



Health Education Standards

GRADE: K

Strand: HEALTH LITERACY: CONCEPTS

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.K.C.1.In.a Recognize selected healthy behaviors, such as brushing teeth and covering mouth for a cough and sneeze. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.C.1.Su.a Recognize a healthy behavior, such as brushing teeth or covering mouth for a cough or sneeze. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.C.1.Pa.a Associate a behavior with health, such as brushing teeth. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.K.C.1.In.b Recognize aspects of the physical dimension of health, such as personal hygiene, exercise, and eating habits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.C.1.Su.b Recognize an aspect of the physical dimension of health, such as personal hygiene, exercise, or eating habits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.C.1.Pa.b Associate a physical activity with personal health, such as personal hygiene, exercise, or eating habits. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.K.C.1.In.c Recognize selected ways to prevent common communicable diseases, such as washing hands, covering mouth for a cough and sneeze, and flushing the toilet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.C.1.Su.c Recognize a way to prevent common communicable diseases, such as washing hands, covering mouth for a cough and sneeze, or flushing the toilet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.C.1.Pa.c Associate an activity with preventing common communicable diseases, such as washing hands, wiping nose with tissue, or flushing the toilet. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.K.C.1.In.d Recognize childhood injuries, such as a broken bone, cut, and scrapes. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.C.1.Su.d Recognize a symptom of common childhood injuries, such as bleeding or bruising. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.C.1.Pa.d Associate a symptom, such as bruising or bleeding, with a common childhood injury. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>HE.K.C.1.Su.e Recognize selected</p>	<p>HE.K.C.1.Pa.e Recognize a body part outside of the body, such as a</p>

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach. <u>Date Adopted or Revised:</u> 12/08	body parts outside of the body, such as nose, hands, and eyes. <u>Date Adopted or Revised:</u> 12/08	hand. <u>Date Adopted or Revised:</u> 12/08
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.K.C.2.In.a Recognize healthy behaviors that family members should practice, such as brushing teeth, staying home when sick, and receiving immunizations. <u>Date Adopted or Revised:</u> 12/08	HE.K.C.2.Su.a Recognize a healthy behavior that family members should practice, such as brushing teeth or staying home when sick. <u>Date Adopted or Revised:</u> 12/08	HE.K.C.2.Pa.a Associate a healthy behavior with a family member, such as brushing teeth or staying home when sick. <u>Date Adopted or Revised:</u> 12/08
HE.K.C.2.In.b Recognize members of the school who support personal health practices and behaviors, such as teachers and the school nurse. <u>Date Adopted or Revised:</u> 12/08	HE.K.C.2.Su.b Recognize a member of the school who supports personal health practices and behaviors, such as a teacher or a school nurse. <u>Date Adopted or Revised:</u> 12/08	HE.K.C.2.Pa.b Associate an adult in the classroom with personal health practices and behaviors, such as a teacher. <u>Date Adopted or Revised:</u> 12/08
HE.K.C.2.In.c Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself. <u>Date Adopted or Revised:</u> 12/08	HE.K.C.2.Su.c Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself. <u>Date Adopted or Revised:</u> 12/08	HE.K.C.2.Pa.c Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself. <u>Date Adopted or Revised:</u> 12/08
HE.K.C.2.In.d Identify common types of media that influence health, such as television, magazines, and newspaper. <u>Date Adopted or Revised:</u> 12/08	HE.K.C.2.Su.d Recognize common types of media that influence health, such as radio, television, computer, and magazines. <u>Date Adopted or Revised:</u> 12/08	HE.K.C.2.Pa.d Recognize a type of media that influences health, such as television. <u>Date Adopted or Revised:</u> 12/08

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

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

enhance health.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.K.B.1.In.a Recognize health helpers in the school or community, such as teachers, the school nurse, and doctors. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.1.Su.a Recognize a health helper in the school or community, such as a teacher, the school nurse, or a doctor. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.1.Pa.a Associate a member of the school with health, such as the school nurse. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.K.B.1.In.b Recognize selected warning labels and signs on hazardous products and places, such as poison labels and crosswalk signals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.1.Su.b Recognize a warning sign of selected products or situations that may be harmful to children, such as cleaning products, crossing the street, or wet floors. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.1.Pa.b Associate a selected warning sign with a product or situation that may be harmful to children, such as cleaning products and crossing the street. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.K.B.1.In.c Recognize health products in advertisements, such as in magazines and television commercials. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.1.Su.c Recognize a health product in an advertisement, such as in a magazine or television commercial. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.1.Pa.c Recognize a health product, such as hand wipes or toothpaste. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.K.B.2.In.a Recognize healthy ways to express needs and wants in the classroom, such as sharing objects and time and using manners. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.2.Su.a Recognize a healthy way to express a need or want in the classroom, such as sharing objects and time or using manners. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.2.Pa.a Associate communication with expression of a personal need. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.K.B.2.In.b Use selected listening skills to enhance health, such as listening quietly, not interrupting, and making eye contact. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.2.Su.b Use a selected listening skill to enhance health, such as making eye contact or not interrupting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.2.Pa.b Attend to selected communications to enhance own health. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.K.B.2.In.c Recognize appropriate responses to unwanted and threatening</p>	<p>HE.K.B.2.Su.c Recognize one appropriate response to an unwanted or threatening school situation, such as</p>	<p>HE.K.B.2.Pa.c Recognize communication as a way to avoid an unwanted classroom</p>

<p>school situations, such as telling a trusted adult, seeking safety, and running away. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.K.B.2.In.d Identify a way to tell a trusted adult if threatened or harmed, such as by using pictures or words or role-playing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>telling a trusted adult, seeking safety, or running away. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.K.B.2.Su.d Recognize a way to tell a trusted adult if threatened or harmed, such as role-playing or using pictures or words. <u>Date Adopted or Revised:</u> 12/08</p>	<p>situation. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.K.B.2.Pa.d Recognize communication as a way to avoid an unwanted classroom situation. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.K.B.3.In.a Recognize situations when a health-related decision can be made individually or when assistance is needed, such as following school rules, getting dressed, following good hygiene practices, and going in a swimming pool. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.3.Su.a Recognize selected situations when a health-related decision requires assistance from an adult, such as what to do when injured or sick. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.3.Pa.a Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.K.B.3.In.b Recognize healthy options for selected health-related issues or problems, such as visiting the doctor when sick, obeying safety rules to avoid injury, and being prepared for an emergency. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.3.Su.b Recognize a healthy option for health-related issues or problems, such as obeying class safety rules or following directions during a fire drill. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.3.Pa.b Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.K.B.3.In.c Recognize the consequences of not following selected school rules/practices when making healthy and safe decisions, such as getting hurt and hurting others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.3.Su.c Recognize a consequence of not following classroom rules/practices related to healthy and safe decisions, such as getting hurt or hurting others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.B.3.Pa.c Associate a consequence with a classroom rule/practice, such as getting hurt or hurting others. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and

avoidance or reduction of health risks for oneself.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.K.P.1.In.a Recognize healthy practices to maintain or improve personal health at school, such as staying within a safe environment, following directions, seeking help, and following universal precautions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.P.1.Su.a Recognize a healthy practice to maintain or improve personal health in the classroom, such as following directions, seeking help, or following a universal precaution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.P.1.Pa.a Associate an activity with a healthy practice, such as following directions or seeking help with a health behavior. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.K.P.2.In.a Help others make positive health choices in selected situations, such as playing outside, using tissues, and washing hands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.P.2.Su.a Help others make positive health choices in a selected situation, such as playing outside, using tissues, or washing hands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 1

Strand: HEALTH LITERACY: CONCEPTS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.1.Su.a Recognize selected healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.1.Pa.a Recognize a healthy behavior, such as eating breakfast, getting exercise, or washing hands. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.1.C.1.In.b Recognize aspects of the physical and the mental/emotional dimensions of health, such as rest/sleep and</p>	<p>HE.1.C.1.Su.b Recognize an aspect of the mental/emotional dimension of health, such as personal feelings. <u>Date Adopted or Revised:</u></p>	<p>HE.1.C.1.Pa.b Associate an emotion with a behavior, such as happy with smiling. <u>Date Adopted or Revised:</u></p>

<p>personal feelings. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.In.c Identify ways to prevent common communicable diseases, such as washing hands and not sharing food and utensils. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.In.d Recognize ways to prevent childhood injuries, such as following rules for water, pedestrian, and bicycle safety. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.In.e Identify a health care provider in the school environment, such as the school nurse, physical therapist, or teacher. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.In.f Identify body parts outside of the body by name, such as arms, hands, legs, feet, head, eyes, nose, and mouth. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.1.C.1.Su.c Recognize ways to prevent common communicable diseases, such as washing hands or not sharing food and utensils. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.Su.d Recognize school and classroom safety rules that help prevent injury, such as, "Walk, don't run," and, "Keep hands and feet to yourself." <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.Su.e Recognize health care providers in the school environment, such as the school nurse, physical therapist, or teacher. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.Su.f Recognize body parts outside of the body, such as mouth, hands, arms, and head. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.1.C.1.Pa.c Recognize a selected way to prevent communicable diseases, such as washing hands or not sharing food or utensils. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.Pa.d Recognize a classroom safety rule to avoid personal injury, such as staying in a seat. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.Pa.e Recognize a health care provider in the classroom or school, such as the teacher or school nurse. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.1.C.1.Pa.f Recognize selected body parts outside the body, such as the hand, mouth, and nose. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.1.C.2.In.a Recognize ways that children learn health behaviors from family and friends, such as family encouraging physical activity together, setting a bedtime, limiting television time, and participating in social gatherings and birthday parties. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.2.Su.a Recognize a healthy behavior learned from family and friends, such as such as family encouraging physical activity together, setting a bedtime, limiting television time, or participating in social gatherings and birthday parties. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.2.Pa.a Associate a healthy behavior with family members or friends, such as family encouraging physical activity together, having an appropriate bedtime, or participating in social gatherings and birthday parties. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.1.C.2.In.b Recognize what the school and community do to support personal health practices, such as having cafeteria and food standards, following fire safety rules, and providing health services such as physicals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.2.Su.b Recognize what the school does to support health practices, such as having cafeteria and food standards and following fire safety rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.2.Pa.b Recognize classroom activities that support personal health practices, such as hand washing and rules for using equipment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.1.C.2.In.c Recognize selected health consequences for not following a rule, such as injuries, arguments, hurt feelings, and pollution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.2.Su.c Recognize a health consequence for not following a rule, such as injuries, arguments, hurt feelings, or pollution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.2.Pa.c Associate a health consequence with not following a selected classroom rule, such as an injury. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.1.C.2.In.d Recognize media messages that relate to health behaviors, such as commercials for fast food, milk, and candy make you hungry. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.2.Su.d Recognize a media message that relates to health behavior, such as commercials for fast food, milk, and candy, make you hungry. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.C.2.Pa.d Associate a media message with a health behavior, such as brushing teeth or drinking milk. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.1.B.1.In.a Recognize trusted adults and professionals who can help promote health, such as fire rescue/EMT, police, counselor, nurse, dentist, and doctor. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.1.Su.a Recognize trusted adults and professionals who can help promote health at school, such as the teacher, a counselor, and the school nurse. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.1.Pa.a Recognize a trusted adult in the classroom who can help promote health, such as a teacher. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.1.B.1.In.b Identify the meaning of common warning labels and signs on hazardous products and situations, such as burns, poison, and no swimming areas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.1.Su.b Recognize the meaning of a warning label or sign for a hazardous product. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.1.Pa.b Recognize a selected warning sign of a product that is harmful, such as poisonous products. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.1.B.1.In.c Identify advertisements for</p>	<p>HE.1.B.1.Su.c Recognize an advertisement for health products, such</p>	<p>HE.1.B.1.Pa.c Associate a common advertisement with a</p>

health products, such as television commercials, advertisements in magazines, and product packaging. <u>Date Adopted or Revised:</u> 12/08	as a television commercial. <u>Date Adopted or Revised:</u> 12/08	health product, such as toothpaste. <u>Date Adopted or Revised:</u> 12/08
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.1.B.2.In.a Recognize healthy ways to express needs, wants, and feelings in the classroom, such as telling the teacher of needs or fears and reporting aggression. <u>Date Adopted or Revised:</u> 12/08	HE.1.B.2.Su.a Recognize a healthy way to express needs and wants in the classroom, such as telling the teacher of needs or reporting aggression. <u>Date Adopted or Revised:</u> 12/08	HE.1.B.2.Pa.a Recognize a way to communicate a personal need or want in classroom. <u>Date Adopted or Revised:</u> 12/08
HE.1.B.2.In.b Identify good listening skills that enhance health, such as focusing on the speaker and not interrupting. <u>Date Adopted or Revised:</u> 12/08	HE.1.B.2.Su.b Recognize good listening skills that enhance health, such as focusing on the speaker and not interrupting. <u>Date Adopted or Revised:</u> 12/08	HE.1.B.2.Pa.b Recognize a good listening behavior to enhance health, such as looking at the person who is speaking. <u>Date Adopted or Revised:</u> 12/08
HE.1.B.2.In.c Identify ways to respond in an unwanted, threatening, or dangerous situation, such as leaving, telling a trusted adult, and saying no. <u>Date Adopted or Revised:</u> 12/08	HE.1.B.2.Su.c Recognize ways to respond to threatening classroom situations, such as leaving, telling a trusted adult, and saying no. <u>Date Adopted or Revised:</u> 12/08	HE.1.B.2.Pa.c Recognize a way to respond in a selected unwanted or threatening classroom situation. <u>Date Adopted or Revised:</u> 12/08
HE.1.B.2.In.d Identify ways to tell a trusted adult if threatened or harmed, such as using pictures, role-playing, and verbalizing. <u>Date Adopted or Revised:</u> 12/08	HE.1.B.2.Su.d Recognize ways to tell a trusted adult if threatened or harmed, such as using pictures, role-playing, and verbalizing. <u>Date Adopted or Revised:</u> 12/08	HE.1.B.2.Pa.d Recognize a way to communicate a personal need or want in classroom. <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>

<p>HE.1.B.3.In.a Identify situations when a health-related decision can be made individually or when assistance is needed, such as crossing the street, making food choices, and washing hands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.3.Su.a Identify selected situations when a health-related decision requires personal assistance, such as making healthy food choices and handling sharp objects. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.3.Pa.a Recognize a classroom situation when a health-related decision requires personal assistance, such as making healthy food choices. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.1.B.3.In.b Recognize healthy options for health-related issues or problems, such as wearing a bike helmet, using seat belts, and reporting danger. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.3.Su.b Recognize a healthy option for a health-related issue or problem at school, such as wearing a bike helmet in physical education or choosing to eat healthy foods in the cafeteria. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.3.Pa.b Associate a healthy option with a classroom activity, such as using equipment safely. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.1.B.3.In.c Identify consequences of not following rules/practices when making healthy and safe decisions, such as personal injury, tooth decay, environmental damage, and illness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.3.Su.c Identify a consequence of not following a classroom rule/practice when making healthy and safe decisions, such as personal injury, tooth decay, or illness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.B.3.Pa.c Recognize a selected consequence for not following a selected class rule related to healthy and safe decisions, such as a personal injury or illness. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: PROMOTION

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.1.P.1.In.a Demonstrate selected good personal health habits, such as brushing teeth, sharing with others, and getting adequate sleep. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.P.1.Su.a Demonstrate a selected good personal health habit, such as brushing teeth, sharing with others, or getting adequate sleep. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.P.1.Pa.a Perform a guided good personal health habit, such as brushing teeth or sharing with others. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.1.P.1.In.b Identify selected behaviors that avoid or reduce health risks at school, such as avoiding strangers on school grounds and following school playground safety rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.P.1.Su.b Recognize a selected behavior that can avoid or reduce health risks in the classroom, such as following classroom safety rules, avoiding sharp objects, or not sharing eating utensils. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.P.1.Pa.b Recognize a behavior to avoid a health risk, such as following classroom safety rules, avoiding sharp objects, or not sharing eating utensils. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.1.P.2.In.a Remind others to make a positive health choice in the classroom, such as using sunscreen, crossing the street at the marked area, or selecting healthy food. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.P.2.Su.a Remind others to make a positive health choice in selected classroom situations, such as eating healthy foods and using a tissue. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 2

Strand: HEALTH LITERACY: CONCEPTS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.2.C.1.In.a Identify characteristics of personal health, such as feeling well and being free from injury and disease. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Su.a Recognize characteristics of personal health, such as feeling well or being free from injury or disease. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Pa.a Associate personal health with a selected characteristic, such as feeling well. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.C.1.In.b Recognize selected aspects of the physical, mental/emotional, and social dimensions of health, such as getting exercise, eating healthy foods, feeling safe, feeling happy, getting along with others, and maintaining appropriate personal space. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Su.b Recognize one aspect of each of the physical, mental/emotional, and social dimensions of health, such as getting physical exercise, eating healthy foods, feeling safe, feeling happy, getting along well with others, and maintaining appropriate personal space. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Pa.b Associate a social behavior, such as a greeting, with getting along well with others. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.C.1.In.c Identify ways a safe, healthy home environment can promote personal health, such as having secured poisonous products, smoke detectors, and posted emergency numbers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Su.c Recognize ways a safe, healthy home environment can promote personal health, such as having secured poisonous products, smoke detectors, and posted emergency numbers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Pa.c Recognize a way a safe healthy home environment promotes personal health, such as storing poisonous products away from children or having smoke detectors. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.2.C.1.In.d Identify ways to prevent childhood injuries, such as following bus and playground rules, wearing a seat belt, and never playing with matches. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Su.d Recognize ways to prevent childhood injuries, such as following bus and playground rules, wearing a seat belt, and never playing with matches. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Pa.d Recognize a way to prevent a childhood injury, such as following bus and playground rules, wearing a seat belt, or never playing with matches. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.C.1.In.e Identify when it is important to seek health care, such as when you have a high fever, toothache, or bad cough. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Su.e Recognize when it is important to seek health care, such as when you have a high fever, toothache, or bad cough. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Pa.e Recognize that personal health care is needed when one feels sick. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.C.1.In.f Identify major external body parts and their functions, such as hands, legs, arms, and mouth. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Su.f Recognize external body parts and their functions, such as hand and foot. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.1.Pa.f Recognize selected external body parts, such as eyes, nose, and hand. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.2.C.2.In.a Identify family rules and practices that influence health behaviors, such as home safety rules, families playing together, and food sanitation practices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.2.Su.a Recognize family rules and practices that influence health behaviors, such as home safety rules, families playing together, and food sanitation practices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.2.Pa.a Recognize a family rule or practice that promotes a healthy behavior, such as home safety rules, families playing together, or food sanitation practices. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.C.2.In.b Identify ways health practices of friends influence health behaviors of others, such as telling the truth, treating others with respect, and being tobacco-free. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.2.Su.b Recognize ways health practices of friends influence health behaviors of others, such as telling the truth, treating others with respect, or being tobacco-free. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.C.2.Pa.b Recognize a health behavior used by friends, such as telling the truth or using a tissue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.C.2.In.c Identify ways the school and community influence health behaviors of children, such as health and safety fairs, school crossing guards, lifeguards, and recycling</p>	<p>HE.2.C.2.Su.c Recognize ways the school and community influence health behaviors of children, such as health and safety fairs, school crossing guards, lifeguards, and recycling</p>	<p>HE.2.C.2.Pa.c Recognize a way the school influences health behaviors of children, such as health and safety fairs or school crossing guards. <u>Date Adopted or Revised:</u></p>

<p>programs. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.2.C.2.In.d Identify ways the media can influence health behaviors, such as through advertisements for beverages, breakfast cereals, and toys. <u>Date Adopted or Revised:</u> 12/08</p>	<p>programs. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.2.C.2.Su.d Recognize media messages that relate to health behaviors, such as advertisements for beverages, breakfast cereals, and toys. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.2.C.2.Pa.d Recognize a media message related to health behavior, such as an advertisement for beverages or breakfast cereals. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.2.B.1.In.a Identify trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.1.Su.a Recognize trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.1.Pa.a Recognize a trusted adult in the classroom and school who can help promote health, such as a teacher or the school nurse. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.B.1.In.b Describe the meaning of common warning labels and signs on hazardous products and situations, such as poison labels, medication labels, and hazardous waste signs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.1.Su.b Recognize the meaning of warning labels and signs on hazardous products, such as poison labels and hazardous waste signs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.1.Pa.b Recognize selected warning signs or symbols on dangerous products. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.B.1.In.c Identify the content of advertisements for health products, such as in infomercials, magazine advertisements, and labels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.1.Su.c Recognize products addressed in an advertisement for a health product, such as in infomercials, magazine advertisements, and labels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.1.Pa.c Recognize an advertisement for a health product, such as in infomercials, magazine advertisements, or labels. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health

and avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.2.B.2.In.a Use healthy ways to express needs, wants, and feelings, such as making food choices and following rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.2.Su.a Use selected healthy ways to express needs and wants in the classroom, such as making food choices and following rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.2.Pa.a Communicate personal needs in the classroom, such as making food choices or following rules. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.B.2.In.b Use listening skills that enhance health, such as following directions, making eye contact, and waiting your turn to speak. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.2.Su.b Use basic listening skills that enhance health, such as following directions, making eye contact, and waiting your turn to speak. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.2.Pa.b Use a basic good listening skill that enhances health, such as focusing on the person speaking or not interrupting. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.B.2.In.c Demonstrate selected ways to respond in unwanted or threatening school situations, such as a bully, a weather emergency, and a stranger on the school grounds. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.2.Su.c Demonstrate a way to respond in unwanted or threatening school situations, such as a bully, a weather emergency, and a stranger on the school grounds. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.2.Pa.c Recognize a healthy way to respond to a threatening or harmful situation, such as a fire alarm. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.B.2.In.d Describe ways to tell a trusted adult if threatened or harmed, such as by drawing pictures, role-playing, and verbalizing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.2.Su.d Identify ways to tell a trusted adult if threatened or harmed, such as drawing pictures, verbalizing, and role-playing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.2.Pa.d Recognize a healthy way to respond to a threatening or harmful situation, such as a fire alarm. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.2.B.3.In.a Name situations when a health-related decision can be made individually or when assistance is needed, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.3.Su.a Identify common situations when a health-related decision can be made individually or when personal assistance is required, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.3.Pa.a Indicate an awareness of health-related decisions, such as choosing child-appropriate media, engaging in physical activity, and making food choices. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>HE.2.B.3.Pa.b Recognize a</p>

<p>HE.2.B.3.In.b Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal safety, cooperating and communicating with peers, and making food choices. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.2.B.3.In.c Describe the consequences of not following rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.3.Su.b Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.2.B.3.Su.c Identify the consequences of not following school rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.2.B.3.Pa.c Recognize health consequences of not following a selected classroom rule, such as accidents or injuries. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.2.B.4.In.a Identify a short-term personal health goal established by the class and take action toward achieving the goal, such as engaging in daily physical activity, eating more fruits and vegetables, washing hands, recognizing playground safety, using manners, interacting with peers appropriately, or becoming aware of tobacco. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.2.B.4.In.b Identify a person who can assist with setting and achieving a personal health goal, such as a family member, friend, teacher, therapist, or school nurse. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.4.Su.a Recognize a short-term personal health goal established by the class and use healthy behaviors to achieve that goal, such as engaging in daily physical activity, eating more fruits and vegetables, washing hands, recognizing playground safety, using manners, interacting with peers appropriately, or becoming aware of tobacco. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.2.B.4.Su.b Recognize a person who can assist with a personal health behavior (goal), such as a family member, friend, teacher, therapist, or school nurse. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.B.4.Pa.a Associate actions with a healthy behavior to reach a short-term personal health goal, such as engaging in daily physical activity, washing hands, or using manners. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.2.B.4.Pa.b Recognize a person who assists with personal health needs, such as a family member, teacher, therapist, or school nurse. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: PROMOTION

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.2.P.1.In.a Demonstrate selected health behaviors that maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions, and practicing pedestrian safety. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.P.1.Su.a Demonstrate a selected health behavior to maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions, or practicing pedestrian safety. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.P.1.Pa.a Perform a guided personal health behavior, such as washing hands. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.2.P.1.In.a Demonstrate selected behaviors that avoid or reduce health risks at school, such as washing hands, keeping personal space clean, and obeying pedestrian and weather safety rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.P.1.Su.a Demonstrate a selected behavior that avoids or reduces health risks at school, such as washing hands, keeping personal space clean, or obeying pedestrian and weather safety rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.P.1.Pa.b Demonstrate a selected behavior that avoids a health risk. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.2.P.2.In.b Cooperate with peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.P.2.Su.b Praise peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.2.P.2.Pa.c Help others make a positive health choice in a selected situation, such as playing outside, using tissues, or washing hands. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 3

Strand: HEALTH LITERACY: CONCEPTS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.3.C.1.In.a Identify healthy behaviors that affect personal health, such as washing hands to prevent spread of disease, avoiding junk foods, getting regular exercise, and avoiding tobacco products. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Su.a Recognize healthy behaviors that affect personal health, such as washing hands to prevent spread of diseases, choosing healthy foods to eat, and getting regular exercise. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.1.In.b Recognize aspects of the dimensions of health, such as naming your feelings, working well with others, good oral hygiene, and respecting oneself and others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Su.b Recognize selected aspects of a dimension of health, such as naming your feelings, working well with others, and brushing teeth. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.1.In.c Identify ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand sanitation supplies and having respect for others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Su.c Recognize ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand sanitation supplies and having respect for others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Pa.c Recognize a way a safe, healthy classroom promotes personal health, such as having sanitized surfaces. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.1.In.d Identify common childhood health conditions, such as asthma, diabetes, food allergies, and dental caries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Su.d Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental caries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Pa.d Recognize a symptom of a common childhood illness, such as a runny nose or sore throat. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.1.In.e Identify why it is important to seek health care, such as dental exams to maintain dental health, hearing exams to improve hearing, eye exams to correct vision, or physical exams to monitor health. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Su.e Recognize why it is important to seek health care, such as a dental exams to maintain dental health, hearing exams to improve hearing, eye exams to correct vision, or physical exams to monitor health. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Pa.e Associate a medical doctor with health care. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.1.In.f Recognize that human body parts work together (systems) to maintain physical health. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Su.f Recognize that selected body parts work together to maintain physical health. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.3.C.2.In.a Identify ways different family traditions or customs may influence health behaviors, such as the family's diet and eating meals together. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Su.a Recognize ways different family traditions or customs may influence health behaviors, such as the family's diet and eating meals together. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Pa.a Associate a family tradition or custom with a health behavior, such as eating meals with family members. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.2.In.b Identify ways friends' traditions or customs may influence health behaviors, such as participating in sports, trying new foods, or having family responsibilities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Su.b Recognize ways friends' traditions or customs may influence health behaviors, such as participating in sports, trying new foods, or having family responsibilities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Pa.b Recognize a healthy behavior of a friend that is associated with a tradition or custom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.2.In.c Identify ways the traditions and customs of the school and community influence health behaviors of children, such as health fairs, fundraisers, and special celebrations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Su.c Recognize a way the traditions and customs of the school or community influence health behaviors of children, such as health fairs, fundraisers, and special celebrations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Pa.c Recognize a selected tradition or custom of the school that influences health behavior, such as health fairs, fundraisers, or special celebrations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.2.In.d Identify selected classroom and school rules that promote health and disease prevention, such as walk/don't run, washing hands, keeping personal areas clean, and listening to crossing guards. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Su.d Recognize classroom rules that promote health and disease prevention, such as walk/don't run, washing hands, keeping personal areas clean, and listening to school crossing guards. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Pa.d Recognize a classroom rule that promotes health and disease prevention, such as washing hands, keeping personal areas clean, or practicing appropriate hygiene. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.2.In.e Identify positive and negative impacts media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Su.e Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Pa.e Recognize a positive impact media or technology may have on health, such as promoting healthy food choices. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.C.2.In.f Identify positive and negative impacts media and</p>	<p>HE.3.C.2.Su.f Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative</p>	<p>HE.3.C.2.Pa.f Recognize a positive impact media or technology may have on health, such as promoting healthy food choices. <u>Date Adopted or Revised:</u> 12/08</p>

<p>technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.3.C.2.In.g Identify ways the community can influence health behaviors, such as having health fairs, screenings, warnings, and places to exercise; and supporting recycling. <u>Date Adopted or Revised:</u> 12/08</p>	<p>impact—inactivity or violence. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.3.C.2.Su.g Recognize ways the community can influence health behaviors, such as having health fairs, screenings, health warnings, and places to exercise; and supporting recycling. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.C.2.Pa.g Associate a community activity with healthy behaviors, such as health fairs, screenings, health warnings, places to exercise, and recycling. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.3.B.1.In.a Identify a resource from home, school, and the community that provides valid health information, such as a Web site, brochure, or book. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.1.Su.a Recognize a resource from home, school, or the community that provides valid health information, such as a Web site, brochure, or book. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.B.1.In.b Identify ways media messages influence the selection of health information, products, and services, such as infomercials, cereal boxes, billboards, and medicine advertisements. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.1.Su.b Recognize ways media messages influence the selection of health information, products, and services, such as infomercials, cereal boxes, billboards, and medicine advertisements. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.B.1.In.c Recognize criteria for selecting health resources, products, and services, such as the intended purpose and use. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.1.Su.c Recognize a criterion for selecting a common health product or service, such as the intended purpose. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.B.1.In.d Recognize a variety of</p>	<p>HE.3.B.1.Su.d Recognizes common</p>	

technologies that provide health information, such as television, radio, and Web sites. <u>Date Adopted or Revised:</u> 12/08	technologies that provide health information, such as television, radio, or Web sites. <u>Date Adopted or Revised:</u> 12/08	HE.3.B.1.Pa.d Recognize a selected technology that provides health information. <u>Date Adopted or Revised:</u> 12/08
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.3.B.2.In.a Recognize effective verbal and nonverbal communication skills to enhance health, such as using effective facial expressions, body language, and verbal cues. <u>Date Adopted or Revised:</u> 12/08	HE.3.B.2.Su.a Recognize an effective technique for verbal or nonverbal communication to enhance health, such as using effective facial expressions, body language, or verbal cues. <u>Date Adopted or Revised:</u> 12/08	HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures. <u>Date Adopted or Revised:</u> 12/08
HE.3.B.2.In.b Demonstrate basic refusal skills to avoid or reduce own health risks at school, such as making clear statements, expressing feelings, and asking for help. <u>Date Adopted or Revised:</u> 12/08	HE.3.B.2.Su.b Demonstrate a basic refusal skill to avoid or reduce own health risks in the classroom, such as using conflict resolution, mediation, or assertive communication skills. <u>Date Adopted or Revised:</u> 12/08	HE.3.B.2.Pa.b Demonstrate refusal communication skills to reduce health risk in the classroom. <u>Date Adopted or Revised:</u> 12/08
HE.3.B.2.In.c Demonstrate selected nonviolent strategies to manage or resolve a conflict at school, such as using conflict resolution, mediation, or assertive communication skills. <u>Date Adopted or Revised:</u> 12/08	HE.3.B.2.Su.c Demonstrate a selected nonviolent strategy to manage or resolve conflict in the classroom, such as using conflict resolution, mediation, or assertive communication skills. <u>Date Adopted or Revised:</u> 12/08	HE.3.B.2.Pa.c Demonstrate refusal communication skills to reduce health risk in the classroom. <u>Date Adopted or Revised:</u> 12/08
HE.3.B.2.In.d Identify ways to ask for assistance to enhance personal health, such as through group discussion, verbalizing, and writing. <u>Date Adopted or Revised:</u> 12/08	HE.3.B.2.Su.d Recognize ways to ask for assistance to enhance personal health, such as through group discussion, verbalizing, and writing. <u>Date Adopted or Revised:</u> 12/08	HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health. <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.3.B.3.In.a Recognize common circumstances that can help or hinder healthy decision making, such as media health messages, peer and family advice, or a lack of knowledge. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Su.a Recognize a selected circumstance that can help healthy decision making, such as media health messages or peer and family advice. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Pa.a Recognize a choice related to health. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.B.3.In.b Identify situations when assistance is needed when making a health-related decision, such as knowing when to call 911, how to handle grief and loss, and having fears for personal safety. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Su.b Recognize a situation when assistance is needed when making a health-related decision, such as knowing when to call 911 or when having fears for personal safety. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Pa.b Associate a situation when assistance is needed with making a choice related to health in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.B.3.In.c Identify healthy options to health-related issues or problems, such as healthy alternatives to unhealthy messages in the media, using precautions for personal safety, and good nutrition choices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Su.c Recognize healthy options to health-related issues or problems, such as healthy alternatives to unhealthy messages in the media, using precautions for personal safety, and good nutrition choices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Pa.c Recognize a healthy option to a health-related issue or problem. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.B.3.In.d Recognize a potential short-term personal impact of each option when making a health-related decision, such as the benefits of eating healthy foods, maintaining personal hygiene, preventing diseases, or preventing pollution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Su.d Recognize that choices in personal health-related decisions can have a positive (healthy) or negative (unhealthy) impact, such as eating healthy foods, maintaining personal hygiene, preventing diseases, or preventing pollution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Pa.d Recognize a healthy option to a health-related issue or problem. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.B.3.In.e Recognize a healthy option when making a decision for yourself, such as eating healthy food, participating in physical activity, or limiting television viewing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Su.e Recognize an outcome of own health-related decision made at school, such as avoiding illness by not sharing cups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Pa.e Recognize a healthy option to a health-related issue or problem. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.B.3.In.f Recognize the outcomes of a health-related decision, such as disease prevention, strong muscles, and self-confidence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Su.f Recognize an outcome of own health-related decision made at school, such as avoiding illness by not sharing cups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.3.Pa.f Recognize the outcome of a choice related to health. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.3.B.4.In.a Recognize a short-term personal health goal and track progress toward achieving the goal, such as participating in daily physical activity, wearing seat belts and helmets consistently, limiting media time, learning about the dangers of drugs/tobacco, or developing conflict resolution skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.4.Su.a Recognize a short-term personal health goal and identify actions taken to achieve the goal, such as participating in daily physical activity, wearing seat belts and helmets consistently, or limiting media time. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.4.Pa.a Recognize a healthy behavior that relates to achieving a personal health goal, such as participating in daily physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.B.4.In.b Identify resources who could assist in achieving a small group personal health goal, such as family members; school personnel; and community resources like police, fire and rescue workers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.4.Su.b Recognize resources who could assist in achieving a small group personal health goal, such as family members; school personnel; and community resources like police, fire and rescue workers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.B.4.Pa.b Recognize an adult who could assist with achieving a healthy behavior (goal), such as a parent or teacher. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: PROMOTION

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.3.P.1.In.a Practice selected responsible personal health behaviors, such as following pedestrian safety rules and avoiding unsafe places. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.P.1.Su.a Practice a responsible personal health behavior, such as following safety rules and avoiding unsafe places. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.P.1.Pa.a Practice a selected responsible personal health behavior in school, such as following safety rules and avoiding unsafe places. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.3.P.1.In.b Identify behaviors that avoid or reduce common health risks, such as having regular check-ups, receiving immunizations, and participating in daily physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.P.1.Su.b Identify a behavior that avoids or reduces common health risks, such as having regular check-ups, receiving immunizations, and participating in daily physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.P.1.Pa.b Recognize a selected behavior that avoids or reduces common health risks, such as having regular check-ups, receiving immunizations, and participating in daily physical activity. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.3.P.2.In.a Remind others to make a positive health choice at school, such as selecting healthy foods, following playground rules, or sharing items respectfully. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.P.2.Su.a Remind others to make positive health choices in the classroom, such as selecting healthy foods, following playground rules, or sharing items respectfully. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.3.P.2.Pa.a Communicate a positive health choice to others, such as selecting healthy foods or sharing items respectfully. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 4

Strand: HEALTH LITERACY: CONCEPTS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.4.C.1.In.a Recognize the relationship between healthy behaviors and personal health, such as choosing healthy foods for optimal growth and development, wearing a helmet to prevent injury, and washing hands for disease prevention. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.1.Su.a Recognize the relationship between a healthy behavior and personal health, such as choosing healthy foods for growth, wearing a helmet to prevent injury, and washing hands for disease prevention. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.1.Pa.a Recognize health behaviors that affect personal health, such as eating healthy foods. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.C.1.In.b Identify one aspect for each dimension of health (mental/emotional, physical, and social), such as expressing feelings appropriately, getting daily physical exercise, and treating others with respect. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.1.Su.b Recognize aspects of the dimensions of health (mental/emotional, physical, and social), such as expressing feelings appropriately, getting daily physical exercise, and treating others with respect. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.1.Pa.b Recognize behaviors that represent the mental/emotional dimension of health, such as expressing feelings and managing emotions. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.C.1.In.c Identify ways a safe, healthy school environment can promote personal health, such as having hall monitors and school crossing guards and providing handwashing supplies in the restrooms. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.1.Su.c Recognize ways a safe, healthy school environment can promote personal health, such as having hall monitors and school crossing guards and providing handwashing supplies in the restrooms.</p>	<p>HE.4.C.1.Pa.c Recognize a way a safe, healthy school promotes personal health, such as by having adult supervision. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.4.C.1.In.d Identify ways to prevent common childhood injuries and health problems, such as not sharing hats and head gear, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.1.In.e Identify health care providers, products, and services, such as doctors, dentists, medicines, and therapies. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.1.In.f Recognize major external and internal body parts that work together, such as the nose and lungs for breathing and the mouth and stomach for digesting food. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.1.Su.d Recognize ways to prevent common childhood injuries and health problems, such as not sharing hats and head gear, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.1.Su.e Recognize health care providers, products, and services, such as doctors, dentists, medicines, and therapies. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.1.Su.f Recognize selected body parts that work together, such as the nose and lungs for breathing or the mouth and stomach for digesting food. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.1.Pa.d Recognize a way to prevent an injury or health problem, such as following safety rules or brushing/flossing teeth. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.1.Pa.e Recognize common health care providers, such as doctors, dentists, and therapists. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.1.Pa.f Associate selected external body parts with their functions. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.4.C.2.In.a Identify important ways the family influences health behaviors and practices of children, such as diet, hygiene practices, physical activity, and home remedies. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.2.In.b Identify positive or negative roles that friends/peers may play on health practices and behaviors, such as bullying, smoking, or inhalant use. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.2.Su.a Recognize important ways the family influences health behaviors and practices of children, such as diet, hygiene practices, and physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.2.Su.b Recognize a role friends/peers may have on health behaviors, such as bullying or smoking. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.2.Su.c Recognize an important</p>	<p>HE.4.C.2.Pa.a Recognize that families help children learn healthy behaviors and practices. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.2.Pa.b Recognize healthy behaviors of friends/peers. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.C.2.Pa.c Recognize a way the school promotes health behaviors, such as providing disaster preparedness programs, school breakfast programs, youth</p>

<p>HE.4.C.2.In.c Identify the important roles that the school and community play in promoting health practices and behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and recycling. <u>Date Adopted or Revised:</u> 12/08</p>	<p>role that the school and community play in promoting health practices and behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and recycling. <u>Date Adopted or Revised:</u> 12/08</p>	<p>organizations, and school safety rules. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.C.2.In.d Recognize selected community laws that promote health and disease prevention, such helmet laws and speed limits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.2.Su.d Recognize school rules that promote health and disease prevention, such as proper disposal of trash, obeying crossing guards, and bicycle safety. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.2.Pa.d Recognize a way the school promotes health behaviors, such as providing disaster preparedness programs, school breakfast programs, youth organizations, and school safety rules. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.C.2.In.e Identify ways media and the use of technology influences personal thoughts, feelings, and health behaviors, such as product placement, promoting certain brands, anti-drug campaigns, video games, and seat belt alarms. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.2.Su.e Recognize ways media and the use of technology influence personal thoughts, feelings, and health behaviors, such as promoting brands, anti-drug campaigns, video games, and seat belt alarms. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.2.Pa.e Recognize a way media or the use of technology affects an emotion or a health behavior. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.C.2.In.f Identify ways media and the use of technology influences personal thoughts, feelings, and health behaviors, such as product placement, promoting certain brands, anti-drug campaigns, video games, and seat belt alarms. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.2.Su.f Recognize ways media and the use of technology influence personal thoughts, feelings, and health behaviors, such as promoting brands, anti-drug campaigns, video games, and seat belt alarms. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.C.2.Pa.f Recognize a way media or the use of technology affects an emotion or a health behavior. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.4.B.1.In.a Identify characteristics of valid health information, products, and services, such as professional certification, complete directions for use, source, and date.</p>	<p>HE.4.B.1.Su.a Recognize characteristics of valid health information, products, and services, such as complete directions for use, source, and date. <u>Date Adopted or Revised:</u></p>	<p>HE.4.B.1.Pa.a Recognize trusted adults or health care providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors.</p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.1.In.b Identify selected resources of valid health information at home, school and in the community, such as Internet sites, television and radio shows, brochures, and books. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.1.In.c Identify criteria for selecting common health resources, products, and services, such as safety, affordability, and availability. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.1.In.d Identify a variety of technologies that provide health information, such as televisions, telephones, and computers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.4.B.1.Su.b Recognize selected resources from home, school, and community that provide valid health information, such as Internet sites, television and radio shows, brochures, and books. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.1.Su.c Recognize criteria for selecting common health resources, products, and services, such as safety, affordability, and availability. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.1.Su.d Recognize a variety of technologies that provide health information, such as televisions, telephones, and computers. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.1.Pa.b Recognize trusted adults or health care providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.1.Pa.c Associate selected health products and services with related health activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.1.Pa.d Recognize a common technology that provides health information, such as a television. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.4.B.2.In.a Identify effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.2.In.b Recognize selected refusal skills and negotiation skills that avoid or reduce health risks, such as expressing feelings, offering alternatives, and reporting danger. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.2.Su.a Recognize selected effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.2.Su.b Recognize basic refusal skills that avoid or reduce own health risk in the classroom, such as expressing feelings and reporting danger. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.2.Pa.a Recognize an effective verbal and nonverbal communication to enhance health. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.2.Pa.b Recognize a refusal skill to reduce own health risk in the classroom. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.2.Pa.c Recognize a selected nonviolent way to</p>

<p>HE.4.B.2.In.c Recognize nonviolent strategies to manage or resolve conflict at school, such as telling a resource officer, having a “cool off” period or quiet time, getting physical activity, and compromising. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.2.Su.c Recognize a nonviolent strategy to manage or resolve conflict at school, such as telling a resource officer, having a “cool off” period or quiet time, getting physical activity, or compromising. <u>Date Adopted or Revised:</u> 12/08</p>	<p>respond to a potentially threatening classroom situation, such as a disagreement with a peer. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.B.2.In.d Demonstrate basic ways to ask for assistance to enhance personal health, such as verbalizing, writing, and drawing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.2.Su.d Demonstrate a way to ask for assistance to enhance personal health, such as verbalizing, writing, or drawing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.2.Pa.d Communicate a request for assistance to enhance personal health. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.4.B.3.In.a Recognize circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.3.Su.a Recognize selected circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.3.Pa.a Recognize choices related to health, such as daily exercise and eating healthy food. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.B.3.In.b Describe situations when assistance is needed when making a health-related decision, such as administering first aid and participating in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.3.Su.b Recognize situations in which assistance is needed in making a health-related decision, such as administering first aid and participating in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.3.Pa.b Recognize a selected classroom situation when assistance is needed for making a choice related to health. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.B.3.In.c Describe healthy options to health-related issues or problems, such as responding immediately to an injury, resolving conflict and anger, and participating in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.3.Su.c Identify healthy options to personal health-related issues or concerns, such as responding immediately to an injury, resolving conflict and anger, and participating in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.3.Pa.c Recognize selected healthy options to health-related issues or problems. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.B.3.In.d Identify the potential short-term impact of options, on yourself and others, when making a health-related</p>	<p>HE.4.B.3.Su.d Recognize a potential</p>	<p>HE.4.B.3.Pa.d Recognize selected healthy options to health-related issues or problems.</p>

<p>decision, such as getting first aid, participating in physical activity, or using tobacco. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.3.In.e Identify a healthy option when making a decision for yourself, such as using safety equipment, choosing healthy foods, washing hands, and maintaining personal hygiene. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.3.In.f Identify the outcomes of a health-related decision, such as delayed medical attention, prevention of injuries, and reporting a friend's unhealthy behavior to responsible adults. <u>Date Adopted or Revised:</u> 12/08</p>	<p>short-term personal impact of each option when making a health-related decision, such as getting first aid, participating in physical activity, or using tobacco. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.3.Su.e Recognize a healthy option when making a decision for yourself, such as choosing healthy foods, washing hands, and maintaining personal hygiene. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.3.Su.f Recognize the outcomes of a health-related decision, such as reporting a friend's unhealthy behavior to responsible adults. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.3.Pa.e Recognize selected healthy options to health-related issues or problems. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.3.Pa.f Recognize the outcomes of choices related to health. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.4.B.4.In.a Select a personal health goal and use selected strategies to record daily progress, such as improving eating, sleeping, safety, or hygiene habits, developing communication or coping skills, or becoming educated about drugs, tobacco, or an environmental issue. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.4.In.b Describe resources that could assist in achieving a small group personal health goal, such as family members, school personnel, community service providers, and a nutrition resource guide. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.4.Su.a Identify a short-term personal health goal and identify actions taken to achieve the goal, such as improving eating, sleeping, safety, or hygiene habits, or developing communication and coping skills. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.4.Su.b Identify a resource that could assist in achieving a small group personal health goal, such as family members, school personnel, community service providers, or a nutrition resource guide. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.B.4.Pa.a Recognize a short-term personal health goal and recognize behaviors to achieve that goal, such as eating healthy snacks or improving hygiene or communication skills. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.4.B.4.Pa.b Recognize a resource that could assist in achieving a personal health behavior (goal), such as a family member or teacher. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: PROMOTION

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.4.P.1.In.a Identify responsible personal health behaviors, such as having regular dental checkups, being safe in the sun, and appreciating others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.P.1.Su.a Recognize responsible personal health behaviors, such as having regular dental checkups, being safe in the sun, and appreciating others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.P.1.Pa.a Recognize a healthy behavior that improves personal health. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.P.1.In.b Identify healthy practices and behaviors to maintain or improve personal health, such as avoiding tobacco products, brushing and flossing teeth, and participating in regular physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.P.1.Su.b Recognize healthy behaviors to maintain or improve personal health, such as avoiding tobacco products, brushing and flossing teeth, and participating in regular physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.P.1.Pa.b Recognize a healthy behavior that improves personal health. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.4.P.1.In.c Describe behaviors that avoid or reduce common health risks, such as following playground rules, refusing tobacco and alcohol products, and reporting bullying. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.P.1.Su.c Identify behaviors that avoid or reduce common health risks, such as following playground rules, refusing tobacco and alcohol products, and reporting bullying. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.P.1.Pa.c Recognize a behavior that avoids or reduces common health risks, such as following playground rules, refusing tobacco and alcohol products, and reporting bullying. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.4.P.2.In.a Help others to make positive health choices at school, such as by following water safety rules, reporting bullying, and resolving conflicts with others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.P.2.Su.a Cooperate with others when making positive health choices, such as by following safety rules and resolving conflicts with others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.4.P.2.Pa.a Work with a partner to make a positive health choice, such as following safety rules. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 5

Strand: HEALTH LITERACY: CONCEPTS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.5.C.1.In.a Identify the relationship between healthy behaviors and personal health, such as not smoking and disease prevention, expressing feelings to maintain relationships, and using sunscreen for cancer prevention. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.C.1.Su.a Recognize relationships between healthy behaviors and personal health, such as not smoking and disease prevention, expressing feelings to maintain relationships, and using sunscreen for cancer prevention. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.C.1.Pa.a Recognize the relationship between a healthy behavior and own personal health, such as expressing feelings to maintain relationships or maintaining hygiene to prevent illness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.C.1.In.b Identify aspects of each dimension of health (physical, mental/emotional, social, and intellectual), such as immunizations, managing emotions, teamwork, and solving problems. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.C.1.Su.b Recognize aspects of the dimensions of health (mental/emotional, physical, social, and intellectual), such as immunizations, managing emotions, teamwork, and solving problems. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.C.1.Pa.b Recognize behaviors that represent the social dimension of health, such as working together or helping a friend. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.C.1.In.c Identify ways a safe, healthy home environment and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.C.1.Su.c Recognize ways a safe, healthy home environment and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.C.1.Pa.c Recognize a way a safe home environment and school environment promote health, such as providing a smoke-free environment, having rules for behavior, or providing healthy foods. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.C.1.In.d Describe ways to prevent common childhood injuries and health problems, such as wearing a seat belt, avoiding food with empty calories, and having health check-ups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.C.1.Su.d Identify ways to prevent common childhood injuries or health problems, such as wearing a seat belt, avoiding food with empty calories, and having health check-ups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.C.1.Pa.d Recognize a way to prevent injuries and health problems, such as wearing a seat belt, avoiding food with empty calories, or having health check-ups. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.C.1.In.e Recognize selected ways that regular health care can promote personal health, such as having immunizations, using medication appropriately, and getting grief and loss counseling. <u>Date Adopted or Revised:</u></p>	<p>HE.5.C.1.Su.e Recognize a way that regular health care can promote personal health, such as having immunizations, using medication appropriately, or getting grief and loss counseling. <u>Date Adopted or Revised:</u></p>	<p>HE.5.C.1.Pa.e Recognize a health care provider needed for a physical health problem, such as the dentist for a toothache. <u>Date Adopted or Revised:</u></p>

12/08 HE.5.C.1.In.f Identify ways that major external and internal body parts work together in systems, such as digestive, respiratory, and reproductive. <u>Date Adopted or Revised:</u> 12/08	12/08 HE.5.C.1.Su.f Recognize ways major internal and external body parts work together, such as digesting food, breathing, and reproducing. <u>Date Adopted or Revised:</u> 12/08	12/08 HE.5.C.1.Pa.f Associate major external and internal body parts with their functions. <u>Date Adopted or Revised:</u> 12/08
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.5.C.2.In.a Describe how families may influence various health practices of children, such as through facilitating involvement in youth sports, practicing good family hygiene, and having healthy eating habits. <u>Date Adopted or Revised:</u> 12/08	HE.5.C.2.Su.a Identify ways families influence health practices of children, such as through facilitating involvement in youth sports, practicing good family hygiene, and having healthy eating habits. <u>Date Adopted or Revised:</u> 12/08	HE.5.C.2.Pa.a Recognize a way the family influences health behaviors of children, such as through facilitating involvement in youth sports, practicing good family hygiene, or having healthy eating habits. <u>Date Adopted or Revised:</u> 12/08
HE.5.C.2.In.b Describe how friends/peers may influence various health practices of children, such as applying peer pressure to smoke or to cheat and standing up for someone being bullied. <u>Date Adopted or Revised:</u> 12/08	HE.5.C.2.Su.b Identify positive and negative examples of ways friends may influence health practices of children, such as applying peer pressure to smoke or to cheat and standing up for someone being bullied. <u>Date Adopted or Revised:</u> 12/08	HE.5.C.2.Pa.b Recognize positive and negative examples of selected behaviors of friends, such as friendly or unfriendly behaviors. <u>Date Adopted or Revised:</u> 12/08
HE.5.C.2.In.c Describe how the school and community influence various health practices of children, such as offering after-school activities, community safety education programs, and a variety of nutritious foods at lunch. <u>Date Adopted or Revised:</u> 12/08	HE.5.C.2.Su.c Identify ways the school and community influence various health practices of children, such as offering after-school activities, community safety education programs, and a variety of nutritious foods at lunch. <u>Date Adopted or Revised:</u> 12/08	HE.5.C.2.Pa.c Recognize ways the school influences health practices of children, such as offering after-school activities, community safety education programs, a variety of nutritious foods at lunch, and bus safety rules. <u>Date Adopted or Revised:</u> 12/08
HE.5.C.2.In.d Identify selected school and public health policies that influence health promotion and disease prevention, such as head lice guidelines, seat belt laws, fire drills, and school bus rules. <u>Date Adopted or Revised:</u>	HE.5.C.2.Su.d Recognize school and public health policies that influence health promotion and disease prevention, such as head lice guidelines, seat belt laws, fire drills, and school bus rules. <u>Date Adopted or Revised:</u>	HE.5.C.2.Pa.d Recognize ways the school influences health practices of children, such as offering after-school activities, community safety education programs, a variety of nutritious foods at lunch, and bus safety

<p>12/08</p> <p>HE.5.C.2.In.e Describe ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.In.f Describe ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.In.g Identify how various cultures can influence personal health beliefs, such as food choices, health risks from tobacco use, and healthy skin care. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.In.h Identify influences that change health beliefs and behaviors, such as information about tobacco use, firearm safety, and the use of seat belts/child restraints. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.5.C.2.Su.e Recognize ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.Su.f Recognize ways media and technology influence family health behaviors and the selection of information, products, and services, such as providing severe weather alerts, health product commercials, carbon monoxide detectors, and microwave ovens. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.Su.g Recognize how culture can influence personal health beliefs, such as food choices, health risks from tobacco use, and healthy skin care. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.Su.h Recognize influences that change health beliefs and behaviors, such as information about tobacco use, firearm safety, and use of seat belts/child restraints <u>Date Adopted or Revised:</u> 12/08</p>	<p>rules. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.Pa.e Recognize ways media and technology affect family health behaviors, such as healthy eating and using exercise equipment. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.Pa.f Recognize ways media and technology affect family health behaviors, such as healthy eating and using exercise equipment. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.Pa.g Associate a cultural activity with healthy behaviors, such as eating special meals. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.C.2.Pa.h Recognize ways the school influences health practices of children, such as offering after-school activities, community safety education programs, a variety of nutritious foods at lunch, and bus safety rules. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR		
Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.5.B.1.In.a Describe characteristics	HE.5.B.1.Su.a Identify selected	HE.5.B.1.Pa.a Recognize health

<p>of valid health information, products, and services, such as being a reliable source, having current information, and being medically accurate. <u>Date Adopted or Revised:</u> 12/08</p>	<p>characteristics of valid health information, such as being a reliable source, having current information, and being medically accurate. <u>Date Adopted or Revised:</u> 12/08</p>	<p>care providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.B.1.In.b Identify resources for valid health information in the home, school, and community, such as the library, brochures, and books. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.1.Su.b Recognize resources for valid health information in the home, school, and community, such as the library, brochures, and books. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.1.Pa.b Recognize health care providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.B.1.In.c Describe criteria for selecting common health resources, products, and services, such as function, directions for use, and competence of the provider. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.1.Su.c Identify criteria for selecting common health resources, products, and services, such as function, directions for use, and competence of the provider. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.1.Pa.c Recognize intended use of selected health products. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.B.1.In.d Demonstrate the use of a technology resource to obtain health information, such as a computer, radio, television, telephone, or scale. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.1.Su.d Use a selected technology resource to obtain health information, such as a computer, radio, television, telephone, or scale. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.1.Pa.d Recognize health information using a selected technology with assistance. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.5.B.2.In.a Describe common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal or written communication and conflict resolution skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.2.Su.a Identify common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal communication and conflict resolution skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.2.Pa.a Recognize effective verbal and nonverbal communication skills to enhance health. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.B.2.In.b Identify selected refusal skills and negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using I-messages. <u>Date Adopted or Revised:</u></p>	<p>HE.5.B.2.Su.b Recognize selected refusal or negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using I-messages. <u>Date Adopted or Revised:</u></p>	<p>HE.5.B.2.Pa.b Recognize selected refusal skills to reduce health risk in the classroom, such as saying no or turning away. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>HE.5.B.2.In.c Identify selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.2.In.d Demonstrate ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, or drawing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.5.B.2.Su.c Recognize selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.2.Su.d Recognize ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, and drawing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.2.Pa.c Recognize a selected way to resolve a conflict with a peer, such as turning away. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.2.Pa.d Initiate a request for assistance to enhance health of self and others. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.5.B.3.In.a Identify selected circumstances that can help or hinder own healthy decision making, such as peer pressure, bullying, substance abuse, and stress. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.In.b Determine whether a health-related decision can be made individually or when assistance is needed, such as intervening during bullying, dealing with puberty issues, and accessing safety equipment. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.In.c Explain healthy options to health-related issues or problems, such as concerns about bullying, body image and changes, and anger management. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.In.d Describe the potential</p>	<p>HE.5.B.3.Su.a Recognize circumstances that can help or hinder own healthy decision making in the classroom, such as peer pressure, bullying, substance abuse, and stress. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.Su.b Identify situations when a health-related decision can be made individually or when assistance is needed, such as intervening during bullying, dealing with puberty issues, and accessing safety equipment. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.Su.c Describe healthy options to health-related issues or concerns, such as concerns about bullying, body image and changes, and anger management. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.Su.d Identify a potential</p>	<p>HE.5.B.3.Pa.a Recognize a circumstance that can help healthy decision making, such as having assistance available. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.Pa.b Recognize situations when personal assistance is needed in making health-related decisions, such as dealing with an aggressive classmate or puberty issues and accessing safety equipment. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.Pa.c Associate a healthy or unhealthy option with its related impact on health. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.Pa.d Associate a healthy or unhealthy option with its related impact on health. <u>Date Adopted or Revised:</u></p>

<p>short-term impact of each option on yourself and others when making a health-related decision, such as intervening during bullying, practicing positive character traits, and substance abuse. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.In.e Identify healthy options when making decisions for yourself and others, such as reporting bullying, resolving conflicts, and using safety equipment. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.In.f Describe the outcomes of a health-related decision, such as resolving bullying, reducing injuries by following safety rules, and having good health habits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>short-term personal impact of each option on yourself or others when making a health-related decision, such as intervening during a fight, practicing positive character traits, and substance abuse. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.Su.e Identify a healthy option when making a decision for yourself or others, such as reporting bullying and resolving conflicts. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.Su.f Identify the outcomes of a health-related decision, such as resolving bullying, reducing injuries, and having good health habits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.5.B.3.Pa.e Associate a healthy or unhealthy option with its related impact on health. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.3.Pa.f Recognize the outcomes of health-related decisions. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.5.B.4.In.a Describe a personal health goal and track progress toward achievement, such as participating in physical activity, having good eating and safety habits, using computers safely, managing anger, and preventing disease. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.4.In.b Choose a reliable resource from recommended options in the home, school, or community— such as a reliable member of the family, school personnel, or a community health provider—who could assist in achieving a small group personal health goal. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.4.Su.a Identify a short-term personal health goal and track progress toward achieving the goal, such as participating in physical activity, having good eating and safety habits, using computers safely, or managing anger. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.4.Su.b Choose a reliable resource from recommended options in the home or school—such as a parent, teacher, coach, counselor, or school nurse—who could assist in achieving a small group personal health goal. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.B.4.Pa.a Recognize a short-term personal health goal and identify actions taken to achieve the goal, such as eating healthy foods or brushing teeth. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.5.B.4.Pa.b Recognize an appropriate person from the home or school who could assist in achieving a personal health goal. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: PROMOTION

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.5.P.1.In.a Model selected responsible personal health behaviors, such as respecting others, choosing healthy foods, and picking up litter. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.P.1.Su.a Demonstrate a responsible personal health behavior, such as respecting others, choosing healthy foods, and picking up litter. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.P.1.Pa.a Perform a guided responsible personal health practice or behavior, such as respecting others, choosing healthy foods, and picking up litter. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.P.1.In.b Perform selected healthy practices and behaviors to maintain or improve personal health, such as eating healthy foods, bathing daily, and using conflict resolution skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.P.1.Su.b Perform a healthy practice or behavior to maintain or improve personal health, such as eating healthy foods or using conflict resolution skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.P.1.Pa.b Perform a guided responsible personal health practice or behavior, such as respecting others, choosing healthy foods, and picking up litter. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.5.P.1.In.c Demonstrate behaviors that avoid or reduce common health risks, such as obeying bicycle safety laws, maintaining good hygiene, and creating healthy menus. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.P.1.Su.c Demonstrate selected behaviors that avoid or reduce common health risks, such as maintaining good hygiene and choosing healthy foods. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.P.1.Pa.c Perform a guided behavior that avoids or reduces common health risks, such as maintaining good hygiene and choosing healthy foods. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.5.P.2.In.a Encourage others to make positive health choices, such as practicing negotiation skills, advocating for a smoke-free environment, and encouraging the use of safety equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.P.2.Su.a Remind others to make a positive health choice at school, such as using safety equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.5.P.2.Pa.a Remind others to make a positive health choice in selected situations, such as using safety equipment. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 6

Strand: HEALTH LITERACY: CONCEPTS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.6.C.1.In.a Recognize the effects of healthy and unhealthy behaviors on personal health, such as portion control and weight management, lack of sleep and general health, and managing conflict and relationships with siblings and peers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Su.a Recognize an effect of healthy and unhealthy behaviors on personal health, such as portion control and weight management, lack of sleep and general health, or managing conflict and relationships with siblings and peers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Pa.a Recognize common healthy behaviors that affect personal health, such as portion control, adequate sleep, and conflict management. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.C.1.In.b Identify how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as eating well helps one stay alert in class, getting along with others helps decrease stress, and getting enough sleep helps one have more energy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Su.b Recognize that the dimensions of health are interrelated, such as that physical health impacts emotional health. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Pa.b Recognize physical and emotional aspects of health, such as eating habits and expressing feelings. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.C.1.In.c Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Su.c Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Pa.c Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.C.1.In.d Recognize that certain characteristics are passed from parents to children (heredity), such as physical appearance, gender, and race. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Su.d Recognize a characteristic that is passed from parents to children (heredity), such as physical appearance, gender, or race. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Pa.d Associate a physical characteristic passed from parents to children, such as hair or eye color. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.C.1.In.e Recognize health problems and concerns common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, and changes related to puberty. <u>Date Adopted or Revised:</u></p>	<p>HE.6.C.1.Su.e Recognize a health problem and concern that is common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, and changes related to puberty. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Pa.e Associate a common personal health problem or issue with adolescents, such as acne or changes related to puberty. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>HE.6.C.1.In.f Identify how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.1.In.g Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and STDs. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.1.In.h Recognize that some health conditions are caused by infection, such as strep throat and influenza. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Su.f Recognize how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.1.Su.g Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and STDs. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.1.Su.h Recognize a health condition that is caused by infection, such as strep throat or influenza. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.C.1.Pa.f Associate regular health care with personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.1.Pa.g Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.1.Pa.h Associate a health condition with infection, such as strep throat or influenza. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.6.C.2.In.a Identify how family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.In.b Identify the influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts. <u>Date Adopted or Revised:</u></p>	<p>HE.6.C.2.Su.a Recognize ways that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Su.b Recognize an influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts. <u>Date Adopted or Revised:</u></p>	<p>HE.6.C.2.Pa.a Recognize a way that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Pa.b Associate a personal belief with an individual health practice, such as participating in sports, using over-the-counter drugs, or wearing seat belts. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>HE.6.C.2.In.c Identify ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive health information, and spreading rumors. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.In.d Recognize health information conveyed to students by the school and community, such as first aid education programs, refusal skills practice, and healthy body composition and body mass index (BMI). <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.In.e Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school zone speeding laws, and school district wellness policies. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.In.f Identify how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public service announcements, and sport beverage commercials. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.In.g Identify ways technology can influence peer and community health behaviors, such as the use of Internet social networking sites, heart rate monitors, and crosswalk signals. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.In.h Recognize the short-</p>	<p>12/08</p> <p>HE.6.C.2.Su.c Recognize ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive health information, and spreading rumors. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Su.d Recognize selected health information conveyed to students by the school and community, such as first aid education programs, refusal skills practice, and healthy body composition and body mass index (BMI). <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Su.e Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school zone speeding laws, or school district wellness policies. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Su.f Recognize how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public service announcements, and sport beverage commercials. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Su.g Identify a way technology can influence peer or community health behaviors, such as Internet social networking sites, heart rate monitors, or crosswalk signals. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Su.h Recognize a short- and a long-term consequence of engaging in a health risk behavior, such as driving under the influence, lack of</p>	<p>HE.6.C.2.Pa.c Recognize a way peers may influence the health of adolescents, such as using of conflict resolution and negotiation skills, providing incorrect reproductive health information, or spreading rumors. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Pa.d Recognize one type of health information conveyed to students by the school, such as first aid education programs, refusal skills practice, and healthy body composition and body mass index (BMI). <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Pa.e Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school zone speeding laws, or school district wellness policies. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Pa.f Recognize a way the media can influence peer or community health behaviors, such as by airing derogatory music lyrics, anti-drug public service announcements, or sport beverage commercials. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Pa.g Recognize a way that technology can influence peer or community health behaviors, such as Internet social networking sites, heart rate monitors, or crosswalk signals. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Pa.h Recognize a potential consequence of engaging in a high-</p>
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<p>and long-term consequences of engaging in health risk behaviors, such as driving under the influence, lack of exercise, and having a poor diet. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.In.i Recognize how social norms may impact healthy and unhealthy behaviors, such as using inhalants, wearing seat belts, and walking or biking instead of riding in a vehicle to a close location. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.In.j Recognize cultural changes related to health beliefs and behaviors, such as the availability of school breakfast programs, fast food menus, and fitness programs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>exercise, or having a poor diet. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Su.i Recognize a way social norms may impact healthy and unhealthy behaviors, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Su.j Recognize a cultural change related to health beliefs and behaviors, such as the availability of school breakfast programs, fast food menus, and fitness programs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>risk behavior, such as lack of exercise or having a poor diet. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Pa.i Recognize a way a behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.C.2.Pa.j Recognize a way the behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.6.B.1.In.a Identify the validity of selected health information for a product and a service, such as an advertisement, Internet, infomercial, article, and flyer. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.1.In.b Identify selected valid health information from home, school, and community, such as labels, brochures, textbooks, and government-approved resources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Su.a Recognize the validity of selected health information for a product or service, such as an advertisement, Internet, infomercial, article, or flyer. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.1.Su.b Recognize selected valid health information from home, school, and community, such as labels, brochures, textbooks, and government-approved resources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Pa.a Recognize a health-related product or service. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.1.Pa.b Recognize a health-related product or service. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.1.Pa.c Associate a factor, such as location, with the accessibility or use of a health-related product. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.6.B.1.In.c Identify the accessibility of selected products and services that enhance health, such as location, cost, age requirements, transportation availability, and restrictions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Su.c Recognize the accessibility of a product or service that enhances health, such as location, cost, age requirements, transportation availability, and restrictions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Pa.d Associate a situation with the need for a professional health service, such as for injury or illness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.B.1.In.d Identify selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Su.d Recognize selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Pa.e Recognize a characteristic of quality (valid and reliable) of a selected health product, such as undamaged packaging or sanitary condition. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.B.1.In.e Identify selected valid and reliable health products, such as indicated on nutrition labels, expiration dates, directions for use, and licensing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Su.e Recognize a valid and reliable health product or service, such as indicated on nutrition labels, expiration dates, directions for use, or licensing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Pa.f Recognize that health products and services cost money, such as medications and gym memberships. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.B.1.In.f Identify differences in costs of similar health products and services, such as generic and name brands or individual fitness plans and gym memberships. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Su.f Recognize differences in costs of selected similar health products and services, such as generic and name brands or individual fitness plans and gym memberships. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Pa.g Use a technology to recognize selected health information, such as a computer, television, or audio book. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.B.1.In.g Use a technology to gather health information, such as a computer, thermometer, phone, television, or audio book. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.1.Su.g Use a selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book. <u>Date Adopted or Revised:</u> 12/08</p>	

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
HE.6.B.2.In.a Determine a strategy to improve effective verbal and nonverbal communication skills to enhance health,	HE.6.B.2.Su.a Use a strategy to improve effective verbal and nonverbal communication skills to enhance health,	HE.6.B.2.Pa.a Use a communication strategy to express wants, needs, or

<p>such as role-playing or open-ended scenarios. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.2.In.b Apply selected refusal and negotiation skills to reduce personal health risks, such as being assertive, compromising, and using I-messages. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.2.In.c Use selected conflict management or resolution strategies, such as talking to an adult, managing anger effectively, and using conflict mediators. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.2.In.d Identify ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance and asking others for help. <u>Date Adopted or Revised:</u> 12/08</p>	<p>such as role-playing or open-ended scenarios. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.2.Su.b Demonstrate a refusal or negotiation skill to reduce personal health risks, such as being assertive, compromising, or using I-messages. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.2.Su.c Model a nonviolent way to resolve a conflict, such as talking to an adult, managing anger effectively, or using conflict mediators. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.2.Su.d Recognize ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance and asking others for help. <u>Date Adopted or Revised:</u> 12/08</p>	<p>requests to enhance health. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.2.Pa.b Use a refusal skill to reduce personal health risks at school, such as being assertive or using I-messages. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.2.Pa.c Recognize a nonviolent way to resolve a conflict in the classroom, such as getting help from an adult. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.2.Pa.d Use a communication strategy to express wants, needs, or requests to enhance health. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.6.B.3.In.a Identify a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.In.b Identify circumstances that can help or hinder healthy decision-making, such as peer pressure, refusal skills, knowledge/information, health care access, and family eating habits.</p>	<p>HE.6.B.3.Su.a Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Su.b Identify a circumstance that can help or hinder healthy decision-making, such as peer pressure, refusal skills, knowledge/information, health care access, and family eating habits. <u>Date Adopted or Revised:</u></p>	<p>HE.6.B.3.Pa.a Recognize a health-related situation in which a decision is required, such as peer pressure, exposure to an unsupervised firearm, or tobacco use. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Pa.b Recognize selected circumstances that can help or hinder healthy decision-making, such as peer pressure, refusal skills, knowledge/information, health care access, and family eating habits. <u>Date Adopted or Revised:</u> 12/08</p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.In.c Recognize the need for individual or collaborative decision-making, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.In.d Identify healthy and unhealthy alternatives to selected health-related issues or problems, such as being sick, lack of a community health center, and conflict. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.In.e Recognize the potential outcomes of each option when making a health-related decision, such as physical, social, emotional, financial, and legal consequences. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.In.f Determine a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.In.g Identify the outcomes of a health-related decision, such as not smoking, having healthy peer relationships, and reducing injury risk. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.6.B.3.Su.c Recognize the need for individual or collaborative decision-making in selected situations, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Su.d Recognize a healthy and an unhealthy alternative for selected health-related issues or problems, such as being sick, lack of a community health center, and conflict. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Su.e Recognize a potential outcome of each option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Su.f Recognize a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Su.g Recognize the outcomes of a health-related decision, such as not smoking, having healthy peer relationships, and reducing injury risk. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.3.Pa.c Recognize the need for individual or collaborative decision-making in a selected situation, such as peer pressure to smoke, considering the severity of the situation, and personal skills and abilities. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Pa.d Recognize a healthy alternative for a selected health-related issue or problem, such as being sick, lack of community health center, and conflict. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Pa.e Recognize a potential outcome of a selected option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Pa.f Recognize a healthy alternative when making a decision, such as not smoking, limiting sedentary activity, or practicing good character. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.B.3.Pa.g Recognize an outcome of a health-related decision, such as not smoking, having healthy peer relationships, or reducing injury risk. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.6.B.4.In.a Use selected methods to measure personal health status, such as BMI, surveys, a heart rate monitor, and a pedometer. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.4.Su.a Use a selected method to measure personal health status, such as BMI, surveys, a heart rate monitor, or a pedometer. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.4.Pa.a Use a guided method to identify personal health status, such as BMI, surveys, a heart rate monitor, or a pedometer. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.B.4.In.b Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying prevention skills, or personal hygiene. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.4.Su.b Identify an individual goal to adopt, maintain, or improve personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying prevention skills, or personal hygiene. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.4.Pa.b Recognize an individual goal to adopt, maintain, or improve a personal health practice, such as participating in physical activity, having good safety and eating habits, or maintaining good hygiene. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.B.4.In.c Identify strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury prevention measures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.4.Su.c Recognize strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury prevention measures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.4.Pa.c Recognize a skill needed to attain a personal health goal, such as tracking activity through journaling and using daily checklists. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.6.B.4.In.d Identify progress toward attaining a personal health goal, such as a using a checklist, diary, log, computer software, and Web sites. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.4.Su.d Track progress toward attaining a personal health goal, such as a checklist, diary, log, computer software, or Web site. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.B.4.Pa.d Check progress toward a personal health goal, such as following a picture sequence or using a chart. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: PROMOTION

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.6.P.1.In.a Identify the importance of assuming responsibility for personal health behaviors, such as having medical and dental checkups, resisting</p>	<p>HE.6.P.1.Su.a Recognize the importance of assuming responsibility for personal health behaviors, such as having medical and dental checkups,</p>	<p>HE.6.P.1.Pa.a Recognize important personal health behaviors. <u>Date Adopted or Revised:</u></p>

<p>peer pressure, and having healthy relationships. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.1.In.b Demonstrate selected healthy practices and behaviors that will maintain or improve personal health, such as good hygiene, healthy relationships with peers, and adequate sleep. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.1.In.c Describe behaviors that avoid or reduce health risks, such as staying fit, refusing inhalants, and using the Internet safely. <u>Date Adopted or Revised:</u> 12/08</p>	<p>resisting peer pressure, and having healthy relationships. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.1.Su.b Demonstrate a healthy practice and behavior that will maintain or improve personal health, such as good hygiene, healthy peer relationships, or adequate sleep. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.1.Su.c Identify a behavior that avoids or reduces a health risk, such as staying fit, refusing inhalants, or using the Internet safely. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.6.P.1.Pa.b Perform a healthy practice or behavior that will maintain or improve personal health, such as good hygiene, healthy peer relationships, or adequate sleep. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.1.Pa.c Recognize a behavior that avoids or reduces a selected health risk, such as staying fit, refusing inhalants, or using the Internet safely. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.6.P.2.In.a Identify reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero tolerance laws, or drinking laws. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.2.In.b Practice selected ways to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.2.In.c Work with others to advocate for healthy individuals and schools, such as through media campaigns, posters, and skits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.6.P.2.Su.a Recognize reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero tolerance laws, or drinking laws. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.2.Su.b Practice a way to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.2.Su.c Work with others to promote selected healthy practices for individuals and schools, such as through media campaigns, posters, and skits. <u>Date Adopted or Revised:</u></p>	<p>HE.6.P.2.Pa.a Recognize a selected health-enhancing position, such as tobacco laws, zero tolerance laws, or drinking laws. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.2.Pa.b Reinforce a positive health choice of others, such as encouraging others to eat healthy food, participating in physical activity, and practicing universal precautions. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.6.P.2.Pa.c Work with others to promote a healthy practice for individuals and schools, such as through media campaigns, posters, and skits. <u>Date Adopted or Revised:</u></p>

<p>HE.6.P.2.In.d Identify a way a health message or communication technique is altered for different audiences, such as in surveys, advertisements, music, and clothing.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.6.P.2.Su.d Recognize a way a health message is altered for a selected audience, such as in surveys, advertisements, music, and clothing.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.6.P.2.Pa.d Recognize a health message for a selected target audience, such as drinking milk for children.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
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GRADE: 7

Strand: HEALTH LITERACY: CONCEPTS		
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.7.C.1.In.a Identify the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.1.Su.a Recognize the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.1.Pa.a Recognize an effect of a healthy or unhealthy behavior on personal health—including reproductive health—such as choosing healthy foods or fast foods, getting along with others or having conflicts, and appropriate physical contact.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.C.1.In.b Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.1.Su.b Identify how one dimension of health relates to another dimension of health, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.1.Pa.b Recognize the effect of emotional health on physical health, such as emotional stress causing physical illness.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.C.1.In.c Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash collection</p>	<p>HE.7.C.1.Su.c Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash collection services.</p>	<p>HE.7.C.1.Pa.c Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Pa.d Recognize a common health problem that is passed from parent to child</p>

<p>services. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.In.d Identify health conditions that are passed from parent to child (inherited), such as sickle cell anemia, diabetes, heart disease, and acne. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.In.e Identify ways to reduce or prevent injuries and other adolescent health problems, such as wearing a helmet when biking or skateboarding, wearing a seat belt, following pedestrian safety laws, and avoiding handling of firearms. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.In.f Identify how appropriate health care services can promote personal health, such as receiving immunizations prior to entering seventh grade and developing an action plan for asthma. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.In.g Describe likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, and injury or death from unsupervised handling of firearms. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.In.h Identify that bacteria and viruses can be transmitted from one person to another and cause illness, such as HIV, Lyme's disease, and staphylococcus infection. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Su.d Recognize common health problems that are passed from parent to child (inherited), such as sickle cell anemia, diabetes, and acne. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Su.e Recognize ways to reduce or prevent injuries and other adolescent health problems, such as wearing a helmet and a seat belt, following pedestrian safety laws, and avoiding handling of firearms. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Su.f Recognize how appropriate health care services can promote personal health, such as receiving immunizations prior to entering seventh grade and using an action plan for asthma. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Su.g Identify a likely injury or illness resulting from engaging in common unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Su.h Recognize infectious diseases that can be spread from one person to another, such as HIV, Lyme's disease, or staphylococcus infection. <u>Date Adopted or Revised:</u> 12/08</p>	<p>(inherited), such as sickle cell anemia, diabetes, or acne. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Pa.e Recognize a way to prevent injuries and adolescent health problems, such as wearing a helmet or a seat belt, following pedestrian safety rules, or avoiding handling of firearms. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Pa.f Recognize a common health care service, such as receiving immunizations prior to entering seventh grade or using an action plan for asthma. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Pa.g Recognize a likely injury or illness resulting from engaging in common unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.1.Pa.h Recognize that illnesses can spread from person to person. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.C.2.In.a Identify how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Su.a Recognize how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Pa.a Recognize a way that a family health behavior influences the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.C.2.In.b Describe ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Su.b Identify ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Pa.b Recognize selected ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.C.2.In.c Identify ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Su.c Recognize selected ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Pa.c Recognize a way the school or community may influence the health behaviors of adolescents, such as having fire and tornado drills or providing healthy foods in vending machines. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.C.2.In.d Identify ways selected school and public health policies can influence health promotion and disease prevention, such as enforcing curfew ordinances, anti-smoking laws, school dress codes banning gang items, and zero tolerance policies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Su.d Recognize selected school and public health policies that can influence health promotion and disease prevention, such as enforcing curfew ordinances, anti-smoking laws, school dress codes banning gang items, and zero tolerance laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Pa.d Recognize a public health policy that influences health promotion and disease prevention, such as anti-smoking laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.C.2.In.e Identify how messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Su.e Identify ways messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Pa.e Recognize a way a selected media message may influence health behavior, such as using sports figures to promote fast food, using provocative images in film and print advertisements, or portraying smoking as appealing. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.7.C.2.In.f Identify the influence of technology in locating valid health information, such as information from specific health Web sites—Center for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.2.In.g Identify how changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.2.In.h Identify ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant feeding practices, prevalence of diabetes, cell phone use, and the timeliness of emergency response. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Su.f Recognize the influence of technology in locating valid health information, such as information from specific health Web sites—Center for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.2.Su.g Recognize ways that changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.2.Su.h Recognize ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant feeding practices, prevalence of diabetes, cell phone use, and the timeliness of emergency response. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.C.2.Pa.f Recognize that technology can provide accurate health information for people, such as information from specific health Web sites—Center for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.2.Pa.g Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.C.2.Pa.h Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.7.B.1.In.a Identify the validity of health information, products, and services, such as in advertisements, health claim articles, personal care product claims, and tobacco use information. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.In.b Identify valid health</p>	<p>HE.7.B.1.Su.a Recognize the validity of a selected health information, product, and service, such as in advertisements, health claim articles, personal care product claims, or tobacco use information. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Su.b Recognize valid</p>	<p>HE.7.B.1.Pa.a Distinguish between a product or service that promotes health and one that does not, such as toothpaste and cigarettes. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Pa.b Distinguish between a product or service that promotes health and one that does not, such</p>

<p>information from home, school, and community, such as information from the Internet, television, radio, flyers, bulletin boards, community news, and parents. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.In.c Identify factors that affect the accessibility of products and services that enhance health, such as eligibility for services or purchase, parental authorization, and affordability. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.In.d Identify professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family physician services, and counseling services. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.In.e Identify selected valid and reliable health products and services, such as over-the-counter medicines, prescriptions, and credentials and licensing. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.In.f Identify the cost of selected health products and services in order to compare value, such as through Internet searches, store visits, newspaper use, phone book search, or a personal call to sources for information. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.In.g Use selected technologies to gather health information, such as the computer, phone, television, or audio books. <u>Date Adopted or Revised:</u> 12/08</p>	<p>health information from school, home, and community, such as information from the Internet, television, radio, flyers, bulletin boards, community news, and parents. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Su.c Recognize factors that affect the accessibility of selected products and services that enhance health, such as eligibility for services or purchase, parental authorization, and affordability. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Su.d Recognize professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family physician services, and counseling services. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Su.e Recognize selected valid and reliable health products and services, such as over-the-counter medicines and prescriptions. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Su.f Recognize the cost of selected health products and services in order to compare value, such as through Internet searches, store visits, newspaper use, or phone book search. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Su.g Use a technology to gather health information, such as the computer, phone, television, or audio books. <u>Date Adopted or Revised:</u> 12/08</p>	<p>as toothpaste and cigarettes. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Pa.c Recognize a selected factor regarding accessibility of health-related products or services, such as eligibility for services or purchase, parental authorization, or affordability. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Pa.d Recognize a professional health service that may be required for a common health need, such as dental cleanings or family physician services. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Pa.e Recognize a characteristic of quality (valid and reliable) of selected health products and services, such as undamaged packaging, sanitary conditions, and effectiveness. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Pa.f Recognize ways to determine the cost of health products and services, such as through assisted or cooperative Internet searches, store visits, and newspaper use. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.B.1.Pa.g Use a technology to locate selected health information, such as a computer, television, or audio books. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.B.2.In.a Use selected skills for communicating effectively with family, peers, and others to enhance health, such as using clear and concise words, nonverbal language, discussion, and I-messages. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.2.Su.a Use selected skills for communicating effectively with family and peers to enhance health, such as using clear and concise words, nonverbal language, or I-messages. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.2.Pa.a Use more than one way to communicate personal wants and needs to others to enhance health, such as verbalizing and choosing from options. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.2.In.b Use selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.2.Su.b Identify selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.2.Pa.b Recognize a refusal, a negotiation, and a collaboration skill that enhances health or reduces health risk in the classroom, such as using direct statements, working together, or compromising. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.2.In.c Identify possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.2.Su.c Recognize possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.2.Pa.c Recognize a possible cause of conflict among youth in schools, such as ethnic prejudice and diversity or substance use. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.2.In.d Model common ways to ask for assistance to enhance personal health of self and others, such as using I-messages, asking on behalf of a friend, and making a written request. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.2.Su.d Model a positive way to ask for assistance to enhance personal health of self and others, such as using I-messages, asking on behalf of a friend, or making a written request. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.2.Pa.d Recognize a positive way to ask for assistance to enhance personal health of self and others, such as using I-messages or asking on behalf of a friend. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.B.3.In.a Identify health-related situations that require the application of a thoughtful decision-making process, such as prescription drug</p>	<p>HE.7.B.3.Su.a Recognize health-related situations that require the application of a thoughtful decision-making process, such as prescription</p>	<p>HE.7.B.3.Pa.a Recognize selected health-related situations in which a decision is required, such as prescription drug use and abuse,</p>

<p>use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental health issues. <u>Date Adopted or Revised:</u> 12/08</p>	<p>drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental health issues. <u>Date Adopted or Revised:</u> 12/08</p>	<p>riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental health issues. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.3.In.b Identify similarities in circumstances that can help or hinder healthy decision-making, such as knowledge of prescription drug use and abuse, home and community environment, access to information, and knowledge and misinformation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Su.b Identify selected circumstances that can help or hinder healthy decision-making, such as knowledge of prescription drug use and abuse, home and community environment, access to information, and knowledge and misinformation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Pa.b Recognize circumstances that can help or hinder healthy decision-making, such as knowledge of prescription drug use and abuse, home and community environment, access to information, and knowledge and misinformation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.3.In.c Identify when individual or collaborative decision-making is appropriate, such as over-the-counter drug use, harassment, and gang involvement. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Su.c Identify when individual decision-making or collaborative decision-making is required in selected health-related situations, such as over-the-counter drug use, harassment, and gang involvement. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Pa.c Recognize the need for individual or collaborative decision-making in selected situations, such as over-the-counter drug use, harassment, and gang involvement. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.3.In.d Identify healthy and unhealthy alternatives to health-related issues or problems, such as prescription drug use and abuse, managing stress, and self-esteem. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Su.d Recognize healthy and unhealthy alternatives to a health-related issue or problem, such as prescription drug use and abuse, managing stress, and self-esteem. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Pa.d Recognize healthy alternatives for a selected health-related issue or problem, such as prescription drug use and abuse, managing stress, and self-esteem. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.3.In.e Identify the potential outcomes of each option when making a health-related decision, such as the physical, social, emotional, financial, and legal consequences of decisions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Su.e Recognize the potential outcomes of each option when making a health-related decision, such as the physical, social, emotional, financial, and legal consequences of decisions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Pa.e Recognize a potential outcome of selected options when making a health-related decision, such as the physical, social, emotional, financial, or legal consequences of decisions. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.3.In.f Choose a healthy alternative over an unhealthy alternative when making a decision, such as prescription drug use and abuse, using safety equipment, and being safe on the computer and Internet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Su.f Determine a healthy alternative over an unhealthy alternative when making a decision, such as prescription drug use and abuse, using safety equipment, and being safe on the computer and Internet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Pa.f Recognize healthy alternatives when making a decision, such as prescription drug use and abuse, using safety equipment, and being safe on the computer and Internet. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.7.B.3.In.g Determine the outcomes of a health-related decision, such as prescription drug use and abuse, eating disorders, depression, and sexual behavior. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Su.g Identify an outcome of a health-related decision, such as prescription drug use and abuse, eating disorders, depression, and sexual behavior. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.3.Pa.g Recognize the outcome of a health-related decision, such as prescription drug use and abuse, eating disorders, and depression. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.7.B.4.In.a Identify personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and Web site security. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.4.Su.a Recognize personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and Web site security. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.4.Pa.a Recognize a personal belief as it relates to a health practice, such as weight management through physical activity, disease prevention through hand washing, and possible avoidance of physical activities resulting from fear of participation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.4.In.b Use selected procedures to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.4.Su.b Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.4.Pa.b Identify an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.4.In.c Describe selected strategies and skills needed to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; and participating in support groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.4.Su.c Identify a strategy or skill to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; or participating in support groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.4.Pa.c Recognize a strategy needed to attain/maintain a personal health goal, such as using calorie counters or pedometers and participating in support groups. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.B.4.In.d Determine progress toward attaining a personal goal, such as by using a checklist and keeping a diary or log. <u>Date Adopted or Revised:</u></p>	<p>HE.7.B.4.Su.d Identify progress toward attaining a personal health goal, such as using a checklist or keeping a log. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.B.4.Pa.d Track progress toward attaining a personal health goal, such as using checklist or keeping a log. <u>Date Adopted or Revised:</u> 12/08</p>

12/08		
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Strand: HEALTH LITERACY: PROMOTION

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.7.P.1.In.a Describe the importance of assuming responsibility for personal health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.P.1.Su.a Identify the importance of assuming personal responsibility for personal health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.P.1.Pa.a Recognize that it is important to have good personal health habits. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.P.1.In.b Describe healthy practices and behaviors that will maintain or improve personal health of self, such as healthy relationship skills, peer pressure refusal skills, and problem-solving skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.P.1.Su.b Identify healthy practices and behaviors that will maintain or improve personal health of self, such as healthy relationship skills, peer pressure refusal skills, and problem-solving skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.P.1.Pa.b Recognize a healthy practice or behavior that will maintain or improve health of self, such as healthy relationship skills, peer pressure refusal skills, and problem-solving skills. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.7.P.1.In.c Describe a variety of behaviors that avoid or reduce health risks, such as being safe on the Internet, refusing alcohol, and practicing sexual abstinence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.P.1.Su.c Identify behaviors that avoid or reduce health risks, such as being safe on the Internet, refusing alcohol, and practicing sexual abstinence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.7.P.1.Pa.c Recognize selected behaviors that avoid or reduce health risks, such as being safe on the Internet, refusing alcohol, and practicing sexual abstinence. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.7.P.2.In.a Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the</p>	<p>HE.7.P.2.Su.a Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet, or choosing nutritious foods.</p>	<p>HE.7.P.2.Pa.a Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet, or choosing nutritious foods.</p>

<p>Internet, or choosing nutritious foods. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.P.2.In.b Solicit suggestions and support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.P.2.In.c Work with others to advocate for healthy individuals and peers, such as by assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.P.2.In.d Identify ways health messages or communication techniques are targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.P.2.Su.b Follow positive suggestions and accept support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.P.2.Su.c Work with others to advocate for healthy individuals and peers in selected situations, such as by assisting with needs assessments, writing advocacy letters, or volunteering at information kiosks. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.P.2.Su.d Recognize ways a health message or communication technique is targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.P.2.Pa.b Follow directions and accept support from others to promote a positive health choice in a selected situation, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.P.2.Pa.c Work with others to promote a selected healthy practice for individuals or peers, such as by assisting with needs assessments, writing advocacy letters and volunteering at information kiosks. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.7.P.2.Pa.d Recognize a communication technique for a selected audience, such as popular music in a message in broadcast media for teenagers. <u>Date Adopted or Revised:</u> 12/08</p>
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GRADE: 8

Strand: HEALTH LITERACY: CONCEPTS		
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.8.C.1.In.a Describe the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as physical and social dimensions—hygiene and social	HE.8.C.1.Su.a Identify that healthy behaviors can impact multiple dimensions of health (physical, emotional, and social), such as physical and social dimensions—hygiene and	HE.8.C.1.Pa.a Recognize that healthy behaviors can affect physical, mental/emotional, or social aspects of health, such as hygiene/social relationships, peer refusals in risky situations/social relationships, or

<p>relationships; intellectual, social, and physical dimensions—sexual abstinence and avoidance of disease and pregnancy; intellectual and social dimensions—peer refusals in risky situations and social relationships. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.In.b Describe the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as physical and social dimensions—hygiene and social relationships; intellectual, social, and physical dimensions—sexual abstinence and avoidance of disease and pregnancy; intellectual and social dimensions—peer refusals in risky situations and social relationships. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.In.c Describe how environmental factors can affect personal health, such as by the heat index, air quality, street lights and signs, gangs, and weapons in the community. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.In.d Describe ways personal health can be affected by heredity and family history, such as sickle cell anemia, heart disease, obesity, or mental health. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.In.e Identify strategies to reduce or prevent injuries and other adolescent health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce STDs/STIs, and avoiding unsafe places. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.In.f Describe how appropriate health care can promote personal health, such as immunization to avoid diseases, sports physicals to reduce sports health</p>	<p>social relationships; emotional and social dimensions—peer pressure in risky situations and social relationships. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Su.b Identify that healthy behaviors can impact multiple dimensions of health (physical, emotional, and social), such as physical and social dimensions—hygiene and social relationships; emotional and social dimensions—peer pressure in risky situations and social relationships. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Su.c Describe a way an environmental factor can affect personal health, such as by the heat index, air quality, street lights and signs, gangs, and weapons in the community. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Su.d Identify ways personal health can be affected by heredity and family history, such as sickle cell anemia, heart disease, obesity, or mental health. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Su.e Recognize strategies to reduce or prevent injuries and other adolescent health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce STDs/STIs, and avoiding unsafe places. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Su.f Identify how appropriate health care can</p>	<p>sexual abstinence/avoidance of disease and pregnancy. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Pa.b Recognize that healthy behaviors can affect physical, mental/emotional, or social aspects of health, such as hygiene/social relationships, peer refusals in risky situations/social relationships, or sexual abstinence/avoidance of disease and pregnancy. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Pa.c Recognize environmental factors that affect personal health, such as the heat index and air quality. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Pa.d Recognize a way personal health can be affected by heredity or family history. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Pa.e Recognize a strategy to prevent injuries and other adolescent health problems, such as avoiding unsafe places to avoid injury. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Pa.f Recognize a way appropriate health care can promote personal health, such as immunization to avoid diseases or sports physicals to reduce health risks. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Pa.g Recognize likely injuries or illnesses resulting from engaging in selected unhealthy behaviors, such as death or injury from drinking and driving, injuries</p>
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<p>risks, and counseling to treat depression. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.In.g Explain the likelihood of injury or illness if engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections resulting from poor hygiene. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.In.h Identify common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes. <u>Date Adopted or Revised:</u> 12/08</p>	<p>promote personal health, such as immunization to avoid diseases, sports physicals to reduce health risks, and counseling to treat depression. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Su.g Identify likely injuries or illnesses resulting from engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Su.h Recognize common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes. <u>Date Adopted or Revised:</u> 12/08</p>	<p>resulting from fighting and bullying, and infections from poor hygiene. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.C.1.Pa.h Recognize a common chronic disease, such as cancer, asthma, or diabetes. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.C.2.In.a Describe the role of family health beliefs on the health of adolescents, such as beliefs about alternative medical care, family religious beliefs, and the importance of physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Su.a Identify the role of family health beliefs on the health of adolescents, such as beliefs about alternative medical care, family religious beliefs, and the importance of physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Pa.a Recognize a way family health beliefs may influence the health of adolescents, such as beliefs about alternative medical care, family religious beliefs, or the importance of physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.C.2.In.b Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of a healthy body composition, and fear of getting a friend in trouble or losing a friend. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Su.b Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of a healthy body composition, and fear of getting a friend in trouble or losing a friend. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Pa.b Recognize selected ways the beliefs of peers may influence the health of adolescents, such as myths about drug use, perception of a healthy body composition, and fear of getting a friend in trouble or losing a friend. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.8.C.2.In.c Describe how the school and community may influence adolescent health, such as providing drug abuse education programs and volunteering opportunities and the availability of recreational facilities or programs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Su.c Identify how the school and community may influence adolescent health, such as providing drug abuse education programs and volunteering opportunities and the availability of recreational facilities or programs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Pa.c Recognize how the school may influence the health behaviors of adolescents, such as providing drug abuse education programs and volunteering opportunities and the availability of recreational facilities or programs. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.C.2.In.d Describe a school or public health policy that influences health promotion and disease prevention, such as speed limit laws, immunization requirements, or universal precautions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Su.d Recognize school and public health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Pa.d Recognize a school and a public health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.C.2.In.e Examine selected marketing strategies behind health-related media messages using selected resources, such as social acceptance of alcohol use, promotion of thinness as the best body type, and using sexual images to sell products. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Su.e Identify a marketing strategy used in a selected media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Pa.e Recognize a marketing strategy used in a health-related media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.C.2.In.f Describe ways technology influences personal and family health, such as the use of personal electronic devices, television, and headphones. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Su.f Identify ways technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Pa.f Recognize a way that technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.C.2.In.g Identify the consequences of following the influences of family, peers, and culture related to adolescent health behaviors, such as failure to know and use refusal skills when alcohol is offered, attending parties with no adult supervision, and failure to seek help/intervene in bullying situations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Su.g Recognize the consequences of following the influences of family, peers, and culture related to adolescent health behaviors, such as failure to know and use refusal skills when alcohol is offered, attending parties with no adult supervision, and failure to seek help/intervene in bullying situations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Pa.g Recognize a consequence of following the influences of family and peers related to adolescent health behaviors, such as failure to know and use refusal skills when alcohol is offered, attending parties with no adult supervision, or failure to seek help/intervene in bullying situations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.C.2.In.h Identify the consequences of following the influences of family, peers, and culture related to adolescent health behaviors, such as failure to know and use refusal skills when alcohol is offered, attending parties with no adult supervision, and failure to seek help/intervene in bullying situations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Su.h Identify how the perceptions of selected social norms</p>	<p>HE.8.C.2.Pa.h Recognize a way the</p>

<p>HE.8.C.2.In.h Describe how the perception of common social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, and marijuana use. <u>Date Adopted or Revised:</u> 12/08</p>	<p>may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, and marijuana use. <u>Date Adopted or Revised:</u> 12/08</p>	<p>perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, or marijuana use. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.C.2.In.i Identify the influence of culture on health beliefs, practices, and behaviors, such as medical procedures, sexual abstinence, and prescription drug use. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Su.i Recognize an influence of culture on health beliefs, practices, and behaviors regarding matters such as medical procedures, sexual abstinence, and prescription drug use. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.C.2.Pa.i Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription drug use, or marijuana use. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.8.B.1.In.a Use given criteria to examine the validity of health information, products, and services, such as advertisements, articles, infomercials, and Web-based messages. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Su.a Use given criteria to identify the validity of selected health information, a product, and a service, such as in advertisements, articles, infomercials, and Web-based messages. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Pa.a Recognize information, products, and services that promote health, such as advertisements, articles, infomercials, and Web-based messages. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.1.In.b Examine valid health information products and services information from home, school, and community, such as selected media sources, local organizations, and school news. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Su.b Identify valid health information from home, school, and community, such as information from media sources, local organizations, and school news. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Pa.b Recognize information, products, and services that promote health, such as advertisements, articles, infomercials, and Web-based messages. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.1.In.c Examine the accessibility of products and services that enhance health, such as the health department, community agencies, and availability of prescribed and over-the-counter medications. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Su.c Identify the accessibility of selected products and services that enhance health, such as the health department, community agencies, and availability of prescribed and over-the-counter medications. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Pa.c Recognize selected factors regarding accessibility of health-related products or services, such as eligibility for services or purchase, parental authorization, and affordability. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.8.B.1.In.d Describe situations when specific professional health services or providers may be required, such as head injuries, infections, and depression. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Su.d Identify situations when specific professional health services or providers may be required, such as head injuries, infections, and depression. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Pa.d Recognize selected health situations when specific professional health services may be required, such as illness, toothache, or depression. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.1.In.e Describe selected valid and reliable health products and services, such as generic and brand name products and over-the-counter medicines and supplements—nutritional, energy, and vitamins. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Su.e Identify selected valid and reliable health products and services, such as prescription medicines, vitamins, dentist visits, eye exams, and yearly physical exams. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Pa.e Recognize selected quality (valid and reliable) health products and services, such as prescription medicines, vitamins, dentist visits, eye exams, and yearly physical exams. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.1.In.f Determine differences in the cost of similar health products and services in order to assess value, such as skin care products, nutritional supplements, health care providers, and prescriptions—generic vs. store brand/name brand. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Su.f Compare the cost of selected similar health products and services in order to assess value, such as skin care products, nutritional supplements, and prescriptions—generic vs. store brand/name brand. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Pa.f Recognize that similar health products may not cost the same, such as skin care products, nutritional supplements, and prescriptions. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.1.In.g Identify selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Su.g Recognize selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.1.Pa.g Recognize a selected technology resource that provides accurate information, such as a glucose monitor. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.8.B.2.In.a Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.2.Su.a Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.2.Pa.a Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.8.B.2.In.b Describe refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as working as a team, compromising, and communicating assertively. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.B.2.In.c Describe possible causes of conflict among youth in schools and communities, such as relationships, territory, and jealousy. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.B.2.In.d Describe ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, and listening actively. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.2.Su.b Identify refusal and collaboration skills to enhance health and avoid or reduce health risks, such as working as a team, compromising, and communicating assertively. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.B.2.Su.c Identify a possible cause of conflict among youth in schools and communities, such as relationships, territory, or jealousy. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.B.2.Su.d Choose an effective way to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.2.Pa.b Recognize selected refusal and collaboration skills that enhance health or reduce health risks, such as working as a team, compromising, and communicating assertively. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.B.2.Pa.c Recognize a possible cause of conflict among youth in schools or communities, such as relationships, territory, or jealousy. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.B.2.Pa.d Recognize positive ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.8.B.3.In.a Describe health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.B.3.In.b Describe circumstances that can help or hinder healthy decision-making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental health condition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Su.a Identify health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.B.3.Su.b Identify circumstances that can help or hinder healthy decision-making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental health condition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Pa.a Recognize a health-related situation that requires a prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.8.B.3.Pa.b Identify a selected circumstance that can help or hinder healthy decision-making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental health condition. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.8.B.3.In.c Discriminate between the need for individual or collaborative decision-making, such as pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Su.c Discriminate between the need for individual or collaborative decision-making in selected situations, such as pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Pa.c Identify the need for individual or collaborative decision-making in a selected situation, such as pressure to consume alcohol, self-injury, weight management, sexual activity, and mental health issues. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.3.In.d Describe differences between healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Su.d Identify healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Pa.d Recognize a healthy and an unhealthy alternative for selected health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.3.In.e Describe potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Su.e Identify the potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Pa.e Recognize a potential outcome of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, or financial consequences. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.3.In.f Select healthy alternatives over unhealthy alternatives when making decisions, such as abstaining from alcohol and sexual activity and maintaining healthy nutrition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Su.f Choose healthy alternatives over unhealthy alternatives when making decisions, such as abstaining from alcohol and sexual activity and maintaining healthy nutrition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Pa.f Identify a healthy alternative when making a decision, such as abstaining from alcohol and sexual activity and maintaining healthy nutrition. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.3.In.g Examine the outcomes of a health-related decision, such as prevention of becoming addicted to alcohol, developing brain damage from inhalant use, and becoming pregnant from sexual activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Su.g Identify the effects of outcomes of a health-related decision, such as prevention of becoming addicted to alcohol, developing brain damage from inhalant use, and becoming pregnant from sexual activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.3.Pa.g Identify an outcome of a health-related decision, such as prevention of becoming addicted to alcohol, developing brain damage from inhalant use, and becoming pregnant from sexual activity. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.8.B.4.In.a Examine personal health practices, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.4.Su.a Determine if personal health practices are helpful or harmful to health, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.4.Pa.a Recognize if a personal health practice is helpful or harmful, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.4.In.b Use selected strategies to develop an individual health goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyberbullying, social relationships, or sleep habits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.4.Su.b Follow a selected procedure to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyberbullying, social relationships, or sleep habits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.4.Pa.b Select an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyberbullying, social relationships, or sleep habits. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.4.In.c Use selected strategies and skills needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.4.Su.c Use a strategy and a skill needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.4.Pa.c Use a selected strategy or skill for attaining a personal health goal, such as increased physical activity, nutrition modification, and anger management. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.B.4.In.d Identify ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.4.Su.d Recognize ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.B.4.Pa.d Recognize a way that personal health goals can vary based on a personal need, such as weight reduction, availability of exercise equipment, and the general health of the individual. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: PROMOTION

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.8.P.1.In.a Explain the importance of assuming responsibility for</p>	<p>HE.8.P.1.Su.a Describe why it is important to take responsibility for</p>	<p>HE.8.P.1.Pa.a Recognize that it is important to take responsibility for</p>

<p>personal health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin care practices, and avoiding drug abuse. <u>Date Adopted or Revised:</u> 12/08</p>	<p>personal health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin care practices, and avoiding drug abuse. <u>Date Adopted or Revised:</u> 12/08</p>	<p>personal health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin care practices, and avoiding drug abuse. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.P.1.In.b Explain healthy practices and behaviors that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, and setting healthy goals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.1.Su.b Describe healthy practices and behaviors that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, and setting healthy goals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.1.Pa.b Recognize a healthy practice and a behavior that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, and setting healthy goals. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.P.1.In.c Explain a variety of behaviors that avoid or reduce health risks, such as being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.1.Su.c Describe behaviors that avoid or reduce health risks, such as being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.1.Pa.c Recognize behaviors that avoid or reduce health risks, such as being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.8.P.2.In.a Explain the desirability of a health-enhancing position on a topic using accurate information from selected resources, such as abstinence from unhealthy behaviors, gun safety laws, or legal age limits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.2.Su.a Support a health-enhancing position on a topic using accurate information from a selected source, such as abstinence from unhealthy behaviors, gun safety laws, or legal age limits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.2.Pa.a Recognize accurate information related to a health-enhancing position on a topic, such as abstinence from unhealthy behaviors, gun safety laws, or legal age limits. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.P.2.In.b Promote positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.2.Su.b Promote selected positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.2.Pa.b Promote a positive health choice with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs. <u>Date Adopted or Revised:</u> 12/08</p>

<p>HE.8.P.2.In.c Work with others to advocate for healthy individuals, peers, families, and schools, such as promoting community initiatives and creating media campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.2.Su.c Work with others to promote healthy practices for healthy individuals, peers, families, or schools, such as promoting community initiatives and creating media campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.2.Pa.c Work with others to promote selected healthy practices for individuals, peers, families, or schools, such as promoting community initiatives and creating media campaigns. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.8.P.2.In.d Identify ways health messages or communication techniques can be targeted for a particular audience, such as advertisements, media campaigns, and health fairs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.2.Su.d Identify a way a health message or communication technique can be targeted for a particular audience, such as in advertisements, media campaigns, and health fairs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.8.P.2.Pa.d Recognize a way a health message targets a particular audience, such as in advertisements, media campaigns, and health fairs. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 912

Strand: HEALTH LITERACY: CONCEPTS		
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>HE.912.C.1.In.a Explain how healthy behaviors can affect health status, such as healthy fast food selections, regular medical screenings, and regular physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Su.a Identify how healthy behaviors can affect health status, such as healthy fast food selections, regular medical screenings, and regular physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Pa.a Recognize ways personal health can be affected by healthy behaviors, such as healthy fast food selections, regular medical checkups, and physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.1.In.b Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Su.b Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Pa.b Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.1.In.c Explain how</p>		

<p>environment and personal health are interrelated, such as food options within a community and availability of recreational facilities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Su.c Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Pa.c Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.1.In.d Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Su.d Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Pa.d Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.1.In.e Describe strategies to reduce or prevent injuries and health problems, such as mandatory passenger restraint and helmet laws, mandatory immunizations, and proper handling of food. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Su.e Identify strategies to reduce or prevent injuries and other adolescent health problems, such as mandatory passenger restraint and helmet laws, mandatory immunizations, and proper handling of food. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Pa.e Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger restraint/helmet laws or proper handling of food. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.1.In.f Identify the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Su.f Recognize the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Pa.f Associate access to health care with good health, such as obtaining screenings, having checkups, or receiving treatment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.1.In.g Predict the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Su.g Describe the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.1.Pa.g Recognize likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.1.In.h Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.</p>	<p>HE.912.C.1.Su.h Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and</p>	<p>HE.912.C.1.Pa.h Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products. <u>Date Adopted or Revised:</u> 12/08</p>

<u>Date Adopted or Revised:</u> 12/08	getting adequate physical exercise to help prevent diabetes and heart disease. <u>Date Adopted or Revised:</u> 12/08	
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Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
HE.912.C.2.In.a Explain how the family influences the health of individuals, such as nutritional management of meals, the composition of the family, and health insurance status. <u>Date Adopted or Revised:</u> 12/08	HE.912.C.2.Su.a Describe how the family influences the health of individuals, such as providing nutritious meals, the composition of the family, and health insurance status. <u>Date Adopted or Revised:</u> 12/08	HE.912.C.2.Pa.a Recognize selected ways the family influences the health of family members, such as providing nutritious meals and the composition of the family. <u>Date Adopted or Revised:</u> 12/08
HE.912.C.2.In.b Examine how peers influence healthy and unhealthy behaviors, such as binge drinking and social groups, pressuring a girlfriend or boyfriend to be sexually active, and student recommendations for school vending machines. <u>Date Adopted or Revised:</u> 12/08	HE.912.C.2.Su.b Describe how peers influence healthy and unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines. <u>Date Adopted or Revised:</u> 12/08	HE.912.C.2.Pa.b Recognize ways peers influence healthy or unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines. <u>Date Adopted or Revised:</u> 12/08
HE.912.C.2.In.c Describe how the school and community can influence personal health practice and behavior, such as healthy foods in vending machines, required health education, and health screenings. <u>Date Adopted or Revised:</u> 12/08	HE.912.C.2.Su.c Identify how the school and community can influence personal health practice and behavior, such as having healthy food in vending machines, required health education, and health screenings. <u>Date Adopted or Revised:</u> 12/08	HE.912.C.2.Pa.c Recognize ways the school and community can influence personal health, such as having healthy food in vending machines, required health education, and health screenings. <u>Date Adopted or Revised:</u> 12/08
HE.912.C.2.In.d Describe how public health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and reporting communicable diseases. <u>Date Adopted or Revised:</u> 12/08	HE.912.C.2.Su.d Identify ways school and public health policies can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and reporting communicable diseases. <u>Date Adopted or Revised:</u> 12/08	HE.912.C.2.Pa.d Recognize ways selected school and public health policies can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and assessing health status. <u>Date Adopted or Revised:</u> 12/08

<p>HE.912.C.2.In.e Examine the effect of media on personal and family health, such as comparing name and store brand items in the home, analyzing television viewing habits, and identifying effective public service announcements (PSAs). <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Su.e Describe the effect of media on personal and family health, such as comparing name and store brand items in the home, analyzing television viewing habits, and identifying effective public service announcements (PSAs). <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Pa.e Recognize the effect of media on personal and family health, such as television viewing habits and sedentary lifestyle and identifying effective public service announcements (PSAs). <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.2.In.f Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Su.f Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Pa.f Recognize a way that the use of technology impacts personal, family, or community health, such as the availability of audible directions on pedestrian cross walks or hotlines such as 211 or related Web sites. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.2.In.g Describe the consequences of selected health risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Su.g Identify the consequences of health-risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Pa.g Recognize the consequences of selected health-risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.2.In.h Describe how the perceptions of social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Su.h Describe how the perceptions of selected social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Pa.h Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.C.2.In.i Describe ways that culture supports and challenges health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Su.i Identify ways culture influences health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.C.2.Pa.i Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.912.B.1.In.a Use given criteria to assess the validity of health information, products, and services, such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Su.a Use given criteria to determine the validity of selected health information, products, and services, such as magazine articles, the use of diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Pa.a Verify accurate (valid) health information, products, and services by confirming with a trusted adult or health professional. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.1.In.b Describe accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, a nurse, a guidance counselor, a physician, clinics, hotlines, and support groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Su.b Identify accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, a nurse, a guidance counselor, a physician, clinics, hotlines, and support groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Pa.b Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.1.In.c Determine the accessibility of products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Su.c Identify the accessibility of products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Pa.c Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.1.In.d Explain when professional health services or providers may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Su.d Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Pa.d Identify a selected situation when a professional health service or provider may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.1.In.e Describe characteristics of valid and reliable health products and services, such as their qualifications, type of service/product and provider, product safety, and reliability. <u>Date Adopted or Revised:</u></p>	<p>HE.912.B.1.Su.e Describe selected characteristics of valid and reliable health products and services, such as their qualifications, type of service/product and provider, product safety, and reliability. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Pa.e Recognize selected characteristics of valid and reliable health products and services for personal health, such as type of service/product and provider, product safety, and effectiveness.</p>

<p>12/08</p> <p>HE.912.B.1.In.f Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays, ultrasounds, mammograms, and MRI. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.1.Su.f Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays, ultrasounds, mammograms, and MRI. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>HE.912.B.1.Pa.f Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.912.B.2.In.a Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.2.Su.a Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.2.Pa.a Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.2.In.b Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.2.Su.b Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.2.Pa.b Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.2.In.c Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict resolution skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.2.Su.c Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict resolution skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.2.Pa.c Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.2.In.d Explain the effectiveness of various ways of</p>	<p>HE.912.B.2.Su.d Describe effective ways to ask for and offer assistance</p>	<p>HE.912.B.2.Pa.d Identify an effective</p>

<p>asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend. <u>Date Adopted or Revised:</u> 12/08</p>	<p>to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend. <u>Date Adopted or Revised:</u> 12/08</p>	<p>way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.912.B.3.In.a Describe the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.3.Su.a Identify the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.3.Pa.a Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as decisions regarding sexual activity, alcohol consumption, and organ donation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.3.In.b Explain barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.3.Su.b Describe barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.3.Pa.b Identify selected barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.3.In.c Determine whether individual or collaborative decision-making is needed to make a healthy decision, such as planning a post high school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.3.Su.c Determine whether individual or collaborative decision-making is needed to make a healthy decision in selected situations, such as planning a post high school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.3.Pa.c Identify the need for individual or collaborative decision-making in selected health-related situations, such as planning a post high school career/education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.3.In.d Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.3.Su.d Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.3.Pa.d Recognize healthy and unhealthy alternatives to selected health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills. <u>Date Adopted or Revised:</u></p>
<p>HE.912.B.3.In.e Describe the potential short-term and long-term</p>	<p>HE.912.B.3.Su.e Identify the potential short-term and long-term outcomes of</p>	

<p>outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.912.B.3.In.f Apply the healthiest choice when considering all factors in making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink with friends. <u>Date Adopted or Revised:</u> 12/08</p>	<p>each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.912.B.3.Su.f Select a healthy choice when considering all factors in making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink alcohol with friends. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>HE.912.B.3.Pa.e Recognize a potential outcome of each option on self when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual, or weapons on campus. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.912.B.3.Pa.f Choose a healthy alternative from given options when making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink alcohol with friends. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.912.B.4.In.a Assess personal health practices and identify overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.4.Su.a Examine personal health practices and recognize overall health status for a selected dimension of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.4.Pa.a Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.4.In.b Use selected strategies to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.4.Su.b Follow a selected procedure to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.B.4.Pa.b Follow guided steps to develop a selected plan for achieving a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.B.4.In.c Use strategies and</p>	<p>HE.912.B.4.Su.c Use selected</p>	<p>HE.912.B.4.Pa.c Use a selected strategy and track progress toward</p>

<p>monitor progress toward achieving a personal health goal, such as stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.912.B.4.In.d Develop an effective long-term personal health plan, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.912.B.4.Su.d Identify an effective personal health plan for a period of time, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>achieving a personal health goal, such as time out, using a squeeze ball when frustrated, talking with a friend or professional, or using rewards and supports. <u>Date Adopted or Revised:</u> 12/08</p> <p>HE.912.B.4.Pa.d Follow guided steps to develop an effective personal health plan for a period of time, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: HEALTH LITERACY: PROMOTION

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>HE.912.P.1.In.a Examine the role of individual responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.P.1.Su.a Explain the role of individual responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.P.1.Pa.a Identify that it is important to take personal responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.P.1.In.b Use healthy practices and behaviors that will maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.P.1.Su.b Perform healthy practices and behaviors that will maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>HE.912.P.1.Pa.b Perform a healthy practice and a healthy behavior to maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet. <u>Date Adopted or Revised:</u> 12/08</p>
<p>HE.912.P.1.In.c Examine a variety of behaviors that avoid or reduce health risks, such as avoiding riding with impaired drivers, making good personal lifestyle choices, and</p>	<p>HE.912.P.1.Su.c Explain a variety of behaviors that avoid or reduce health risks, such as avoiding riding with impaired drivers, making good personal lifestyle choices, and</p>	<p>HE.912.P.1.Pa.c Identify selected behaviors that avoid or reduce common health risks, such as riding with trusted drivers, making good personal lifestyle choices, and seeking</p>

seeking mental health services when needed. <u>Date Adopted or Revised:</u> 12/08	seeking mental health services when needed. <u>Date Adopted or Revised:</u> 12/08	mental health services when needed. <u>Date Adopted or Revised:</u> 12/08
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Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
HE.912.P.2.In.a Use accurate information to create a health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, and sexual activity. <u>Date Adopted or Revised:</u> 12/08	HE.912.P.2.Su.a Use selected accurate information to create a brief health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, or sexual activity. <u>Date Adopted or Revised:</u> 12/08	HE.912.P.2.Pa.a Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence. <u>Date Adopted or Revised:</u> 12/08
HE.912.P.2.In.b Demonstrate basic ways to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating and personal relationships. <u>Date Adopted or Revised:</u> 12/08	HE.912.P.2.Su.b Demonstrate a basic way to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating and personal relationships. <u>Date Adopted or Revised:</u> 12/08	HE.912.P.2.Pa.b Encourage others to make positive health choices. <u>Date Adopted or Revised:</u> 12/08
HE.912.P.2.In.c Work with others to advocate for improving personal, family, and community health, such as supporting local availability of healthy food options and shopping at environmentally friendly vendors. <u>Date Adopted or Revised:</u> 12/08	HE.912.P.2.Su.c Work with others to promote health practices that improve personal, family, or community health, such as supporting local availability of healthy food options and environmentally friendly shopping. <u>Date Adopted or Revised:</u> 12/08	HE.912.P.2.Pa.c Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options or environmentally friendly shopping. <u>Date Adopted or Revised:</u> 12/08
HE.912.P.2.In.d Create a health message that targets a specific audience using a common communication technique, such as promoting Internet safety, disease prevention, reduction of poverty, and disaster relief. <u>Date Adopted or Revised:</u> 12/08	HE.912.P.2.Su.d Create a health message for a selected audience using a selected communication technique, such as promoting Internet safety, disease prevention, reduction of poverty, and disaster relief. <u>Date Adopted or Revised:</u> 12/08	HE.912.P.2.Pa.d Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence. <u>Date Adopted or Revised:</u> 12/08



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