifications:** *Clarification 1:* Instruction includes nutrition, sleep, physical stamina, and hunger. *Clarification 2:* Instruction includes mental alertness, interpersonal conflicts, mental stress, and solving problems.
HE.6.PHC.1.2:	Identify personal health problems and concerns common to adolescents including reproductive development. **Clarifications:** *Clarification 1:* Instruction includes acne, eating disorders, depression, suicidal ideations, and puberty.
HE.6.PHC.1.3:	Examine the importance of assuming responsibility for personal reproductive health behaviors. **Clarifications:** *Clarification 1:* Instruction includes hygiene, physical activity, nutrition, and medical/dental checkups. *Clarification 2:* Instruction includes resisting peer pressure and developing healthy relationships.
HE.6.PHC.1.4:	Describe situations when professional health services may be required. **Clarifications:** *Clarification 1:* Instruction includes injuries, influenza, and depression. *Clarification 2:* Instruction includes substance use and abuse, child abuse, and domestic violence.
HE.6.PHC.2.1:	Analyze how media/social media influences personal and peer thoughts, feelings, and health behaviors. **Clarifications:** *Clarification 1:* Instruction includes marketing strategies to appeal to specific audiences. *Clarification 2:* Instruction includes misconception of "friends" online versus friendship in real life.
HE.6.PHC.2.2:	Identify environmental factors that affect personal health. **Clarifications:** *Clarification 1:* Instruction includes contaminated food, air, and water quality. *Clarification 2:* Instruction includes availability of sidewalks and road hazards.

HE.6.PHC.2.3:	Examine how friends and peers influence the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes media, social media, and spreading rumors. *Clarification 2:* Instruction includes conflict resolution skills.
HE.6.PHC.2.4:	Examine how family and culture influence the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes family rules, family diet, and physical activity. *Clarification 2:* Instruction includes how family relationships impact behaviors.
HE.6.PHC.2.7:	Explain how body systems are impacted by hereditary factors and infectious diseases. **Clarifications:** *Clarification 1:* Instruction includes hereditary diseases, such as sickle cell disease, cancer, and heart disease. *Clarification 2:* Instruction includes how medical conditions, such as asthma, allergies, diabetes, and Cystic Fibrosis, are exacerbated by infectious diseases.
HE.6.PHC.3.1:	Distinguish between the need for individual or collaborative decision making. **Clarifications:** *Clarification 1:* Instruction includes considering the severity of the situation and personal skills. *Clarification 2:* Instruction includes considering when someone is a danger to self or others.
HE.6.PHC.3.2:	Specify the potential outcomes of each option when making a personal health-related decision. **Clarifications:** *Clarification 1:* Instruction includes physical, social, financial, and legal consequences. *Clarification 2:* Instruction includes emergency preparedness.
HE.6.PHC.3.3:	Predict the potential outcomes of a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes negative outcomes of not following safety guidelines and being inactive. *Clarification 2:* Instruction includes positive outcomes of eating healthy and being physically active.
HE.6.PHC.3.4:	Use various methods to measure personal health status. **Clarifications:** *Clarification 1:* Instruction includes body composition, surveys, heart-rate monitors, pedometer, blood pressure cuff, and other clinical measurements. *Clarification 2:* Instruction includes stress-management techniques, such as breathing exercises and journaling.
HE.6.PHC.3.5:	Develop an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:** *Clarification 1:* Instruction includes physical activity, eating habits, and personal hygiene. *Clarification 2:* Instruction includes safety habits, internet use/safety, and bullying-prevention strategies.
HE.6.PHC.3.6:	Determine strategies and skills needed to attain a personal health goal. **Clarifications:** *Clarification 1:* Instruction includes journaling, daily checklists, identify peer supports, injury-prevention measures, and use of health-related apps.
HE.6.PHC.3.7:	Monitor progress toward attaining a personal health goal. **Clarifications:** *Clarification 1:* Instruction includes use of checklists, logs, pedometers, websites, and health monitoring apps.
HE.6.PHC.3.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** *Clarification 1:* Instruction includes disease related to poor nutrition and inactivity. *Clarification 2:* Instruction includes cancer and chronic lung disease related to tobacco use. *Clarification 3:* Instruction includes injuries caused from failure to follow safety guidelines.
HE.6.PHC.3.9:	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** *Clarification 1:* Instruction includes internal influences, such as hygiene, sleep, and fitness. *Clarification 2:* Instruction includes external influences, such as healthy relationship skills, influences of advertising, social media, and internet safety. *Clarification 3:* Instruction includes abstaining from risky behaviors.
HE.6.PHC.4.1:	Use valid and reliable information to request access to health products, services, or environments. **Clarifications:** *Clarification 1:* Instruction includes requesting sidewalks and accessing recreational areas.

	Demonstrate the ability to respond with empathy in a variety of contexts and situations.
HE.68.R.1.1:	**Clarifications:** *Clarification 1:* Instruction includes identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.68.R.2.2:	Demonstrate responsible decision-making that considers multiple perspectives.
	Develop and apply conflict resolution skills in a variety of situations.
HE.68.R.4.2:	**Clarifications:** *Clarification 1:* Instruction includes coping, grit, and new learning opportunities.
	Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.
HE.68.SUA.4.1:	**Clarifications:** *Clarification 1:* Instruction includes not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.

	Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors that promote a healthy lifestyle. This course also includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

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

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education
- Awareness of the Benefits of Abstinence

GENERAL NOTES

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

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

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

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800000

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

Abbreviated Title: M/J HEALTH GR 6Y

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Educator Certifications

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

M/J Health & Career Planning Grade 6 Year (#0800005) 2022 - And Beyond (current)

Course Standards

Name	Description
HE.6.B.3.1 **(Archived Standard):**	Examine the validity of health information, and determine the cost of health products, and services.
HE.6.B.3.3 **(Archived Standard):**	Investigate a variety of technologies to gather health information.
HE.6.B.3.4 **(Archived Standard):**	Describe situations when professional health services may be required.
HE.6.B.4.1 **(Archived Standard):**	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.
HE.6.B.4.2 **(Archived Standard):**	Practice refusal skills and negotiation skills to reduce health risks.
HE.6.B.4.3 **(Archived Standard):**	Demonstrate effective conflict-management and/or resolution strategies.
HE.6.B.4.4 **(Archived Standard):**	Compile ways to ask for assistance to enhance the health of self and others.
HE.6.B.5.1 **(Archived Standard):**	Investigate health-related situations that require the application of a thoughtful decision-making process.
HE.6.B.5.2 **(Archived Standard):**	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.B.5.3 **(Archived Standard):**	Specify the potential outcomes of each option when making a health-related decision.
HE.6.B.5.4 **(Archived Standard):**	Distinguish between the need for individual or collaborative decision-making.
HE.6.B.5.5 **(Archived Standard):**	Predict the potential outcomes of a health-related decision.
HE.6.B.6.1 **(Archived Standard):**	Use various methods to measure personal health status.
HE.6.B.6.2 **(Archived Standard):**	Develop an individual goal to adopt, maintain, or improve a personal health practice.
HE.6.B.6.3 **(Archived Standard):**	Determine strategies and skills needed to attain a personal health goal.
HE.6.B.6.4 **(Archived Standard):**	Monitor progress toward attaining a personal health goal.
HE.6.C.1.2 **(Archived Standard):**	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.6.C.1.3 **(Archived Standard):**	Identify environmental factors that affect personal health.
HE.6.C.1.4 **(Archived Standard):**	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.5 **(Archived Standard):**	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.1.6 **(Archived Standard):**	Examine how appropriate health care can promote personal health.
HE.6.C.1.7 **(Archived Standard):**	Recognize how heredity can affect personal health.
HE.6.C.1.8 **(Archived Standard):**	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.2.1 **(Archived Standard):**	Examine how family influences the health of adolescents.
HE.6.C.2.2 **(Archived Standard):**	Examine how peers influence the health of adolescents.
HE.6.C.2.3 **(Archived Standard):**	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.4 **(Archived Standard):**	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.5 **(Archived Standard):**	Examine how media influences peer and community health behaviors.
HE.6.C.2.6 **(Archived Standard):**	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.7 **(Archived Standard):**	Investigate cultural changes related to health beliefs and behaviors.

HE.6.C.2.8 **(Archived Standard):**	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.9 **(Archived Standard):**	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.6.P.7.1 **(Archived Standard):**	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.2 **(Archived Standard):**	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.8.1 **(Archived Standard):**	Practice how to influence and support others when making positive health choices.
HE.6.P.8.2 **(Archived Standard):**	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.3 **(Archived Standard):**	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.8.4 **(Archived Standard):**	Identify ways health messages and communication techniques can be targeted for different audiences.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.

- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

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

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

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

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

MA.K12.MTR.6.1:

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

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

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

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

MA.K12.MTR.7.1:

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

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

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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

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

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

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

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

ELA.K12.EE.3.1:

Make inferences to support comprehension.

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

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

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

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

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

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

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

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

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

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

Career and Education Planning Course Standards – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

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

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

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

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please

visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800005

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

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

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6

Educator Certifications

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

M/J Health Grade 7 Year (#0800010) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.68.R.1.1:	Demonstrate the ability to respond with empathy in a variety of contexts and situations. **Clarifications:** *Clarification 1:* Instruction includes identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.68.R.1.3:	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68.R.2.9:	Identify healthy responses to negative peer pressure.
HE.7.CEH.1.2:	Describe community health problems and concerns common to adolescents. **Clarifications:** *Clarification 1:* Instruction includes community health problems may include teen dating violence and teen pregnancy. *Clarification 2:* Instruction includes human trafficking awareness and prevention.
HE.7.CEH.2.2:	Evaluate how changes in social norms impact healthy and unhealthy behavior. **Clarifications:** *Clarification 1:* Instruction includes impact of substance abuse, including secondhand smoke or driving/operating under the influence.
HE.7.CEH.2.3:	Evaluate how media/social media influences peer and community health behaviors. **Clarifications:** *Clarification 1:* Instruction includes social media platforms influencing health behaviors and practices. *Clarification 2:* Instruction includes permanency of sharing materials online.
HE.7.CEH.3.2:	Explain how injury or illness stemming from unhealthy or risky behaviors impacts the community. **Clarifications:** *Clarification 1:* Instruction includes how increased community illnesses burdens local resources, such as healthcare and workforce. *Clarification 2:* Instruction includes the impact of death, illness, or injury of a community member.
HE.7.CEH.4.2:	Articulate a position on a health-related issue and support it with accurate health information.
HE.7.CH.1.1:	Explain how appropriate health care can promote personal health. **Clarifications:** *Clarification 1:* Instruction includes having a health action plan or provider to contact when help is needed.
HE.7.CH.2.1:	Analyze ways consumer health messages can target different audiences through internet and social media sources. **Clarifications:** *Clarification 1:* Instruction includes how organizations/companies use a variety of public service announcements, celebrities, social media posts, and platforms.
HE.7.CH.2.3:	Evaluate the influence of technology in locating valid health information. **Clarifications:** *Clarification 1:* Instruction includes evaluation of a variety of health websites, apps, health devices, and organizations to receive information.
HE.7.CH.3.1:	Analyze the validity of health information, products, and services. **Clarifications:** *Clarification 1:* Instruction includes reviewing a variety of resources including advertisements, health-claim articles, and personal claims.
HE.7.PHC.1.1:	Explain how physical, mental, social, and intellectual dimensions of health are interrelated. **Clarifications:** *Clarification 1:* Instruction includes mental stress that may arise from exam season at school. *Clarification 2:* Instruction includes mental stress leading to physical illness. *Clarification 3:* Instruction includes peer relationship conflict leading to decreased self-esteem.
HE.7.PHC.1.2:	Classify infectious diseases and their modes of transmission to the human body.
HE.7.PHC.1.4:	Differentiate among professional health services that may be required. **Clarifications:** *Clarification 1:* Instruction includes difference between dentist vs. orthodontist. *Clarification 2:* Instruction includes difference between family physician vs. specialist.
HE.7.PHC.2.2:	Analyze how environmental factors affect personal health. **Clarifications:** *Clarification 1:* Instruction includes safe food handling practices to avoid foodborne illnesses. *Clarification 2:* Instruction includes appropriate home heating and cooling, air, and water quality.

HE.7.PHC.2.3:	Analyze how friends and peers influence the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes how friends and peers can influence self-confidence, behaviors, and relationships.
HE.7.PHC.2.4:	Analyze how family and cultural changes influence the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes family communication behaviors. *Clarification 2:* Instruction includes smoking in home and alcohol consumption by family members.
HE.7.PHC.2.5:	Describe how personal health choices can affect hereditary risk factors. **Clarifications:** *Clarification 1:* Instruction includes healthy choices that reduce the impact of hereditary diseases such as sickle cell disease, diabetes, and acne.
HE.7.PHC.2.6:	Analyze personal beliefs as they relate to health practices. **Clarifications:** *Clarification 1:* Instruction includes weight management through physical activity. *Clarification 2:* Instruction includes disease prevention through hand washing. *Clarification 3:* Instruction includes knowing when sharing personal information is safe and secure.
HE.7.PHC.2.7:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes how a healthy level of self-respect deters unhealthy choices and behaviors.
HE.7.PHC.3.1:	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.PHC.3.2:	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.PHC.3.4:	Predict the short and long-term consequences of engaging in health-risk behaviors. **Clarifications:** *Clarification 1:* Instruction includes risky behaviors such as driving under the influence. *Clarification 2:* Instruction includes poor health maintenance such as lack of exercise and poor diet. *Clarification 3:* Instruction includes consequences of teenage pregnancy.
HE.7.PHC.3.5:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. **Clarifications:** *Clarification 1:* Instruction includes participation in organized activities/sports. *Clarification 2:* Instruction includes safety habits, internet use and safety, and conflict resolution.
HE.7.PHC.3.6:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. **Clarifications:** *Clarification 1:* Instruction includes journaling, daily checklists, and rewarding milestones. *Clarification 2:* Instruction includes use of pedometers, monitoring healthy food intake, and identification of groups for support.
HE.7.PHC.3.7:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health.
HE.7.PHC.3.8:	Describe ways one can reduce or prevent injuries and adolescent health problems. **Clarifications:** *Clarification 1:* Instruction includes helmet use, seat belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
HE.7.PHC.3.9:	Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health. **Clarifications:** *Clarification 1:* Instruction includes refusal skills, problem solving, and engaging in respectful relationships. *Clarification 2:* Instruction includes engaging or reengaging abstinence.
HE.7.PHC.4.1:	Articulate ways to request access to healthy products, services, and environments. **Clarifications:** *Clarification 1:* Instruction includes appropriate communication to a trusted adult that products or services are needed.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:

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

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

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:

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

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

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

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

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

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

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

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

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	• Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors that promote a healthy lifestyle. This course also includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

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

- Injury Prevention and Safety

- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence
- Resiliency Education
- Prevention of Child Trafficking

GENERAL NOTES

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

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

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

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800010

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

Abbreviated Title: M/J HEALTH GR 7Y

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Grade Level(s): 7

Educator Certifications

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

M/J Health & Career Planning Grade 7 Year (#0800015) 2022 - And Beyond (current)

Course Standards

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

Name	Description
HE.7.B.3.1 **(Archived Standard):**	Analyze the validity of health information, products, and services.
HE.7.B.3.3 **(Archived Standard):**	Compare a variety of technologies to gather health information.
HE.7.B.3.4 **(Archived Standard):**	Differentiate among professional health services that may be required.
HE.7.B.4.1 **(Archived Standard):**	Apply effective communication skills when interacting with others to enhance health.
HE.7.B.4.2 **(Archived Standard):**	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
HE.7.B.4.3 **(Archived Standard):**	Articulate the possible causes of conflict among youth in schools and communities.
HE.7.B.4.4 **(Archived Standard):**	Demonstrate how to ask for assistance to enhance the health of self and others.
HE.7.B.5.2 **(Archived Standard):**	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.B.5.4 **(Archived Standard):**	Determine when individual or collaborative decision-making is appropriate.
HE.7.B.5.5 **(Archived Standard):**	Predict the short and long-term consequences of engaging in health-risk behaviors.
HE.7.B.6.1 **(Archived Standard):**	Analyze personal beliefs as they relate to health practices.
HE.7.B.6.2 **(Archived Standard):**	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.
HE.7.B.6.3 **(Archived Standard):**	Explain strategies and skills needed to assess progress and maintenance of a personal health goal.
HE.7.C.1.1 **(Archived Standard):**	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
HE.7.C.1.2 **(Archived Standard):**	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.7.C.1.3 **(Archived Standard):**	Analyze how environmental factors affect personal health.
HE.7.C.1.4 **(Archived Standard):**	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.5 **(Archived Standard):**	Classify infectious agents and their modes of transmission to the human body.
HE.7.C.1.6 **(Archived Standard):**	Explain how appropriate health care can promote personal health.
HE.7.C.1.7 **(Archived Standard):**	Describe how heredity can affect personal health.
HE.7.C.1.8 **(Archived Standard):**	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.C.2.1 **(Archived Standard):**	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.2 **(Archived Standard):**	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.3 **(Archived Standard):**	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.5 **(Archived Standard):**	Analyze how messages from media influence health behaviors.
HE.7.C.2.6 **(Archived Standard):**	Evaluate the influence of technology in locating valid health information.
HE.7.C.2.7 **(Archived Standard):**	Determine how cultural changes related to health beliefs and behaviors impact personal health.
HE.7.C.2.8 **(Archived Standard):**	Evaluate how changes in social norms impact healthy and unhealthy behavior.

HE.7.C.2.9 **(Archived Standard):**	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.7.P.7.1 **(Archived Standard):**	Examine the importance of assuming responsibility for personal-health behaviors.
HE.7.P.7.2 **(Archived Standard):**	Experiment with behaviors that will maintain or improve personal health and reduce health risks.
HE.7.P.8.1 **(Archived Standard):**	Utilize the influence of others to promote positive health choices.
HE.7.P.8.2 **(Archived Standard):**	Articulate a position on a health-related issue and support it with accurate health information.
HE.7.P.8.3 **(Archived Standard):**	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.8.4 **(Archived Standard):**	Analyze ways health messages can target different audiences.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

	• Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

The content should include, but is not limited to:

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

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

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

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

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

Career and Education Planning Course Standards – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

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

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

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

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800015

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

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

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

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

M/J Health Grade 8 Year (#0800020) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.68.R.1.1:	Demonstrate the ability to respond with empathy in a variety of contexts and situations. **Clarifications:** *Clarification 1:* Instruction includes identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.68.R.4.1:	Analyze possible solutions to a problem to determine the best outcome for oneself and others.
HE.68.R.4.2:	Develop and apply conflict resolution skills in a variety of situations. **Clarifications:** *Clarification 1:* Instruction includes coping, grit, and new learning opportunities.
HE.8.CEH.2.1:	Analyze how the school and community may influence adolescent health. **Clarifications:** *Clarification 1:* Instruction includes practices and resources in the school and community that may lead to better health outcomes for adolescents.
HE.8.CEH.2.2:	Critique school and public health policies that influence health promotion and disease prevention. **Clarifications:** *Clarification 1:* Instruction includes rules and policies enforced by the school and community that may lead to better health outcomes.
HE.8.CEH.3.2:	Anticipate how injury or illness stemming from unhealthy or risky behaviors impacts the community. **Clarifications:** *Clarification 1:* Instruction includes death or injury from car crashes and underage drinking/distracted driving. *Clarification 2:* Instruction includes infections and disease from poor personal health practices.
HE.8.CEH.3.3:	Categorize healthy and unhealthy alternatives to community health-related issues or problems.
HE.8.CEH.4.1:	Promote positive health choices with the influence and support of others. **Clarifications:** *Clarification 1:* Instruction includes promotion of sexual abstinence and substance use prevention.
HE.8.CEH.4.2:	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.CEH.4.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. **Clarifications:** *Clarification 1:* Instruction includes promotion of community initiatives, such as media or prevention campaigns. *Clarification 2:* Instruction includes participation in school community wellness and organizations.
HE.8.CH.1.1:	Analyze how appropriate health care can influence personal health. **Clarifications:** *Clarification 1:* Instruction includes going to a medical professional for prevention and treatment of illness.
HE.8.CH.1.2:	Compare and contrast a variety of technologies to gather health information. **Clarifications:** *Clarification 1:* Instruction includes identifying appropriate technologies under a variety of circumstances.
HE.8.CH.2.1:	Evaluate ways consumer health messages and communication techniques can be targeted for different audiences. **Clarifications:** *Clarification 1:* Instruction includes how organizations/companies use a variety of public service announcements, celebrities, social media posts, and platforms.
HE.8.CH.2.3:	Analyze the influence of technology on personal and family health. **Clarifications:** *Clarification 1:* Instruction includes social marketing for health information. *Clarification 2:* Instruction includes how technology can positively and negatively influence personal and family health behaviors.
HE.8.CH.3.1:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.
HE.8.CH.3.2:	Analyze valid and reliable health services and the cost of products. **Clarifications:** *Clarification 1:* Instruction includes reviewing a variety of resources including advertisements, health-claim articles, and personal claims.
HE.8.PHC.1.1:	Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated. **Clarifications:** *Clarification 1:* Instruction includes the relationship between sleeping and studying for tests. *Clarification 2:* Instruction includes the relationship between road rage and vehicular crashes. *Clarification 3:* Instruction includes the relationship between bullying, dating violence, human trafficking and self-esteem.

HE.8.PHC.1.2:	Identify major chronic diseases that impact human body systems. **Clarifications:** *Clarification 1:* Instruction includes cancer, hypertension and coronary artery disease, asthma, and diabetes.
HE.8.PHC.1.4:	Assess personal health practices. **Clarifications:** *Clarification 1:* Instruction includes physical activity and sleep habits. *Clarification 2:* Instruction includes interpersonal skills. *Clarification 3:* Instruction includes risky behavior and injury prevention.
HE.8.PHC.2.2:	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes social conformity, desires, and impulses. *Clarification 2:* Instruction includes how a healthy level of self-respect deters unhealthy choices and behaviors.
HE.8.PHC.2.3:	Predict how environmental factors affect personal health. **Clarifications:** *Clarification 1:* Instruction includes heat index, air, and water quality. *Clarification 2:* Instruction includes streetlights and signs. *Clarification 3:* Instruction includes bullying, gangs, and weapons in the community.
HE.8.PHC.2.4:	Assess the role of the beliefs of friends and peers on the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes drug-use myths. *Clarification 2:* Instruction includes perception of healthy body composition. *Clarification 3:* Instruction includes energy drink myths.
HE.8.PHC.2.6:	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.PHC.2.7:	Explore how heredity and family history can affect personal health. **Clarifications:** *Clarification 1:* Instruction includes sickle cell disease, heart disease, diabetes, and mental health.
HE.8.PHC.2.8:	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.PHC.2.9:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. **Clarifications:** *Clarification 1:* Instruction includes weight reduction, cost of healthier food, availability of exercise equipment, and general health.
HE.8.PHC.3.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. **Clarifications:** *Clarification 1:* Instruction includes consumption of alcohol, use of marijuana, and prescription drug abuse. *Clarification 2:* Instruction includes prevention of dating violence.
HE.8.PHC.3.2:	Compile the potential outcomes of each option when making a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes consequences related to injury, addiction, and reproductive health. *Clarification 2:* Instruction includes consequences related to legal, social, and financial ramifications.
HE.8.PHC.3.3:	Distinguish when individual or collaborative decision-making is appropriate. **Clarifications:** *Clarification 1:* Instruction includes pressure to consume alcohol, self-injury, weight management, and mental-health concerns.
HE.8.PHC.3.4:	Evaluate the outcomes of a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes substance use and abuse outcomes such as addiction and brain damage. *Clarification 2:* Instruction includes weight management from proper nutrition and exercise. *Clarification 3:* Instruction includes disease prevention from personal hygiene practices and reproductive health. *Clarification 4:* Instruction includes injury prevention from safety practices.
HE.8.PHC.3.5:	Determine situations when specific professional health services or providers may be required. **Clarifications:** *Clarification 1:* Instruction includes head injuries, infections, depression, human trafficking, and abuse.
HE.8.PHC.3.6:	Investigate personal strategies to reduce or prevent injuries and other adolescent health problems. **Clarifications:** *Clarification 1:* Instruction includes recognize signs and symptoms of depression, accessing resources, avoiding unsafe areas, and healthy relationship skills.
HE.8.PHC.3.7:	Design an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:**

	Clarification 1: Instruction includes physical activity, eating habits, and sleep habits.
HE.8.PHC.3.8:	Apply strategies and skills needed to attain a personal health goal. **Clarifications:** *Clarification 1:* Instruction includes physical activity and nutrition modification. *Clarification 2:* Instruction includes use of health apps.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors that promote a healthy lifestyle. This course also includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

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

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence
- Resiliency Education
- Prevention of Child Trafficking

GENERAL NOTES

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

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

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

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800020

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

Abbreviated Title: M/J HEALTH GR 8Y

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Educator Certifications

M/J Health & Career Planning Grade 8 Year (#0800025) 2022 - And Beyond (current)

Course Standards

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

Name	Description
HE.8.B.3.1 **(Archived Standard):**	Analyze valid and reliable health services and the cost of products.
HE.8.B.3.2 **(Archived Standard):**	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.
HE.8.B.3.3 **(Archived Standard):**	Recommend a variety of technologies to gather health information.
HE.8.B.3.4 **(Archived Standard):**	Determine situations when specific professional health services or providers may be required.
HE.8.B.4.1 **(Archived Standard):**	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.4.3 **(Archived Standard):**	Examine the possible causes of conflict among youth in schools and communities.
HE.8.B.4.4 **(Archived Standard):**	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.
HE.8.B.5.1 **(Archived Standard):**	Determine when health-related situations require the application of a thoughtful prepared plan of action.
HE.8.B.5.2 **(Archived Standard):**	Categorize healthy and unhealthy alternatives to health-related issues or problems.
HE.8.B.5.3 **(Archived Standard):**	Compile the potential outcomes of each option when making a health-related decision.
HE.8.B.5.4 **(Archived Standard):**	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.B.5.5 **(Archived Standard):**	Evaluate the outcomes of a health-related decision.
HE.8.B.6.1 **(Archived Standard):**	Assess personal health practices.
HE.8.B.6.2 **(Archived Standard):**	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.B.6.3 **(Archived Standard):**	Apply strategies and skills needed to attain a personal health goal.
HE.8.B.6.4 **(Archived Standard):**	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
HE.8.C.1.2 **(Archived Standard):**	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.3 **(Archived Standard):**	Predict how environmental factors affect personal health.
HE.8.C.1.4 **(Archived Standard):**	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.5 **(Archived Standard):**	Identify major chronic diseases that impact human body systems.
HE.8.C.1.6 **(Archived Standard):**	Analyze how appropriate health care can promote personal health.
HE.8.C.1.7 **(Archived Standard):**	Explore how heredity and family history can affect personal health.
HE.8.C.1.8 **(Archived Standard):**	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.2.1 **(Archived Standard):**	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.2 **(Archived Standard):**	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.3 **(Archived Standard):**	Analyze how the school and community may influence adolescent health.
HE.8.C.2.4 **(Archived Standard):**	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.5 **(Archived Standard):**	Research marketing strategies behind health-related media messages.
HE.8.C.2.6 **(Archived Standard):**	Analyze the influence of technology on personal and family health.

HE.8.C.2.7 **(Archived Standard):**	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.8 **(Archived Standard):**	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.9 **(Archived Standard):**	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.P.7.1 **(Archived Standard):**	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.2 **(Archived Standard):**	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.8.1 **(Archived Standard):**	Promote positive health choices with the influence and support of others.
HE.8.P.8.2 **(Archived Standard):**	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.8.3 **(Archived Standard):**	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.8.4 **(Archived Standard):**	Evaluate ways health messages and communication techniques can be targeted for different audiences.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:**

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

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

MA.K12.MTR.5.1:

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

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

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

Clarifications:

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

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

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

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

Clarifications:

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

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

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

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

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

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

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

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

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

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

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

ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

The content should include, but is not limited to:

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

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

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

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

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

Career and Education Planning Course Standards – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

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

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

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

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

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

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

GENERAL INFORMATION

Course Number: 0800025

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

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

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 8

Educator Certifications

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

M/J Health Grade 6 Semester (#0800030) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.6.CEH.2.1:	Identify the impact of health information conveyed to students by the school and community. **Clarifications:** *Clarification 1:* Instruction includes first-aid education and safety education in school and how it benefits students. *Clarification 2:* Instruction includes the impact of substance use prevention programs.
HE.6.CEH.2.2:	Investigate changes to societal norms and how they influence health beliefs and behaviors.
HE.6.CEH.2.4:	Propose ways that technology can influence peer and community health behaviors. **Clarifications:** *Clarification 1:* Instruction includes how internet and social media apps influence nutrition and physical activity.
HE.6.CEH.3.1:	Choose healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** *Clarification 1:* Instruction includes practicing responsible behavior such as treating others with respect.
HE.6.CEH.4.1:	Describe how the community can influence and support others to make positive health choices.
HE.6.CEH.4.2:	State a health-enhancing position on a topic and support it with accurate information.
HE.6.CH.1.1:	Examine how appropriate health care can promote personal health. **Clarifications:** *Clarification 1:* Instruction includes following recommended visits to health care providers, such as pediatrician and dentist.
HE.6.CH.1.2:	Investigate a variety of technologies to gather health information. **Clarifications:** *Clarification 1:* Technologies include a thermometer, scale, blood pressure machine, and other health related tools. *Clarification 2:* Technologies may include television, internet, social media, and health-related apps.
HE.6.CH.2.1:	Illustrate ways health messages and communication techniques can be targeted for different audiences through internet and social media sources. **Clarifications:** *Clarification 1:* Instruction includes how social media platforms use algorithms to target specific audiences to promote products or services.
HE.6.CH.3.1:	Examine the validity of health information and determine the cost benefit of health products and services. **Clarifications:** *Clarification 1:* Instruction includes determining criteria function, directions for use, competence of providers, and costs.
HE.6.PHC.1.1:	Describe how the physical, mental social, and intellectual dimensions of health are interrelated. **Clarifications:** *Clarification 1:* Instruction includes nutrition, sleep, physical stamina, and hunger. *Clarification 2:* Instruction includes mental alertness, interpersonal conflicts, mental stress, and solving problems.
HE.6.PHC.1.2:	Identify personal health problems and concerns common to adolescents including reproductive development. **Clarifications:** *Clarification 1:* Instruction includes acne, eating disorders, depression, suicidal ideations, and puberty.
HE.6.PHC.1.3:	Examine the importance of assuming responsibility for personal reproductive health behaviors. **Clarifications:** *Clarification 1:* Instruction includes hygiene, physical activity, nutrition, and medical/dental checkups. *Clarification 2:* Instruction includes resisting peer pressure and developing healthy relationships.
HE.6.PHC.1.4:	Describe situations when professional health services may be required. **Clarifications:** *Clarification 1:* Instruction includes injuries, influenza, and depression. *Clarification 2:* Instruction includes substance use and abuse, child abuse, and domestic violence.
HE.6.PHC.2.1:	Analyze how media/social media influences personal and peer thoughts, feelings, and health behaviors. **Clarifications:** *Clarification 1:* Instruction includes marketing strategies to appeal to specific audiences. *Clarification 2:* Instruction includes misconception of "friends" online versus friendship in real life.
HE.6.PHC.2.2:	Identify environmental factors that affect personal health. **Clarifications:** *Clarification 1:* Instruction includes contaminated food, air, and water quality. *Clarification 2:* Instruction includes availability of sidewalks and road hazards.

HE.6.PHC.2.3:	Examine how friends and peers influence the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes media, social media, and spreading rumors. *Clarification 2:* Instruction includes conflict resolution skills.
HE.6.PHC.2.4:	Examine how family and culture influence the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes family rules, family diet, and physical activity. *Clarification 2:* Instruction includes how family relationships impact behaviors.
HE.6.PHC.2.7:	Explain how body systems are impacted by hereditary factors and infectious diseases. **Clarifications:** *Clarification 1:* Instruction includes hereditary diseases, such as sickle cell disease, cancer, and heart disease. *Clarification 2:* Instruction includes how medical conditions, such as asthma, allergies, diabetes, and Cystic Fibrosis, are exacerbated by infectious diseases.
HE.6.PHC.3.1:	Distinguish between the need for individual or collaborative decision making. **Clarifications:** *Clarification 1:* Instruction includes considering the severity of the situation and personal skills. *Clarification 2:* Instruction includes considering when someone is a danger to self or others.
HE.6.PHC.3.2:	Specify the potential outcomes of each option when making a personal health-related decision. **Clarifications:** *Clarification 1:* Instruction includes physical, social, financial, and legal consequences. *Clarification 2:* Instruction includes emergency preparedness.
HE.6.PHC.3.3:	Predict the potential outcomes of a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes negative outcomes of not following safety guidelines and being inactive. *Clarification 2:* Instruction includes positive outcomes of eating healthy and being physically active.
HE.6.PHC.3.4:	Use various methods to measure personal health status. **Clarifications:** *Clarification 1:* Instruction includes body composition, surveys, heart-rate monitors, pedometer, blood pressure cuff, and other clinical measurements. *Clarification 2:* Instruction includes stress-management techniques, such as breathing exercises and journaling.
HE.6.PHC.3.5:	Develop an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:** *Clarification 1:* Instruction includes physical activity, eating habits, and personal hygiene. *Clarification 2:* Instruction includes safety habits, internet use/safety, and bullying-prevention strategies.
HE.6.PHC.3.6:	Determine strategies and skills needed to attain a personal health goal. **Clarifications:** *Clarification 1:* Instruction includes journaling, daily checklists, identify peer supports, injury-prevention measures, and use of health-related apps.
HE.6.PHC.3.7:	Monitor progress toward attaining a personal health goal. **Clarifications:** *Clarification 1:* Instruction includes use of checklists, logs, pedometers, websites, and health monitoring apps.
HE.6.PHC.3.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** *Clarification 1:* Instruction includes disease related to poor nutrition and inactivity. *Clarification 2:* Instruction includes cancer and chronic lung disease related to tobacco use. *Clarification 3:* Instruction includes injuries caused from failure to follow safety guidelines.
HE.6.PHC.3.9:	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** *Clarification 1:* Instruction includes internal influences, such as hygiene, sleep, and fitness. *Clarification 2:* Instruction includes external influences, such as healthy relationship skills, influences of advertising, social media, and internet safety. *Clarification 3:* Instruction includes abstaining from risky behaviors.
HE.6.PHC.4.1:	Use valid and reliable information to request access to health products, services, or environments. **Clarifications:** *Clarification 1:* Instruction includes requesting sidewalks and accessing recreational areas.

	Demonstrate the ability to respond with empathy in a variety of contexts and situations.
HE.68.R.1.1:	**Clarifications:** *Clarification 1:* Instruction includes identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.68.R.2.2:	Demonstrate responsible decision-making that considers multiple perspectives.
	Develop and apply conflict resolution skills in a variety of situations.
HE.68.R.4.2:	**Clarifications:** *Clarification 1:* Instruction includes coping, grit, and new learning opportunities.
	Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.
HE.68.SUA.4.1:	**Clarifications:** *Clarification 1:* Instruction includes not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.

	Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors that promote a healthy lifestyle. This course also includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

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

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education
- Awareness of the Benefits of Abstinence

GENERAL NOTES

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

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

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

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800030

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

Abbreviated Title: M/J HEALTH GR 6S

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Grade Level(s): 6

Educator Certifications

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

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

Course Standards

Name	Description
HE.6.B.3.1 **(Archived Standard):**	Examine the validity of health information, and determine the cost of health products, and services.
HE.6.B.3.3 **(Archived Standard):**	Investigate a variety of technologies to gather health information.
HE.6.B.3.4 **(Archived Standard):**	Describe situations when professional health services may be required.
HE.6.B.4.1 **(Archived Standard):**	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.
HE.6.B.4.2 **(Archived Standard):**	Practice refusal skills and negotiation skills to reduce health risks.
HE.6.B.4.3 **(Archived Standard):**	Demonstrate effective conflict-management and/or resolution strategies.
HE.6.B.4.4 **(Archived Standard):**	Compile ways to ask for assistance to enhance the health of self and others.
HE.6.B.5.1 **(Archived Standard):**	Investigate health-related situations that require the application of a thoughtful decision-making process.
HE.6.B.5.2 **(Archived Standard):**	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.B.5.3 **(Archived Standard):**	Specify the potential outcomes of each option when making a health-related decision.
HE.6.B.5.4 **(Archived Standard):**	Distinguish between the need for individual or collaborative decision-making.
HE.6.B.5.5 **(Archived Standard):**	Predict the potential outcomes of a health-related decision.
HE.6.B.6.1 **(Archived Standard):**	Use various methods to measure personal health status.
HE.6.B.6.2 **(Archived Standard):**	Develop an individual goal to adopt, maintain, or improve a personal health practice.
HE.6.B.6.3 **(Archived Standard):**	Determine strategies and skills needed to attain a personal health goal.
HE.6.B.6.4 **(Archived Standard):**	Monitor progress toward attaining a personal health goal.
HE.6.C.1.2 **(Archived Standard):**	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.6.C.1.3 **(Archived Standard):**	Identify environmental factors that affect personal health.
HE.6.C.1.4 **(Archived Standard):**	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.5 **(Archived Standard):**	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.1.6 **(Archived Standard):**	Examine how appropriate health care can promote personal health.
HE.6.C.1.7 **(Archived Standard):**	Recognize how heredity can affect personal health.
HE.6.C.1.8 **(Archived Standard):**	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.2.1 **(Archived Standard):**	Examine how family influences the health of adolescents.
HE.6.C.2.2 **(Archived Standard):**	Examine how peers influence the health of adolescents.
HE.6.C.2.3 **(Archived Standard):**	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.4 **(Archived Standard):**	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.5 **(Archived Standard):**	Examine how media influences peer and community health behaviors.
HE.6.C.2.6 **(Archived Standard):**	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.7 **(Archived Standard):**	Investigate cultural changes related to health beliefs and behaviors.

HE.6.C.2.8 **(Archived Standard):**	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.9 **(Archived Standard):**	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.6.P.7.1 **(Archived Standard):**	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.2 **(Archived Standard):**	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.8.1 **(Archived Standard):**	Practice how to influence and support others when making positive health choices.
HE.6.P.8.2 **(Archived Standard):**	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.3 **(Archived Standard):**	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.8.4 **(Archived Standard):**	Identify ways health messages and communication techniques can be targeted for different audiences.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.

- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

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

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

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

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

MA.K12.MTR.6.1:

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

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

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

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

MA.K12.MTR.7.1:

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

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

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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

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

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

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

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

ELA.K12.EE.3.1:

Make inferences to support comprehension.

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

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

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

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

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

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

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

Instructional Practices

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

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

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

Career and Education Planning Course Standards – Students will:

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

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

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

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

GENERAL INFORMATION

Course Number: 0800035

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

Abbreviated Title: M/J HEALTH GR 6S CP

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6

Educator Certifications

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

M/J Health Grade 7 Semester (#0800040) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.68.R.1.1:	Demonstrate the ability to respond with empathy in a variety of contexts and situations. **Clarifications:** *Clarification 1:* Instruction includes identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.68.R.1.3:	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68.R.2.9:	Identify healthy responses to negative peer pressure.
HE.7.CEH.1.2:	Describe community health problems and concerns common to adolescents. **Clarifications:** *Clarification 1:* Instruction includes community health problems may include teen dating violence and teen pregnancy. *Clarification 2:* Instruction includes human trafficking awareness and prevention.
HE.7.CEH.2.2:	Evaluate how changes in social norms impact healthy and unhealthy behavior. **Clarifications:** *Clarification 1:* Instruction includes impact of substance abuse, including secondhand smoke or driving/operating under the influence.
HE.7.CEH.2.3:	Evaluate how media/social media influences peer and community health behaviors. **Clarifications:** *Clarification 1:* Instruction includes social media platforms influencing health behaviors and practices. *Clarification 2:* Instruction includes permanency of sharing materials online.
HE.7.CEH.3.2:	Explain how injury or illness stemming from unhealthy or risky behaviors impacts the community. **Clarifications:** *Clarification 1:* Instruction includes how increased community illnesses burdens local resources, such as healthcare and workforce. *Clarification 2:* Instruction includes the impact of death, illness, or injury of a community member.
HE.7.CEH.4.2:	Articulate a position on a health-related issue and support it with accurate health information.
HE.7.CH.1.1:	Explain how appropriate health care can promote personal health. **Clarifications:** *Clarification 1:* Instruction includes having a health action plan or provider to contact when help is needed.
HE.7.CH.2.1:	Analyze ways consumer health messages can target different audiences through internet and social media sources. **Clarifications:** *Clarification 1:* Instruction includes how organizations/companies use a variety of public service announcements, celebrities, social media posts, and platforms.
HE.7.CH.2.3:	Evaluate the influence of technology in locating valid health information. **Clarifications:** *Clarification 1:* Instruction includes evaluation of a variety of health websites, apps, health devices, and organizations to receive information.
HE.7.CH.3.1:	Analyze the validity of health information, products, and services. **Clarifications:** *Clarification 1:* Instruction includes reviewing a variety of resources including advertisements, health-claim articles, and personal claims.
HE.7.PHC.1.1:	Explain how physical, mental, social, and intellectual dimensions of health are interrelated. **Clarifications:** *Clarification 1:* Instruction includes mental stress that may arise from exam season at school. *Clarification 2:* Instruction includes mental stress leading to physical illness. *Clarification 3:* Instruction includes peer relationship conflict leading to decreased self-esteem.
HE.7.PHC.1.2:	Classify infectious diseases and their modes of transmission to the human body.
HE.7.PHC.1.3:	Explain the importance of assuming responsibility for personal and reproductive health behaviors. **Clarifications:** *Clarification 1:* Instruction includes physical activity, eating habits, and adequate sleep. *Clarification 2:* Instruction includes proper care of reproductive organs/systems.
HE.7.PHC.1.4:	Differentiate among professional health services that may be required. **Clarifications:** *Clarification 1:* Instruction includes difference between dentist vs. orthodontist. *Clarification 2:* Instruction includes difference between family physician vs. specialist.

HE.7.PHC.2.2:	Analyze how environmental factors affect personal health. **Clarifications:** *Clarification 1:* Instruction includes safe food handling practices to avoid foodborne illnesses. *Clarification 2:* Instruction includes appropriate home heating and cooling, air, and water quality.
HE.7.PHC.2.3:	Analyze how friends and peers influence the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes how friends and peers can influence self-confidence, behaviors, and relationships.
HE.7.PHC.2.4:	Analyze how family and cultural changes influence the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes family communication behaviors. *Clarification 2:* Instruction includes smoking in home and alcohol consumption by family members.
HE.7.PHC.2.5:	Describe how personal health choices can affect hereditary risk factors. **Clarifications:** *Clarification 1:* Instruction includes healthy choices that reduce the impact of hereditary diseases such as sickle cell disease, diabetes, and acne.
HE.7.PHC.2.6:	Analyze personal beliefs as they relate to health practices. **Clarifications:** *Clarification 1:* Instruction includes weight management through physical activity. *Clarification 2:* Instruction includes disease prevention through hand washing. *Clarification 3:* Instruction includes knowing when sharing personal information is safe and secure.
HE.7.PHC.2.7:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes how a healthy level of self-respect deters unhealthy choices and behaviors.
HE.7.PHC.3.2:	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.PHC.3.4:	Predict the short and long-term consequences of engaging in health-risk behaviors. **Clarifications:** *Clarification 1:* Instruction includes risky behaviors such as driving under the influence. *Clarification 2:* Instruction includes poor health maintenance such as lack of exercise and poor diet. *Clarification 3:* Instruction includes consequences of teenage pregnancy.
HE.7.PHC.3.5:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. **Clarifications:** *Clarification 1:* Instruction includes participation in organized activities/sports. *Clarification 2:* Instruction includes safety habits, internet use and safety, and conflict resolution.
HE.7.PHC.3.6:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. **Clarifications:** *Clarification 1:* Instruction includes journaling, daily checklists, and rewarding milestones. *Clarification 2:* Instruction includes use of pedometers, monitoring healthy food intake, and identification of groups for support.
HE.7.PHC.3.7:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health.
HE.7.PHC.3.8:	Describe ways one can reduce or prevent injuries and adolescent health problems. **Clarifications:** *Clarification 1:* Instruction includes helmet use, seat belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
HE.7.PHC.3.9:	Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health. **Clarifications:** *Clarification 1:* Instruction includes refusal skills, problem solving, and engaging in respectful relationships. *Clarification 2:* Instruction includes engaging or reengaging abstinence.
HE.7.PHC.4.1:	Articulate ways to request access to healthy products, services, and environments. **Clarifications:** *Clarification 1:* Instruction includes appropriate communication to a trusted adult that products or services are needed.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.

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

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

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

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

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

MA.K12.MTR.3.1:

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

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

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

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

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

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

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

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

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

MA.K12.MTR.6.1:	• Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors that promote a healthy lifestyle. This course also includes content necessary for optimal development of adolescents such as resiliency education: civic and

character education and life skills education as well as substance use and abuse prevention.

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

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence
- Resiliency Education
- Prevention of Child Trafficking

GENERAL NOTES

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

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

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

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800040

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

Abbreviated Title: M/J HEALTH GR 7S

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Grade Level(s): 7

Educator Certifications

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

M/J Health Grade 8 Semester (#0800050) 2024 - And Beyond (current)

Course Standards

Name	Description
HE.68.R.1.1:	Demonstrate the ability to respond with empathy in a variety of contexts and situations. **Clarifications:** *Clarification 1:* Instruction includes identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.68.R.4.2:	Develop and apply conflict resolution skills in a variety of situations. **Clarifications:** *Clarification 1:* Instruction includes coping, grit, and new learning opportunities.
HE.8.CEH.2.1:	Analyze how the school and community may influence adolescent health. **Clarifications:** *Clarification 1:* Instruction includes practices and resources in the school and community that may lead to better health outcomes for adolescents.
HE.8.CEH.2.2:	Critique school and public health policies that influence health promotion and disease prevention. **Clarifications:** *Clarification 1:* Instruction includes rules and policies enforced by the school and community that may lead to better health outcomes.
HE.8.CEH.3.2:	Anticipate how injury or illness stemming from unhealthy or risky behaviors impacts the community. **Clarifications:** *Clarification 1:* Instruction includes death or injury from car crashes and underage drinking/distracted driving. *Clarification 2:* Instruction includes infections and disease from poor personal health practices.
HE.8.CEH.3.3:	Categorize healthy and unhealthy alternatives to community health-related issues or problems.
HE.8.CEH.4.1:	Promote positive health choices with the influence and support of others. **Clarifications:** *Clarification 1:* Instruction includes promotion of sexual abstinence and substance use prevention.
HE.8.CEH.4.2:	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.CEH.4.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. **Clarifications:** *Clarification 1:* Instruction includes promotion of community initiatives, such as media or prevention campaigns. *Clarification 2:* Instruction includes participation in school community wellness and organizations.
HE.8.CH.1.1:	Analyze how appropriate health care can influence personal health. **Clarifications:** *Clarification 1:* Instruction includes going to a medical professional for prevention and treatment of illness.
HE.8.CH.1.2:	Compare and contrast a variety of technologies to gather health information. **Clarifications:** *Clarification 1:* Instruction includes identifying appropriate technologies under a variety of circumstances.
HE.8.CH.2.1:	Evaluate ways consumer health messages and communication techniques can be targeted for different audiences. **Clarifications:** *Clarification 1:* Instruction includes how organizations/companies use a variety of public service announcements, celebrities, social media posts, and platforms.
HE.8.CH.2.2:	Research marketing strategies behind health-related media/social media messages. **Clarifications:** *Clarification 1:* Instruction includes identifying and researching strategies that media companies use to create trends.
HE.8.CH.2.3:	Analyze the influence of technology on personal and family health. **Clarifications:** *Clarification 1:* Instruction includes social marketing for health information. *Clarification 2:* Instruction includes how technology can positively and negatively influence personal and family health behaviors.
HE.8.CH.3.1:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.
HE.8.CH.3.2:	Analyze valid and reliable health services and the cost of products. **Clarifications:** *Clarification 1:* Instruction includes reviewing a variety of resources including advertisements, health-claim articles, and personal claims.
HE.8.PHC.1.1:	Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated. **Clarifications:** *Clarification 1:* Instruction includes the relationship between sleeping and studying for tests. *Clarification 2:* Instruction includes the relationship between road rage and vehicular crashes.

	Clarification 3: Instruction includes the relationship between bullying, dating violence, human trafficking and self-esteem.
HE.8.PHC.1.2:	Identify major chronic diseases that impact human body systems. **Clarifications:** *Clarification 1:* Instruction includes cancer, hypertension and coronary artery disease, asthma, and diabetes.
HE.8.PHC.1.3:	Assess the importance of assuming responsibility for personal health behaviors. **Clarifications:** *Clarification 1:* Instruction includes teen pregnancy, sexually transmitted infections (STI), and abstinence to prevent STIs. *Clarification 2:* Instruction includes diet, physical activity, hygiene.
HE.8.PHC.1.4:	Assess personal health practices. **Clarifications:** *Clarification 1:* Instruction includes physical activity and sleep habits. *Clarification 2:* Instruction includes interpersonal skills. *Clarification 3:* Instruction includes risky behavior and injury prevention.
HE.8.PHC.2.2:	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes social conformity, desires, and impulses. *Clarification 2:* Instruction includes how a healthy level of self-respect deters unhealthy choices and behaviors.
HE.8.PHC.2.3:	Predict how environmental factors affect personal health. **Clarifications:** *Clarification 1:* Instruction includes heat index, air, and water quality. *Clarification 2:* Instruction includes streetlights and signs. *Clarification 3:* Instruction includes bullying, gangs, and weapons in the community.
HE.8.PHC.2.4:	Assess the role of the beliefs of friends and peers on the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes drug-use myths. *Clarification 2:* Instruction includes perception of healthy body composition. *Clarification 3:* Instruction includes energy drink myths.
HE.8.PHC.2.5:	Assess the role of the beliefs of family and culture on the health of adolescents. **Clarifications:** *Clarification 1:* Instruction includes impact of alternative medical care and family religious beliefs on health practices.
HE.8.PHC.2.6:	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.PHC.2.7:	Explore how heredity and family history can affect personal health. **Clarifications:** *Clarification 1:* Instruction includes sickle cell disease, heart disease, diabetes, and mental health.
HE.8.PHC.2.8:	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.PHC.2.9:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. **Clarifications:** *Clarification 1:* Instruction includes weight reduction, cost of healthier food, availability of exercise equipment, and general health.
HE.8.PHC.3.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. **Clarifications:** *Clarification 1:* Instruction includes consumption of alcohol, use of marijuana, and prescription drug abuse. *Clarification 2:* Instruction includes prevention of dating violence.
HE.8.PHC.3.2:	Compile the potential outcomes of each option when making a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes consequences related to injury, addiction, and reproductive health. *Clarification 2:* Instruction includes consequences related to legal, social, and financial ramifications.
HE.8.PHC.3.3:	Distinguish when individual or collaborative decision-making is appropriate. **Clarifications:** *Clarification 1:* Instruction includes pressure to consume alcohol, self-injury, weight management, and mental-health concerns.
HE.8.PHC.3.4:	Evaluate the outcomes of a health-related decision. **Clarifications:** *Clarification 1:* Instruction includes substance use and abuse outcomes such as addiction and brain damage. *Clarification 2:* Instruction includes weight management from proper nutrition and exercise. *Clarification 3:* Instruction includes disease prevention from personal hygiene practices and reproductive health. *Clarification 4:* Instruction includes injury prevention from safety practices.

	Determine situations when specific professional health services or providers may be required.
HE.8.PHC.3.5:	**Clarifications:** *Clarification 1:* Instruction includes head injuries, infections, depression, human trafficking, and abuse.
	Investigate personal strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.PHC.3.6:	**Clarifications:** *Clarification 1:* Instruction includes recognize signs and symptoms of depression, accessing resources, avoiding unsafe areas, and healthy relationship skills.
	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.PHC.3.7:	**Clarifications:** *Clarification 1:* Instruction includes physical activity, eating habits, and sleep habits.
	Apply strategies and skills needed to attain a personal health goal.
HE.8.PHC.3.8:	**Clarifications:** *Clarification 1:* Instruction includes physical activity and nutrition modification. *Clarification 2:* Instruction includes use of health apps.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.PHC.3.9:	**Clarifications:** *Clarification 1:* Instruction includes participating in various physical activities, setting healthy goals, making healthy food choices, adequate sleep patterns. *Clarification 2:* Instruction includes fostering healthy relationships, resisting negative peer pressure, and reproductive health practices. *Clarification 3:* Instruction includes practicing internet safety. *Clarification 4:* Instruction includes limiting screentime to reduce the risk of musculoskeletal conditions caused by prolonged use of devices.
	Promote ways to acquire health services, products and or environments based on accurate and truthful information.
HE.8.PHC.4.1:	**Clarifications:** *Clarification 1:* Instruction includes advocating for one's own health, wellbeing, and quality of life.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

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

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

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

MA.K12.MTR.6.1:

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

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

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

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

MA.K12.MTR.7.1:

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

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

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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

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ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
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ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

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VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors that promote a healthy lifestyle. This course also includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

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

- Injury Prevention and Safety
- Internet Safety
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- Personal Health
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- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence
- Resiliency Education
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All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

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

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and

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

GENERAL INFORMATION

Course Number: 0800050

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

Abbreviated Title: M/J HEALTH GR 8S

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Grade Level(s): 8

Educator Certifications

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

Course Standards

Name	Description
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:	• Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

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

GENERAL INFORMATION

Course Number: 0800220

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

Abbreviated Title: M/J HEALTH TRAN

Course Length: Year (Y)

Course Type: Transfer Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Health 1-Life Management Skills (#0800300) 2022 - And Beyond (current)

Course Standards

Name	Description
HE.912.B.3.2 **(Archived Standard):**	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.3.3 **(Archived Standard):**	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.4 **(Archived Standard):**	Justify when professional health services or providers may be required.
HE.912.B.4.1 **(Archived Standard):**	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.4.2 **(Archived Standard):**	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.4.3 **(Archived Standard):**	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.4 **(Archived Standard):**	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.5.1 **(Archived Standard):**	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.2 **(Archived Standard):**	Generate alternatives to health-related issues or problems.
HE.912.B.5.3 **(Archived Standard):**	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.4 **(Archived Standard):**	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.5 **(Archived Standard):**	Examine barriers that can hinder healthy decision making.
HE.912.B.6.1 **(Archived Standard):**	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.6.2 **(Archived Standard):**	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.6.3 **(Archived Standard):**	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.6.4 **(Archived Standard):**	Formulate an effective long-term personal health plan.
HE.912.C.1.1 **(Archived Standard):**	Predict how healthy behaviors can affect health status.
HE.912.C.1.2 **(Archived Standard):**	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.3 **(Archived Standard):**	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4 **(Archived Standard):**	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5 **(Archived Standard):**	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.6 **(Archived Standard):**	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7 **(Archived Standard):**	Analyze how heredity and family history can impact personal health.
HE.912.C.1.8 **(Archived Standard):**	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1 **(Archived Standard):**	Analyze how the family influences the health of individuals.
HE.912.C.2.2 **(Archived Standard):**	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3 **(Archived Standard):**	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4 **(Archived Standard):**	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5 **(Archived Standard):**	Evaluate the effect of media on personal and family health.
HE.912.C.2.6 **(Archived Standard):**	Evaluate the impact of technology on personal, family, and community health.

HE.912.C.2.7 **(Archived Standard):**	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.8 **(Archived Standard):**	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9 **(Archived Standard):**	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.P.7.1 **(Archived Standard):**	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.2 **(Archived Standard):**	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.2 **(Archived Standard):**	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.3 **(Archived Standard):**	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.4 **(Archived Standard):**	Adapt health messages and communication techniques to a specific target audience.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:**

	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

GENERAL NOTES

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

- Family life
- Personal health (wellness planning, decision-making, goal-setting, prevention of child abuse and neglect)
- Internet safety
- Mental and emotional health (prevention of depression interpersonal, coping skills and suicide)
- Nutrition (physical activity and wellness)
- Substance use and abuse (tobacco, alcohol, and other drug use and abuse)
- Injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- Personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention
- Prevention and control of disease (including HIV/AIDS and other STIs)
- Community and consumer health (resources and advocacy)
- Teen dating violence (abuse prevention)

Special Notes:

Instructional Practices

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

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

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

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

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

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 0800300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH1-LIF MGMT SKL

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Family and Consumer Science (Grades 6-12)

Health 2-Personal Health (#0800310) 2022 - And Beyond (current)

Course Standards

Name	Description
HE.912.B.3.1 **(Archived Standard):**	Verify the validity of health information, products, and services.
HE.912.B.3.2 **(Archived Standard):**	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.3.3 **(Archived Standard):**	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.4 **(Archived Standard):**	Justify when professional health services or providers may be required.
HE.912.B.4.1 **(Archived Standard):**	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.4.4 **(Archived Standard):**	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.5.1 **(Archived Standard):**	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.2 **(Archived Standard):**	Generate alternatives to health-related issues or problems.
HE.912.B.5.3 **(Archived Standard):**	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.4 **(Archived Standard):**	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.5 **(Archived Standard):**	Examine barriers that can hinder healthy decision making.
HE.912.B.6.1 **(Archived Standard):**	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.6.2 **(Archived Standard):**	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.6.3 **(Archived Standard):**	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.6.4 **(Archived Standard):**	Formulate an effective long-term personal health plan.
HE.912.C.1.1 **(Archived Standard):**	Predict how healthy behaviors can affect health status.
HE.912.C.1.2 **(Archived Standard):**	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.3 **(Archived Standard):**	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4 **(Archived Standard):**	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5 **(Archived Standard):**	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.6 **(Archived Standard):**	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7 **(Archived Standard):**	Analyze how heredity and family history can impact personal health.
HE.912.C.1.8 **(Archived Standard):**	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1 **(Archived Standard):**	Analyze how the family influences the health of individuals.
HE.912.C.2.2 **(Archived Standard):**	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3 **(Archived Standard):**	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4 **(Archived Standard):**	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5 **(Archived Standard):**	Evaluate the effect of media on personal and family health.
HE.912.C.2.6 **(Archived Standard):**	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7 **(Archived Standard):**	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.8 **(Archived Standard):**	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

HE.912.C.2.9 **(Archived Standard):**	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.P.7.1 **(Archived Standard):**	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.2 **(Archived Standard):**	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.3 **(Archived Standard):**	Work cooperatively as an advocate for improving personal, family, and community health.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:	• Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.

GENERAL NOTES

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.

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

- Nutrition (wellness)
- Family life (roles and relationships of family members)
- Personal health (health issues related to stages of life)
- Mental and emotional health
- Environmental health
- Consumer health (health careers)
- Community health (health care systems)
- Mental and emotional health (positive emotional development, including the prevention of suicide)
- Prevention and control of disease (current and emerging diseases and disorders)
- Injury prevention and safety (personal safety)

Special Notes:

Instructional Practices

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

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

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

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

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

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

GENERAL INFORMATION

Course Number: 0800310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH 2-PER HEALTH

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

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

First Aid and Safety (#0800320) 2022 - And Beyond (current)

Course Standards

Name	Description
HE.912.B.3.1 **(Archived Standard):**	Verify the validity of health information, products, and services.
HE.912.B.3.2 **(Archived Standard):**	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.3.3 **(Archived Standard):**	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.4 **(Archived Standard):**	Justify when professional health services or providers may be required.
HE.912.B.4.1 **(Archived Standard):**	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.5.1 **(Archived Standard):**	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.6.1 **(Archived Standard):**	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.C.1.4 **(Archived Standard):**	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.6 **(Archived Standard):**	Evaluate the relationship between access to health care and health status.
HE.912.C.1.8 **(Archived Standard):**	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1 **(Archived Standard):**	Analyze how the family influences the health of individuals.
HE.912.C.2.2 **(Archived Standard):**	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3 **(Archived Standard):**	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4 **(Archived Standard):**	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.6 **(Archived Standard):**	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.8 **(Archived Standard):**	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.P.7.1 **(Archived Standard):**	Analyze the role of individual responsibility in enhancing health.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.2 **(Archived Standard):**	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.3 **(Archived Standard):**	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.4 **(Archived Standard):**	Adapt health messages and communication techniques to a specific target audience.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

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

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

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

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

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

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

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

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

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

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

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

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

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

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

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

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

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

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

MA.K12.MTR.7.1:	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

GENERAL NOTES

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

- **Injury prevention and safety**
  - Safety promotion

- First aid procedures
- Adult, child, and infant CPR, and AED procedures
- Disaster preparedness

- **Environmental health** (community resources and services)
- **Community health and consumer health** (career and public service opportunities)

Special Notes:

Instructional Practices

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

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

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

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

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Certified Cardiopulmonary Resuscitation (CPR) Instructor by American Heart Association or American Red Cross.

GENERAL INFORMATION

Course Number: 0800320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: FIRST AID SAFETY

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Personal, Social, and Family Relationships (#0800330) 2022

- And Beyond (current)

Course Standards

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

Name	Description
HE.912.B.3.1 **(Archived Standard):**	Verify the validity of health information, products, and services.
HE.912.B.3.2 **(Archived Standard):**	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.3.3 **(Archived Standard):**	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.4 **(Archived Standard):**	Justify when professional health services or providers may be required.
HE.912.B.4.1 **(Archived Standard):**	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.4.2 **(Archived Standard):**	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.4.3 **(Archived Standard):**	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.4 **(Archived Standard):**	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.5.1 **(Archived Standard):**	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.2 **(Archived Standard):**	Generate alternatives to health-related issues or problems.
HE.912.B.5.3 **(Archived Standard):**	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.4 **(Archived Standard):**	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.5 **(Archived Standard):**	Examine barriers that can hinder healthy decision making.
HE.912.B.6.1 **(Archived Standard):**	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.6.3 **(Archived Standard):**	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.6.4 **(Archived Standard):**	Formulate an effective long-term personal health plan.
HE.912.C.1.1 **(Archived Standard):**	Predict how healthy behaviors can affect health status.
HE.912.C.1.2 **(Archived Standard):**	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.3 **(Archived Standard):**	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4 **(Archived Standard):**	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5 **(Archived Standard):**	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.6 **(Archived Standard):**	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7 **(Archived Standard):**	Analyze how heredity and family history can impact personal health.
HE.912.C.1.8 **(Archived Standard):**	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1 **(Archived Standard):**	Analyze how the family influences the health of individuals.
HE.912.C.2.2 **(Archived Standard):**	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3 **(Archived Standard):**	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4 **(Archived Standard):**	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

HE.912.C.2.5 **(Archived Standard):**	Evaluate the effect of media on personal and family health.
HE.912.C.2.6 **(Archived Standard):**	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7 **(Archived Standard):**	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.8 **(Archived Standard):**	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9 **(Archived Standard):**	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.P.7.1 **(Archived Standard):**	Analyze the role of individual responsibility in enhancing health.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.2 **(Archived Standard):**	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.3 **(Archived Standard):**	Work cooperatively as an advocate for improving personal, family, and community health.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:**

	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. The content includes in-depth study of basic human needs, self-awareness and acceptance.

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

- **Teen dating violence**
- **Mental and emotional health** (stress management, coping skills, suicide prevention, conflict-resolution, peer mediation, and negotiation skills)
- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community health** (health-related community resources)
- **Internet Safety**
- **Prevention and control of disease** (HIV/AIDS and other STIs)
- **Personal health** (human growth and development through adulthood including human sexuality, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making and goal-setting)

Special Notes:

Instructional Practices

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

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

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

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

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

GENERAL INFORMATION

Course Number: 0800330	**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education >

SubSubject: General >
Abbreviated Title: PERSON SOC FAM RLSH
Number of Credits: Half credit (.5)
Course Length: Semester (S)
Course Type: Elective Course
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)
Guidance & Counseling (Preschool-Secondary PK-12)
Psychology (Grades 6-12)
Health (Elementary and Secondary Grades K-12)

Adolescent Health Problems (#0800350) 2022 - And Beyond (current)

Course Standards

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

Name	Description
HE.912.B.3.1 **(Archived Standard):**	Verify the validity of health information, products, and services.
HE.912.B.3.3 **(Archived Standard):**	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.4 **(Archived Standard):**	Justify when professional health services or providers may be required.
HE.912.B.4.1 **(Archived Standard):**	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.4.2 **(Archived Standard):**	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.4.3 **(Archived Standard):**	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.4 **(Archived Standard):**	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.5.1 **(Archived Standard):**	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.2 **(Archived Standard):**	Generate alternatives to health-related issues or problems.
HE.912.B.5.3 **(Archived Standard):**	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.4 **(Archived Standard):**	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.5 **(Archived Standard):**	Examine barriers that can hinder healthy decision making.
HE.912.B.6.1 **(Archived Standard):**	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.6.2 **(Archived Standard):**	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.6.3 **(Archived Standard):**	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.6.4 **(Archived Standard):**	Formulate an effective long-term personal health plan.
HE.912.C.1.1 **(Archived Standard):**	Predict how healthy behaviors can affect health status.
HE.912.C.1.2 **(Archived Standard):**	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.3 **(Archived Standard):**	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4 **(Archived Standard):**	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5 **(Archived Standard):**	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.8 **(Archived Standard):**	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1 **(Archived Standard):**	Analyze how the family influences the health of individuals.
HE.912.C.2.2 **(Archived Standard):**	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3 **(Archived Standard):**	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4 **(Archived Standard):**	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5 **(Archived Standard):**	Evaluate the effect of media on personal and family health.
HE.912.C.2.6 **(Archived Standard):**	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7 **(Archived Standard):**	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.8 **(Archived Standard):**	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

HE.912.C.2.9 **(Archived Standard):**	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.P.7.2 **(Archived Standard):**	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.2 **(Archived Standard):**	Utilize current, accurate data/information to formulate a health-enhancing message.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:	• Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

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

General Course Information and Notes

GENERAL NOTES

This course provides students with opportunities for investigation and self-assessment of selected adolescent health problems. This course should incorporate individual, small group, and large group study.

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

- **Family life** (parenting skills and care-giving)
- **Personal health** (wellness planning, decision-making, hygiene, human growth and development, goal-setting, prevention of child abuse and neglect)
- **Internet safety**
- **Mental and emotional health** (prevention of depression interpersonal, risk-taking and self-defeating, coping skills and suicide)
- **Nutrition** (physical activity and wellness)
- **Substance use and abuse** (tobacco, alcohol, and other drug use and abuse)
- **Injury prevention and safety** (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- **Prevention and control of disease** (including HIV/AIDS and other STIs)
- **Community and consumer health** (resources and advocacy)
- **Teen dating violence** (abuse prevention)

Special Notes:

Instructional Practices

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

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

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

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

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

GENERAL INFORMATION

Course Number: 0800350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: ADOL HEALTH PROBLS

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

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

Health Explorations Honors (#0800360) 2022 - And Beyond (current)

Course Standards

Name	Description
HE.912.B.3.1 **(Archived Standard):**	Verify the validity of health information, products, and services.
HE.912.B.3.2 **(Archived Standard):**	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.3.3 **(Archived Standard):**	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.4 **(Archived Standard):**	Justify when professional health services or providers may be required.
HE.912.B.5.1 **(Archived Standard):**	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.2 **(Archived Standard):**	Generate alternatives to health-related issues or problems.
HE.912.B.5.3 **(Archived Standard):**	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.4 **(Archived Standard):**	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.5 **(Archived Standard):**	Examine barriers that can hinder healthy decision making.
HE.912.B.6.1 **(Archived Standard):**	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.6.2 **(Archived Standard):**	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.6.3 **(Archived Standard):**	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.6.4 **(Archived Standard):**	Formulate an effective long-term personal health plan.
HE.912.C.1.1 **(Archived Standard):**	Predict how healthy behaviors can affect health status.
HE.912.C.1.5 **(Archived Standard):**	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.6 **(Archived Standard):**	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7 **(Archived Standard):**	Analyze how heredity and family history can impact personal health.
HE.912.C.1.8 **(Archived Standard):**	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1 **(Archived Standard):**	Analyze how the family influences the health of individuals.
HE.912.C.2.2 **(Archived Standard):**	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3 **(Archived Standard):**	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4 **(Archived Standard):**	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5 **(Archived Standard):**	Evaluate the effect of media on personal and family health.
HE.912.C.2.6 **(Archived Standard):**	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7 **(Archived Standard):**	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.9 **(Archived Standard):**	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.2 **(Archived Standard):**	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.3 **(Archived Standard):**	Work cooperatively as an advocate for improving personal, family, and community health.
	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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

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

MA.K12.MTR.3.1:
- Use feedback to improve efficiency when performing calculations.

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

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

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

MA.K12.MTR.4.1:
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

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

MA.K12.MTR.5.1:
- Connect solutions of problems to more complicated large-scale situations.

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

Assess the reasonableness of solutions.

MA.K12.MTR.6.1:	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.

GENERAL NOTES

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

- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community and Consumer health** (health-related community resources, health careers and evaluate health information)
- **Prevention and control of disease** (communicable and non communicable diseases, HIV/AIDS and other STIs)
- **Personal health** (interrelationships of body systems, human growth and development through adulthood, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making, advocacy skills and goal-setting)

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes:

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence). Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

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

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

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

GENERAL INFORMATION

Course Number: 0800360

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH EXPLOS HON

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Parenting 1 (#0800370) 2022 - And Beyond (current)

Course Standards

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

Name	Description
HE.912.B.3.1 **(Archived Standard):**	Verify the validity of health information, products, and services.
HE.912.B.3.2 **(Archived Standard):**	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.3.3 **(Archived Standard):**	Justify the validity of a variety of technologies to gather health information.
HE.912.B.3.4 **(Archived Standard):**	Justify when professional health services or providers may be required.
HE.912.B.4.1 **(Archived Standard):**	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.4.2 **(Archived Standard):**	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.4.3 **(Archived Standard):**	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.4 **(Archived Standard):**	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.5.1 **(Archived Standard):**	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.2 **(Archived Standard):**	Generate alternatives to health-related issues or problems.
HE.912.B.5.3 **(Archived Standard):**	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.5 **(Archived Standard):**	Examine barriers that can hinder healthy decision making.
HE.912.C.1.1 **(Archived Standard):**	Predict how healthy behaviors can affect health status.
HE.912.C.1.2 **(Archived Standard):**	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.3 **(Archived Standard):**	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4 **(Archived Standard):**	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5 **(Archived Standard):**	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.6 **(Archived Standard):**	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7 **(Archived Standard):**	Analyze how heredity and family history can impact personal health.
HE.912.C.1.8 **(Archived Standard):**	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1 **(Archived Standard):**	Analyze how the family influences the health of individuals.
HE.912.C.2.2 **(Archived Standard):**	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3 **(Archived Standard):**	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4 **(Archived Standard):**	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5 **(Archived Standard):**	Evaluate the effect of media on personal and family health.
HE.912.C.2.6 **(Archived Standard):**	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7 **(Archived Standard):**	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.8 **(Archived Standard):**	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9 **(Archived Standard):**	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.P.7.1 **(Archived Standard):**	Analyze the role of individual responsibility in enhancing health.

HE.912.P.7.2 **(Archived Standard):**	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the infant child. Emphasis is placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

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

- **Family life**
- **Personal health**
- **Internet safety**
- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

Special Notes:

Instructional Practices

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

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

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

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

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

GENERAL INFORMATION

Course Number: 0800370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: PARENTING 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

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

Parenting 2 (#0800380) 2022 - And Beyond (current)

Course Standards

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

Name	Description
HE.912.B.3.1 **(Archived Standard):**	Verify the validity of health information, products, and services.
HE.912.B.3.3 **(Archived Standard):**	Justify the validity of a variety of technologies to gather health information.
HE.912.B.4.1 **(Archived Standard):**	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.4.2 **(Archived Standard):**	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.4.3 **(Archived Standard):**	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.4 **(Archived Standard):**	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.5.1 **(Archived Standard):**	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.2 **(Archived Standard):**	Generate alternatives to health-related issues or problems.
HE.912.B.5.3 **(Archived Standard):**	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.5 **(Archived Standard):**	Examine barriers that can hinder healthy decision making.
HE.912.C.1.1 **(Archived Standard):**	Predict how healthy behaviors can affect health status.
HE.912.C.1.2 **(Archived Standard):**	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.3 **(Archived Standard):**	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4 **(Archived Standard):**	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5 **(Archived Standard):**	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.6 **(Archived Standard):**	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7 **(Archived Standard):**	Analyze how heredity and family history can impact personal health.
HE.912.C.1.8 **(Archived Standard):**	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1 **(Archived Standard):**	Analyze how the family influences the health of individuals.
HE.912.C.2.2 **(Archived Standard):**	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3 **(Archived Standard):**	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4 **(Archived Standard):**	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5 **(Archived Standard):**	Evaluate the effect of media on personal and family health.
HE.912.C.2.6 **(Archived Standard):**	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7 **(Archived Standard):**	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.8 **(Archived Standard):**	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9 **(Archived Standard):**	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.P.7.1 **(Archived Standard):**	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.2 **(Archived Standard):**	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
	Actively participate in effortful learning both individually and collectively.

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

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

MA.K12.MTR.1.1:

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

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

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

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

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

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

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

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.

	• Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the toddler and pre school-age child. Emphases are placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

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

- **Family life**
- **Personal health**
- **Internet safety**
- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

Special Notes:

Instructional Practices

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

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

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

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

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

GENERAL INFORMATION

Course Number: 0800380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: PARENTING 2

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Family and Consumer Science (Grades 6-12)

Health for Expectant Parents (#0800390) 2022 - And Beyond (current)

Course Standards

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

Name	Description
HE.912.B.3.3 **(Archived Standard):**	Justify the validity of a variety of technologies to gather health information.
HE.912.B.4.1 **(Archived Standard):**	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.4.2 **(Archived Standard):**	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.4.3 **(Archived Standard):**	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.4 **(Archived Standard):**	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.5.1 **(Archived Standard):**	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.2 **(Archived Standard):**	Generate alternatives to health-related issues or problems.
HE.912.B.5.3 **(Archived Standard):**	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.5 **(Archived Standard):**	Examine barriers that can hinder healthy decision making.
HE.912.B.6.1 **(Archived Standard):**	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.6.2 **(Archived Standard):**	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.6.3 **(Archived Standard):**	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.B.6.4 **(Archived Standard):**	Formulate an effective long-term personal health plan.
HE.912.C.1.1 **(Archived Standard):**	Predict how healthy behaviors can affect health status.
HE.912.C.1.2 **(Archived Standard):**	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.3 **(Archived Standard):**	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4 **(Archived Standard):**	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5 **(Archived Standard):**	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.6 **(Archived Standard):**	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7 **(Archived Standard):**	Analyze how heredity and family history can impact personal health.
HE.912.C.1.8 **(Archived Standard):**	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.1 **(Archived Standard):**	Analyze how the family influences the health of individuals.
HE.912.C.2.2 **(Archived Standard):**	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3 **(Archived Standard):**	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4 **(Archived Standard):**	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5 **(Archived Standard):**	Evaluate the effect of media on personal and family health.
HE.912.C.2.6 **(Archived Standard):**	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7 **(Archived Standard):**	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.8 **(Archived Standard):**	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9 **(Archived Standard):**	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

HE.912.P.7.1 **(Archived Standard):**	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.2 **(Archived Standard):**	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.2 **(Archived Standard):**	Utilize current, accurate data/information to formulate a health-enhancing message.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:	• Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

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

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop knowledge and skills that promote a healthy baby, mother, and family. Emphasis is placed on human reproduction, fetal growth and development, physical changes during pregnancy, health care and nutrition for the expectant mother, the birth process, decision making, and family planning.

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

- Human reproduction
- Stages of fetal development
- Stages of physical, social, cognitive, and emotional development of an infant
- Physical and emotional development and care of expectant mother
- Birth process
- Pre and post natal care
- Disease prevention and control of common illnesses affecting mother and fetus
- Healthy lifestyle of family
- Family planning and care giving
- Parenting skills including prevention of child abuse, neglect, and infant mortality
- Family relationships including parental rights and responsibilities
- Communication, interpersonal and coping skills
- Responsible decision-making and goal-setting
- Health-related community resources
- Consumer skills

Instructional Practices

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

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

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

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

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

GENERAL INFORMATION

Course Number: 0800390

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH EXPER PARENTS

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Family and Consumer Science (Grades 6-12)

Health Transfer (#0800990) 2022 - And Beyond (current)

Course Standards

Name	Description
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:	• Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0800990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH TRAN

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12