

Integration of Florida Standards Access Points

For Students in Grades 9-12

Through its focus on the development of self-advocacy skills, *My Health Care* supports the teaching and learning of Florida Standards access points in both Health Education (e.g., health-related self-advocacy) and English Language Arts (e.g., building self-advocacy skills across domains). For teachers and students in school grades 9 through 12, the following provides a model for integrating academic standards while targeting essential self-advocacy, communication and self-management skill development.

Access Points

Florida Standards access points are designed to comply with the 1997 Individuals with Disabilities Education Act mandate that all students have access to the general curriculum. There are two models of access points: one for English Language Arts (ELA) and mathematics, and another for all other content areas, including Health Education.

The model for ELA has one or more access points aligned to each Florida Standard. Essential understandings (EUs) serve as support for the teaching of access points by breaking down the elements of the access point. They are designed to help the teacher think about the access point and may be used as the teacher deems appropriate for individual students. The EUs provide guidance on where and how students might enter into the learning of the targeted access point. For example:

LAFS.9-10.SL.1.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.9-10.SL.1.AP.1f

Engage appropriately in discussion with others who have a diverse or divergent perspective.



Essential Understandings:

- Complete sentence stems that promote positive environments during collegial discussions. (e.g., I agree/disagree with..., The text states..., How do you feel about...)
- Address appropriate tone, volume, eye contact, inflections, etc.
- Identify common agreements and disagreements with others on a common or familiar topic.
- Instructors can use the EUs to begin the teaching and learning process toward mastery of the access point.

The model for Health Education is one of three access points aligned to a general education standard benchmark and scaffolded in terms of theoretical cognitive complexity. The least complex access point is termed Participatory (Pa), with the next higher level of complexity called Supported (Su), and the third level called Independent (In). The Independent-level access point is still, however, less complex than the standard itself. An example of this structure for the Health Education benchmark HE.912.B.6.2 (“Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks”) is:

HE.912.B.6.In.b (Independent-level access point)

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.

HE.912.B.6.Su.b (Supported-level access point)

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.

HE.912.B.6.Pa.b (Participatory-level access point)

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.

Using this model, teaching and learning is directed toward the highest level of achievement for each individual student.

Individualizing Instruction Using Access Points and Rubrics

Any individual learner participating in *My Health Care* can be placed somewhere on the formative assessment rubrics by identifying examples of student work and matching them to the indicators for one of the four levels. Once the level has been identified, the questions that elicit thinking and instructional implications provide guidance to move learning forward for that student. Selected ELA and Health Education access points have been identified for each of the five GLADD modules, and accompany respective formative assessment rubrics positioned at the beginning of the module. *My Health Care* supports the integration of these access points.

For example, when students are engaged in the “Ask” module of the curriculum, it is only natural that teachers and student address the ELA access point LAFS.9-10.SL.1.AP.1a (“Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text”) by asking questions. Likewise, teachers and students can easily focus on the Health Education access point HE.912.B.4.In.d (“Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help from a friend”) while learning the ‘Ask Me 3’ question strategy or developing a question list. The teacher and student can focus on the teaching and learning of one or more of the listed access points that an individual needs to master, while another student may be working on different access points identified.

The next few pages show a comprehensive list of the Florida Standards ELA (including the essential understandings) and Health Education access points that can be supported when using *My Health Care*.



English-Language Arts

LAFS.9-10.L.3.AP.6b

Use newly acquired domain-specific words and phrases accurately.

Essential Understandings:

- With guidance and support use newly acquired words to answer questions.

LAFS.9-10.SL.1.AP.1a

Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.

Essential Understandings:

- Identify key points from a given text.
- Use evidence or ideas within a text to challenge or clarify a given statement.

LAFS.9-10.SL.1.AP.1b

Summarize points of agreement and disagreement within a discussion on a given topic or text.

Essential Understandings:

- Sort points of agreement and disagreement (ex: T-table, Venn diagram, or other graphic organizers).

LAFS.9-10.SL.1.AP.1c

Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

Essential Understandings:

- Using the previous graphic organizer (points of agreement), indicate the evidence given in the text that supports each claim.
- Use the evidence to support own view or understanding.

LAFS.9-10.SL.1.AP.1d

Work with peers to set rules for collegial discussions and decision making.

Essential Understandings:

- Complete sentence stems that promote positive environments during collegial discussions. (Ex: I agree/disagree with....., The text states..... How do you feel about.....).

- Address appropriate tone, volume, eye contact, inflections, etc.

LAFS.9-10.SL.1.AP.1e

Actively seek the ideas or opinions of others in a discussion on a given topic or text.

Essential Understandings:

- Use sentence stems to seek the ideas or opinions of others.

LAFS.9-10.SL.1.AP.1f

Engage appropriately in discussion with others who have a diverse or divergent perspective.

Essential Understandings:

- Complete sentence stems that promote positive environments during collegial discussions. (Ex: I agree/disagree with....., The text states..... How do you feel about.....).
- Address appropriate tone, volume, eye contact, inflections, etc.
- Identify common agreements and disagreements with others on a common or familiar topic.

LAFS.9-10.SL.1.AP.3d

Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

Essential Understandings (Persuasive):

- Identify which speaker's point of view, reasoning, and use of evidence contains false statements, faulty reasoning or exaggeration.

LAFS.9-10.SL.2.AP.4a

Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Essential Understandings (Informational):

- Order factual statements to describe a sequence of events or ideas.
- Sort relevant and irrelevant information related to a given topic into the correct categories.
- Develop the topic by Identifying at least two relevant facts and descriptive details related to the topic.

LAFS.9-10.SL.2.AP.5a

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Essential Understandings:

- Identify from provided choices which multi-media feature matches the information provided in a report (e.g. audio clip, embedded video, maps, diagrams, etc.).
- Identify the most important facts/details in a report.
- With guidance and support, determine what multi-media features should/could be included in the writer's report to emphasize certain facts or details.

LAFS.9-10.SL.2.AP.6a

Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).

Essential Understandings:

- Identify a given text or conversation as formal or informal English.

LAFS.9-10.RI.3.AP.8c

Evaluate the argument/claims that the author makes to determine if the statements are true or false.

Essential Understandings:

- Find a claim or argument in a text.
- List at least two pieces of evidence the author uses to support their claim.
- Decide whether the arguments are true or false based on the support.
- Compare similar claims/arguments and find supporting evidence from two texts.
- Use at least two independent sources to see if evidence supporting the claim/argument is true or false.

LAFS.9-10.RI.3.AP.8e

Assess the validity of the arguments across texts on related topics.

Essential Understandings:

- Find a claim or argument in a text.
- List at least two pieces of evidence the author uses to support their claim.



- Use at least two independent sources to see if evidence supporting the claim/argument is true or false.
- Use the context to help decide which definition (from a list of definitions) is the most appropriate choice.

LAFS.9-10.W.1.AP.2c

Provide relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate for the audience.

Essential Understandings (Informational):

- With guidance and support, sort relevant and irrelevant information related to a given topic into the correct categories.
- Identify facts and details related to a specified topic.
- Develop the topic by identifying at least one relevant fact, definition, quote, example or detail.
- With guidance and support, list characteristics of a given audience that might change the focus of the writing.

LAFS.9-10.W.1.AP.2e

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Essential Understandings (Informational):

- Identify precise language within a provided informational text.
- Identify the most descriptive or specific noun/verb appropriate for provided text (e.g., Instead of “Volcanoes blow up,” “Mt. Vesuvius erupted”).
- Use a resource (e.g., thesaurus) to revise given text to become more descriptive.
- Identify precise language and domain-specific vocabulary within an informational text that is appropriate to the specific topic.

LAFS.9-10.W.1.AP.2g

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Essential Understandings (Informational):

- Identify the appropriate concluding section for a provided informational text.
- Develop a short list of the most important ideas from a provided text to include in a concluding statement or section.

LAFS.9-10.W.1.AP.2h

Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details that support the main ideas.

Essential Understandings (Informational):

- Order factual statements to describe a sequence of events or ideas.
- Sort relevant and irrelevant information related to a given topic into the correct categories.
- Develop the topic by Identifying at least two relevant facts and descriptive details related to the topic.

LAFS.9-10.W.1.AP.3e

Sequence events so that they build on one another to create a coherent whole.

Essential Understandings (Narrative):

- Sequence events of beginning, middle, and end within a text.
- Create a progression of experiences or events for a familiar experience or event (e.g., “Write a story about your trip to the county fair describing each experience you had in detail.”).

LAFS.9-10.W.1.AP.3f

Create a smooth progression of experiences or events.

Essential Understandings (Informational):

- Sequence events of beginning, middle, and end within a text.
- Add transitional words to link ideas and events in a story.
- Create a progression of experiences or events for a familiar experience or event (e.g., “Write a story about your trip to the county fair describing each experience you had in detail.”).

LAFS.9-10.W.1.AP.3g

Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

Essential Understandings (Narrative):

- Identify precise words and phrases, relevant details, and/or sensory language that convey.



- experiences, events, setting and/or characters in a provided text.
- Add precise words and phrases and relevant details to a familiar story that does not include these elements.

LAFS.9-10.W.1.AP.3h

Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over.

Essential Understandings (Narrative):

- Add an appropriate conclusion provided story.

LAFS.11-12.L.3.AP.6b

Use newly acquired domain-specific words and phrases accurately.

Essential Understandings:

- With guidance and support use newly acquired words to answer questions.

LAFS.11-12.SL.1.AP.1a

Consider a full range of ideas or positions on a given topic or text when presented in a discussion.

Essential Understandings:

- Given a topic, list a full range of ideas or positions. (Ex: write a topic on the board and generate possible ideas or positions about that topic).

LAFS.11-12.SL.1.AP.1b

Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.

Essential Understandings:

- Identify key points from a given text.
- Use evidence or ideas within a text to challenge a given statement.

LAFS.11-12.SL.1.AP.1c

Summarize points of agreement and disagreement within a discussion on a given topic or text.

Essential Understandings:

- Sort points of agreement and disagreement (Ex: T-table, Venn diagram, or other graphic organizers).



LAFS.11-12.SL.1.AP.1d

Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

Essential Understandings:

- Using the previous graphic organizer (points of agreement), indicate the evidence given in the text that supports each claim.
- Use the evidence to support own view or understanding.

LAFS.11-12.SL.1.AP.1e

Work with peers to promote democratic discussions.

Essential Understandings:

- Generate sentence stems that promote positive environments during collegial discussions. (Ex: I agree/disagree with....., The text states..... How do you feel about.....).
- Address appropriate tone, volume, eye contact, inflections, etc.

LAFS.11-12.SL.1.AP.1f

Actively seek the ideas or opinions of others in a discussion on a given topic or text.

Essential Understandings:

- Use sentence stems to seek the ideas or opinions of others.

LAFS.11-12.SL.1.AP.1g

Engage appropriately in discussion with others who have a diverse or divergent perspectives.

Essential Understandings:

- Generate sentence stems that promote positive environments during collegial discussions. (Ex: I agree/disagree with....., The text states..... How do you feel about.....).
- Generate questions to understand diverse perspectives.
- Address appropriate tone, volume, eye contact, inflections, etc.

LAFS.11-12.SL.1.AP.3d

Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.



Essential Understandings: (Persuasive):

- Identify which speaker's point of view, reasoning, and use of evidence contains false statements, faulty reasoning or exaggeration.

LAFS.11-12.SL.2.AP.4a

Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Essential Understandings (Informational):

- Order factual statements to describe a sequence of events or ideas.
- Sort relevant and irrelevant information related to a given topic into the correct categories.
- Develop the topic by Identifying at least two relevant facts and descriptive details related to the topic.

LAFS.11-12.SL.2.AP.5a

Include digital multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Essential Understandings (Across Text Types):

- Identify from provided choices which multi-media feature matches the information provided in a report (e.g. audio clip, embedded video, maps, diagrams, etc.).
- Identify the most important facts/details in a report.
- With guidance and support, determine what multi-media features should/could be included in the writer's report to emphasize certain facts or details.

LAFS.11-12.SL.2.AP.6a

Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).

Essential Understandings:

- Identify a given text or conversation as formal or informal English.

LAFS.11-12.RI.3.AP.8a

Identify claims made by the author as being fact or opinion.



Essential Understandings:

- Find a claim or argument in a text. Identify the difference between fact and opinion. List at least two pieces of evidence the author uses to support their claim.
- Use at least two independent sources to see if evidence supporting the claim/argument is a fact.

LAFS.11-12.RI.3.AP.8b

Distinguish reliable sources from non-reliable.

Essential Understandings:

- Find a claim or argument in a text.
- List at least two pieces of evidence the author uses to support their claim.
- Use at least two independent sources to see if evidence supporting the claim/argument is true or false.

LAFS.11-12.RI.3.AP.8c

Evaluate the premises, purposes and argument that the author makes.

Essential Understandings:

- Find a claim or argument in a text.
- Identify the various purposes the author has.
- List at least two pieces of evidence the author uses to support their claim.
- Use at least two independent sources to see if evidence supporting the claim/argument is true or false.

LAFS.11-12.RI.3.AP.8d

Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.

Essential Understandings:

- Find a claim the author makes in the text.
- Compare similar purposes the author has from two texts.
- List/highlight one or more sentences that support the claim.
- Compare similar claims/evidence from two text.



LAFS.11-12.RI.3.AP.8e

Assess the validity of the premises, purposes and arguments across texts on related topics.

Essential Understandings:

- Find a claim or argument in a text.
- List at least two pieces of evidence the author uses to support their claim.
- Use at least two independent sources to see if evidence supporting the claim/argument is true or false.

LAFS.11-12.W.1.AP.2c

Provide the facts, extended definitions, concrete details, quotations or other information and examples that are most relevant to the focus and appropriate for the audience.

Essential Understandings (Informational):

- With guidance and support, sort relevant and irrelevant information related to a given topic into the correct categories.
- Identify facts and details related to a specified topic.
- Develop the topic by identifying at least one relevant fact, definition, quote, example or detail.
- With guidance and support, list characteristics of a given audience that might change the focus of the writing.

LAFS.11-12.W.1.AP.2e

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Essential Understandings (Informational):

- Identify precise language within a provided informational text.
- Identify the most descriptive or specific noun/verb appropriate for provided text (e.g., Instead of “Volcanoes blow up,” “Mt. Vesuvius erupted.”).
- Use a resource (e.g., thesaurus) to revise given text to become more descriptive.
- Identify precise language and domain-specific vocabulary within an informational text that is appropriate to the specific topic.

LAFS.11-12.W.1.AP.2g

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Essential Understandings (Informational):

- Identify the appropriate concluding section for a provided informational text.
- Develop a short list of the most important ideas from a provided text to include in a concluding statement or section.

LAFS.11-12.W.1.AP.2h

Report on a topic using a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Essential Understandings (Informational):

- Order factual statements to describe a sequence of events or ideas.
- Sort relevant and irrelevant information related to a given topic into the correct categories.
- Develop the topic by Identifying at least two relevant facts and descriptive details related to the topic.

LAFS.11-12.W.1.AP.3e

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).

Essential Understandings (Narrative)

- Sequence events of beginning, middle, and end within a text.
- Establish a tone for the story.
- Create a progression of experiences or events for a familiar experience or event (e.g., “Write a story about your trip to the county fair describing each experience you had in detail.”).

LAFS.11-12.W.1.AP.3f

Create a smooth progression of experiences or events.

Essential Understandings (Narrative):

- Sequence events of beginning, middle, and end within a text.
- Create a progression of experiences or events for a familiar experience or event (e.g., “Write a story about your trip to the county fair describing each experience you had in detail.”).

LAFS.11-12.W.1.AP.3g

Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

Essential Understandings (Narrative):

- Identify precise words and phrases, relevant details, and/or sensory language that convey experiences, events, setting and/or characters in a provided text.
- Add precise words and phrases and relevant details to a familiar story that does not include these elements.

LAFS.11-12.W.1.AP.3h

Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

Essential Understandings (Narrative):

- Add an appropriate conclusion provided story.

Health Education

HE.912.B.3.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.

HE.912.B.3.Su.a Use given criteria to determine the validity of selected 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.

HE.912.B.3.Pa.a Verify accurate (valid) health information, products, and services by confirming with a trusted adult or health professional.

- HE.912.B.3.In.b** Describe accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.
- HE.912.B.3.Su.b** Identify accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.
- HE.912.B.3.Pa.b** Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and appointment scheduling.
- HE.912.B.3.In.c** Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.
- HE.912.B.3.Su.c** Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.
- HE.912.B.3.Pa.c** Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.
- HE.912.B.4.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.
- HE.912.B.4.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.



- HE.912.B.4.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.
- HE.912.B.4.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.
- HE.912.B.4.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.
- HE.912.B.4.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.
- HE.912.B.4.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.
- HE.912.B.4.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.
- HE.912.B.4.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.
- HE.912.B.4.In.d** Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.

- HE.912.B.4.Su.d** Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.
- HE.912.B.4.Pa.d** Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend.
- HE.912.B.5.In.a** Describe the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.
- HE.912.B.5.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.
- HE.912.B.5.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.
- HE.912.B.6.In.a** Assess personal health practices and identifies overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.
- HE.912.B.6.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.
- HE.912.B.6.Pa.a** Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene.
- HE.912.B.6.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.

- HE.912.B.6.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.
- HE.912.B.6.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.
- HE.912.B.6.In.c** Use strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
- HE.912.B.6.Su.c** Use selected strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
- HE.912.B.6.Pa.c** Use a selected strategy and track progress toward achieving a personal health goal, such as time out, using a squeeze ball when frustrated, talking with a friend or professional, or using rewards and supports.
- HE.912.B.6.In.d** Develop an effective long-term personal health plan, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
- HE.912.B.6.Su.d** Identify an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
- HE.912.B.6.Pa.d** Follow guided steps to develop an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.

- HE.912.P.7.In.a** Examine the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.
- HE.912.P.7.Su.a** Explain the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.
- HE.912.P.7.Pa.a** Identify that it is important to take personal responsibility for enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.
- HE.912.P.7.In.b** Examine healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
- HE.912.P.7.Su.b** Explain healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
- HE.912.P.7.Pa.b** Identify selected practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.

