

# FLORIDA STANDARDS FOR HEALTH EDUCATION



*Healthy Schools*

<http://www.fldoe.org/BII/CSHP/>

FLORIDA DEPARTMENT OF EDUCATION

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## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.K.C.1.1 Recognize healthy behaviors.</b> <i>(Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.)</i></p>	<p><b>HE.1.C.1.1 Identify healthy behaviors.</b> <i>(Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.)</i></p>	<p><b>HE.2.C.1.1 Identify that healthy behaviors affect personal health.</b> <i>(Identifying your emotions and your level of wellness.)</i></p>
<p><b>HE.K.C.1.2 Recognize the physical dimensions of health.</b> <i>(Hygiene, exercise, eating habits, and cooperation.)</i></p>	<p><b>HE.1.C.1.2 Recognize the physical and social dimensions of health.</b> <i>(Making friends, respecting others, understanding empathy, and getting adequate sleep.)</i></p>	<p><b>HE.2.C.1.2 Recognize the physical, mental/emotional and social dimensions of health.</b> <i>(Getting along with others, respecting appropriate personal space, understanding anxiety, and feeling safe.)</i></p>
<p><b>HE.K.C.1.3 Recognize ways to prevent common communicable diseases.</b> <i>(Washing hands, covering mouth to cough and sneeze, and flushing toilets.)</i></p>	<p><b>HE.1.C.1.3 Describe ways to prevent common communicable diseases.</b> <i>(Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.)</i></p>	<p><b>HE.2.C.1.3 Describe ways a safe, healthy home environment can promote personal health.</b> <i>(Secured poisonous products, fire-safety practices, and posted emergency numbers.)</i></p>
<p><b>HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings.</b> <i>(Wearing a helmet, wearing flotation devices, demonstrating playground safety, using age-appropriate child restraints, and identifying poisons and other harmful substances.)</i></p>	<p><b>HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.</b> <i>(Water safety, pedestrian safety, bicycle safety, and appropriate child restraints in vehicles.)</i></p>	<p><b>HE.2.C.1.4 Describe ways to prevent childhood injuries in the home, school, and community settings.</b> <i>(Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.)</i></p>
<p><b>HE.K.C.1.5 Recognize there are body parts inside and outside of the body.</b> <i>(Brain, muscles, and skin.)</i></p>	<p><b>HE.1.C.1.5 Identify the correct names of human body parts.</b> <i>(Stomach, intestines, heart, lungs, skin, muscles, and bones.)</i></p>	<p><b>HE.2.C.1.5 Recognize the locations and functions of major human organs.</b> <i>(The functions of the heart, lungs, and muscles.)</i></p>
	<p><b>HE.1.C.1.6 Identify health-care providers.</b> <i>(Doctors, paramedics, and school nurses.)</i></p>	<p><b>HE.2.C.1.6 Determine when it is important to seek health care.</b> <i>(High fever, toothache, or persistent cough.)</i></p>

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

Grade 3	Grade 4	Grade 5
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.3.C.1.1 Describe healthy behaviors that affect personal health.</b> <i>(Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other’s hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.)</i></p>	<p><b>HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health.</b> <i>(Choosing healthy foods for optimal growth and development, performing daily physical activity to prevent obesity, wearing helmets when riding bikes or motorized all-terrain vehicles for injury prevention, and washing hands for disease prevention.)</i></p>	<p><b>HE.5.C.1.1 Describe the relationship between healthy behaviors and personal health.</b> <i>(Non-smoking and disease prevention, expressing feelings and promoting healthy relationships, use of sunscreen, and cancer prevention.)</i></p>
<p><b>HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health.</b> <i>(Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.)</i></p>	<p><b>HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health.</b> <i>(Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.)</i></p>	<p><b>HE.5.C.1.2 Explain the physical, mental/emotional, social, and intellectual dimensions of health.</b> <i>(Problems demonstrating teamwork, immunizations, and critical thinking.)</i></p>
<p><b>HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health.</b> <i>(Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.)</i></p>	<p><b>HE.4.C.1.3 Describe ways a safe, healthy school environment can promote personal health.</b> <i>(Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.)</i></p>	<p><b>HE.5.C.1.3 Explain ways a safe, healthy home and school environment promote personal health.</b> <i>(Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.)</i></p>

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<p>HE.3.C.1.4 <b>Recognize common childhood health conditions.</b> <i>(Asthma, diabetes, food allergies, dental cavities, and colds.)</i></p>	<p>HE.4.C.1.4 <b>Describe ways to prevent common childhood injuries and health problems.</b> <i>(Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.)</i></p>	<p>HE.5.C.1.4 <b>Compare ways to prevent common childhood injuries and health problems.</b> <i>(Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.)</i></p>
<p>HE.3.C.1.5 <b>Recognize that body parts and organs work together to form human body systems.</b> <i>(Circulatory system, digestive system, nervous system, reproductive system, and other body systems.)</i></p>	<p>HE.4.C.1.5 <b>Identify the human body parts and organs that work together to form healthy body systems.</b> <i>(Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.)</i></p>	<p>HE.5.C.1.5 <b>Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.</b> <i>(Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.)</i></p>
<p>HE.3.C.1.6 <b>Describe why it is important to seek health care.</b> <i>(Fluoride treatment to prevent tooth decay, hearing exam to check hearing, and eye exam to assess vision.)</i></p>	<p>HE.4.C.1.6 <b>Distinguish differences among various healthcare providers, products, and services.</b> <i>(Types of doctors, prescription vs. non-prescription drugs, and emergency medical services.)</i></p>	<p>HE.5.C.1.6 <b>Recognize how appropriate health care can promote personal health.</b> <i>(Having immunizations, using medication appropriately, and seeking grief/loss counseling.)</i></p>

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

Grade 6

Grade 7

Grade 8

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

	<p><b>HE.7.C.1.1 Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.</b> <i>(Teen pregnancy, caloric balance, time management, and conflict resolution.)</i></p>	
<p><b>HE.6.C.1.2 Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</b> <i>(Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.)</i></p>	<p><b>HE.7.C.1.2 Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</b> <i>(Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.)</i></p>	<p><b>HE.8.C.1.2 Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</b> <i>(Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.)</i></p>
<p><b>HE.6.C.1.3 Identify environmental factors that affect personal health.</b> <i>(Air and water quality, availability of sidewalks, contaminated food, and road hazards.)</i></p>	<p><b>HE.7.C.1.3 Analyze how environmental factors affect personal health.</b> <i>(Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.)</i></p>	<p><b>HE.8.C.1.3 Predict how environmental factors affect personal health.</b> <i>(Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.)</i></p>

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<p><b>HE.6.C.1.4 Identify health problems and concerns common to adolescents including reproductive development.</b> <i>(Acne, eating disorders, suicide/depression, and puberty.)</i></p>	<p><b>HE.7.C.1.4 Describe ways to reduce or prevent injuries and adolescent health problems.</b> <i>(Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.)</i></p>	<p><b>HE.8.C.1.4 Investigate strategies to reduce or prevent injuries and other adolescent health problems.</b> <i>(Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.)</i></p>
<p><b>HE.6.C.1.5 Explain how body systems are impacted by hereditary factors and infectious agents.</b> <i>(Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.)</i></p>	<p><b>HE.7.C.1.5 Classify infectious agents and their modes of transmission to the human body.</b> <i>(HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.)</i></p>	<p><b>HE.8.C.1.5 Identify major chronic diseases that impact human body systems.</b> <i>(Cancer, hypertension and coronary artery disease, asthma, and diabetes.)</i></p>
<p><b>HE.6.C.1.6 Examine how appropriate health care can promote personal health.</b> <i>(Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.)</i></p>	<p><b>HE.7.C.1.6 Explain how appropriate health care can promote personal health.</b> <i>(Registered dietitian to plan healthy meals, asthma action plan, and immunization.)</i></p>	<p><b>HE.8.C.1.6 Analyze how appropriate health care can promote personal health.</b> <i>(Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.)</i></p>
<p><b>HE.6.C.1.7 Recognize how heredity can affect personal health.</b> <i>(Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.)</i></p>	<p><b>HE.7.C.1.7 Describe how heredity can affect personal health.</b> <i>(Sickle-cell anemia, diabetes, and acne.)</i></p>	<p><b>HE.8.C.1.7 Explore how heredity and family history can affect personal health.</b> <i>(Sickle-cell anemia, heart disease, diabetes, and mental health.)</i></p>
<p><b>HE.6.C.1.8 Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</b> <i>(Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.)</i></p>	<p><b>HE.7.C.1.8 Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</b> <i>(Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.)</i></p>	<p><b>HE.8.C.1.8 Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</b> <i>(Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.)</i></p>

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

Grades 9 -12

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

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

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

**HE.912.C.1.2 Interpret the significance of interrelationships in mental/emotional, physical, and social health.**

*(Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.)*

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

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

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

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

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

*(Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.)*

**HE.912.C.1.6 Evaluate the relationship between access to health care and health status.**

*(Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.)*

**HE.912.C.1.7 Analyze how heredity and family history can impact personal health.**

*(Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.)*

**HE.912.C.1.8 Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.**

*(Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.)*

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

Kindergarten	Grade 1	Grade 2
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.K.C.2.1 Name healthy behaviors that family members should practice.</b> <i>(Brushing teeth, staying home when sick, receiving immunizations, sharing family meals, and practicing respectful communication.)</i></p>	<p><b>HE.1.C.2.1 Identify how children learn health behaviors from family and friends.</b> <i>(Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about limiting the amount of screen time, and parents/family celebrations, and attending social gatherings/birthday parties.)</i></p>	<p><b>HE.2.C.2.1 Describe how family rules and practices influence health behaviors.</b> <i>(Consistent/inconsistent home safety rules and modeling of food-sanitation practices at home.)</i></p>
<p><b>HE.K.C.2.2 Recognize the characteristics of a friend.</b> <i>(Honest, caring, and wants to spend time with you.)</i></p>	<p><b>HE.1.C.2.2 Explore the ways that a friend would act in a variety of situations.</b> <i>(Is a good listener, doesn’t ask you to do anything that would hurt you, and takes turns and shares.)</i></p>	<p><b>HE.2.C.2.2 Describe how friends’ health practices influence health behaviors of others.</b> <i>(Telling the truth, treating others with respect, and being tobacco-free.)</i></p>
<p><b>HE.K.C.2.3 Identify members of the school and community who support personal-health practices and behaviors.</b> <i>(Teachers, counselors, nurses, doctors, fire fighters, police, and Paramedics/EMTs.)</i></p>	<p><b>HE.1.C.2.3 Identify what the school and community do to support personal-health practices and behaviors.</b> <i>(Nutrition in school lunches, school and community gardens, fire, weather, and lock-down drills.)</i></p>	<p><b>HE.2.C.2.3 Describe how the school and community influence health behaviors of children.</b> <i>(Health and safety fairs, school and community gardens, and recycling.)</i></p>
<p><b>HE.K.C.2.4 Explain the importance of rules to maintain health.</b> <i>(Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.)</i></p>	<p><b>HE.1.C.2.4 Recognize health consequences for not following rules.</b> <i>(Injuries, arguments, hurt feelings, and pollution.)</i></p>	<p><b>HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.</b> <i>(Walking not running, waiting your turn, and following traffic laws.)</i></p>

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

Grade 3	Grade 4	Grade 5
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.3.C.2.1 Explore how family and friend's traditions and customs may influence health behaviors.</b> <i>(Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.)</i></p>	<p><b>HE.4.C.2.1 Explain the importance of family on health practices and behaviors.</b> <i>(Diet, cultural-health practices, hygiene practices, physical activity, and home remedies.)</i></p>	<p><b>HE.5.C.2.1 Predict how families may influence various health practices of children.</b> <i>(Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.)</i></p>
	<p><b>HE.4.C.2.2 Explain the important role that friends/peers may play in health practices and behaviors.</b> <i>(Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.)</i></p>	<p><b>HE.5.C.2.2 Predict how friends/peers may influence various health practices of children.</b> <i>(Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.)</i></p>
<p><b>HE.3.C.2.3 Explore how the traditions and customs of the school and community influence health behavior of children.</b> <i>(Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals, and community/school gardens.)</i></p>	<p><b>HE.4.C.2.3 Explain the important roles that school and community play in health practices and behaviors.</b> <i>(Disaster preparedness, school breakfast programs, youth organizations, and recycling.)</i></p>	<p><b>HE.5.C.2.3 Predict how the school and community influence various health practices of children.</b> <i>(After-school activities, community safety-education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.)</i></p>

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<p><b>HE.3.C.2.4 Identify classroom and school rules that promote health and disease prevention.</b> <i>(Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.)</i></p>	<p><b>HE.4.C.2.4 Recognize types of school rules and community laws that promote health and disease prevention.</b> <i>(Helmet law, clean indoor-air laws, and speed limits.)</i></p>	<p><b>HE.5.C.2.4 Give examples of school and public health policies that influence health promotion and disease prevention.</b> <i>(Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.)</i></p>
<p><b>HE.3.C.2.5 Discuss the positive and negative impacts media may have on health.</b> <i>(Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.)</i></p>	<p><b>HE.4.C.2.5 Explain how media influences personal thoughts, feelings, and health behaviors.</b> <i>(Insidious marketing/product placement, branding, and anti-drug campaigns.)</i></p>	<p><b>HE.5.C.2.5 Determine how media influences family health behaviors and the selection of health information, products, and services.</b> <i>(Severe-weather alerts, health-product commercials, television cooking shows, and public service announcements.)</i></p>
<p><b>HE.3.C.2.6 Discuss the positive and negative impacts technology may have on health.</b> <i>(Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.)</i></p>	<p><b>HE.4.C.2.6 Explain how technology influences personal thoughts, feelings, and health behaviors.</b> <i>(Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.)</i></p>	<p><b>HE.5.C.2.6 Describe ways that technology can influence family health behaviors.</b> <i>(Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.)</i></p>
		<p><b>HE.5.C.2.7 Discuss how various cultures can influence personal health beliefs.</b> <i>(Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.)</i></p>
		<p><b>HE.5.C.2.8 Investigate influences that change health beliefs and behaviors.</b> <i>(Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat-belts/child restraints.)</i></p>

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

Grade 6	Grade 7	Grade 8
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.6.C.2.1 Examine how family influences the health of adolescents.</b> <i>(Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.)</i></p>	<p><b>HE.7.C.2.1 Examine how family health behaviors influence health of adolescents.</b> <i>(Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.)</i></p>	<p><b>HE.8.C.2.1 Assess the role of family health beliefs on the health of adolescents.</b> <i>(Alternative medical care, family religious beliefs, and importance of physical activity.)</i></p>
<p><b>HE.6.C.2.2 Examine how peers influence the health of adolescents.</b> <i>(Conflict resolution skills, reproductive-health misinformation, and spreading rumors.)</i></p>	<p><b>HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents.</b> <i>(Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.)</i></p>	<p><b>HE.8.C.2.2 Assess how the health beliefs of peers may influence adolescent health.</b> <i>(Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.)</i></p>
<p><b>HE.6.C.2.3 Identify the impact of health information conveyed to students by the school and community.</b> <i>(First-aid education program, refusal-skills practice, and healthy body composition: BMI.)</i></p>	<p><b>HE.7.C.2.3 Examine how the school and community may influence the health behaviors of adolescents.</b> <i>(Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.)</i></p>	<p><b>HE.8.C.2.3 Analyze how the school and community may influence adolescent health.</b> <i>(Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.)</i></p>
<p><b>HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.</b> <i>(Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.)</i></p>		<p><b>HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention.</b> <i>(Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.)</i></p>

**FLORIDA STANDARDS FOR HEALTH EDUCATION**

<p><b>HE.6.C.2.5 Examine how media influences peer and community health behaviors.</b> <i>(Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.)</i></p>	<p><b>HE.7.C.2.5 Analyze how messages from media influence health behaviors.</b> <i>(Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.)</i></p>	<p><b>HE.8.C.2.5 Research marketing strategies behind health-related media messages.</b> <i>(Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.)</i></p>
<p><b>HE.6.C.2.6 Propose ways that technology can influence peer and community health behaviors.</b> <i>(Internet social media/networking sites, heart-rate monitors, and cross-walk signals.)</i></p>	<p><b>HE.7.C.2.6 Evaluate the influence of technology in locating valid health information.</b> <i>(Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.)</i></p>	<p><b>HE.8.C.2.6 Analyze the influence of technology on personal and family health.</b> <i>(TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.)</i></p>
<p><b>HE.6.C.2.7 Investigate cultural changes related to health beliefs and behaviors.</b> <i>(School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.)</i></p>	<p><b>HE.7.C.2.7 Determine how cultural changes related to health beliefs and behaviors impact personal health.</b> <i>(Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell-phone use; and timeliness of emergency response.)</i></p>	<p><b>HE.8.C.2.7 Describe the influence of culture on health beliefs, practices, and behaviors.</b> <i>(Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.)</i></p>
<p><b>HE.6.C.2.8 Determine how social norms may impact healthy and unhealthy behavior.</b> <i>(Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.)</i></p>	<p><b>HE.7.C.2.8 Evaluate how changes in social norms impact healthy and unhealthy behavior.</b> <i>(Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.)</i></p>	<p><b>HE.8.C.2.8 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</b> <i>(Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”)</i></p>
<p><b>HE.6.C.2.9 Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</b> <i>(Curiosity, interests, fears, likes, and dislikes.)</i></p>	<p><b>HE.7.C.2.9 Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</b> <i>(Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.)</i></p>	<p><b>HE.8.C.2.9 Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</b> <i>(Social conformity, desires, and impulses.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 -12

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

HE.912.C.2.1 **Analyze how the family influences the health of individuals.**  
*(Nutritional management of meals, composition of and relationships within families, and health-insurance status.)*

HE.912.C.2.2 **Compare how peers influence healthy and unhealthy behaviors.**  
*(Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.)*

HE.912.C.2.3 **Assess how the school and community can affect personal health practice and behaviors.**  
*(Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.)*

HE.912.C.2.4 **Evaluate how public health policies and government regulations can influence health promotion and disease prevention.**  
*(Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.)*

HE.912.C.2.5 **Evaluate the effect of media on personal and family health.**  
*(Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.)*

HE.912.C.2.6 **Evaluate the impact of technology on personal, family, and community health.**  
*(Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.)*

HE.912.C.2.7 **Analyze how culture supports and challenges health beliefs, practices, and behaviors.**  
*(Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.)*

HE.912.C.2.8 **Analyze how the perceptions of norms influence healthy and unhealthy behaviors.**  
*(Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.)*

HE.912.C.2.9 **Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.**  
*(Social conformity, self-discipline, and impulse vs. delayed gratification.)*

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.K.B.3.1 Recognize warning labels and signs on hazardous products and places.</b> <i>(Poison symbol, universal symbol for "no," and crosswalk signals.)</i></p>	<p><b>HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.</b> <i>(Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.)</i></p>	<p><b>HE.2.B.3.1 Understand the meaning of warning labels and signs on hazardous products.</b> <i>(Hazardous-waste sign and medication labels.)</i></p>
<p><b>HE.K.B.3.2 Recognize school and community health helpers.</b> <i>(Fire, police, medical, and school personnel.)</i></p>	<p><b>HE.1.B.3.2 Identify trusted adults and professionals who can help promote health.</b> <i>(Parent, teacher, coach, counselor, and school nurse.)</i></p>	<p><b>HE.2.B.3.2 Select trusted adults and professionals who can help promote health.</b> <i>(Family members, educators, and environmentalists.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

Grade 3

Grade 4

Grade 5

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

<p><b>HE.3.B.3.1 Locate resources from home, school, and community that provide valid health information.</b> <i>(Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.)</i></p>	<p><b>HE.4.B.3.1 Describe characteristics of valid health information, products, and services.</b> <i>(Professional certification, components of proper labeling, complete directions for use, source, and date.)</i></p>	<p><b>HE.5.B.3.1 Discuss characteristics of valid health information, products, and services.</b> <i>(Reliable source, current information, and medically accurate information.)</i></p>
<p><b>HE.3.B.3.2 Describe criteria for selecting health information, resources, products, and services.</b> <i>(Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.)</i></p>	<p><b>HE.4.B.3.2 Construct criteria for selecting health resources, products, services, and reputable technologies.</b> <i>(Asking if health resources are safe, affordable, and available.)</i></p>	<p><b>HE.5.B.3.2 Evaluate criteria for selecting health resources, products, and services.</b> <i>(Function, directions for use, competence of the provider, and costs.)</i></p>
<p><b>HE.3.B.3.3 Describe how the media influences the selection of health information, products, and services.</b> <i>(Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention.)</i></p>	<p><b>HE.4.B.3.3 Examine resources from home, school and community that provide valid health information.</b> <i>(Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.)</i></p>	<p><b>HE.5.B.3.3 Compile resources from home, school, and community, technologies that provide valid health information.</b> <i>(Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals.)</i></p>

**FLORIDA STANDARDS FOR HEALTH EDUCATION**

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

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

Grade 6

Grade 7

Grade 8

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

<p><b>HE.6.B.3.1 Examine the validity of health information, and determine the cost of health products, and services.</b> <i>(Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.)</i></p>	<p><b>HE.7.B.3.1 Analyze the validity of health information, products, and services.</b> <i>(Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.)</i></p>	<p><b>HE.8.B.3.1 Analyze valid and reliable health services and the cost of products.</b> <i>(Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.)</i></p>
		<p><b>HE.8.B.3.2 Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.</b> <i>(Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.)</i></p>
<p><b>HE.6.B.3.3 Investigate a variety of technologies to gather health information.</b> <i>(Thermometer, television, Internet, audio books, and technology tools.)</i></p>	<p><b>HE.7.B.3.3 Compare a variety of technologies to gather health information.</b> <i>(WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.)</i></p>	<p><b>HE.8.B.3.3 Recommend a variety of technologies to gather health information.</b> <i>(Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.)</i></p>
<p><b>HE.6.B.3.4 Describe situations when professional health services may be required.</b> <i>(Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.)</i></p>	<p><b>HE.7.B.3.4 Differentiate among professional health services that may be required.</b> <i>(Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.)</i></p>	<p><b>HE.8.B.3.4 Determine situations when specific professional health services or providers may be required.</b> <i>(Head injuries, infections, depression, and abuse.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 -12

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

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

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

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

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

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

*(Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.)*

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

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

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.K.B.4.1 Recognize healthy ways to express needs, wants, and feelings.</b> <i>(How to share objects and time, how to be an effective family member, and how to use manners.)</i></p>	<p><b>HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings.</b> <i>(Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no.")</i></p>	<p><b>HE.2.B.4.1 Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.</b> <i>(Sharing feelings, following rules and directions, and waiting your turn to speak.)</i></p>
<p><b>HE.K.B.4.2 Demonstrate listening skills to enhance health.</b> <i>(Using manners, asking questions, and looking at the speaker.)</i></p>	<p><b>HE.1.B.4.2 Describe good listening skills to enhance health.</b> <i>(Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.)</i></p>	
<p><b>HE.K.B.4.3 Identify the appropriate responses to unwanted and threatening situations.</b> <i>(Tell a trusted adult, police officer, and/or parent; seek safety and run for help.)</i></p>	<p><b>HE.1.B.4.3 Describe ways to respond when in an unwanted, threatening, or dangerous situation.</b> <i>(Leave, tell a trusted adult, and say "no.")</i></p>	<p><b>HE.2.B.4.3 Demonstrate ways to respond to unwanted, threatening, or dangerous situations.</b> <i>(Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely.")</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.3.B.4.1 Identify effective verbal and nonverbal communication skills to enhance health.</b> <i>(Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.)</i></p>	<p><b>HE.4.B.4.1 Explain effective verbal and nonverbal communication skills to enhance health.</b> <i>(Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.)</i></p>	<p><b>HE.5.B.4.1 Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.</b> <i>(Written or verbal communication, body language, and conflict-resolution skills.)</i></p>
<p><b>HE.3.B.4.2 Demonstrate refusal skills that avoid or reduce health risks.</b> <i>(Making clear statements, expressing feelings, asking for help, and learning how to say "no.")</i></p>	<p><b>HE.4.B.4.2 Identify refusal skills and negotiation skills that avoid or reduce health risks.</b> <i>(Expressing feelings, offering alternatives, and reporting danger.)</i></p>	<p><b>HE.5.B.4.2 Discuss refusal skills and negotiation skills that avoid or reduce health risks.</b> <i>(States desires clearly, offer alternative, use "I" messages, and role play.)</i></p>
<p><b>HE.3.B.4.3 Demonstrate nonviolent strategies to manage or resolve conflict.</b> <i>(Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.)</i></p>	<p><b>HE.4.B.4.3 Discuss nonviolent strategies to manage or resolve conflict.</b> <i>(Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.)</i></p>	<p><b>HE.5.B.4.3 Illustrate effective conflict resolution strategies.</b> <i>(Expressing emotions, listening, and using body language.)</i></p>
<p><b>HE.3.B.4.4 Explain ways to ask for assistance to enhance personal health.</b> <i>(Group discussions, ask orally, and ask in writing.)</i></p>	<p><b>HE.4.B.4.4 Demonstrate ways to ask for assistance to enhance personal health.</b> <i>(Verbalize, write, text, email, and draw.)</i></p>	<p><b>HE.5.B.4.4 Determine ways to ask for assistance to enhance the health of self and others.</b> <i>(Verbalize, write, and draw.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

Grade 6	Grade 7	Grade 8
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.6.B.4.1 Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.</b> <i>(Role playing, short stories, and open-ended scenarios.)</i></p>	<p><b>HE.7.B.4.1 Apply effective communication skills when interacting with others to enhance health.</b> <i>(Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.)</i></p>	<p><b>HE.8.B.4.1 Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</b> <i>(Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.)</i></p>
<p><b>HE.6.B.4.2 Practice refusal skills and negotiation skills to reduce health risks.</b> <i>(Assertiveness, compromising, and use of "I" messages.)</i></p>	<p><b>HE.7.B.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</b> <i>(Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.)</i></p>	
<p><b>HE.6.B.4.3 Demonstrate effective conflict-management and/or resolution strategies.</b> <i>(Talk to an adult, anger management, and conflict mediation.)</i></p>	<p><b>HE.7.B.4.3 Articulate the possible causes of conflict among youth in schools and communities.</b> <i>(Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.)</i></p>	<p><b>HE.8.B.4.3 Examine the possible causes of conflict among youth in schools and communities.</b> <i>(Relationships, territory, jealousy, and gossip/rumors.)</i></p>
<p><b>HE.6.B.4.4 Compile ways to ask for assistance to enhance the health of self and others.</b> <i>(Verbalize, write, and ask others for help.)</i></p>	<p><b>HE.7.B.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.</b> <i>("I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.)</i></p>	<p><b>HE.8.B.4.4 Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</b> <i>(Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

Grades 9 -12

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

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

HE.912.B.4.2 **Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.**  
*(Validate other's opinions, use direct statement, use active statement, and offer alternatives.)*

HE.912.B.4.3 **Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.**  
*(Effective verbal and nonverbal communication, compromise, and conflict-resolution.)*

HE.912.B.4.4 **Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.**  
*(Verbal and written communication, active listening, and how to seek help for a friend.)*

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed.</b> <i>(Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.)</i></p>	<p><b>HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.</b> <i>(Crossing a street, choosing foods, washing hands, and participating in recreational water activities.)</i></p>	<p><b>HE.2.B.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</b> <i>(When you think your friend is in trouble and food choices.)</i></p>
<p><b>HE.K.B.5.2 Recognize healthy options to health-related issues or problems.</b> <i>(Visit the doctor, obey safety rules, and practice emergency preparedness.)</i></p>	<p><b>HE.1.B.5.2 Identify healthy options to health-related issues or problems.</b> <i>(Wearing bike helmet, using age-appropriate restraints, and reporting danger.)</i></p>	<p><b>HE.2.B.5.2 Name healthy options to health-related issues or problems.</b> <i>(Safety equipment, peer cooperation, and communication.)</i></p>
<p><b>HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.</b> <i>(Injury to self and/or others.)</i></p>	<p><b>HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.</b> <i>(Tooth decay and environmental damage.)</i></p>	<p><b>HE.2.B.5.3 Compare the consequences of not following rules/practices when making healthy and safe decisions.</b> <i>(Negative emotions, accidents, injuries, and pollution.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p style="text-align: center;"><b>HE.3.B.5.1 Recognize circumstances that can help or hinder healthy decision making.</b> <i>(Media health messages, practices of family and peers, and knowledge of topic.)</i></p>	<p style="text-align: center;"><b>HE.4.B.5.1 Identify circumstances that can help or hinder healthy decision making.</b> <i>(Lack of knowledge, lack of support, and cultural norms.)</i></p>	<p style="text-align: center;"><b>HE.5.B.5.1 Describe circumstances that can help or hinder healthy decision making.</b> <i>(Peer pressure, bullying, substance abuse, and stress.)</i></p>
<p style="text-align: center;"><b>HE.3.B.5.2 List healthy options to health-related issues or problems.</b> <i>(Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.)</i></p>	<p style="text-align: center;"><b>HE.4.B.5.2 Itemize healthy options to health-related issues or problems.</b> <i>(Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.)</i></p>	<p style="text-align: center;"><b>HE.5.B.5.2 Summarize healthy options to health-related issues or problems.</b> <i>(Teachers, guidance counselors, peers, or parents can address concerns over bullying and concerns over body changes/image, or anger management.)</i></p>
<p style="text-align: center;"><b>HE.3.B.5.3 Discuss the potential short-term personal impact of each option when making a health-related decision.</b> <i>(Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.)</i></p>	<p style="text-align: center;"><b>HE.4.B.5.3 Predict the potential short-term impact of each option on self and others when making a health-related decision.</b> <i>(First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.)</i></p>	<p style="text-align: center;"><b>HE.5.B.5.3 Compare the potential short-term impact of each option on self and others when making a health-related decision.</b> <i>(Bullying intervention, practicing positive character traits, and substance abuse.)</i></p>
<p style="text-align: center;"><b>HE.3.B.5.4 Find a healthy option when making a decision for yourself.</b> <i>(Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.)</i></p>	<p style="text-align: center;"><b>HE.4.B.5.4 Choose a healthy option when making decisions for yourself and/or others.</b> <i>(Making safe choices when confronted with risky situations or use of safety equipment such as bike helmets, food choices at restaurant, washing hands, and personal hygiene.)</i></p>	<p style="text-align: center;"><b>HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.</b> <i>(Report bullying, resolve conflicts, and use safety equipment.)</i></p>
<p style="text-align: center;"><b>HE.3.B.5.5 Explain when assistance is needed when making a health-related decision.</b> <i>(Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.)</i></p>	<p style="text-align: center;"><b>HE.4.B.5.5 Examine when assistance is needed to make a health-related decision.</b> <i>(Administration of first aid, participation in physical activity, and conflict mediation.)</i></p>	<p style="text-align: center;"><b>HE.5.B.5.5 Analyze when assistance is needed when making a health-related decision.</b> <i>(Bullying intervention, access to appropriate safety equipment, media influences, and peer relationships.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6	Grade 7	Grade 8
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.6.B.5.1 Investigate health-related situations that require the application of a thoughtful decision-making process.</b> <i>(Peer pressure, exposure to unsupervised firearms, and tobacco use.)</i></p>	<p><b>HE.7.B.5.1 Predict when health-related situations require the application of a thoughtful decision-making process.</b> <i>(Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.)</i></p>	<p><b>HE.8.B.5.1 Determine when health-related situations require the application of a thoughtful prepared plan of action.</b> <i>(Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.)</i></p>
<p><b>HE.6.B.5.2 Choose healthy alternatives over unhealthy alternatives when making a decision.</b> <i>(Not smoking, limiting sedentary activity, and practicing good character.)</i></p>	<p><b>HE.7.B.5.2 Select healthy alternatives over unhealthy alternatives when making a decision.</b> <i>(Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.)</i></p>	<p><b>HE.8.B.5.2 Categorize healthy and unhealthy alternatives to health-related issues or problems.</b> <i>(Alcohol consumption, sleep requirements, physical activity, and time management.)</i></p>
<p><b>HE.6.B.5.3 Specify the potential outcomes of each option when making a health-related decision.</b> <i>(Physical, social, emotional, financial, and legal consequences, and emergency preparedness.)</i></p>		<p><b>HE.8.B.5.3 Compile the potential outcomes of each option when making a health-related decision.</b> <i>(Consequences: injury, addiction, and legal, social, sexual, and financial.)</i></p>
<p><b>HE.6.B.5.4 Distinguish between the need for individual or collaborative decision-making.</b> <i>(Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.)</i></p>	<p><b>HE.7.B.5.4 Determine when individual or collaborative decision-making is appropriate.</b> <i>(Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?)</i></p>	<p><b>HE.8.B.5.4 Distinguish when individual or collaborative decision-making is appropriate.</b> <i>(Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.)</i></p>
<p><b>HE.6.B.5.5 Predict the potential outcomes of a health-related decision.</b> <i>(Prescription drug use/abuse, eating disorders, depression, and sexual behavior.)</i></p>	<p><b>HE.7.B.5.5 Predict the short and long-term consequences of engaging in health-risk behaviors.</b> <i>(Driving under the influence, lack of exercise, and poor diet.)</i></p>	<p><b>HE.8.B.5.5 Evaluate the outcomes of a health-related decision.</b> <i>(Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

Grades 9 - 12

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

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

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

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

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

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

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

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

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

**HE.912.B.5.5 Examine barriers that can hinder healthy decision making.**

*(Interpersonal, financial, environmental factors, and accessibility of health information.)*

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

Kindergarten

Grade 1

Grade 2

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

HE.2.B.6.1 **Establish a short-term personal health goal as a class and take action toward achieving the goal.**

*(Playground safety and tobacco awareness.)*

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

Grade 3	Grade 4	Grade 5
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.3.B.6.1 Select a personal health goal and track progress toward achievement.</b>  <i>(Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.)</i></p>	<p><b>HE.4.B.6.1 Create a personal health goal and track progress toward achievement.</b>  <i>(Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal-flotation devices.)</i></p>	<p><b>HE.5.B.6.1 Specify a personal health goal and track progress toward achievement.</b>  <i>(Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, and pollution control.)</i></p>
<p><b>HE.3.B.6.2 Examine resources that could assist in achieving a small group personal health goal.</b>  <i>(Family, school personnel, community resources: police, fire rescue, and EMS.)</i></p>	<p><b>HE.4.B.6.2 Categorize resources that could assist in achieving a small group personal health goal.</b>  <i>(Family, school personnel, community service providers, and nutrition resource guide.)</i></p>	<p><b>HE.5.B.6.2 Select reliable resources that would assist in achieving a small group personal health goal.</b>  <i>(Reliable members from family, school, community, and media.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6	Grade 7	Grade 8
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.6.B.6.1 Use various methods to measure personal health status.</b> <i>(BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.)</i></p>	<p><b>HE.7.B.6.1 Analyze personal beliefs as they relate to health practices.</b> <i>(Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.)</i></p>	<p><b>HE.8.B.6.1 Assess personal health practices.</b> <i>(Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.)</i></p>
<p><b>HE.6.B.6.2 Develop an individual goal to adopt, maintain, or improve a personal health practice.</b> <i>(Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.)</i></p>	<p><b>HE.7.B.6.2 Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.</b> <i>(Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.)</i></p>	<p><b>HE.8.B.6.2 Design an individual goal to adopt, maintain, or improve a personal health practice.</b> <i>(Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.)</i></p>
<p><b>HE.6.B.6.3 Determine strategies and skills needed to attain a personal health goal.</b> <i>(Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.)</i></p>	<p><b>HE.7.B.6.3 Explain strategies and skills needed to assess progress and maintenance of a personal health goal.</b> <i>(Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.)</i></p>	<p><b>HE.8.B.6.3 Apply strategies and skills needed to attain a personal health goal.</b> <i>(Physical activity, nutrition modification, and anger management.)</i></p>
<p><b>HE.6.B.6.4 Monitor progress toward attaining a personal health goal.</b> <i>(Checklist, diary, log, computer software, and websites.)</i></p>		<p><b>HE.8.B.6.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</b> <i>(Weight reduction, cost of healthier food, availability of exercise equipment, and general health.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 - 12

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

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

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

**HE.912.B.6.3 Implement strategies and monitor progress in achieving a personal health goal.**  
*(Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.)*

**HE.912.B.6.4 Formulate an effective long-term personal health plan.**  
*(Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.)*

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Kindergarten	Grade 1	Grade 2
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.K.P.7.1 Identify healthy practices and behaviors to maintain or improve personal health.</b> <i>(Seek a safe environment, seek help, and practice universal precautions.)</i></p>	<p><b>HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.</b> <i>(Swimming with a buddy, stopping and thinking, and following playground rules.)</i></p>	<p><b>HE.2.P.7.1 Demonstrate health behaviors to maintain or improve personal health.</b> <i>(Physical activity, kindness to others, weather safety, and universal precautions.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3	Grade 4	Grade 5
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.3.P.7.1 Practice responsible personal health behaviors.</b> <i>(Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.)</i></p>		<p><b>HE.5.P.7.1 Model responsible personal health behaviors.</b> <i>(Respect others, limit television time, choose healthy foods, and pick up litter.)</i></p>
<p><b>HE.3.P.7.2 Investigate a variety of behaviors that avoid or reduce health risks.</b> <i>(Daily oral hygiene, medical check-ups, immunizations, and daily physical activity.)</i></p>	<p><b>HE.4.P.7.2 Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</b> <i>(Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.)</i></p>	<p><b>HE.5.P.7.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</b> <i>(Examining nutritionally dense foods, bathing daily, practice using conflict-resolution skills, and choosing the safer option in social situations.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6	Grade 7	Grade 8
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.6.P.7.1 Explain the importance of assuming responsibility for personal-health behaviors.</b> <i>(Medical/dental checkups, resisting peer pressure, and healthy relationships.)</i></p>	<p><b>HE.7.P.7.1 Examine the importance of assuming responsibility for personal-health behaviors.</b> <i>(Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.)</i></p>	<p><b>HE.8.P.7.1 Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.</b> <i>(Sexual abstinence, skin care, and drug abuse.)</i></p>
<p><b>HE.6.P.7.2 Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</b> <i>(Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.)</i></p>	<p><b>HE.7.P.7.2 Experiment with behaviors that will maintain or improve personal health and reduce health risks.</b> <i>(Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.)</i></p>	<p><b>HE.8.P.7.2 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</b> <i>(Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 – 12

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

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

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

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

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

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

Kindergarten	Grade 1	Grade 2
<b>Benchmarks are listed below with examples that are neither prescriptive nor limiting.</b>		
<p><b>HE.K.P.8.1 Help others to make positive health choices.</b> <i>(Play outside and wash hands frequently.)</i></p>	<p><b>HE.1.P.8.1 Encourage others to make positive health choices.</b> <i>(Use sunscreen, cross the street at marked areas, and select healthy foods.)</i></p>	<p><b>HE.2.P.8.1 Support peers when making positive health choices.</b> <i>(Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grade 3

Grade 4

Grade 5

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

<p><b>HE.3.P.8.1 Promote positive behaviors to others.</b> <i>(Selecting healthy foods, following playground rules, and sharing items respectfully.)</i></p>	<p><b>HE.4.P.8.1 Assist others to make positive health choices.</b> <i>(Model water-safety rules, be a positive bystander in bullying instances, and report to a trusted adult.)</i></p>	<p><b>HE.5.P.8.1 Persuade others to make positive health choices.</b> <i>(Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.)</i></p>
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## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grade 6

Grade 7

Grade 8

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

<p>HE.6.P.8.1 <b>Practice how to influence and support others when making positive health choices.</b> <i>(Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.)</i></p>	<p>HE.7.P.8.1 <b>Utilize the influence of others to promote positive health choices.</b> <i>(Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.)</i></p>	<p>HE.8.P.8.1 <b>Promote positive health choices with the influence and support of others.</b> <i>(Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.)</i></p>
<p>HE.6.P.8.2 <b>State a health-enhancing position on a topic and support it with accurate information.</b> <i>(Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.)</i></p>	<p>HE.7.P.8.2 <b>Articulate a position on a health-related issue and support it with accurate health information.</b> <i>(Bullying prevention, Internet safety, and nutritional choices.)</i></p>	<p>HE.8.P.8.2 <b>Justify a health-enhancing position on a topic and support it with accurate information.</b> <i>(Abstinence from unhealthy behaviors, gun-safety laws, legal-age limits, bullying laws, and zero tolerance.)</i></p>
<p>HE.6.P.8.3 <b>Work cooperatively to advocate for healthy individuals, families, and schools.</b> <i>(Media campaigns, posters, skits, and PSAs.)</i></p>	<p>HE.7.P.8.3 <b>Work cooperatively to advocate for healthy individuals, peers, and families.</b> <i>(Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.)</i></p>	<p>HE.8.P.8.3 <b>Work cooperatively to advocate for healthy individuals, peers, families, and schools.</b> <i>(Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.)</i></p>
<p>HE.6.P.8.4 <b>Identify ways health messages and communication techniques can be targeted for different audiences.</b> <i>(Surveys, advertisements, music, and clothing.)</i></p>	<p>HE.7.P.8.4 <b>Analyze ways health messages can target different audiences.</b> <i>(Print media, broadcast media, billboards, and Internet resources.)</i></p>	<p>HE.8.P.8.4 <b>Evaluate ways health messages and communication techniques can be targeted for different audiences.</b> <i>(Advertising, social media campaign, and health fairs.)</i></p>

## FLORIDA STANDARDS FOR HEALTH EDUCATION

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

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

Grades 9 - 12

**Benchmarks are listed below with examples that are neither prescriptive nor limiting.**

**HE.912.P.8.1 Demonstrate how to influence and support others in making positive health choices.**

*(Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.)*

**HE.912.P.8.2 Utilize current, accurate data/information to formulate a health-enhancing message.**

*(Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.)*

**HE.912.P.8.3 Work cooperatively as an advocate for improving personal, family, and community health.**

*(Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.)*

**HE.912.P.8.4 Adapt health messages and communication techniques to a specific target audience.**

*(Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.)*

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