

## Health Education - Next Generation Sunshine State Standards

### Ninth-Twelfth Grades – Health Literacy: Concepts

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.912.C.1.1 Predict how healthy behaviors can affect health status.	healthy fast food selections, regular medical screenings, regular physical activity.
HE.912.C.1.2 Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.	binge drinking, eating disorders, sexual relationships, healthy relationships, sexual abstinence/risk reduction behaviors.
HE.912.C.1.3 Evaluate how environment and personal health are interrelated.	food options within a community, prenatal care services, availability of recreational facilities.
HE.912.C.1.4 Analyze how heredity and family history can impact personal health.	drug use, family obesity, heart disease, mental health.
HE.912.C.1.5 Propose strategies to reduce or prevent injuries and health problems.	mandatory passenger restraint/helmet laws, mandatory immunizations, improve inspection of food sources.
HE.912.C.1.6 Evaluate the relationship between access to health care and health status.	early detection and treatment of cancer, HIV, and diabetes, bipolar disorder and schizophrenia.
HE.912.C.1.7 Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.	death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, date rape as a result of alcohol use and/or adulterated food or beverage.
HE.912.C.1.8 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.	health prevention, detection, and treatment: breast and testicular cancer, suicide, obesity.
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.912.C.2.1 Analyze how the family influences the health of individuals.	nutritional management of meals, composition of various families, health insurance status.
HE.912.C.2.2 Compare how peers influence healthy and unhealthy behaviors.	binge drinking and social groups, pressure from boyfriend/girlfriend to be sexually involved, students' recommendations for school vending machines.
HE.912.C.2.3 Assess how the school and community can affect personal health practice and behaviors.	healthier foods in vending machines, required health education, health screenings.
HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.	seat belt enforcement, underage alcohol sales, reporting communicable diseases.
HE.912.C.2.5 Evaluate the effect of media on personal and family health.	comparison of brand name/store brand items in home, analyze television viewing habits, identifying effective PSAs.
HE.912.C.2.6 Evaluate the impact of technology on personal, family, and community health.	AED use in community, pedestrian cross walks with audible directions, type of information requested from local 211/hotlines or Web sites.

Health Education instruction should be age and developmentally-appropriate and address the following topic areas:

- Alcohol, Tobacco, and Other Drugs prevention
- Disease Prevention
- Effective Communication
- Environmental Health
- Healthy Eating
- Healthy Relationships
- Personal Health Practices
- Physical Activity
- Physical Health/Growth and Development
- Safety Practices and Injury Prevention
- Social, Mental, and Emotional Health
- Violence/Bullying Prevention

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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.912.C.2.7 Assess the consequences of health risk behaviors.	dating someone who tries to control you, failure to establish sexual boundaries in relationships, abuse of a drug prescribed for someone else.
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.
HE.912.C.2.9 Analyze how culture supports and challenges health beliefs, practices, and behaviors.	various cultures' dietary patterns, rites of passage, courtship practices.

### Ninth-Twelfth Grades – Health Literacy: Behavior

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.912.B.1.1 Verify the validity of health information, products, and services.	magazine articles, diet/nutritional supplement, energy drink, exercise video or equipment, tanning salon, fitness club, environmentalists, health professionals.
HE.912.B.1.2 Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.	Internet, family members, nurse, guidance counselor, physician, clinic, hotline, support group.
HE.912.B.1.3 Evaluate the accessibility of products and services that enhance health.	location, expense, services available, eligibility, scheduling appointments.
HE.912.B.1.4 Justify when professional health services or providers may be required.	injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic violence.
HE.912.B.1.5 Critique valid and reliable health products and services.	qualifications, service provider, type of service, type of product, product safety, reliability.
HE.912.B.1.6 Justify the validity of a variety of technologies to gather health information.	Internet, telephone, 911 access, medical technology: X-rays, ultrasound, mammogram, thermal imaging, MRI.
Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.912.B.2.1 Explain skills needed to communicate effectively with family, peers, and others to enhance health.	using "I" messages, voice pitch/volume, eye contact, journal experiences, letter-writing, persuasive speech.
HE.912.B.2.2 Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	validate others opinions, direct statement, active statement, offer alternatives.
HE.912.B.2.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	effective verbal and nonverbal communication, compromise, conflict resolution.
HE.912.B.2.4 Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.	verbal, written, active listening, seek help for friend.
HE.912.B.3.1 Determine the value of applying a thoughtful decision-making process in health-related situations.	sexual activity, alcohol consumption, organ donor decisions.

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### Ninth-Twelfth Grades – Health Literacy: Behavior Cont.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.912.B.3.2 Examine barriers that can hinder healthy decision-making.	interpersonal, financial, environmental factors.
HE.912.B.3.3 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, plan the weekly menu, plan appropriate activities for siblings.
HE.912.B.3.4 Generate alternatives to health-related issues or problems.	health benefits of menu options, physical activity options, refusal skill options.
HE.912.B.3.5 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.
HE.912.B.3.6 Employ the healthiest choice when considering all factors in making a decision.	spring break activity, ride home from a party, refusal to drink with friends.
Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.912.B.4.1 Evaluate personal health practices and overall health status to include all dimensions of health.	personal strengths, physical fitness, peer relationships, environmental health, personal hygiene.
HE.912.B.4.2 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.
HE.912.B.4.3 Implement strategies and monitor progress in achieving a personal health goal.	stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace yourself, set realistic expectations, use rewards, get support.
HE.912.B.4.4 Formulate an effective long-term personal health plan.	stress reduction, weight management, healthier eating habits, improved physical fitness.

### Ninth-Twelfth Grades – Health Literacy: Promotions

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behavior, and avoidance or reduction of health risks for oneself.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.912.P.1.1 Analyze the role of individual responsibility in enhancing health.	fast food choices, influence of media messages, future impact of lifestyle choices.
HE.912.P.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.	avoid drug use/abuse, sexual abstinence, healthy diet.
HE.912.P.1.3 Critique a variety of behaviors that avoid or reduce health risks.	riding with impaired drivers, personal lifestyle choices, seeking mental health services when needed, sexual behavior.

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### Ninth-Twelfth Grades – Health Literacy: Promotions Cont.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.912.P.2.1 Utilize current, accurate data/information to formulate a health-enhancing message.	validate perceptions of peers and of societal norms regarding drug use, violence, sexual activity.
HE.912.P.2.2 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.
HE.912.P.2.3 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.
HE.912.P.2.4 Adapt health messages and communication techniques to a specific target audience.	Internet safety, disease prevention, reduction of poverty, health disparities, disaster relief.

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