6A-1.09401 Student Performance Standards.

(1) Student Performance Standards in Florida are defined as state academic standards the Next Generation Sunshine State Standards and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The state academic standards Next Generation Sunshine State Standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12. The access points contained in the state academic standards Next Generation Sunshine State Standards provide access to the general education curriculum for students with significant cognitive disabilities. These standards, benchmarks, and access points are contained in the following publications which are hereby incorporated by reference and made a part of this rule.

(a) Florida’s State Academic Standards Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) – English Language Arts, 2021 (http://www.flrules.org/Gateway/reference.asp?No=Ref-13402),
(b) Florida’s State Academic Standards Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) – Mathematics, 2020 (http://www.flrules.org/Gateway/reference.asp?No=Ref-12104),
(e) Florida’s State academic standards Next Generation Sunshine State Standards – World Languages, 2011,
(k) English Language Development/Proficiency Standards for English Language Learners, 2014 (http://www.flrules.org/Gateway/reference.asp?No=Ref-04240),
(l) Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) 2022 Access PointsAlternate Academic Achievement Standards Grade K-12 (http://www.flrules.org/Gateway/reference.asp?No=Ref-14160),
(m) Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics 2023 2022 Access PointsAlternate Academic Achievement Standards Grade K-12 (http://www.flrules.org/Gateway/reference.asp?No=Ref-14161),
(n) Access Points to Florida’s State Academic Standards the Next Generation Sunshine State Standards for Science – 2016 (http://www.flrules.org/Gateway/reference.asp?No=Ref-06469), and,

Copies of these publications may be obtained from the Division of Public Schools, Department of Education, 325 West Gaines St., Tallahassee, Florida 32399-0400.

(2) The Commissioner shall periodically review, accept public comment on and revise Florida standards. The process shall begin with convening an expert group to review the standards and make recommendations to the Commissioner for their review and revision. The Commissioner shall determine whether revisions are necessary based on the recommendations of the expert group, and shall propose such revisions to the State Board of Education for adoption.

(3) Each district school board shall incorporate the state academic standards Next Generation Sunshine State Standards as appropriate for subject areas contained herein into the district Student Progression Plan.

(4) The state academic standards Next Generation Sunshine State Standards shall serve as the basis for statewide assessments.

Rulemaking Authority 1001.02, 1003.41(4) FS. Law Implemented 1001.03, 1003.41 FS. History–New 6-18-96, Amended 9-28-99, 3-1-07, 7-25-07, 11-25-07, 4-14-08, 9-22-08, 2-1-09, 1-6-10, 9-3-10, 2-8-11, 3-25-14, 7-22-14, 3-23-16, 6-23-16, 3-26-20, 8-27-20, 8-26-21, 5-3-22, 2-__-23.
9-12 Functions Strand

\textbf{MA.912.F.1 Understand, compare and analyze properties of functions.}

\textbf{MA.912.F.1.5} Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.

\textbf{Access Point}
MA.912.F.1.AP.5 Identify key features of linear functions each represented in the same way algebraically or graphically (key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior).

\textbf{Benchmark Clarifications:}
\textit{Clarification 1:} Key features are limited to domain; range; intercepts; slope and end behavior.

9-12 Financial Literacy Strand

\textbf{MA.912.FL.1 Build mathematical foundations for financial literacy.}

\textbf{MA.912.FL.1.1} Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business.

\textbf{Access Point}
MA.912.FL.1.AP.1 Solve real-world problems involving money using percentages and decimals.

\textbf{Benchmark Clarifications:}
\textit{Clarification 1:} Problems include discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.

\textbf{MA.912.FL.1.2} Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.

\textbf{Access Point}
MA.912.FL.1.AP.2 Solve simple real-world problems involving money using ratios or proportions.

\textit{Example:} A local grocery stores sells trail mix for $1.75 per pound. If the grocery store spends $0.82 on each pound of mix, how much will the store gain in gross profit if they sell 6.4 pounds in one day?

\textit{Example:} If Juan makes $25.00 per hour and works 40 hours per week, what is his annual salary?
MA.912.FL.2 Develop an understanding of basic accounting and economic principles.

MA.912.FL.2.2 Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology.

**Access Point**

MA.912.FL.2.AP.2 Calculate the profit when given the expenses and revenue from a real-world problem.

*Example:* A travel agency charges $2400 per person for a week-long trip to London if the group has 16 people or less. For groups larger than 16, the price per person is reduced by $100 for each additional person. Create an expression describing the revenue as a function of the number of people in the group. Determine the number of people that maximizes the revenue.

**Benchmark Clarifications:**
- *Clarification 1:* Instruction includes the connection to data.
- *Clarification 2:* Instruction includes displaying profits and costs over time in a table or graph and using the graph to predict profits.
- *Clarification 3:* Problems include maximizing profits, maximizing revenues and minimizing costs.

MA.912.FL.2.3 Explain how consumer price index (CPI), gross domestic product (GDP), stock indices, unemployment rate and trade deficit are calculated. Interpret their value in terms of the context.

**Access Point**

MA.912.FL.2.AP.3 Given the consumer price index (CPI), stock indices, or unemployment rates for two different time periods, identify whether the rates are increasing or decreasing.

**Benchmark Clarifications:**
- *Clarification 1:* Instruction includes the understanding that quantities are based on data and may include measurement error.

MA.912.FL.2.4 Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates.

**Access Point**

MA.912.FL.2.AP.4 Given current exchange rates, convert between currencies.

**Benchmark Clarifications:**
- *Clarification 1:* Instruction includes taking into account various fees, such as conversion fee, foreign transaction fee and dynamic concurrency conversion fee.
MA.912.FL.2.5 Develop budgets that fit within various incomes using spreadsheets and other technology.

**Access Point**
MA.912.FL.2.AP.5 Given typical monthly expenses (housing, utilities, food, etc.), determine the monthly income needed.

*Example:* Develop a budget spreadsheet for your business that includes typical expenses such as rental space, transportation, utilities, inventory, payroll, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.

**Benchmark Clarifications:**
- **Clarification 1:** Instruction includes budgets for a business and for an individual.
- **Clarification 2:** Instruction includes taking into account various cash management strategies, such as checking and savings accounts, and how inflation may affect these strategies.

MA.912.FL.2.6 Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology.

**Access Point**
MA.912.FL.2.AP.6 Given a paycheck, identify the taxes taken out.

**Benchmark Clarifications:**
- **Clarification 1:** Instruction includes understanding the difference between standardized deductions and itemized deductions.
- **Clarification 2:** Instruction includes the connection to piecewise linear functions with slopes relating to the marginal tax rates.

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**MA.912.FL.3 Describe the advantages and disadvantages of short-term and long-term purchases.**

MA.912.FL.3.1 Compare simple, compound and continuously compounded interest over time.

**Access Point**
MA.912.FL.3.AP.1 Compare simple and compound interest over time.

**Benchmark Clarifications:**
- **Clarification 1:** Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.2 Solve real-world problems involving simple, compound and continuously compounded interest.

**Access Point**

MA.912.FL.3.AP.2 Solve real-world problems involving simple and compound interest.

*Example:* Find the amount of money on deposit at the end of 5 years if you started with $500 and it was compounded quarterly at 6% interest per year.

*Example:* Joe won $25,000 on a lottery scratch-off ticket. How many years will it take at 6% interest compounded yearly for his money to double?

**Benchmark Clarifications:**

*Clarification 1:* Within the Algebra 1 course, interest is limited to simple and compound.

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MA.912.FL.3.4 Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

**Access Point**

MA.912.FL.3.AP.4 Identify the relationship between simple interest and linear growth. Identify the relationship between compound interest and exponential growth.

**Benchmark Clarifications:**

*Clarification 1:* Within the Algebra 1 course, exponential growth is limited to compound interest.

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MA.912.FL.3.5 Compare the advantages and disadvantages of using cash versus personal financing options.

**Access Point**

MA.912.FL.3.AP.5 Select the advantages and disadvantages of using cash versus credit.

*Example:* Compare paying for a tank of gasoline in the following ways: cash; credit card and paying over 2 months; credit card and paying balance in full each month.

**Benchmark Clarifications:**

*Clarification 1:* Instruction includes advantages and disadvantages for a business and for an individual.

*Clarification 2:* Personal financing options include debit cards, credit cards, installment plans and loans.
MA.912.FL.3.6 Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology.

**Access Point**
MA.912.FL.3.AP.6 Given a bill statement, identify the finance charge, interest rate and total amount due.

**Example:** Calculate the finance charge each month and the total amount paid for 5 months if you charged $500 on your credit card but you can only afford to pay $100 each month. Your credit card has a monthly periodic finance rate of 1.5% and an annual finance rate of 17.99%.

**Benchmark Clarifications:**
*Clarification 1:* Instruction includes how annual percentage rate (APR) and periodic rate are calculated per month and the connection between the two percentages.

---

MA.912.FL.3.7 Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology.

**Access Point**
MA.912.FL.3.AP.7 Given two different student loan options, compare the advantages and disadvantages of each loan’s interest rate, monthly payment and total cost.

**Benchmark Clarifications:**
*Clarification 1:* Instruction includes students researching the latest information on different student loan options.
*Clarification 2:* Instruction includes comparing subsidized (Stafford), unsubsidized, direct unsubsidized and PLUS loans.
*Clarification 3:* Instruction includes considering different repayment plans, including deferred payments and forbearance.
*Clarification 4:* Instruction includes how interest on student loans may affect one’s income taxes.
Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees.

**Access Point**

MA.912.FL.3.AP.8 Given the total cost of an item purchased using two different payment plans, calculate the total cost difference of the item between payment plans.

**Example:** You want to buy a sofa that cost $899. Company A will let you pay $100 down and then pay the remaining balance over 3 years at 15.99% interest. Company B will not require a down payment and will defer payments for one year. However, you will accrue interest at a rate of 18.99% interest during that first year. Starting the second year you will have to pay the new amount for 2 years at a rate of 26% interest. Which deal is better and why? Calculate the total amount paid for both deals.

**Example:** An electronics company advertises that if you buy a TV over $450, you will not have to pay interest for one year. If you bought a 65' TV, regularly $699.99 and on sale for 10% off, on January 1st and only paid $300 of the balance within the year, how much interest would you have to pay for the remaining balance on the TV? Assume the interest rate is 23.99%. What did the TV really cost you?

**Benchmark Clarifications:**

**Clarification 1:** Instruction includes how interest on loans may affect one’s income taxes.

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Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology.

**Access Point**

MA.912.FL.3.AP.9 Given two different mortgage loans, one 15-year and one 30-year, compare the advantages and disadvantages of each loan’s interest rate, monthly payment and total cost.

**Benchmark Clarifications:**

**Clarification 1:** Instruction includes understanding various considerations that qualify a buyer for a loan, such as Debt-to-Income ratio.
**Clarification 2:** Fees include discount prices, origination fee, maximum brokerage fee on a net or gross loan, documentary stamps and prorated expenses.
**Clarification 3:** Instruction includes a cost comparison between a higher interest rate and fewer mortgage points versus a lower interest rate and more mortgage points.
**Clarification 4:** Instruction includes a cost comparison between the length of the mortgage loan, such as 30-year versus 15-year.
**Clarification 5:** Instruction includes adjustable rate loans, tax implications and equity for mortgages.
Analyze credit scores qualitatively. Explain how short-term and long-term purchases, including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power.

**Access Point**

MA.912.FL.3.AP.10 Identify how short-term and long-term purchases, past payment history, and amount of debt may increase or decrease credit scores.

**Benchmark Clarifications:**

*Clarification 1:* Instruction includes how each of the following categories affects a credit score: past payment history, amount of debt, public records information, length of credit history and the number of recent credit inquiries.

*Clarification 2:* Instruction includes how a credit score affects qualification and interest rate for a home mortgage.

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MA.912.FL.3.11 Given a real-world scenario, establish a plan to pay off debt.

**Access Point**

MA.912.FL.3.AP.11 Given several payment plans, with the monthly payment calculated, select the plan that will reduce the debt the quickest.

*Example:* Suppose you currently have a balance of $4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?

**Benchmark Clarifications:**

*Clarification 1:* Instruction includes the comparison of different plans to pay off the debt.

*Clarification 2:* Instruction includes pay off plans for a business and for an individual.

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**MA.912.FL.4 Describe the advantages and disadvantages of financial and investment plans, including insurances.**

MA.912.FL.4.1 Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology.

**Access Point**

MA.912.FL.4.AP.1 Compare various options, deductibles and fees for various types of individual insurance policies, such as medical, car and/or homeowners’ insurance.

**Benchmark Clarifications:**

*Clarification 1:* Insurances include medical, car, homeowners, life and rental car.

*Clarification 2:* Instruction includes types of insurance for a business and for an individual.
MA.912.FL.4.2  Compare the advantages and disadvantages for adding on a one-time warranty to a purchase using spreadsheets and other technology.

**Access Point**

MA.912.FL.4.AP.2 Compare the risk of utilizing or not utilizing a one-time warranty.

*Example:* VicTorrious is a graphic designer and needs to buy a new computer every 3 years. For every computer that VicTorrious buys, she does not add on the one-time warranty because she feels that the total cost of the added on warranties will be more than the total cost of all repairs she expects to have.

**Benchmark Clarifications:**

*Clarification 1:* Warranties include protection plans from stores, car warranty and home protection plans.

*Clarification 2:* Instruction includes types of warranties for a business and for an individual.

*Clarification 3:* Instruction includes taking into consideration the risk of utilizing or not utilizing a one-time warranty on one or multiple purchases.

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MA.912.FL.4.3  Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology.

**Access Point**

MA.912.FL.4.AP.3 List the advantages and disadvantages of having a retirement savings plan.

**Benchmark Clarifications:**

*Clarification 1:* Instruction includes weighing options based on salary and retirement plans from different potential employers.

*Clarification 2:* Instruction includes understanding the need to build one’s own retirement plan when starting a business.
Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology.

**Access Point**
MA.912.FL.4.AP.4 Select a retirement savings plan to meet a given personal financial goal.

*Example:* Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.

**Benchmark Clarifications:**
*Clarification 1:* Instruction includes students researching the latest information on different retirement options.
*Clarification 2:* Instruction includes the understanding of the relationship between salaries and retirement plans.
*Clarification 3:* Instruction includes retirement plans from the perspective of a business and of an individual.
*Clarification 4:* Instruction includes the comparison of different types of retirement plans, including IRAs, pensions and annuities.

**MA.912.FL.4.5** Compare different ways that portfolios can be diversified in investments.

**Access Point**
MA.912.FL.4.AP.5 List an advantage of diversifying investments.

**Benchmark Clarifications:**
*Clarification 1:* Instruction includes diversifying a portfolio with different types of stock and diversifying a portfolio by including both stocks and bonds.

**MA.912.FL.4.6** Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees.

**Access Point**
MA.912.FL.4.AP.6 Simulate the buying and selling of a single stock and identify its worth over time.
9-12 Data Analysis and Probability Strand

**MA.912.DP.1** Summarize, represent and interpret categorical and numerical data with one and two variables.

Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.

**Access Point**
MA.912.DP.1.AP.1a Given a set of data, select an appropriate table or graph to represent categorical data and whether it is univariate or bivariate.

**Access Point**
MA.912.DP.1.AP.1b Given a set of data, select an appropriate table or graph to represent numerical data and whether it is univariate or bivariate.

**Benchmark Clarifications:**
*Clarification 1:* Instruction includes discussions regarding the strengths and weaknesses of each data display.
*Clarification 2:* Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables.
*Clarification 3:* Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.

Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.

**Access Point**
MA.912.DP.1.AP.2 Given a univariate or bivariate data distribution (numerical or categorical), identify the different components and quantities in the display.

**Benchmark Clarifications:**
*Clarification 1:* Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
Explain the difference between correlation and causation in the contexts of both numerical and categorical data.

**Access Point**
MA.912.DP.1.AP.3 Identify whether the data are explained by correlation or causation in the contexts of both numerical and categorical data.

*Algebra 1 Example:* There is a strong positive correlation between the number of Nobel prizes won by country and the per capita chocolate consumption by country. Does this mean that increased chocolate consumption in America will increase the United States of America’s chances of a Nobel prize winner?

Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.

**Access Point**
MA.912.DP.1.AP.4 Given the mean or percentage and the margin of error from a sample survey, identify a population total.

*Algebra 1 Example:* Based on a survey of 100 households in Twin Lakes, the newspaper reports that the average number of televisions per household is 3.5 with a margin of error of \( \pm 0.6 \). The actual population mean can be estimated to be between 2.9 and 4.1 television per household. Since there are 5,500 households in Twin Lakes the estimated number of televisions is between 15,950 and 22,550.

**Benchmark Clarifications:**
*Clarification 1:* Within the Algebra 1 course, the margin of error will be given.
MA.912.DP.2 Solve problems involving univariate and bivariate numerical data.

For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.

Access Point
MA.912.DP.2.AP.1 For two sets of numerical univariate data, calculate and compare the mean, median and range, then select the shape of the data from given graphs.

Benchmark Clarifications:
Clarification 1: The measure of center is limited to mean and median. The measure of variation is limited to range, interquartile range, and standard deviation.
Clarification 2: Shape features include symmetry or skewness and clustering.
Clarification 3: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.

Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

Access Point
MA.912.DP.2.AP.4 Fit a linear function to bivariate numerical data that suggest a linear association and interpret the slope and y-intercept of the model.

Benchmark Clarifications:
Clarification 1: Instruction includes fitting a linear function both informally and formally with the use of technology.
Clarification 2: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.

Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals.

Access Point
MA.912.DP.2.AP.5 Match a scatter plot that represents bivariate numerical data with its residual plot.

Benchmark Clarifications:
Clarification 1: Within the Algebra 1 course, instruction includes determining the number of positive and negative residuals; the largest and smallest residuals; and the connection between outliers in the data set and the corresponding residuals.
Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.

**Access Point**
MA.912.DP.2.AP.6 Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.

**Benchmark Clarifications:**
*Clarification 1:* Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.

Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.

**Access Point**
MA.912.DP.2.AP.8 Given a scatter plot, select a quadratic function that fits the data the best.

**Benchmark Clarifications:**
*Clarification 1:* Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
**MA.912.DP.3 Solve problems involving categorical data.**

**MA.912.DP.3.1** Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.

**Access Point**

MA.912.DP.3.AP.1 When given a two-way frequency table summarizing bivariate categorical data, identify joint and marginal frequencies.

*Algebra 1 Example:* Complete the frequency table below.

<table>
<thead>
<tr>
<th></th>
<th>Has an A in math</th>
<th>Doesn’t have an A in math</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays an instrument</td>
<td>20</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>Doesn’t play an instrument</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>350</td>
</tr>
</tbody>
</table>

Using the information in the table, it is possible to determine that the second column contains the numbers 70 and 240. This means that there are 70 students who play an instrument but do not have an A in math and the total number of students who play an instrument is 90. The ratio of the joint frequencies in the first column is 1 to 1 and the ratio in the second column is 7 to 24, indicating a strong positive association between playing an instrument and getting an A in math.
Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.

**Access Point**

MA.912.DP.3.AP.2 Given the marginal relative frequencies and a partially completed two-way table, calculate one missing value per row and/or per column.

**Algebra 1 Example:** A study shows that 9% of the population have diabetes and 91% do not. The study also shows that 95% of the people who do not have diabetes, test negative on a diabetes test while 80% who do have diabetes, test positive. Based on the given information, the following relative frequency table can be constructed.

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has diabetes</td>
<td>7.2%</td>
<td>1.8%</td>
<td>9%</td>
</tr>
<tr>
<td>Doesn’t have diabetes</td>
<td>4.55%</td>
<td>86.45%</td>
<td>91%</td>
</tr>
</tbody>
</table>

**Benchmark Clarifications:**

Clarification 1: Construction includes cases where not all frequencies are given but enough are provided to be able to construct a two-way relative frequency table.

Clarification 2: Instruction includes the use of a tree diagram when calculating relative frequencies to construct tables.

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Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.

**Access Point**

MA.912.DP.3.AP.3 Given a segmented bar graph summarizing categorical bivariate data, select the interpretation in terms of a real-world context.

**Algebra 1 Example:** Given the relative frequency table below, the ratio of true positives to false positives can be determined as 7.2 to 4.55, which is about 3 to 2, meaning that a randomly selected person who tests positive for diabetes is about 50% more likely to have diabetes than not have it.

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has diabetes</td>
<td>7.2%</td>
<td>1.8%</td>
<td>9%</td>
</tr>
<tr>
<td>Doesn’t have diabetes</td>
<td>4.55%</td>
<td>86.45%</td>
<td>91%</td>
</tr>
</tbody>
</table>

**Benchmark Clarifications:**

Clarification 1: Instruction includes problems involving false positive and false negatives.
MA.912.DP.4 Use and interpret independence and probability.

MA.912.DP.4.1 Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.

**Access Point**
MA.912.DP.4.AP.1 Given a sample space, select a subset of the sample space or given two sets, select the union, intersection, or complement of two sets.

MA.912.DP.4.2 Determine if events A and B are independent by calculating the product of their probabilities.

**Access Point**
MA.912.DP.4.AP.1 Given a sample space, select a subset of the sample space or given two sets, select the union, intersection, or complement of two sets.

MA.912.DP.4.3 Calculate the conditional probability of two events and interpret the result in terms of its context.

**Access Point**
MA.912.DP.4.AP.3 Given the probability of two events, $P(A \text{ and } B)$ and $P(A)$, in decimal form, select the conditional probability of the two events $\left[\frac{P(A \text{ and } B)}{P(A)}\right]$.

MA.912.DP.4.6 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

**Access Point**
MA.912.DP.4.AP.6 Recognize the concept of independence in everyday situations.

MA.912.DP.4.7 Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.

**Access Point**
MA.912.DP.4.AP.7 Given the probability of two mutually exclusive events in decimal form, use the addition rule for mutually exclusive probabilities: $P(A \text{ or } B) = P(A) + P(B)$. 
Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.

**Access Point**

MA.912.DP.4.AP.8 Given the probability of two independent events in decimal form, use the multiplication rule for independent probabilities: \( P(A \text{ and } B) = P(A) \times P(B) \).

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**MA.912.DP.5** Determine methods of data collection and make inferences from collected data.

Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.

**Access Point**

MA.912.DP.5.AP.11 Given a graph representing data, select whether the graph is misleading or not (i.e., scale on x- and y-axis not consistent, circle graph does not add up to 100%; missing title or title doesn’t represent data; or bar widths on bar graph are inconsistent).

*Example:* A local news station changes the y-axis on a data display from 0 to 10,000 to include data only within the range 7,000 to 10,000. Depending on the purpose, this could emphasize differences in data values in a misleading way.

**Benchmark Clarifications:**

*Clarification 1:* Instruction includes determining whether or not data displays could be misleading.
9-12 Logic and Discrete Theory Strand

**MA.912.LT.4 Develop an understanding of the fundamentals of propositional logic, arguments and methods of proof.**

Identify and accurately interpret “if…then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.

**Access Point**
MA.912.LT.4.AP.3 Identify and accurately interpret “if…then,” “if and only if,” “all” and “not” statements.

**Benchmark Clarifications:**
*Clarification 1:* Instruction focuses on recognizing the relationships between an “if…then” statement and the converse, inverse and contrapositive of that statement.

*Clarification 2:* Within the Geometry course, instruction focuses on the connection to proofs within the course.
SS.912.CG.3.1 - Analyze how certain political ideologies conflict with the principles of freedom and democracy.

- Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).
- Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation’s longevity and its ability to overcome challenges, and distinguish the United States’ constitutional republic from authoritarian and totalitarian nations.

Note: The benchmark above has been revised to meet HB 395.
Standard 1: HE.68.SUA.1. Health promotion and disease prevention concepts

HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.
Clarification: Decisions related to underage alcohol consumption, illicit and illegal substance use, fentanyl and opioids, tobacco or vaping.

HE.68.SUA.1.2 Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.
Clarification: Depressant, binge drinking, abstain/avoid, addiction, alcoholism, sober/sobriety, recovery, intoxicated, under-the-influence.

HE.68.SUA.1.3 Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.

HE.68.SUA.1.4 Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.
Clarification: Potency, availability, ability to conceal use, e.g., clothing, food, and beverages, vapes.

HE.68.SUA.1.5 Examine the effects of marijuana/THC and opioids on body systems and behavior.

HE.68.SUA.1.6 State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids.
Clarification: Physical, mental, social, performance and legal.

HE.68.SUA.1.7 Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids.
Clarification: The short- and long-term effects of prescription drug use on an individual's health.

HE.68.SUA.1.8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.
Clarification: Articulate the severity of tobacco-related illnesses and impacts to a person’s social life and relationships.

**Standard 2: HE.68.SUA.2 Internal and external influences**

HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.

HE.68.SUA.2.2 Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.

HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.

Clarification: Perceptions of norms, culture, advertising via mainstream or social media, portrayals in mainstream media, and school.

HE.68.SUA.2.4 Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.

Clarification: How the school district tobacco-free policy and its consequences impact students.

**Standard 3: HE.68.SUA.3 Access to valid information, products and services**

HE.68.SUA.3.1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.

Clarification: Tobacco, marijuana/THC, prescription drugs, and illicit drugs such as fentanyl, cocaine, heroin, methamphetamines.

HE.68.SUA.3.2 Identify how to find and access school and community resources related to alcohol misuse and/or abuse.

Clarification: Seek help for self or others, school and community-based resources.

HE.68.SUA.3.3 Differentiate between marijuana/THC myths and facts.

Clarification: Compare and contrast perceived norms with actual prevalence of marijuana/THC use.

HE.68.SUA.3.4 Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.
HE.68.SUA.3.5 Describe the three major categories, purposes and side effects of prescription drugs.
Clarification: Opioids, stimulants, depressants.

HE.68.SUA.3.6 Distinguish valid and reliable resources for cessation.
Clarification: Vaping and other synthetic nicotine products are not proven-effective methods for cessation. Refer to FDA-approved products and services.

**Standard 4: HE.68.SUA.4 Communication skills and resilient behaviors to reduce health risks**

HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.
Clarification: Not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use.

HE.68.SUA.4.2 Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.

**Standard 5: HE.68.SUA.5 Advocacy for personal, family and community health**

HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug free.
Clarification: Tobacco, vaping, marijuana/THC, prescription and illicit drugs.

HE.68.SUA.5.2 Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.

HE.68.SUA.5.3 Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors.
Clarification: Academic success, goals, achievements.

HE.68.SUA.5.4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.
Clarification: Buddy system, upstander, ally, propose alternative activities when offered harmful substances, refusal skills.

HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.

Clarification: Student-led marketing campaigns, public service announcements.

HE.68.SUA.5.6 Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping.
Grades 9-12

Standard 1: HE.912.SUA.1. Health promotion and disease prevention concepts

HE.912.SUA.1.1 Differentiate between various levels of alcohol consumption and its effects on the body.
Clarification: Standard drink vs. excessive/heavy/binge drinking, effects on blood alcohol concentration.

HE.912.SUA.1.2 Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.
Clarification: Driving under the influence, fetal alcohol syndrome.

HE.912.SUA.1.3 Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.
Clarification: Neurological damage can include learning, memory, mental health and brain development. Physical damage may include liver disease, cancer, cardiovascular disease, and other organ damage.

HE.912.SUA.1.4 Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.

HE.912.SUA.1.5 Analyze the physical, mental/emotional, social and legal consequences of marijuana/THC use.
Clarification: May include psychological aspects, drug misuse, dependency and addiction.

HE.912.SUA.1.6 Examine the effects of marijuana/THC and vaping on brain function and development.

HE.912.SUA.1.7 Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.
Clarification: Opioids, stimulants, depressants.

HE.912.SUA.1.8 Analyze signs and symptoms of prescription drug and/or illicit drug misuse and overdose.
Clarification: The short- and long-term effects of prescription drug use on an individual's health.
HE.912.SUA.1.9 Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.

Clarification: Physical, mental, social, performance and legal.

HE.912.SUA.1.10 Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.

Clarification: Psychological consequences such as anxiety and depression, financial impacts such as the long-term impact on personal financial goals, and avoidable cost of tobacco-related illnesses to society.

**Standard 2: HE.912.SUA.2 Internal and external influences**

HE.912.SUA.2.1 Analyze the legal, mental and social consequences of underage consumption of alcohol.

HE.912.SUA.2.2 Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.

Clarification: Perceptions of norms, media advertising, portrayals in media, tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.

**Standard 3: HE.912.SUA.3 Access to valid information, products and services**

HE.912.SUA.3.1 Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.

Clarification: Immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.

HE.912.SUA.3.2 Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.

HE.912.SUA.3.3 Evaluate the accessibility of effective nicotine cessation products and services.

Clarification: Consider available nicotine cessation products/services and barriers to access such as transportation, cost, phone/web access.

**Standard 4: HE.912.SUA.4 Communication skills and resilient behaviors to reduce health risks**

HE.912.SUA.4.1 Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.
Standard 5: HE.912.SUA.5 Advocacy for personal, family and community health

HE.912.SUA.5.1 Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.

Clarification: Can ask family, guardians, care givers, teachers, school counselors.

HE.912.SUA.5.2 Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.

HE.912.SUA.5.3 Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.
## Resiliency Education Standards, 2023

### Kindergarten

<table>
<thead>
<tr>
<th><strong>Standard 1: HE.K.R.1. Character</strong></th>
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<tbody>
<tr>
<td><strong>HE.K.R.1.1</strong> Define and give examples of kindness and caring.</td>
</tr>
<tr>
<td><strong>HE.K.R.1.2</strong> Demonstrate the ability to take turns and share with others.</td>
</tr>
<tr>
<td><strong>HE.K.R.1.3</strong> Describe ways to show respect to others.</td>
</tr>
<tr>
<td><strong>HE.K.R.1.4</strong> Identify the difference between the truth and a lie.</td>
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<thead>
<tr>
<th><strong>Standard 2: HE.K.R.2. Personal Responsibility</strong></th>
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<tbody>
<tr>
<td><strong>HE.K.R.2.1</strong> Identify healthy choices that affect personal wellness.</td>
</tr>
<tr>
<td><strong>HE.K.R.2.2</strong> Demonstrate the ability to follow rules and directions.</td>
</tr>
<tr>
<td><strong>HE.K.R.2.3</strong> Discuss the value of goal setting.</td>
</tr>
<tr>
<td><strong>HE.K.R.2.4</strong> Identify and recognize basic feelings.</td>
</tr>
<tr>
<td><strong>Clarification:</strong> Sad, mad, happy, excited, worried.</td>
</tr>
<tr>
<td><strong>HE.K.R.2.5</strong> Identify personal strengths and actions individuals can do independently.</td>
</tr>
<tr>
<td><strong>Clarification:</strong> Empathy, listening, sharing, adapting, showing courage, leadership.</td>
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<tbody>
<tr>
<td><strong>HE.K.R.3.1</strong> Identify the roles and responsibilities of trusted adults.</td>
</tr>
<tr>
<td><strong>Clarification:</strong> Trusted adults could be parents, teachers, police officers, school counselors, grandparents.</td>
</tr>
<tr>
<td><strong>HE.K.R.3.2</strong> Identify characteristics of a good citizen in school and the community.</td>
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</table>

HE.K.R.4.1 Identify when help is needed and who to ask for help.

HE.K.R.4.2 Identify the importance of sharing thoughts and ideas to solve problems.

HE.K.R.4.3 Discuss ways to work together to solve problems.
Grade 1

Standard 1: HE.1.R.1. Character

HE.1.R.1.1 Discuss ways to respect personal property and personal space of others.

HE.1.R.1.2 Describe the traits of a good friend.

HE.1.R.1.3 Identify the benefits of sharing and cooperation.

HE.1.R.1.4 Define and give examples of honesty.

HE.1.R.1.5 Identify strategies to overcome a challenge.


HE.1.R.2.1. Identify my role and responsibilities in the school, community, and family.

Clarification: Following directions, rules and procedures.

HE.1.R.2.2. Establish a short-term goal as a class and take action toward achieving the goal.

HE.1.R.2.3. Identify the characteristics of a responsible decision maker.

HE.1.R.2.4 Describe how individual actions can affect others.

HE.1.R.2.5 Identify strategies to discover and demonstrate personal strengths.

Clarification: Sense of pride, working toward intrinsic motivation, experiencing a sense of accomplishment.

HE.1.R.2.6 Identify healthy ways to express needs and wants.


HE.1.R.3.1 Identify characteristics of a leader in the school community.
HE.1.R.3.2 Demonstrate the characteristics of a good citizen in school and the community.


HE.1.R.4.1 Identify the importance of working together to solve problems.

HE.1.R.4.2 Identify the importance of sharing thoughts and ideas as an individual and as part of a group.

HE.1.R.4.3 Understand that conflict may arise when working together.

Clarification: Differing perspectives.
Grade 2

**Standard 1: HE.2.R.1. Character**

HE.2.R.1.1 Identify the benefits of showing kindness and treating others with respect.

HE.2.R.1.2 Identify what a conflict is and how disagreements can happen.

HE.2.R.1.3 Explain the importance of being truthful.

**Standard 2: HE.2.R.2. Personal Responsibility**

HE.2.R.2.1 Identify ways to make positive contributions to the wellbeing of the school and the community.

HE.2.R.2.2 Identify personal goals and strategies to achieve those goals.

HE.2.R.2.3 Demonstrate healthy ways to express needs, wants, and listening skills.

Clarification: Paying attention, eye contact, asking for help.

HE.2.R.2.4 Identify personal strengths and areas for improvement.

**Standard 3: HE.2.R.3. Mentorship and Citizenship**

HE.2.R.3.1 Identify ways to benefit the school and the community.

Clarification: Conservation, recycling, being a classroom helper, volunteering.

HE.2.R.3.2 Identify characteristics of a community leader.


HE.2.R.4.1 Identify strategies to work together to solve problems.

HE.2.R.4.2 Identify how disagreements can be settled using conflict resolution skills.
### Grade 3


**HE.3.R.1.1** Identify skills needed when working with others.

*Clarification: Listening, cooperating, taking turns, compromise.*

**HE.3.R.1.2** Identify ways to display trustworthiness.

**HE.3.R.1.3** Discuss ways to be loyal to friends and family.


**HE.3.R.2.1** Categorize resources used to achieve a personal goal.

**HE.3.R.2.2** Identify ways in which my decisions affect others.

**HE.3.R.2.3** Describe positive ways to deal with failure and learn from challenges.

**HE.3.R.2.4** Discuss how skills can be improved through hard work and perseverance.


**HE.3.R.3.1** Identify leadership opportunities within the school and the community.

**HE.3.R.3.2** Identify opportunities to volunteer or serve others in the school or community.


**HE.3.R.4.1** Explain the importance of always taking ownership for personal actions.

**HE.3.R.4.2** Identify different solutions and potential outcomes when problems arise.
## Grade 4

### Standard 1: HE.4.R.1. Character

- HE.4.R.1.1 Consider the perspectives of others.

- HE.4.R.1.2 Identify the benefits of treating others with respect.

- HE.4.R.1.3 Predict the potential outcomes of repeating and/or sharing information that is not true.

- HE.4.R.1.4 Identify strategies to help persevere in difficult situations.


- HE.4.R.2.1 Discuss ways to take responsibility for one’s actions.

- HE.4.R.2.2 Identify the value of making healthy choices for personal well-being.

- HE.4.R.2.3 Create a personal goal and track progress toward achievement.

- HE.4.R.2.4 Explain how attitudes and thoughts can influence your behavior.


- HE.4.R.3.1 Identify opportunities to actively participate as a responsible citizen in the school and the local community.

- HE.4.R.3.2 Model serving or helping others in the school or community.


- HE.4.R.4.1 Describe how perseverance may help overcome obstacles.

- HE.4.R.4.2 Describe strategies to resolve conflicts.

  Clarification: Compromise, agree-to-disagree, civil discourse.
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<tr>
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<td>HE.5.R.1.1 Discuss how to work together to achieve a positive outcome.</td>
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<td>HE.5.R.1.2 Identify how to communicate effectively within a group.</td>
</tr>
<tr>
<td>HE.5.R.1.3 Describe the importance of considering the perspective of others when communicating.</td>
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<tr>
<td>HE.5.R.1.4 Discuss ways that honesty and trustworthiness can lead to school and career success.</td>
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<tr>
<td>HE.5.R.2.1 Describe the importance of having the courage to do the right thing even when it is difficult.</td>
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<tr>
<td>HE.5.R.2.2 Discuss how responsible decision-making affects personal well-being.</td>
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<tr>
<td>HE.5.R.2.3 Select reliable resources that would assist in achieving a personal goal.</td>
</tr>
<tr>
<td>HE.5.R.2.4 Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.</td>
</tr>
<tr>
<td>HE.5.R.2.5 Explain how attitudes and thoughts can influence your behavior and affect others.</td>
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</tbody>
</table>
| HE.5.R.2.6 Demonstrate how to positively respond to external influences.  
  Clarification: Social media, television, music, peers. |

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<td>HE.5.R.3.1 Identify leadership skills that encourage and empower others.</td>
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<td>HE.5.R.3.2 Identify ways to participate in decision-making in the school or community.</td>
</tr>
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</table>

HE.5.R.4.1 Apply organizational strategies that support completing multiple tasks efficiently.

HE.5.R.4.2 Identify successful strategies for adjusting to change and setbacks.
Clarification: Coping, grit, new learning.

HE.5.R.4.3 Compare conflict resolution methods to identify potential solutions.
Clarification: Negotiation, give and take, analyze pros and cons.
Grades 6-8

**Standard 1: HE.68.R.1. Character**

HE.68.R.1.1 Demonstrate the ability to respond with empathy in a variety of contexts and situations.
Clarification: Identifying others’ feelings, perspectives, circumstances, experiences, and active listening.

HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.

HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.

**Standard 2: HE.68.R.2. Personal Responsibility**

HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.

HE.68.R.2.2 Demonstrate responsible decision-making that considers multiple perspectives.

HE.68.R.2.3 Describe the importance of following school and community laws and rules.

HE.68.R.2.4 Monitor progress toward attaining a personal goal.

HE.68.R.2.5 Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.

HE.68.R.2.6 Describe how personal goals can vary with changing abilities, priorities, and responsibilities.

HE.68.R.2.7 Identify how continuous learning leads to personal growth.

HE.68.R.2.8 Identify strategies to manage challenges and setbacks.
Clarification: Time management, setting boundaries, setting realistic goals, self-care.

HE.68.R.2.9 Identify healthy responses to negative peer pressure.
### Standard 3: HE.68.R.3. Mentorship and Citizenship

| HE.68.R.3.1 | Discuss ways a leader can build the trust of individuals and groups. |
| HE.68.R.3.2 | Explain and develop ways to apply leadership skills in the school and the community. |
| HE.68.R.3.3 | Identify the importance of volunteerism in positively affecting the community and nation. |
| HE.68.R.3.4 | Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions. |

### Standard 4: HE.68.R.4. Critical Thinking and Problem Solving

| HE.68.R.4.1 | Analyze possible solutions to a problem to determine the best outcome for oneself and others. |
| HE.68.R.4.2 | Develop and apply conflict resolution skills in a variety of situations. |
| HE.68.R.4.3 | Analyze ways to pursue common goals as a part of a team or group. |
| HE.68.R.4.4 | Identify the importance of perseverance when facing difficulty solving a problem. |
Grades 9-12

**Standard 1: HE.912.R.1. Character**

HE.912.R.1.1 Demonstrate effective and respectful communication skills and strategies.
Clarification: Differing opinions.

HE.912.R.1.2 Demonstrate empathy in a variety of contexts and situations.
Clarification: Identifying others’ feelings, perspectives, circumstances, experiences, and active listening.

HE.912.R.1.3 Adjust behavior to respect the needs of others.

**Standard 2: HE.912.R.2. Personal Responsibility**

HE.912.R.2.1 Describe the importance of leadership skills in the school and the community.

HE.912.R.2.2 Analyze different perspectives to inform responsible decision-making.

HE.912.R.2.3 Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.

HE.912.R.2.4 Implement strategies and monitor progress in achieving a personal goal.

HE.912.R.2.5 Formulate an effective long-term plan to include all dimensions of wellness.

HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.
Clarification: Emotions not governing behavior.

HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks.
Clarification: Time management, setting boundaries, setting realistic goals, self-care.

**Standard 3: HE.912.R.3. Mentorship and Citizenship**

HE.912.R.3.1 Identify benefits of voting, volunteering, mentoring, and seeking leadership positions.
Clarification: Student government, clubs, volunteering in the community.

HE.912.R.3.2 Analyze ways a leader can inspire confidence and motivate others.

HE.912.R.3.3 Analyze situations and demonstrate strategies to engage in respectful debate.
Clarification: Group projects, class discussions.


HE.912.R.4.1 Analyze the importance of character and grit to achieve successful outcomes.

HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.

HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.