Health Education Curriculum Guidelines

New Hampshire State Department of Education

CCSSO~SCASS
Health Education Assessment Project

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Health Education Curriculum Guidelines

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Preface

The CCSSO~SCASS Health Education Assessment Project

The State Collaborative on Assessment and Student Standards (SCASS) Health Education Assessment Project is coordinated by the Council of Chief State School Officers (CCSSO). The Health Education Assessment Project was begun in 1993 to identify and develop assessment measures in the area of health education. The project is designed to help member states develop innovative materials to use in assessing student performance in health education. Its major purpose is to guide improvement in health education planning and delivery.

This publication is an expansion of the original *Assessment Framework* developed in 1998. It is part of Phase III of the project. This phase, which began in 2000, focuses on supporting implementation in the states. This expansion was designed to meet the expressed needs of HEAP members. The three phases of the HEAP are summarized in the following chart.

HEAP	Phase I	Phase II	Phase III
Focus	Building a foundation for developing an assessment system.	Item development.	Supporting implementation in the states.
Key Activities	Conceptualize an assessment approach that relates to the National Health Education Standards. Write and field-test items. Develop valid and reliable scoring system for performance assessment. Develop awareness and educational materials for assessment in health education.	Convene expert panel to create framework for item development. Write and field-test items Conduct range-finding to select a bank of exemplars for performance assessment. Create professional development materials for teachers.	Review and revise Phases I and II items. Provide products developed in Phase II in user-friendly ways. Create and revise materials for professional development. Provide technical assistance to states for training design and implementation.
Products	Item Bank Scoring System Portfolio Guide HEAP CD Rubric Cards	Assessment Framework Item Bank Exemplars Tools for Assessment	Item Binders—Year 1 Release* Exemplar Binders—Year 1 Release* Curriculum and Assessment Framework HEAP CD—Release 1* Revised Rubric Cards* HEAP CD—Release 2 Posters for Classrooms*

* Products currently completed in this phase.

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Health Education Standards and Assessment

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Introduction to Health Education

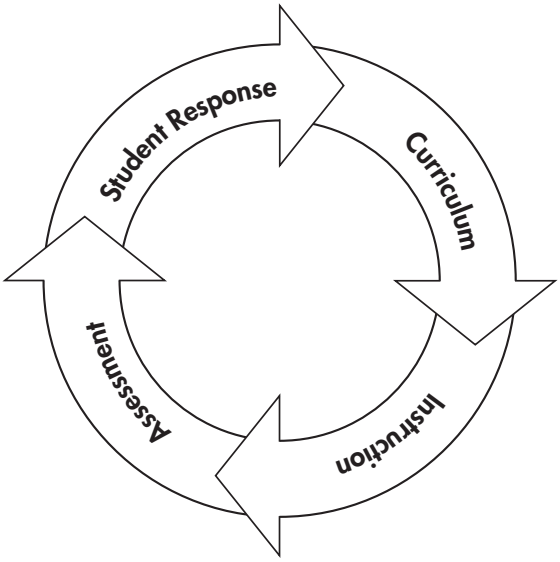
New Hampshire State Board of Education strongly urges local districts to establish a health program advisory committee, comprised of parents, educators, clergy, health officials, and others to assist educators in the development and implementation of a health education curriculum reflective of the needs and viewpoints of the parents in the local community. The New Hampshire Health Education Curriculum Guidelines provide a model of standards-based instruction and assessment that should be adapted to meet community needs at the local level.

The purpose of these curriculum guidelines is to help teachers and curriculum developers recognize the connections between skill-based health education curriculum, assessment, and instruction in order to more effectively develop health-literate citizens.

Health literacy is the capacity of individuals to obtain, interpret, and understand basic health information and services in ways that enhance health. The following diagram shows these connections in a process of continuous school improvement.

The New Hampshire Health Education Guidelines are based on the National Health Education Standards (NHES). The first NHES standard addresses health education content (what students need to know) while standards 2–7 address the skills needed to support healthy and safe actions. Skill-based instruction in health education provides students with the opportunity to practice skills through a variety of health education options.

Model for Continuous School Improvement



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Rationale for Health Education

Educators are setting goals for students to think critically, solve complex problems and communicate effectively as they achieve their own potential and develop into responsible and productive citizens. Parents and future employers recognize the need for students to become lifelong learners, who can effectively use new information and technologies in their ever-changing world. Physical, mental and emotional health are critical components of a student's ability to learn, achieve and succeed. Effective comprehensive school health education in the context of a coordinated school health program furthers the goals of education and those of a productive society.

The health status of the work force is a major recognized threat to the country's economic competitiveness. A variety of factors contribute to lower health status, including tobacco, alcohol and other drug use; low levels of physical activity; poor nutrition and eating habits; accidental and other injuries; and stress. Poor worker health status results in lower productivity and efficiency, loss of work time, and increased cost for medical care and medical insurance to treat preventable disease. Current national efforts to improve the health of Americans urge individuals to consistently practice behaviors that promote personal lifelong health and well-being; to access quality health care services effectively; and to promote the health of others, the community and the environment.

From this perspective, comprehensive health education in schools plays a critical role in teaching students the functional knowledge and skills needed to promote health and prevent disease. Students who receive a K–12 sequentially skill-based health education program will contribute to the nation's economic competitiveness, because they will (1) be able to perform more effectively; (2) miss fewer days from work due to injury and illness; and (3) need less medical treatment for premature onset of disease. As a result, direct productivity will increase and the cost of doing business will decrease. Health knowledge and skills are as significant to economic competitiveness and education reform as the knowledge and skills taught in any other subject in the schools.

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Health Education within the Context of a School Wellness Program

A coordinated approach to school health improves students' health and their capacity to learn through the support of families, schools and communities working together. At its very core, Coordinated School Health is about keeping students healthy over time, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand. Coordinated School Health Programs (CSHP) offer students the information and skills they need to make good choices in life.

1. Health Education—A planned, sequential, K–12 program that addresses the physical, mental, emotional and social dimensions of health. The program is designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, skills and practices. Qualified, trained teachers provide health education.

2. Physical Education—A planned, sequential K–12 program that provides cognitive content and learning experiences in a variety of activity areas. Quality physical education should promote, through a variety of planned physical activities, each student's optimum physical, mental, emotional and social development, and should provide activities and sports that all students enjoy and can pursue throughout their lives. Qualified, trained teachers teach physical education.

3. Health Services—Services provided for students to appraise, protect and promote health. These services are designed to ensure access or referral to primary health care services; prevent and control communicable disease and other health problems; provide emergency care for illness or injury; promote and provide educational and counseling opportunities for promoting and maintaining individual, family and community health. Qualified professionals such as physicians, school nurses, nurse practitioners, health educators and other allied health personnel provide these services.

4. School Nutrition Services—Access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity. The school nutrition services offer students a learning laboratory for classroom nutrition and health education and serve as a resource for

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linkages with nutrition-related community services. Qualified child nutrition professionals provide these services.

5. Health Promotion for Staff—Opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue healthy lifestyles that contribute to their improved health status, improved morale and greater personal commitment to the school's overall coordinated health program. This personal commitment often transfers into greater commitment to the health of students and creates positive role modeling. Health promotion activities help improve productivity, decrease absenteeism and reduce health insurance costs.

6. Counseling, Psychological and Mental Health Services—Services provided to improve students' mental, emotional and social health. These services include individual and group assessments, interventions and referrals. Organizational assessments and consultation skills of counselors and psychologists contribute not only to the health of students, but also to the health of the school environment. Professionals such as certified school counselors, psychologists and social workers provide these services.

7. Healthy School Environment—The physical and aesthetic surroundings and the psychosocial climate and the culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, any biological and chemical agents that are detrimental to health, and physical conditions such as temperature, noise and lighting. The psychological environment includes the physical, emotional and social conditions that affect the well-being of students and staff.

8. Parent/Community Involvement—An integrated school, parent and community approach for enhancing the health and well-being of students. School health advisory councils, coalitions and broadly based constituencies for school health can build support for school health program efforts. Schools actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students.

Reference: http://www.cdc.gov/nccdphp/dash/cshpdef.htm

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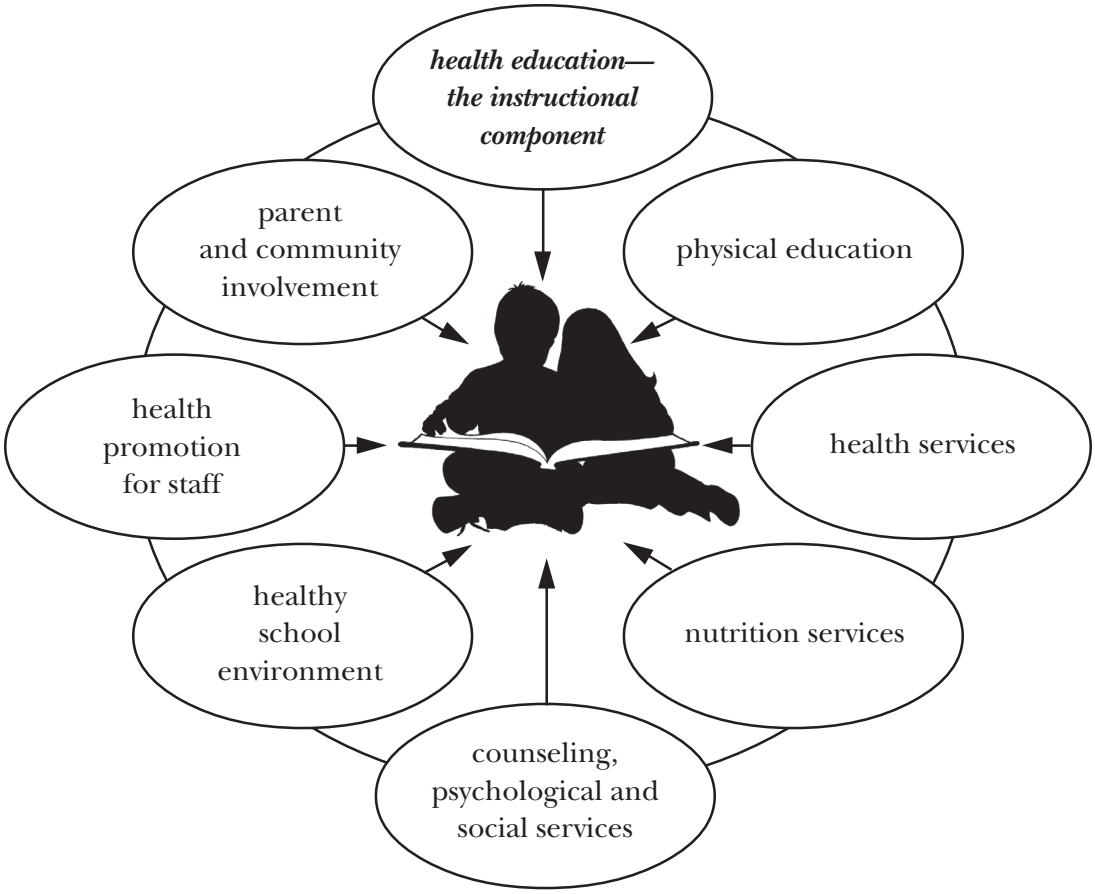
COORDINATED SCHOOL HEALTH PROGRAM—
EIGHT COMPONENT MODEL



Foundations for Health Instruction

Research and documents from the field of health education serve as the basis for this manual. The National Health Education Standards; the CCSSO~SCASS Health Education Assessment Project; a logic model for the standards; and risk behaviors, risk and protective factors provided the foundation for materials found within this document.

National Health Education Standards

The National Health Education Standards, which focus on the health skills to be assessed, are critical to the healthy development of children and youth. The implementation of the National Health Education Standards has driven the improvement of student learning across the nation by providing a foundation for curriculum, instruction and

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assessment of student performance. The standards also provide a guide for enhancing teacher preparation and continuing education. The goal of the National Health Standards is to improve educational achievement for students and to improve health in the United States.

The National Health Education Standards, developed with input from health professionals, educators, parents and other community members, provide a framework for schools to create an instructional program that will enable their students to become healthy and capable of academic success. The standards are based on the concept of health literacy and address the ways in which health literacy is fostered. Knowledge about health concepts and the acquisition of skills to use the information to promote health are essential components of health literacy.

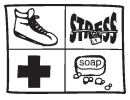
The Joint Committee on National Health Education Standards defines health literacy as "the capacity of individuals to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance health." Health literate people are people who:

- can think things through and make healthy choices in solving their own problems
- are responsible and make choices that benefit themselves and others
- are in charge of their own learning
- can use communication skills in clear and respectful ways.

There are seven National Health Education Standards:

Health Education Standard 1 (Concepts–CC): Students will comprehend concepts related to health promotion and disease prevention. This standard is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues and concepts related to achieving good health.

Health Education Standard 2 (Accessing Information–AI): Students will demonstrate the ability to access valid health information and health-promoting products and services.



Health Education Standard 3 (Self Management–SM): Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

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Health Education Standard 4 (Analyzing Internal and External Influences–INF): Students will analyze the influence of culture, media, technology and other factors on health.

Health Education Standard 5 (Interpersonal Communications–IC): Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Health Education Standard 6 (Decision Making–DM): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Health Education Standard 6 (Goal Setting–GS): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Health Education Standard 7 (Advocacy–AV): Students will demonstrate the ability to advocate for personal, family and community health.

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TABLE 1

Relationship of the Health Education Content Areas and Adolescent Risk Behaviors to the National Health Education Standards

Health Education Content Areas	National Health Education Standards	Centers for Disease Control and Prevention Adolescent Risk Behaviors
Community Health	1. Students will comprehend concepts related to health promotion and disease prevention.	
Consumer Health		
Environmental Health	2. Students will demonstrate the ability to access valid health information and health-promoting products and services.	Tobacco use
Family Life	3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	Dietary patterns that contribute to disease
Mental and Emotional Health	4. Students will analyze the influence of culture, media, technology and other factors on health.	Sedentary lifestyle
Injury Prevention and Safety		Sexual behaviors that result in HIV infection/other STDs and unintended pregnancy
Nutrition	5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.	
Personal Health		
Prevention and Control of Disease	6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	Alcohol and other drug use
Substance Use and Abuse	7. Students will demonstrate the ability to advocate for personal, family and community health.	Behaviors that result in intentional and unintentional injury

Joint Committee on National Health Education Standards

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Health Content Areas

Specific content/skill topic descriptors in each section are organized by content areas, which come from the CDC Adolescent Risk Behaviors and the Traditional Health Education content areas. The following nine areas are used as content organizers.

CONTENT AREAS	LINKS TO:
AOD–*Alcohol and Other Drug Use Prevention*	CDC Priority Risk Behavior
INJ–*Injury Prevention*	CDC Priority Risk Behavior
NUT–*Nutrition*	CDC Priority Risk Behavior
PA–*Physical Activity*	CDC Priority Risk Behavior
FLS–*Family Life and Sexuality*	CDC Priority Risk Behavior
TOB–*Tobacco Use Prevention*	CDC Priority Risk Behavior
MH–*Mental Health*	Traditional Content Area
PCH–*Personal and Consumer Health*	Traditional Content Area
CEH–*Community and Environmental Health*	Traditional Content Area

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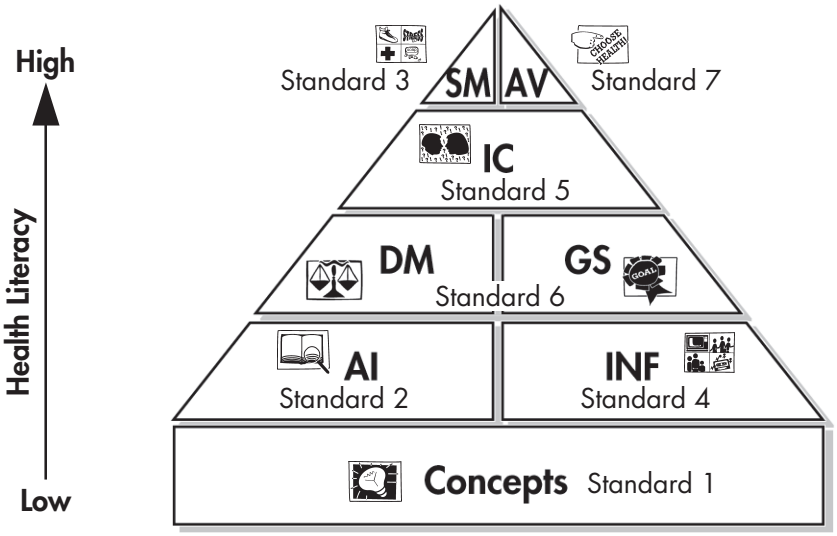
Logic Model for the National Health Education Standards

As part of the development of the *Assessment Framework* produced by the CCSSO~SCASS project, health and assessment professionals conceptualized a logic model for the National Health Education Standards. This model was hierarchical from a growth and development point of view. The model, which was useful in linking skills to content descriptors, illustrated concepts as the foundation, or base. In conjunction with concepts, the skills grow in complexity, requiring higher-order thinking, with Self Management and Advocacy at the top of the model.

When linking skills to concepts, the developmental level of the students was viewed hierarchically. For example, the Advocacy skill is considered a high-level skill. This skill was not linked to assessment at the essential level for the elementary level. On the other hand, Accessing Information was heavily linked at the elementary level. And while the full application of Self Management requires individuals to engage in personal risk assessment, some aspects of Self Management are basic (e.g., handwashing and buckling safety belts) and can be taught and assessed at all levels.



CC-*Core Concepts*	**AI-***Accessing Information*	**SM-***Self Management*	**INF-***Analyzing Influences*
IC-*Interpersonal Communication*	**DM-***Decision Making*	**GS-***Goal Setting*	**AV-***Advocacy*

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Risk Behaviors, Risk and Protective Factors

The Centers for Disease Control and Prevention, Division of Adolescent and School Health (CDC/DASH), monitors the risk behaviors of adolescents through the Youth Risk Behavior Surveillance System (YRBSS). The YRBSS was designed by reviewing the leading causes of morbidity and mortality among youth and adults. In the United States, more than three-quarters of all mortality, as well as enormous morbidity, disability and suffering, among 15- to 24-year olds results from only five causes. Motor vehicle crashes cause 31 percent of all mortality in this age group; other unintentional injuries (such as falls, drownings and poisonings) cause 9 percent; homicides cause 21 percent; suicides cause 14 percent; and HIV/AIDS causes 2 percent.

The mortality data, however, do not adequately reflect consequences of sexual behaviors established as individuals in this age group become sexually mature. For example, about half of all new HIV infections occur each year among those between ages 13 and 21. Further, about three million new and increasingly virulent sexually transmitted infections (STDs) in addition to HIV occur among teenagers each year. In addition, about one million teenagers become pregnant each year. The most serious problems that afflict youth, therefore, result from only three types of behaviors: behaviors that result in unintentional and intentional injuries (such as weapon carrying), alcohol and drug use, and sexual risk behaviors.

Similarly, about two-thirds of all deaths among adults age 25 and older and an enormous amount of unnecessary morbidity and health care costs result from just two causes: cardiovascular disease and cancer. Much of this adult mortality results from three behaviors usually established during youth: tobacco use, unhealthy dietary patterns and inadequate physical activity.

Thus, some of the most serious problems that afflict youth and old alike result from these six types of behaviors monitored by the YRBSS. These preventable behaviors are established during youth, often extend into adulthood, are inter-related, and can simultaneously cause poor health, poor education and poor social outcomes.

Effective health education through a coordinated school health program can have a tremendous impact on developing resiliency in children. Successful health education programs are designed to equip students with the life skills they need to combat environmental factors that may place them at risk for tobacco, alcohol and other drug use; violence; vandalism; truancy; school failure; and other unhealthy or

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disruptive behaviors. Programs should identify risk factors, protective factors and strategies in each of the following domains: school, community, family and the individual.

The National Institutes on Drug Abuse guide *Preventing Drug Use Among Adolescents* provides a synopsis of these risk and protective factors. Besides risk factors within families, which include chaotic home environments, ineffective parenting and lack of mutual attachments and nurturing, other risk factors are specifically related to students' interactions in schools, with peers and with the community. They include:

- inappropriate shy and aggressive behavior in the classroom
- failure in school performance
- poor social coping skills
- affiliation with deviant peers or peers around deviant behaviors
- perceptions of approval of drug-using behaviors in the school, peer and community environments

Certain protective factors have also been identified. These factors are not always the opposite of risk factors. The impact of these factors varies throughout the individual's developmental process. The most salient protective factors include:

- strong bonds with family
- experience of parental monitoring with clear rules of conduct within the family unit and involvement of parents in the lives of their children
- success in school performance
- strong bonds with prosocial institutions such as the family, school and religious organizations
- adoption of conventional norms about drug use

Other factors—such as the availability of drugs, trafficking patterns and beliefs that drug use is generally tolerated—also influence the number of young people who start to use drugs (National Institutes on Drug Abuse, National Institutes of Health 1997).

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Safe and Drug-Free Schools and Communities—Principles of Effectiveness

The United States Department of Education has established four "principles of effectiveness" to govern how recipients will develop and implement programs under Title IV — State and Local Programs of the Elementary and Secondary Education Act, the Safe and Drug-Free Schools and Communities Act (SDFSCA) State Grant Program.

Principle 1—Conducting Needs Assessment

Programs should be based on a thorough assessment of objective data about the drug and violence problems in the schools and communities served and assess the needs of all segments of the youth population.

Principle 2—Measurable Goals and Objectives

Measurable goals and objectives should be set with the assistance of a local or regional advisory council. These goals and objectives should focus on behavioral and attitudinal outcomes as well as program implementation. These goals and objectives should be able to determine the extent to which programs are effective in reducing or preventing drug use, violence or disruptive behavior among youth.

Principle 3—Effective Research-based Programs

Youth-based programs should be based on research or evaluation that provides evidence that the programs used prevent or reduce drug use, violence or disruptive behavior among youth. These programs should be replicated consistent with their original design.

Principle 4—Program Evaluation

The SDFSCA program should be evaluated to: assess progress toward achieving goals and objectives; refine, improve and strengthen programs and refine goals and objectives as appropriate; assess programs and use information about program outcomes and fidelity of replication to re-evaluate existing program efforts.

Reference: http://www.ed.gov/offices/OESE/ESEA/prospectus/title4/html

To comply with USDE/SDFSCA principles of effectiveness, the following criteria describe effective substance abuse, violence and disruptive behavior prevention programs (Scattergood et al. 1998).

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- Findings are based on theory.
- The program was implemented as it was intended and implemented long enough to influence positive change.
- There was evidence of quality sample design, including adequate sample sizes and response rates.
- The measures were relevant, high quality and statistically powerful.
- Rigorous data collection resulted in complete data.
- Data analysis techniques were appropriate and technically adequate.
- Confounding variables were eliminated that might have been responsible for the program effects.
- Level of confidence could be placed on project findings.
- A follow-up measure was conducted at least four weeks after the intervention.
- Sustained effect was demonstrated and model was suitable for multiple site replication or likely to demonstrate success in diverse settings with diverse populations.

References

National Institute for Drug Abuse, National Institutes of Health. 1997. *Preventing Drug Use Among Children and Adolescents: A Research-based Guide.* NIH Publication 97-4214. Rockville, MD.

Scattergood, Phyllis, Kimberly Dash, Joel Epstein, and Melanie Adler. 1998. *Applying Effective Strategies to Prevent or Reduce Substance Abuse, Violence, and Disruptive Behavior among Youth.* Newton, MA: Education Development Center.

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Assessment for Health Education

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Introduction

Innovations in assessment represent powerful tools for aligning curriculum and instruction. States are using new assessment strategies as vehicles to drive and improve education and monitor program effectiveness. Meaningful educational assessment can encourage classroom instruction that stimulates higher-order thinking and practical application of knowledge and skills.

States are collaborating in the development of needed assessments, because developing and validating assessment instruments is costly. The State Collaborative on Assessment and Student Standards (SCASS), a project of the Council of Chief State School Officers (CCSSO), which began in 1991 to develop prototype assessments in several disciplines, is one such major collaborative effort. Collaborative efforts provide the following advantages:

- Different perspectives can be expressed.
- Various types of assessments can be created to meet different assessment purposes.
- New assessments can be developed in a relatively short period of time.
- The cost for partner states is less than what each would spend if it developed the assessments on its own.

In 1993 CCSSO initiated a similar project to identify and develop assessment measures in the area of health education. Specialists in assessment and health education from 32 SCASS member states collaborated to produce assessments and other resources.

The mission of the CCSSO~SCASS Health Education Assessment Project is to develop effective health education resources through a collaborative process, and to increase member's capacity to align curriculum, instruction, and assessement to improve student health literacy through improved health education instruction. The main goal is to produce and distribute valid and reliable assessment instruments for large-scale and classroom use. The Health Education Assessment Project is designed to be administered in upper elementary school, middle school and high school.

The quality and variety of assessment strategies must recognize the complex nature of health education. Efforts to promote health are not limited to the classroom setting but permeate the entire school

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environment. These efforts should be based on strong cooperation and collaboration with social institutions that serve youth—parents and families, schools and post-secondary institutions, community agencies, religious organizations, health care providers, media, employers, and local and state government agencies.

Performance Assessment

Performance assessment in health education provides educators the opportunity to view student growth in a rich and dynamic way. Performance assessment refers to testing methods that require students to develop answers or products that demonstrate their knowledge of skills. In performance assessment, students are more actively engaged in constructing their responses to the testing situation than they are when they choose from the choices provided in multiple-choice questions. Performance assessments may take many different forms, such as writing an extended essay, making an oral or visual presentation or assembling a collection of representative work.

Performance events and performance tasks relate to students' actual experience and strive to involve students in meaningful ways in their context and environment. See specific definitions for performance tasks and events in the Glossary.

Types of Assessment in the CCSSO~SCASS Project

Health educators, working under the direction of Harcourt Brace Educational Measurement editors, constructed four types of assessments to measure the health content and skills contained in the National Health Education Standards:

- selected response
- constructed response
- performance events
- performance tasks
- portfolios

Selected Response

Selected response (multiple choice) items, together with constructed response items, are intended to assess a narrower range of knowledge

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and concepts than are addressed by a performance task or event. Each selected response item consists of a *direct question or an incomplete question stem, followed by four answer options*. Students are asked to select the correct answer option.

Constructed Response

Constructed response items, together with selected response (multiple choice) items, are intended to assess a narrower range of knowledge and concepts than are addressed by a performance task or event. Most constructed response items are *designed to elicit a response of one or two sentences to one or two paragraphs*. They may also prompt students to draw or complete a chart, graph or schematic diagram or to respond in some other written form in the limited time available for answering this type of item.

Item writers are encouraged to present students with authentic contexts and prompt them for responses requiring more than rote memory. However, because these items are designed to be scored on a holistic four-point scale, expected responses will normally include relatively elementary as well as more developed or insightful elements.

Performance Events

Performance events are curriculum-embedded activities that students complete *within a single class period*. A performance event might include some limited group work, but the emphasis is on an individual written response to a problem situation. This response could take a variety of written forms.

Performance events are intended to be grounded as much as possible in authentic student experiences, involving perceptions, beliefs, aspirations and interpersonal interactions that are genuine for children and adolescents in their social and physical contexts, such as peer, family and school environments.

Performance Tasks

Performance tasks are curriculum-embedded projects that students *complete outside of class over an extended period* of time (in excess of one class period). Students may complete some work in groups, and the final product may include one or more components completed individually. Although performance tasks assume a knowledge of health facts and

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concepts specific to the context of the assessment, they are designed to assess both health knowledge and health skills. Performance task activities create a complex product and reveal what a student can do.

Performance tasks are intended to be grounded as much as possible in authentic student experiences, involving perceptions, beliefs, aspirations and interpersonal interactions that are genuine for children and adolescents in their social and physical contexts, such as peer, family and school environments.

Portfolios

Representative collections of students' work, prepared in the normal course of classroom activities, which can be used to document students' level of achievement in specified subjects or to evaluate work in progress or work over time. Portfolios can be used to expand on information about student achievement gathered through annual assessments.

Criteria for Good Performance Assessment

Good performance assessment meets the following criteria:

- matches goals and objectives
- requires evaluation and synthesis of knowledge and skills
- emphasizes higher-order thinking skills
- clearly indicates what the student is asked to do but not how to do it
- is at an appropriate reading level
- has criteria that are clear to students and teachers
- is engaging and relevant to students
- links to ongoing instruction
- provides feedback to students
- provides cost-effective benefits to students
- reflects real-world situations
- emphasizes use of available knowledge and skills in relevant problem contexts

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Assessing Concepts and Skills in Health Education

Concepts

CONCEPTS

AOD

INJ

NUT

PA

FLS

TOB

MH

PCH

CEH

NATIONAL HEALTH EDUCATION

STANDARD 1

AOD-*Alcohol and Other Drug Use Prevention*	**NUT-***Nutrition*	**MH-***Mental Health*
TOB-*Tobacco Use Prevention*	**PA-***Physical Activity*	**PCH-***Personal and Consumer Health*
INJ-*Injury Prevention*	**FLS-***Family Life and Sexuality*	**CEH-***Community and Environmental Health*

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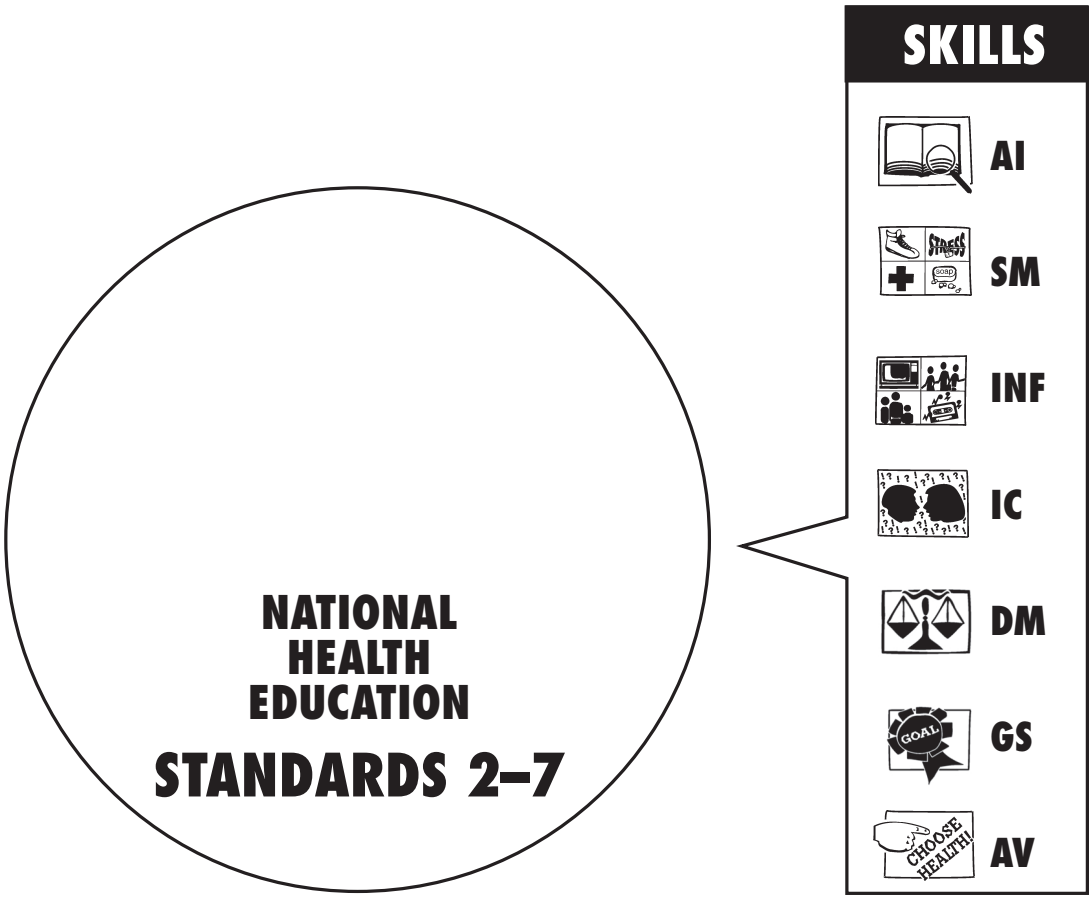
Assessing Concepts and Skills in Health Education

SKILLS



CC-*Core Concepts*	**AI-***Accessing Information*	**SM-***Self Management*	**INF-***Analyzing Influences*
IC-*Interpersonal Communication*	**DM-***Decision Making*	**GS-***Goal Setting*	**AV-***Advocacy*

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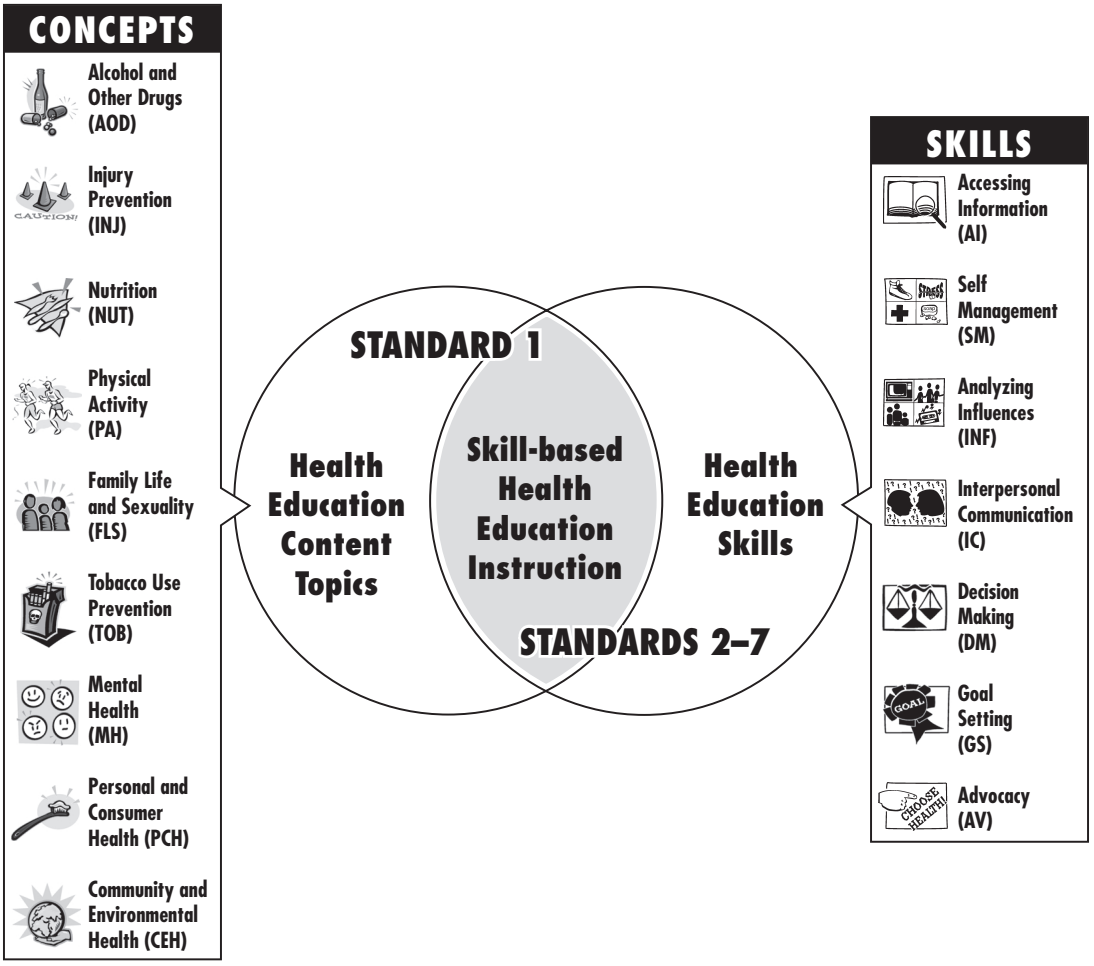
Assessing Concepts and Skills in Health Education

Concepts and Skills



Performance assessment items in the CCSSO~SCASS Health Education Assessment Project elicit a student response on both concepts and skills. Items challenge students to demonstrate skills using specific concepts.

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Rubrics and Scoring

Students should have a clear understanding of the standards for performance assessment. These standards will relate to both concepts, knowledge of health facts, and the skills for health literacy.

The CCSSO~SCASS Health Education Assessment Project has developed specific rubrics for scoring concepts and skills. The rubrics are found on the following pages. The concepts scale focuses on students' ability to comprehend health concepts, to make relationships between concepts, and to draw conclusions about those relationships. Students score higher when their work is comprehensive.

The skills scale is more generic; it focuses mainly on proficiency in demonstrating a skill. Six skills that link directly to National Health Education Standards are measured. Specific criteria for determining proficiency are described on the following pages.

Dimensions for Rubrics and Scoring

Concepts

National Health Education Standard 1

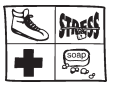
Skills

Accessing Information

National Health Education Standard 2

Self Management

National Health Education Standard 3



Analyzing Internal and External Influences

National Health Education Standard 4

Interpersonal Communications

National Health Education Standard 5

Decision Making

National Health Education Standard 6

Goal Setting

National Health Education Standard 6

Advocacy

National Health Education Standard 7

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Students can perform better if they know what is expected. Teachers have found great success when students understand rubrics and the criteria for scoring. The CCSSO~SCASS Health Education Assessment Project has developed tools for teachers to use with students to help them understand the criteria for rubrics and scoring in this system. See the Student Rubrics that follow. Different classroom management techniques are used to assist students with this process. Following are a few examples:

- posting rubrics around the room in large type
- creating a set of student rubrics for students to use as a reference
- involving students in using the criteria to score their own work and the work of classmates

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Rubrics

2 Dimensions

4-Point Scale

CCSSO-SCASS Health Education Scoring Rubric

CONCEPTS	SKILLS
4: The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.	**4:** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
3: The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.	**3:** The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.
2: The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.	**2:** The response shows some evidence of the ability to apply health skills. The response may have inaccuracies or be incomplete.
1: The response addresses the assigned task, but provides little or no accurate information about the relationships between health concepts.	**1:** The response shows little or no evidence of the ability to apply health skills.

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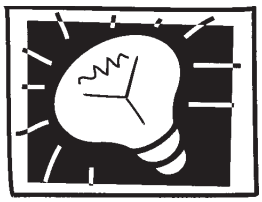

Core Concepts

CC Students will comprehend concepts related to health promotion and disease prevention.

Characteristics of Student Work

CC is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

Key Criteria

Specific criteria for student work is based largely on the following:

- accuracy
- comprehensiveness
- relationships among concepts shown
- conclusions drawn

Concepts Rubric

4 The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.

3 The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.

2 The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.

1 The response addresses the assigned task, but provides little or no accurate information about the relationships between health concepts.

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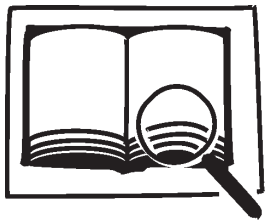

Accessing Information

AI Students will demonstrate the ability to access valid health information and health-promoting products and services.

Characteristics of Student Work

This skill category evaluates the students' ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low, where the student provides little or no evidence that appropriate sources of health information have been accessed, to high, where the student provides considerable evidence that she or he understands what considerations should apply when evaluating health information or selecting a health-related product or service.

Skill Cues

- identifies or cites specific sources
- evaluates validity of source
- provides rationale for appropriateness of source
- demonstrates ability to access appropriate community resources to meet specific needs
- identifies the type of help available from source

Generic Skills Rubric

4 The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

3 The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.

2 The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

1 The response shows little or no evidence of the ability to apply health skills.

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Self Management

SM Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Characteristics of Student Work

This category addresses students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress.

Skill Cues

- identifies healthful behaviors
  - + stress management and coping strategies
- demonstrates healthful behaviors, habits, and/or techniques
- identifies protective behaviors
  - + first aid techniques
  - + safety steps
  - + strategies to avoid/manage unhealthy or dangerous situations
- lists steps in correct order if appropriate

Generic Skills Rubric

4 The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

3 The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.

2 The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

1 The response shows little or no evidence of the ability to apply health skills.

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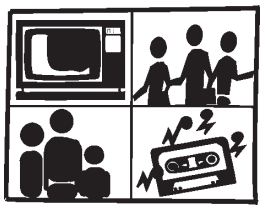

Analyzing Influences

INF Students will analyze the influence of culture, media, technology, and other factors on health.

Characteristics of Student Work

This skill category evaluates students' ability to analyze the influence of internal and external elements on health behavior. The quality of student responses may vary from low, with little or no evidence that the student recognizes that internal and external factors influence personal, family, and community health, to high, with responses that show evidence of an appreciation of the complexity of the influences and provide analysis of the factors affecting personal, family, and community health.

Skill Cues

- identifies and analyzes external factors
  - + media
  - + parents
  - + ethnic
  - + legal
  - + peers
  - + geographic
  - + societal
  - + technology
- identifies and analyzes internal factors
  - + curiosity
  - + interests
  - + desires
  - + fears
  - + likes/dislikes
- addresses interrelationships and complexity of influences
- presents variety of influences as appropriate

Generic Skills Rubric

4 The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

3 The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.

2 The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

1 The response shows little or no evidence of the ability to apply health skills.

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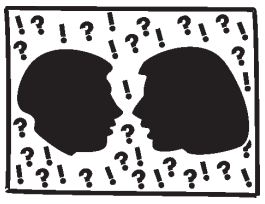

Interpersonal Communication

1C Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Characteristics of Student Work

This skill category evaluates students' ability to use interpersonal communication skills to enhance health behaviors. The quality of student responses may vary from low, providing little or no evidence of the ability to convey or exchange information, ideas, or beliefs about health, to high, demonstrating the use of appropriate communication techniques to exchange information effectively.

Skill Cues

- demonstrates interactions among individuals
- message tactics and strategies
  - + clear, organized ideas or beliefs
  - + use of "I" message
  - + tone—respectful vs. aggressive and confrontational
  - + body language
- demonstrates refusals
  - + clear "no" statement
  - + walk away
  - + provide a reason
  - + delay, change the subject
  - + repeat refusal
  - + provide an excuse
  - + put it off

Generic Skills Rubric

4 The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

3 The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.

2 The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

1 The response shows little or no evidence of the ability to apply health skills.

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Decision Making

DM Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Characteristics of Student Work

This category evaluates the ability to use decision making to enhance health. The quality of student responses may vary from low, showing little or no recognition of the need to make a decision, to high, showing reflection and a logical progression through a decision-making process that results in a health-enhancing decision.

Skill Cues

- personalized
- shows progression through a decision-making process
  - + identifies the decision to be made
  - + considers options and consequences
  - + takes action or makes decisions
  - + evaluates or reflects on action

Generic Skills Rubric

4 The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

3 The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.

2 The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

1 The response shows little or no evidence of the ability to apply health skills.

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Goal Setting

GS

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Characteristics of Student Work

This category evaluates the ability to use goal setting to enhance health. The quality of student responses may vary from low, showing little or no recognition of the need to set a goal, to high, showing reflection and a logical progression through a goal-setting process that results in a health-enhancing goal statement and plan.

Skill Cues

- shows clear progression through a goal-setting process
  - + clear goal statement
  - + identifies realistic goal
  - + plans for reaching goal
  - + evaluates or reflects on action

Generic Skills Rubric

4 The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

3 The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.

2 The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

1 The response shows little or no evidence of the ability to apply health skills.

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Advocacy

AV Students will demonstrate the ability to advocate for personal, family, and community health.

Characteristics of Student Work

This skill category evaluates students' ability to advocate for personal, family, and community health. The quality of student responses may vary from low, where the student shows little evidence of attempting to argue for a health-related position, to high, where the student provides complete responses showing evidence of audience awareness, conviction, and supporting reasons or information for a position that is health-enhancing.

Skill Cues

- takes a clear, health-enhancing stand/position
- supports the position with relevant information
- shows awareness of audience
- encourages others to make healthful choices
- demonstrates passion/conviction

Generic Skills Rubric

4 The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

3 The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.

2 The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

1 The response shows little or no evidence of the ability to apply health skills.

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Concepts and Skill Criteria for Students

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Core Concepts

Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

TIPS

- **Use complete, factual information.**
- **Be sure the facts are accurate.**
- **Show relationships among ideas.**
- **Make factual conclusions about health.**

CC

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Accessing Information

Health Education Standard 2

Students will demonstrate the ability to access valid health information and health-promoting products and services.

TIPS

- **Identify sources of information.**
- **Explain how to find the needed help.**
- **Explain what type of help this source offers.**
- **Explain why it's a good source.**

AI

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Self Management

Health Education Standard 3 *Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.*

TIPS

- **Demonstrate habits that contribute to health.**
- **Describe or demonstrate specific first aid and safety techniques.**
- **Identify strategies to avoid or manage unhealthy or dangerous situations.**
- **List the steps in the correct order if there is one.**

SM

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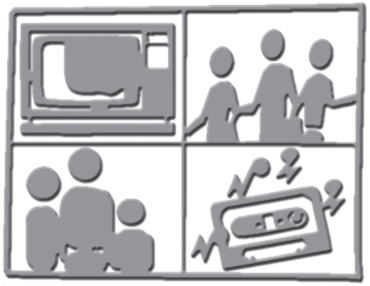

Analyzing Influences

Health Education Standard 4

Students will analyze the influence of culture, media, technology, and other factors on health.

TIPS

- **Show a variety of influences.**
- **Show both internal and external influences.**
- **Explain the complexity of the influences.**
- **Show how the influences affect health choices.**

INF

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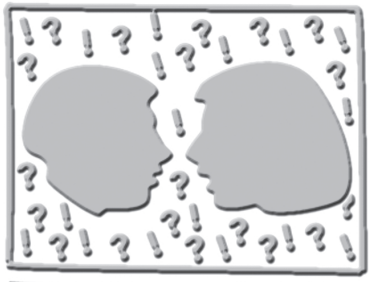

Interpersonal Communication

Health Education Standard 5 *Students will demonstrate the ability to use interpersonal communication skills to enhance health.*

TIPS

- **Show dialogues that express needs, ideas and opinions.**
- **Be clear and organized.**
- **Show effective ways to say "no."**
- **Use appropriate and effective verbal and nonverbal strategies.**
  - "I" messages
  - body language
  - appropriate tone
  - attentive listening

IC

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Decision Making

Health Education Standard 6

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

TIPS

- **Show all the steps of the decision-making process.**
- **Identify the decision to be made.**
- **Identify options and possible consequences.**
- **State the decision clearly.**
- **Evaluate and reflect on the decision.**

DM

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TIPS

Goal Setting

Health Education Standard 6 — *Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.*

Show all the steps in a goal-setting process.

Write a clear goal statement.

Be sure the goal is realistic.

Make a plan for meeting the goal.

Show how to evaluate and adjust the plan if needed.

GS

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Advocacy

Health Education Standard 7 *Students will demonstrate the ability to advocate for personal, family, and community health.*

TIPS

- **Take a clear stand for a healthy choice.**
- **Explain why the stand taken is good for health.**
- **Use information to support the choice.**
- **Show awareness of the audience for the message.**
- **Be persuasive.**
- **Show conviction about the message.**

AV

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Planning for Performance Assessment

Performance tasks (also called *prompts)* are assignments or directions asking students to undertake a task or series of tasks to demonstrate proficiency with health-related knowledge (content) and skills.

A task or prompt might be a question on a test, an assignment, or verbal instructions. A task or prompt presents the context of the situation, the problem or problems to be solved, and criteria or standards by which students will be evaluated.

Student work is scored using specific scoring criteria. Tasks must be designed to meet both the content and skill criteria that will be scored.

The questions on the template can help you design performance tasks. Use your course guidelines and teacher texts for information and ideas. A variety of project options allows your students to choose a variety of formats to complete the tasks. (See the list of "Project Options by Skill Area.")

When planning performance tasks, gather your curriculum framework and course outline. Organize and space performance tasks so they are a part of your regular classwork and assessment procedure. They should not be "extra" or "isolated" tasks for you or your students. By using a variety of tasks and focusing on different skills, you will be able to provide students with several opportunities to meet the required skill and content applications for scoring.

Teacher-developed performance assessment should be used only for classroom assessment. Higher-level assessment must include provisions for proper validity and reliability measures, including try-outs.

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Performance Task Template

Topic

What areas of health does this project assess? Why is it important? How does it relate to health? What is the focus of the project?

Key Concepts

What basic concepts do students need to know?

Skills

Which of the six skills does the project assess?

Curricular Connections

What other subject areas does this project support?

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Student Directions and Assessment Criteria

Project Description

Provide an engaging fact or statement that draws students into the project.

Based on the topic, provide a challenge or mission statement that describes the project.

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Assessment Criteria

You will be assessed on the following key concepts:
(List concepts.)

You will be assessed on the following skills.
(List skills.)

Your project must include the following:
(List project components.)

Project Options

Prepare a list of options for the project. (See Project Options list.)

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Project Options by Skill Area

Performance assessment, in particular portfolio assessment, provides the opportunity to offer a wide variety of options as learning experiences. The following list, while not definitive, provides some examples of appropriate project options for each of the six health literacy skills.

Accessing Information

- Report from a video
- Watch video & make a brochure
- Computer program
- Research project
- Surveys

Self Management

- Journals
- Letters
- Family tree
- Fitness calendar
- Role plays
- Interview family members

Analyzing Internal and External Influences

- Change an advertisement
- Metacognitive scrapbook of personal health
- Skit on peer pressure
- Write a book
- Rewrite a tale that helps explain influences
- Role play
- Write a new law
- Surveys

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Interpersonal Communication

- Puppet show
- Skit
- Interview
- Role play
- Comic
- Dialogue between characters

Decision Making

- Role play of decision-making process

Goal Setting

- Create a wellness plan
- Fitness calendar

Advocacy

- Brochure
- T-shirt
- Rap or song
- Radio ad
- Poster
- Video
- Teach a lesson to younger children
- Skit
- Puppet show
- Bumper sticker
- Magazine advertisement
- Write a law

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Elementary Curriculum Guidelines

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Alcohol and Other Drugs—Elementary

AOD

Over-the-counter medicines and prescription medications are drugs used to treat illness. These drugs have both benefits and risks. Alcohol and other drug use refers to all types of alcohol, including beer and wine, and many other drugs, including marijuana, steroids and inhalants. The use of alcohol and other drugs (AOD) has both short-term and long-term risks. AOD use has physical, social and emotional effects, including dependence and addiction. A variety of influences affect the choice to avoid the use of AOD.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

1.1 differences between medicinal and non-medicinal drug use (AOD)

1.2 benefits and correct use of medicine

1.3 risks of incorrect use of medicines

1.4 school rules for taking medicine at school

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of choice
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from the source

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Content Descriptors	Skill Assessment Link

2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 differences between dependence and addiction

2.2 physical, social, and emotional effects

2.3 risks of inhalants

2.4 signs and behaviors of AOD use

2.5 benefits of not using AOD (physical, social, emotional, legal, financial)

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.2 internal influences

3.3 family influences

3.4 peer influences

3.5 cultural influences

3.6 legal factors

3.7 influences on different types of AOD use

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

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Content Descriptors	Skill Assessment Link

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

4.2 how to make a personal commitment not to use

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

SM (Self Management)

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.1 techniques to refuse AOD use

5.2 how to get help to deal with pressure to use

5.3 how to encourage others not to use

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

AV (Advocacy)

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Injury Prevention—Elementary

INJ

Important injury prevention concepts include fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; prevention of violence, including suicide; and the use of protective equipment during work and sports and other leisure activities.

Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.
1. Fire Safety		
Students need to know: 1.1 strategies to prevent fires 1.2 escape plans 1.3 how to get help 1.4 strategies to stay safe around electricity 1.5 how to stop, drop, and roll	**SM** Self Management	**Student work must:** • identify healthful behaviors, e.g., stress management and coping strategies • demonstrate healthful behaviors, habits, and/or techniques • identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations • list steps in correct order if appropriate

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Content Descriptors	Skill Assessment Link

1. Fire Safety, continued

AV

Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

Related Skills (Not Linked to Assessment)

DM (Decision Making)

GS (Goal Setting)

2. Water Safety

Students need to know:

2.1 importance of adult supervision

2.2 buddy systems

2.3 precautions when entering or being around water

2.4 how to use personal flotation devices

SM

Self Management

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

AV (Advocacy)

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Content Descriptors	Skill Assessment Link

3. First Aid Care and Prevention

Students need to know:

3.1 how to get help

3.2 steps for helping others

3.3 universal precautions (infection control procedures)

3.4 how to prevent animal bites

3.5 how to prevent choking

3.6 how to prevent poisoning

3.7 practices for medicine cabinet safety

3.8 how to treat minor wounds and burns

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

4. Traffic Safety

Students need to know:

4.1 importance of using bicycle helmets

4.2 importance of using safety belts

4.3 being safe in cars (riding in the back seats)

4.4 strategies for safe walking

4.5 strategies for bicycle safety

4.6 school bus safety practices

4.7 dangers of riding with impaired driver

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

IC (Interpersonal Communication)

DM (Decision Making)

GS (Goal Setting)

AV (Advocacy)

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Content Descriptors	Skill Assessment Link

5. Personal Safety

Students need to know:

5.1 how to recognize child abuse and get help

5.2 safety techniques for dealing with strangers

5.3 about appropriate and inappropriate touch

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)

SM (Self Management)

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Content Descriptors — Skill Assessment Link

6. Violence Prevention

Students need to know:

6.1 conflict resolution techniques

6.2 ways to avoid threatening situations

6.3 ways to deal with bullying

6.4 ways to avoid weapons

6.5 how to report weapons

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)

SM (Self Management)

INF (Analyzing Influences)

AV (Advocacy)

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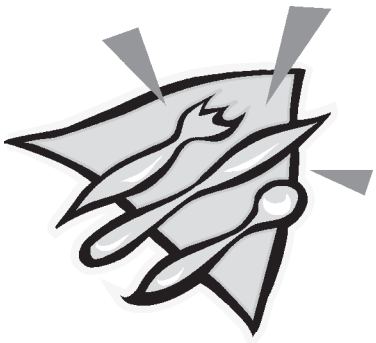
Nutrition—Elementary

NUT



Healthful nutrition contributes to growth and energy and helps prevent chronic diseases such as cancer and heart disease. Important concepts include the need for variety in food choices and recommended proportions of foods consistent with the Food Guide Pyramid. Consuming more water, fruits, vegetables, grains, and calcium-rich foods also contributes to health. Nutrition labels provide important information to help consumers choose foods lower in fat, saturated fat, and cholesterol, as well as sodium and sugar content. Balancing food intake and physical activity contributes to health.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Healthful Eating

Students need to know:

1.1 benefits of healthful eating (short-term and long-term benefits and risks)

1.2 how to select variety and proportions of foods (consistent with Food Guide Pyramid)

1.3 benefits of consuming more water, fruits, vegetables, grains, and calcium-rich foods

1.4 benefits of decreasing fat intake

1.5 benefits of moderating sugar intake

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

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Content Descriptors	Skill Assessment Link

1. Healthy Eating, continued

Students need to know:

1.6 healthful strategies for dealing with personal food preferences, restrictions, and barriers

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

2. Accessing Nutrition Information and Products

Students need to know:

2.1 how to read food nutrition labels

2.2 features of the Food Guide Pyramid

2.3 Dietary Guidelines

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Related Skills (Not Linked to Assessment)

AV (Advocacy)

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Content Descriptors	Skill Assessment Link

3. Influences on Food Choices

Students need to know:

3.1 how to assess personal likes and dislikes

3.2 family influences

3.3 peer influences

3.4 cultural influences

3.5 how marketing, packaging, and advertising influence food choices

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

4. Balancing Food Intake and Physical Activity

Students need to know:

4.1 that energy is expended during exercise

4.2 energy available from foods (calories)

4.3 relationship between physical activity, eating, and health

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

SM (Self Management)

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Content Descriptors	Skill Assessment Link

5. Food Safety

Students need to know:

5.1 food sanitation (hands, food, utensils, surfaces)

5.2 techniques for safe food preparation, serving, and storage

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

SM (Self Management)

AV (Advocacy)

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Physical Activity—Elementary

PA

Physical activity has both benefits and risks. Regular physical activity promotes cardiovascular health. Exercise needs are based on frequency, intensity, and duration. Planning for physical activity needs to consider a variety of factors, including personal fitness levels, overcoming barriers, and protecting the body from exposure to the elements. The use of protective sports equipment helps prevent injuries.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Healthful Physical Activity

Students need to know:

1.1 benefits and risks of physical activity, including mental and social benefits

1.2 phases of a workout: warm-up, work out, cool down

1.3 types of exercise: aerobic, stretching, strengthening

1.4 how to develop personal plans that include a variety of types and amounts of activity

1.5 how to develop personal plans that account for personal preferences, restrictions, and barriers

1.6 strategies for protection from cold, heat, and sun during activity, e.g, sunscreen

1.7 importance of healthful eating

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

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Content Descriptors	Skill Assessment Link

2. Influences on Physical Activity

Students need to know:

2.1 internal influences

2.2 family influences

2.3 peer influences

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

3. Prevention of Sports and Exercise Injuries

Students need to know:

3.1 importance of using protective equipment

3.2 how to evaluate unsafe settings or weather conditions

3.3 signs of physical exhaustion

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)

IC (Interpersonal Communication)

AV (Advocacy)

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Family Life and Sexuality—Elementary

FLS

Growth and development is a dynamic maturing process with physical, mental, emotional, and social aspects. Personal and family relationships and influences are central to attitudes and decisions about sexual behavior. Unprotected sex can lead to unintended pregnancy and sexually transmitted disease (STD), including HIV/AIDS. Abstinence is the most effective method of preventing pregnancy and STD. Different methods of contraception have varying effectiveness in preventing pregnancy and STD.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Families and Relationships

Students need to know:

1.1 how to be a responsible family member

1.2 diversity of family structures

1.3 ways to communicate respect for self and others

1.4 effects of changes in families, e.g., birth, marriage, divorce, death

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

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Content Descriptors	Skill Assessment Link

2. Growth and Development

Students need to know:

2.1 emotional changes

2.2 physical changes

2.3 social changes

2.4 about puberty and adolescence

2.5 about growing and aging

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Related Skills (Not Linked to Assessment)

SM (Self Management)

3. HIV/AIDS

Students need to know:

3.1 HIV/AIDS is a disease

3.2 HIV currently has no cure

3.3 HIV is not transmitted through casual contact

3.4 importance of having compassion for people with HIV/AIDS

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

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Tobacco—Elementary

TOB

All types of tobacco have both short-term and long-term negative health consequences. Tobacco smoke contains substances that are harmful to the health of both smokers and nonsmokers. Tobacco use has negative effects on several body systems. The choice to be tobacco-free promotes individual well-being and helps prevent disease. A variety of influences affect attitudes and choices about tobacco.

Content Descriptors		Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.

1. Tobacco Harms Health

Students need to know:

1.1 that nicotine is a drug

1.2 harmful effects of tobacco

1.3 risks of different types of tobacco

1.4 second-hand smoke risks

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

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Content Descriptors	Skill Assessment Link

2. Influences on Tobacco Use

Students need to know:

2.1 internal influences

2.2 family influences

2.3 peer influences

2.4 advertising

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

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Content Descriptors — Skill Assessment Link

3. Choosing to Be Tobacco Free

Students need to know:

3.1 how to make a personal commitment not to use

3.2 ways to resist pressure to use

3.3 ways to encourage others not to use

3.4 that most people do not use tobacco

3.5 the difficulty of stopping tobacco use

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

AV (Advocacy)

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Content Descriptors	Skill Assessment Link

4. Benefits of Being Tobacco Free

Students need to know:

4.1 long-term and short-term health benefits

4.2 social benefits

4.3 financial benefits

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

AV

Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

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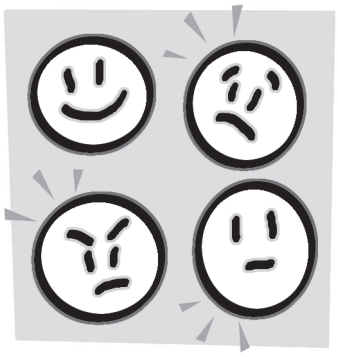
Mental Health—Elementary

MH



A positive self-image is an important component of mental and emotional health. Emotional health includes the ability to express needs, wants, and feelings; to handle emotions in positive ways; to manage anger and conflict; and to deal with frustration. Stress management skills contribute to mental health. Interpersonal skills help build and maintain relationships.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Positive Self-Image

Students need to know:

1.1 personal assets and strengths

1.2 characteristics of positive role models

1.3 actions that show sense of belonging (connectiveness)

1.4 actions that show sense of power (empowerment)

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

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Content Descriptors	Skill Assessment Link

2. Emotional Health

Students need to know:

2.1 how to express needs, wants, and feelings

2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness

2.3 ways to manage and reduce anger

2.4 ways to deal with frustration

2.5 ways to manage conflict

2.6 how to identify stressors

2.7 ways to reduce stress

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

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Content Descriptors	Skill Assessment Link

3. Interpersonal Relationships and Communication

Students need to know:

3.1 strategies to build and maintain healthy friendships

3.2 ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity

3.3 strategies that build relationships with family members and other adults

3.4 how to speak effectively, e.g., I-statements, eye contact, assertiveness

3.5 effective listening skills, e.g., reflective listening

3.6 characteristics of nonverbal communication

3.7 how to identify abuse

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)

4. Resources and Support

Students need to know:

4.1 when to get help

4.2 why to get help

4.3 how to get help and support

4.4 whom to ask for help

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

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Personal and Consumer Health—Elementary

PCH

Personal health choices and behaviors play an important role in disease prevention. Personal hygiene, including dental care, contributes to health. Selecting and using effective health care products and services contributes to health.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Personal Health Care

Students need to know:

1.1 effective techniques for hand washing

1.2 importance of bathing

1.3 importance of clean clothing

1.4 importance of clean hair

1.5 effective techniques for tooth care: brushing and flossing

1.6 importance of regular dental cleaning and checkups

1.7 proper eye and ear care

1.8 body changes that occur during growth and development

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)

AV (Advocacy)

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Content Descriptors	Skill Assessment Link

2. Preventing Disease and Infection

Students need to know:

2.1 importance of immunizations

2.2 techniques for preventing disease transmission, e.g., covering sneezes and coughs, frequent hand washing

2.3 ways to avoid contact with infectious agents

2.4 strategies to prevent head lice and other parasitic infections

2.5 benefits of using sunscreen

2.6 benefits of wearing protective clothing

2.7 ways to manage diabetes, asthma, and allergies

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

AV (Advocacy)

3. Selecting and Using Health Care Products and Services

Students need to know:

3.1 value of regular health care screenings

3.2 how to use prescribed medicines appropriately

3.3 how to use over-the-counter vitamins and other drugs appropriately

3.4 roles of various health care providers

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

DM (Decision Making)

GS (Goal Setting)

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Community and Environmental Health—Elementary

CEH

Communities provide many resources that promote health, including hospitals, health departments, voluntary agencies, and health care professionals. Threats to community health include alcohol and other drug use, tobacco use and advertising, and unsafe conditions such as lack of bike paths. Environmental health risks that require community involvement include UV light, lead, asbestos, pesticides, and unclean water. Responsible individual behavior contributes to the health of the environment and the community.

Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.
1. Community Health Services		
Students need to know: 1.1 resources for health information, e.g., library, health department, Internet, voluntary agencies 1.2 school and community health providers, e.g., EMTs, environmentalists, public health nurses, pharmacists 1.3 public health services in the community	**AI** Accessing Information	**Student work must:** • identify or cite specific sources • evaluate validity of source • provide rationale for appropriateness of source • demonstrate ability to access appropriate community resources to meet specific needs • identify the type of help available from source

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Content Descriptors	Skill Assessment Link

2. Environmental Health and Resource Conservation

Students need to know:

2.1 strategies to prevent hazardous exposures, e.g., UV light, lead, asbestos, pesticides, unclean water

2.2 professionals who protect the health and safety of the community/neighborhood, e.g., public health professionals, public safety professionals, environmentalists

2.3 how individual behavior affects the environment and the community, e.g., recycling

2.4 environmentally safe ways to discard waste materials

2.5 types of waste materials that can be reduced, reused, or recycled

2.6 environmentally safe options for using natural resources

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

SM (Self Management)

AV (Advocacy)

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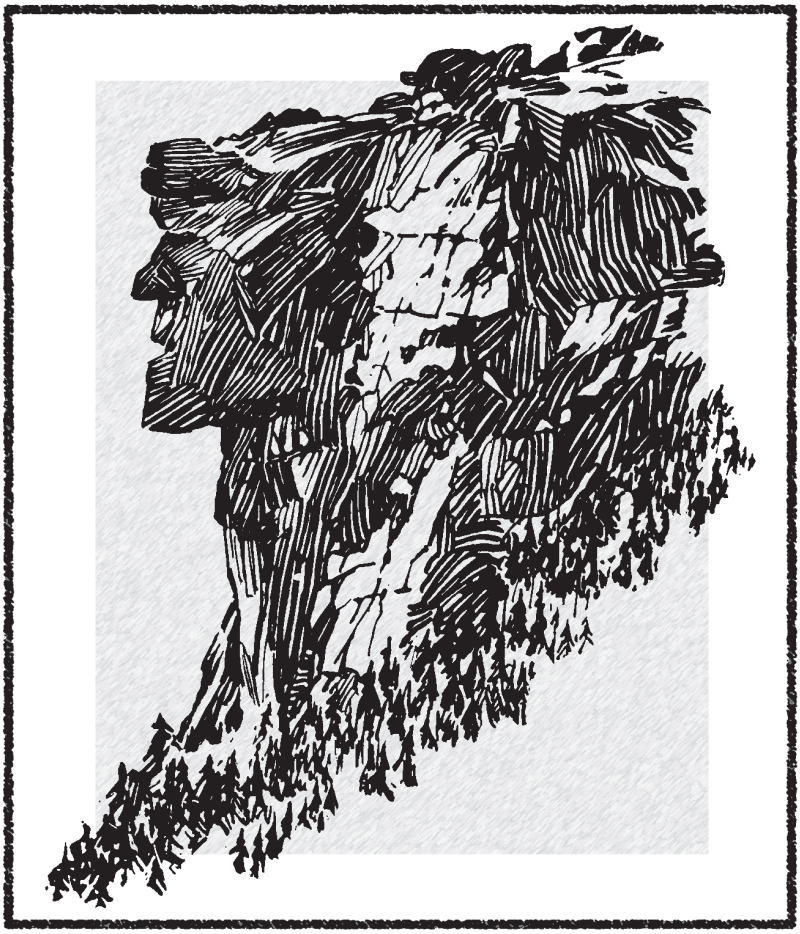
Middle School Curriculum Guidelines



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Alcohol and Other Drugs—Middle School

AOD

Over-the-counter medicines and prescription medications are drugs used to treat illness. These drugs have both benefits and risks. Alcohol and other drug use refers to all types of alcohol, including beer and wine, and many other drugs, including marijuana, steroids, and inhalants. The use of alcohol and other drugs (AOD) has both short-term and long-term risks. AOD use has physical, social, and emotional effects, including dependence and addiction. A variety of influences affect the choice to avoid the use of AOD.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

1.1 risks of dependence and addiction

1.2 physical, social, and emotional effects of AOD use

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

DM (Decision Making)

GS (Goal Setting)

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Content Descriptors	Skill Assessment Link

2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.4 effects of binge drinking

2.5 effects of inhalant use

2.6 effects of marijuana use

2.7 effects of use of other smoked illicit drugs

2.8 relationship between AOD use and transportation injuries

2.9 relationship between AOD use and other injuries

2.10 relationship between AOD use and sexual behavior

2.11 relationship between AOD use and mental health

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

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Content Descriptors — Skill Assessment Link

3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.2 internal influences

3.3 family influences

3.4 peer influences

3.5 cultural influences

3.6 legal factors

3.7 influences on different levels of AOD use

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

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Content Descriptors	Skill Assessment Link

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

SM (Self Management)

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Content Descriptors — Skill Assessment Link

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.1 effects and consequences of other non-medicinal drug use

5.2 how to get help

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

AV

Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

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Injury Prevention—Middle School

INJ

Important injury prevention concepts include fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; prevention of violence, including suicide; and the use of protective equipment during work and sports and other leisure activities.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Fire Safety

Students need to know:

1.1 strategies to prevent fires

1.2 escape plans

1.3 how to access resources for getting help

1.4 strategies to stay safe around electricity

Related Skills (Not Linked to Assessment)

SM (Self Management)

AV (Advocacy)

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Content Descriptors	Skill Assessment Link

2. Water Safety

Students need to know:

2.1 importance of avoiding AOD use

2.2 strategies to rescue self

2.3 strategies to help self and others

2.4 precautions when entering or being around water

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

DM (Decision Making)

GS (Goal Setting)

AV (Advocacy)

3. First Aid

Students need to know:

3.1 how to assess the situation

3.2 how to get help

3.3 universal precautions (infection control procedures)

3.4 steps for rescue breathing

3.5 how to stop bleeding

3.6 how to clear respiratory obstructions (choking)

3.7 how to care for burns

3.8 how to prevent and care for poisonings

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

DM (Decision Making)

GS (Goal Setting)

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CC-Core Concepts | AI-Accessing Information | SM-Self Management | INF-Analyzing Influences
IC-Interpersonal Communication | DM-Decision Making | GS-Goal Setting | AV-Advocacy

Content Descriptors — Skill Assessment Link

4. Transportation Safety

Students need to know:

4.1 how to use protective equipment

4.2 how to use motorized vehicles safely (e.g., motorcycles, ATVs, snowmobiles, jet skis

4.3 strategies for bicycle safety

4.4 how to use public transportation safely

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

Related Skills (Not Linked to Assessment)

IC (Interpersonal Communication)

AV (Advocacy)

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Content Descriptors — Skill Assessment Link

5. Violence Prevention

Students need to know:

5.1 ways to avoid interpersonal conflict

5.2 conflict resolution techniques

5.3 how to avoid fighting/bullying

5.4 importance of not carrying a weapon

5.5 how to report weapons

5.6 gun safety

5.7 ways to prevent child abuse

5.8 causes of conflict in schools and communities

5.9 valid sources for getting help

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)

DM (Decision Making)

GS (Goal Setting)

AV (Advocacy)

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Content Descriptors	Skill Assessment Link

6. Use of Protective Equipment

Students need to know:

6.1 use of protective equipment for sports and leisure activities

6.2 use of protective equipment at home, school, and work

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)

AV (Advocacy)

7. Suicide Prevention

Students need to know:

7.1 how to identify stressors

7.2 how to recognize signs of depression and mental illness

7.3 how to get help for self and others

7.4 influence of AOD use on depression

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

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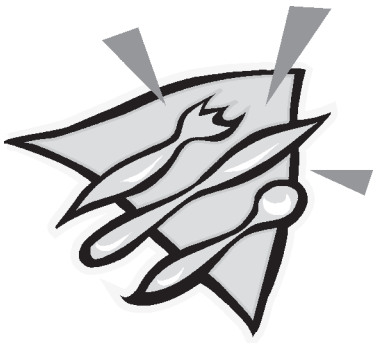
Nutrition—Middle School

NUT



Healthful nutrition contributes to growth and energy and helps prevent chronic diseases such as cancer and heart disease. Important concepts include the need for variety in food choices and recommended proportions of foods consistent with the Food Guide Pyramid. Consuming more water, fruits, vegetables, grains, and calcium-rich foods also contributes to health. Nutrition labels provide important information to help consumers choose foods lower in fat, saturated fat, and cholesterol, as well as sodium and sugar content. Balancing food intake and physical activity contributes to health.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Healthful Eating

Students need to know:

1.1 benefits of healthful eating (short-term and long-term benefits and risks)

1.2 how to select variety and proportions of foods (consistent with Food Guide Pyramid)

1.3 benefits of consuming more water, fruits, vegetables, grains, and calcium-rich foods

1.4 benefits of decreasing fat intake

1.5 benefits of moderating sugar intake

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

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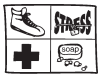
Content Descriptors	Skill Assessment Link

1. Healthy Eating, continued

1.6 how to assess personal nutritional needs, preferences, and practices

1.7 strategies for overcoming barriers to healthful eating

1.8 how to prepare healthful meals for self and others



Related Skills (Not Linked to Assessment)

AI (Accessing Information)

SM (Self Management)

2. Accessing Nutrition Information and Products

Students need to know:

2.1 how to read food nutrition labels

2.2 how to use the Food Guide Pyramid

2.3 how to use the Dietary Guidelines

2.4 how to assess validity of claims of nutritional supplements and weight loss products

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

3. Influences on Food Choices

Students need to know:

3.1 how to assess personal likes and dislikes

3.2 family influences

3.3 peer influences

3.4 cultural influences

3.5 how marketing, packaging, and advertising influence food choices

3.6 how moods and emotions influence food choices

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

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Content Descriptors	Skill Assessment Link

4. Balancing Food Intake and Physical Activity

Students need to know:

4.1 how to assess food intake to determine energy intake

4.2 how energy is expended during exercise/activity

4.3 healthful weight management practices

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Related Skills (Not Linked to Assessment)

DM (Decision Making)

GS (Goal Setting)

5. Food Safety

Students need to know:

5.1 importance of cleanliness

5.2 techniques for safe food preparation, serving, and storage

5.3 reasons for food safety

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

SM (Self Management)

AV (Advocacy)

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Physical Activity—Middle School

PA

Physical activity has both benefits and risks. Regular physical activity promotes cardiovascular health. Exercise needs are based on frequency, intensity, and duration. Planning for physical activity needs to consider a variety of factors, including personal fitness levels, overcoming barriers, and protecting the body from exposure to the elements. The use of protective sports equipment helps prevent injuries.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Healthful Physical Activity

Students need to know:

1.1 benefits and risks of physical activity, including mental and social benefits

1.2 how to evaluate exercise needs: frequency, intensity, duration

1.3 phases of a workout: warm-up, work out, cool down

1.4 types of exercise: aerobic, stretching, strengthening

1.5 physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate)

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

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Content Descriptors	Skill Assessment Link

1. Healthful Physical Activity, continued

1.6 how to assess personal physical activity levels

1.7 how to develop plans that include types and amounts of activity and focus on health-related physical fitness

1.8 strategies for overcoming barriers to physical activity

1.9 strategies for protection from cold, heat, and sun during activity, e.g., hydration, sunscreen

1.10 relationship between healthful physical activity and weight management

2. Influences on Physical Activity

Students need to know:

2.1 internal influences (enjoyment, satisfaction)

2.2 family influences

2.3 peer influences

2.4 media influences

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

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Content Descriptors	Skill Assessment Link

3. Prevention of Sports and Exercise Injuries

Students need to know:

3.1 how to use protective equipment

3.2 techniques to prevent the spread of blood-borne pathogens

3.3 techniques to warm-up

3.4 ways to avoid dangerous activities

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

4. Effects of Drugs on Fitness

Students need to know:

4.1 effects of tobacco, alcohol, and other drugs on performance

4.2 how to assess validity of claims of performance-enhancing drugs and nutritional supplements

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

AV (Advocacy)

5. Products and Services for Physical Activity

Students need to know:

5.1 how to select products, services, and facilities related to physical activity

5.2 how to assess validity of fitness claims

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

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Family Life and Sexuality — Middle School

FLS

Growth and development is a dynamic maturing process with physical, mental, emotional, and social aspects. Personal and family relationships and influences are central to attitudes and decisions about sexual behavior. Unprotected sex can lead to unintended pregnancy and sexually transmitted disease (STD), including HIV/AIDS. Abstinence is the most effective method of preventing pregnancy and STD. Different methods of contraception have varying effectiveness in preventing pregnancy and STD.

Content Descriptors		Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.
1. Families and Relationships		
Students need to know: 1.1 ways to communicate respect for self and others 1.2 diversity of relationships 1.3 effects of changes in family dynamics after birth, marriage, divorce, death, etc.	**IC** Interpersonal Communication	**Student work must:** • demonstrate interactions among individuals • demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language • demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

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Content Descriptors	Skill Assessment Link

2. Growth and Development

Students need to know:

2.1 emotional changes

2.2 physical changes

2.3 social changes

2.4 about puberty and adolescence

2.5 about changes during the life cycle (birth, childhood, aging, death)

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

3. Sexual Behavior

Students need to know:

3.1 how to make a personal commitment to abstain from sexual intercourse

3.2 that most students are not engaging in sexual intercourse

3.3 how to refuse unwanted or unprotected sex

3.4 benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals

3.5 strategies to show respect for sexual limits of others

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

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Content Descriptors — Skill Assessment Link

3. Sexual Behavior, continued

3.6 strategies to deal with pressures to cross sexual limits

3.7 effects of alcohol and other drug use on sexual behavior

3.8 risks of unintended pregnancy and disease with unprotected sexual intercourse

3.9 influences on sexual behavior, e.g., family, peers, religion, media, culture, internal

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

AV

Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

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Content Descriptors	Skill Assessment Link

4. HIV and Other STD Prevention

Students need to know:

4.1 risks of HIV and other STDs

4.2 common signs and symptoms of HIV and other STDs

4.3 common routes of transmission of HIV and other STDs

4.4 effective prevention strategies—abstinence is the most effective

4.5 that HIV and other STDs can be asymptomatic

4.6 consequences of untreated HIV and other STDs

4.7 treatment options

4.8 valid sources of information and help

4.9 importance of having compassion for people with HIV

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Related Skills (Not Linked to Assessment)

AV (Advocacy)

5. Pregnancy Prevention

Students need to know:

5.1 that abstinence is the most effective prevention method

5.2 facts and myths about contraceptive methods

5.3 valid sources to get help

5.4 effective methods and steps for prevention

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Related Skills (Not Linked to Assessment)

AV (Advocacy)

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Tobacco—Middle School

TOB

All types of tobacco have both short-term and long-term negative health consequences. Tobacco smoke contains substances that are harmful to the health of both smokers and nonsmokers. Tobacco use has negative effects on several body systems. The choice to be tobacco-free promotes individual well-being and helps prevent disease. A variety of influences affect attitudes and choices about tobacco.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Short-Term and Long-Term Risks of Tobacco Use

Students need to know:

1.1 addictive effects of nicotine

1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance

1.3 harmful effects of tobacco smoke

1.4 risks of different types of tobacco products

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

AV (Advocacy)

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Content Descriptors	Skill Assessment Link

2. Influences on Tobacco Use

Students need to know:

2.1 internal influences

2.2 family influences

2.3 peer influences

2.4 advertising strategies

2.5 how to identify role models

2.6 media influences

2.7 legal factors

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

3. Choosing to be Tobacco Free

Students need to know:

3.1 how to make a personal commitment not to use

3.2 strategies to resist pressure to use

3.3 ways to communicate personal attitudes about tobacco use

3.4 how to advocate for a tobacco-free environment

3.5 ways to support others to be tobacco free

3.6 that most people do not use tobacco

3.7 healthful alternatives to tobacco use

3.8 resources to quit using tobacco products

3.9 the difficulty of stopping tobacco use

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

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Content Descriptors	Skill Assessment Link

3. Choosing to be Tobacco Free, continued

AV

Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

4. Benefits of Being Tobacco Free

Students need to know:

4.1 long-term and short-term health benefits

4.2 social benefits

4.3 financial benefits

DM

Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
  - + identify the decision to be made
  - + consider options and consequences
  - + take action or make decision
  - + evaluate or reflect on the decision

Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)

AV (Advocacy)

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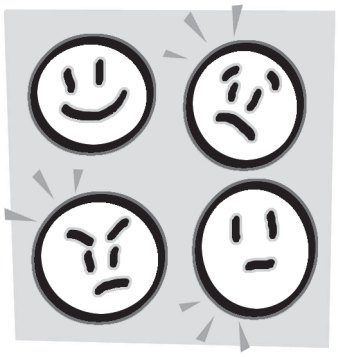
Mental Health—Middle School

MH



A positive self-image is an important component of mental and emotional health. Emotional health includes the ability to express needs, wants, and feelings; to handle emotions in positive ways; to manage anger and conflict; and to deal with frustration. Stress management skills contribute to mental health. Interpersonal skills help build and maintain relationships.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Positive Self-Image

Students need to know:

1.1 personal assets and strengths

1.2 characteristics of positive role models

1.3 how to develop and demonstrate a sense of belonging (connectiveness)

1.4 how to develop and demonstrate a sense of power (empowerment)

1.5 how to develop and demonstrate a positive body image

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

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Content Descriptors — Skill Assessment Link

2. Emotional Health

Students need to know:

2.1 how to express needs, wants, and feelings appropriately

2.2 positive ways to handle/express emotions, e.g., mood swings, hurt feelings, loneliness, sadness

2.3 ways to manage and reduce anger and conflict

2.4 ways to deal with frustration

2.5 how emotions and behaviors change during adolescence

2.6 techniques to prepare for high school and beyond

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)

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3. Interpersonal Relationships and Communication

Students need to know:

3.1 how to build and maintain healthy friendships

3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness

3.3 effective listening skills, e.g., reflective listening

3.4 characteristics of nonverbal communication

3.5 ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity

3.6 how to resist peer pressure

3.7 appropriate ways to end relationships

3.8 how to advocate for needs and rights of others

3.9 how to advocate for a healthy social environment

3.10 how to advocate for fairness

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

AV

Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

INF

Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

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Content Descriptors	Skill Assessment Link

4. Stress Management

Students need to know:

4.1 how to analyze stressors, e.g., death, ending relationships, changing schools, rejection

4.2 coping strategies to reduce stress

4.3 ways to avoid stress

4.4 strategies for transitioning into high school and beyond

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

5. Mental Health Problems

Students need to know:

5.1 signs, behaviors, and symptoms of depression and other mental illness, including suicide

5.2 interaction of alcohol and other drug use with mental illness

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

AV (Advocacy)

IC (Interpersonal Communication)

6. Resources and Support

Students need to know:

6.1 when to get help

6.2 why to get help

6.3 valid sources of information and help

6.4 how to identify support systems (formal and informal)

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

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Personal and Consumer Health—Middle School

PCH

Personal health choices and behaviors play an important role in disease prevention. Personal hygiene, including dental care, contributes to health. Selecting and using effective health care products and services contributes to health.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Personal Health Care

Students need to know:

1.1 importance of hand washing

1.2 importance of bathing

1.3 importance of clean clothing

1.4 importance of clean hair

1.5 effective tooth care: brushing and flossing

1.6 techniques to care for teeth with braces

1.7 benefits of regular dental cleaning and checkups

1.8 body changes that occur during growth and development

1.9 appropriate skin care to prevent and treat acne

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

INF (Analyzing Influences)

AV (Advocacy)

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Content Descriptors	Skill Assessment Link

2. Preventing Disease and Infection

Students need to know:

2.1 importance of immunizations

2.2 importance of using sunscreen

2.3 importance of wearing protective clothing

2.4 how fads affect health, e.g., body piercing, tattooing, artificial fingernails, hair dyes

2.5 ways to manage diabetes, asthma, and allergies

SM

Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

AV (Advocacy)

3. Selecting and Using Health Care Products and Services

Students need to know:

3.1 benefits of regular medical and dental checkups and screenings

3.2 how to use prescribed and over-the-counter medicines appropriately

3.3 similarities and differences among a variety of health care products and services

3.4 how to assess validity of claims made by promoters of health care products and services

3.5 how to communicate with health care providers about personal health

AI

Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

GS

Goal Setting

Student work must:

- show clear progression through a goal-setting process
  - + include a clear goal statement
  - + identify a realistic goal
  - + present a plan for reaching the goal
  - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

IC (Interpersonal Communication)

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Community and Environmental Health—Middle School

CEH

Communities provide many resources that promote health, including hospitals, health departments, voluntary agencies, and health care professionals. Threats to community health include alcohol and other drug use, tobacco use and advertising, and unsafe conditions such as lack of bike paths. Environmental health risks that require community involvement include UV light, lead, asbestos, pesticides and unclean water. Responsible individual behavior contributes to the health of the environment and the community.

Content Descriptors		Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.
1. Community Health Services		
Students need to know: 1.1 home, school and community resources to promote health, e.g., library, Internet, health department, voluntary agencies 1.2 how to access health agencies, e.g., health departments, voluntary agencies, private health care 1.3 how to identify public service community health activities	**AI** Accessing Information	**Student work must:** • identify or cite specific sources • evaluate validity of source • provide rationale for appropriateness of source • demonstrate ability to access appropriate community resources to meet specific needs • identify the type of help available from source

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Content Descriptors	Skill Assessment Link

1. Community Health Services, continued

AV

Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

2. Environmental Health and Resource Conservation

Students need to know:

2.1 environmental health risks

2.2 how to analyze the community for health problems

2.3 how to advocate for the protection of natural resources

2.4 that individual behavior affects the environment and the community, e.g., recycling

AV

Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

Related Skills (Not Linked to Assessment)

DM (Decision Making)

GS (Goal Setting)

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High School Curriculum Guidelines

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Alcohol and Other Drugs—High School

AOD

Over-the-counter medicines and prescription medications are drugs used to treat illness. These drugs have both benefits and risks. Alcohol and other drug use refers to all types of alcohol, including beer and wine, and many other drugs, including marijuana, steroids and inhalants. The use of alcohol and other drugs (AOD) has both short-term and long-term risks. AOD use has physical, social and emotional effects, including dependence and addiction. A variety of influences affect the choice to avoid the use of AOD.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

1.1 differences between dependence and addiction

1.2 importance of taking medicines as described (dosage, duration, need for food)

1.3 necessity of using caution in taking multiple medicines

AI

Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

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Content Descriptors	Skill Assessment Link

2. Short-term and Long-term Effects of AOD Use

Students need to know:

2.1 differences between dependence and addiction

2.2 physical, social and emotional effects of AOD use

2.3 effects of binge drinking

2.4 effects of inhalant use

2.5 effects of marijuana use

2.6 effects of steroid use

2.7 effects of use of other illicit drugs

2.8 relationship between AOD use and transportation injuries

2.9 relationship between AOD use and violence and other injuries

2.10 relationship between AOD use and sexual behavior

2.11 relationship between AOD use and mental health

2.12 benefits of not using AOD (physical, social, emotional, legal, financial, vocational)

DM

Decision Making

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

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Content Descriptors	Skill Assessment Link

3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 strategies to identify pressures to use

3.2 internal influences

3.3 family influences

3.4 peer influences

3.5 cultural influences

3.6 legal/policy factors

3.7 influences on different levels of AOD use

INF

Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

4.2 strategies to support personal commitment not to use

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear "no" statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

GS

Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

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Content Descriptors	Skill Assessment Link

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.1 ways to refuse alcohol and other non-medicinal drug use

5.2 how to get help for self and others

5.3 ways to deal with pressure to use

5.4 ways to encourage others not to use

5.5 techniques to refuse to ride with someone who has been using AOD

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear "no" statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

AI

Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

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Injury Prevention—High School

INJ

Important injury prevention concepts include fire and water safety; first aid care prevention and care of injuries; pedestrian, bicycle and vehicle safety; prevention of violence, including suicide; and the use of protective equipment during work and sports and other leisure activities.

Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.
1. First Aid		
Students need to know: 1.1 universal precautions (infection control procedures) 1.2 steps for CPR 1.3 techniques for the Heimlich maneuver 1.4 first aid steps for severe injuries, e.g., bleeding, broken bones	**SM** Self Management	**Student work must:** • demonstrate specific first-aid techniques • demonstrate personal responsibility to make health-enhancing choices

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Content Descriptors	Skill Assessment Link

2. Transportation Safety

Students need to know:

2.1 how to use protective equipment for transportation safety

2.2 consequences of driving under influence of alcohol or other drugs

2.3 strategies for not riding with an impaired driver

2.4 road emergency safety practices

GS

Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

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Content Descriptors	Skill Assessment Link

3. Violence Prevention

Students need to know:

3.1 ways to avoid threatening situations

3.2 causes of conflict

3.3 conflict resolution techniques

3.4 how to avoid fighting/bullying

3.5 the importance of not carrying a weapon

3.6 how to prevent dating violence

3.7 how to prevent sexual assault

3.8 how to recognize sexual harassment

3.9 influence of AOD in conflict situations

3.10 nonviolent ways to calm charged situations

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear "no" statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

GS

Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

4. Use of Protective Equipment

4.1 use of protective equipment for sports and leisure activities

4.2 use of protective equipment at home, school and work

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Content Descriptors	Skill Assessment Link	
5. Suicide Prevention		
Students need to know: 5.1 signs of depression and mental illness 5.2 how to get help for self and others 5.3 influence of alcohol and other drug use on depression	**AI** Accessing Information	**Student work must:** • identify or cite specific sources • provide reason for needing to access information • evaluate validity of source • provide rationale for appropriateness of source • demonstrate ability to access appropriate community resources to meet specific needs
6. Work Safety		
6.1 use of protective equipment in occupational settings 6.2 strategies for worksite safety 6.3 strategies to avoid problems related to alcohol and other drugs		

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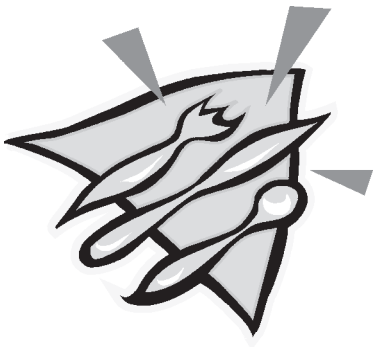
Nutrition—High School

NUT



Healthful nutrition contributes to growth and energy and helps prevent chronic diseases such as cancer and heart disease. Important concepts include the need for variety in food choices and recommended proportions of foods consistent with the Food Guide Pyramid. Consuming more water, fruits, vegetables, grains, and calcium-rich foods also contributes to health. Nutrition labels provide important information to help consumers choose foods lower in fat, saturated fat and cholesterol, as well as sodium and sugar content. Balancing food intake and physical activity contributes to health.

Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.

1. Healthful Eating

Students need to know:

1.1 benefits of healthful eating (short-term and long-term benefits and risks)

1.2 variety and proportion of foods (consistent with Food Guide Pyramid)

1.3 benefits of consuming more water, fruits, vegetables, grains and calcium-rich foods

1.4 benefits of decreasing fat intake

1.5 benefits of moderating sugar intake

1.6 how to assess personal nutritional needs, preferences and practices

DM

Decision Making

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

SM

Self Management

Student work must:

- demonstrate specific first-aid techniques
- demonstrate personal responsibility to make health-enhancing choices

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Content Descriptors	Skill Assessment Link

1. Healthful Eating, *continued*

1.7 strategies for overcoming barriers to healthful eating

1.8 how to prepare healthful meals for self and others

2. Accessing Nutrition Information and Products

Students need to know:

2.1 how to analyze food nutrition labels

2.2 how to use the Food Guide Pyramid

2.3 Dietary Guidelines

2.4 validity of claims of nutritional supplements and weight loss products

AI

Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

DM

Decision Making

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

GS

Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

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Content Descriptors	Skill Assessment Link

3. Influences on Food Choices

Students need to know:

3.1 how to analyze personal likes and dislikes

3.2 family influences

3.3 peer influences

3.4 cultural influences

3.5 how marketing, packaging and advertising influence food choices

3.6 how mood and emotions affect food choices

INF

Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

4. Balancing Food Intake and Physical Activity

Students need to know:

4.1 how to assess food intake to determine energy intake

4.2 energy expended during exercise/activity

4.3 healthful weight management practices

AI

Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

INF

Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

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Content Descriptors	Skill Assessment Link

5. Food Safety

Students need to know:

5.1 importance of cleanliness

5.2 safe food preparation, serving and storage

5.3 reasons for food safety

SM

Self Management

Student work must:

- demonstrate specific techniques for safe food preparation, serving and storage
- demonstrate personal responsibility to make health-enhancing choices

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

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Physical Activity—High School

PA

Physical activity has both benefits and risks. Regular physical activity promotes cardiovascular health. Exercise needs are based on frequency, intensity and duration. Planning for physical activity needs to consider a variety of factors, including personal fitness levels, overcoming barriers and protecting the body from exposure to the elements. The use of protective sports equipment helps prevent injuries.

Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.

1. Healthful Physical Activity

Students need to know:

1.1 benefits and risks of physical activity

1.2 exercise needs: frequency, intensity, duration and type

1.3 types of exercise: cardiorespiratory, muscular strength and endurance, and flexibility

1.4 physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate)

1.5 components of health-related fitness

1.6 personal physical activity levels

GS

Goal Setting

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement or goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

SM

Self Management

Student work must:

- demonstrate components of effective physical activity
- demonstrate the ability to make health-enhancing choices

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Content Descriptors	Skill Assessment Link
1. Healthy Physical Activity, continued	
1.7 how to develop plans that include types and amounts of activity and focus on health-related physical fitness	
1.8 strategies for overcoming barriers to physical activity	
1.9 strategies for protection from cold, heat and sun during activity, e.g., hydration, sunscreen	
1.10 the importance of healthful eating and physical activity	
1.11 relationship between healthful physical activity and body composition	
2. Influences on Physical Activity	
Students need to know:	
2.1 internal influences	
2.2 family influences	
2.3 peer influences	
2.4 media influences	
2.5 environmental influences	
2.6 availability of facilities and equipment	

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Content Descriptors	Skill Assessment Link

3. Prevention of Sports and Exercise Injuries

Students need to know:

3.1 benefits of using protective equipment, proper warm-up and cool down

3.2 techniques to prevent the spread of blood-borne pathogens

3.3 the importance of sports and exercise rules in preventing injury

3.4 how to inspect equipment/ supplies and report hazards

SM

Self Management

Student work must:

- demonstrate specific techniques for safety during physical activity
- demonstrate personal responsibility to make health-enhancing choices

4. Effects of Drugs on Fitness

Students need to know:

4.1 effects of tobacco, alcohol and other drugs on performance

4.2 how to evaluate claims of performance-enhancing drugs and nutritional supplements

5. Products and Services for Physical Activity

Students need to know:

5.1 how to select products, services and facilities related to physical activity

5.2 how to validate fitness claims

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Content Descriptors	Skill Assessment Link

6. Advocating for Physical Activity

Students need to know:

6.1 techniques for funding school, community and workplace physical activity programs

6.2 strategies to identify facilities and environments for physical activity

6.3 how to evaluate safety in facilities and physical activity environments

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

SM

Self Management

Student work must:

- demonstrate specific techniques for safety during physical activity
- demonstrate personal responsibility to make health-enhancing choices

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Family Life and Sexuality—High School

FLS

Growth and development is a dynamic maturing process with physical, mental, emotional and social aspects. Personal and family relationships and influences are central to attitudes and decisions about sexual behavior. Unprotected sex can lead to unintended pregnancy and sexually transmitted disease (STD), including HIV/AIDS. Abstinence is the most effective method of preventing pregnancy and STD. Different methods of contraception have varying effectiveness in preventing pregnancy and STD.

Content Descriptors		Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.

1. Families and Relationships

Students need to know:	IC	Student work must:
1.1 ways to communicate respect for self and others 1.2 diversity of relationships, e.g., family, friends, dating, marriage 1.3 influences of violence, e.g., date rape and other abuse	 Interpersonal Communication	• demonstrate interactions among individuals • demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language

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Content Descriptors	Skill Assessment Link

2. Sexual Behavior

Students need to know:

2.1 how to make a personal commitment to abstain from sexual intercourse

2.2 most students are not engaging in sexual intercourse

2.3 strategies for refusing unwanted or unprotected sex

2.4 benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals

2.5 importance of respecting sexual limits of others

2.6 strategies for dealing with pressures to cross sexual limits

2.7 effects of alcohol and other drug use on sexual behavior

2.8 risks of unintended pregnancy and disease with unprotected sex

2.9 influences on sexual behavior, e.g., family, peers, religion, media, culture, internal

2.10 risks of multiple partners

2.11 situations that may lead to sex

2.12 how to make a personal commitment to avoid pregnancy, HIV and other STDs

DM

Decision Making

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear "no" statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

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Content Descriptors — Skill Assessment Link

3. HIV and Other STD Prevention

Students need to know:

3.1 risks of HIV and other STDs

3.2 effective prevention strategies—abstinence is the most effective

3.3 common signs and symptoms of HIV and other STDs

3.4 common routes of transmission of HIV and other STDs

3.5 relative risks of specific behaviors

3.6 treatment options

3.7 valid sources of information and help

3.8 resources for counseling and testing

3.9 that HIV and other STDs can be asymptomatic

GS

Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

DM

Decision Making

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

AI

Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear "no" statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

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Content Descriptors	Skill Assessment Link

4. Pregnancy Prevention

Students need to know:

4.1 abstinence is most effective method

4.2 relative effectiveness of contraceptive methods

4.3 importance of consistent use of contraceptives

4.4 valid sources to get help

4.5 effective prevention strategies

AI

Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

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Tobacco—High School

TOB

All types of tobacco have both short-term and long-term negative health consequences. Tobacco smoke contains substances that are harmful to the health of both smokers and nonsmokers. Tobacco use has negative effects on several body systems. The choice to be tobacco-free promotes individual well-being and helps prevent disease. A variety of influences affect attitudes and choices about tobacco.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Short-term and Long-term Risks of Tobacco Use

Students need to know:

1.1 addictive effects of nicotine

1.2 short-term and long-term effects of tobacco use

1.3 harmful substances in tobacco

1.4 risks of different types of tobacco products

1.5 effects of tobacco use on the fetus

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Content Descriptors	Skill Assessment Link

2. Influences on Tobacco Use

Students need to know:

2.1 internal influences

2.2 family influences

2.3 peer influences

2.4 advertising strategies

2.5 how to identify role models

2.6 media influences

2.7 legal factors

INF

Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

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Content Descriptors — Skill Assessment Link

3. Choosing to Be Tobacco Free

Students need to know:

3.1 how to make a personal commitment not to use

3.2 strategies to resist pressure to use

3.3 techniques to communicate personal attitudes about tobacco use

3.4 how to advocate for a tobacco-free environment

3.5 most people don't use tobacco

3.6 alternatives to tobacco use

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear "no" statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

GS

Goal Setting

Student work must;

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

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Content Descriptors	Skill Assessment Link

4. Benefits of Being Tobacco Free

Students need to know:

4.1 long-term and short-term health benefits

4.2 social benefits

4.3 financial benefits

INF

Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and c complexity of influences

GS

Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

5. Cessation

Students need to know:

5.1 barriers to quitting

5.2 skills needed for quitting

5.3 resources for getting help

AI

Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

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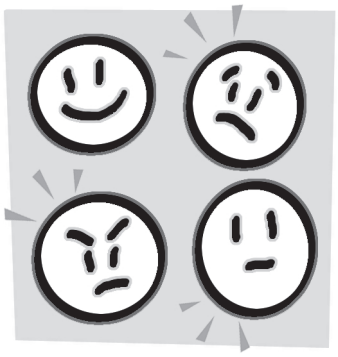
Mental Health—High School

MH



A positive self-image is an important component of mental health. Emotional health includes the ability to express needs, wants and feelings; to handle emotions in positive ways; to manage anger and conflict; and to deal with frustration. Stress management skills contribute to mental health. Interpersonal skills help build and maintain relationships.

Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.

1. Positive Self-Image

Students need to know:

1.1 personal assets and strengths

1.2 characteristics of positive role models

1.3 how to develop and demonstrate a sense of belonging

1.4 how to develop and demonstrate a sense of empowerment

1.5 how to develop and demonstrate a positive body image

INF

Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

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Content Descriptors — Skill Assessment Link

2. Emotional Health

Students need to know:

2.1 strategies for expressing needs, wants and feelings appropriately

2.2 positive ways to handle emotions, e.g., mood swings, loneliness, hurt feelings, sadness

2.3 strategies for managing and reducing anger and conflict

2.4 ways of dealing with frustration

2.5 how the developmental process affects emotions and behaviors

2.6 strategies to prepare for adulthood

SM

Self Management

Student work must:

- show evidence of personal introspection
- clarify personal expectations of self and others
- demonstrate personal responsibility to make health-enhancing choices

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear "no" statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

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3. Interpersonal Relationships and Communication

Students need to know:

3.1 how to build and maintain relationships, including appropriate ways to end relationships

3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness

3.3 skills for effective listening, e.g., reflective listening

3.4 characteristics of non-verbal communication

3.5 ways to show respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity

3.6 ways to resist peer pressure

3.7 appropriate ways to end relationships

3.8 techniques for negotiation and compromise

3.9 how to advocate for needs and rights of others

3.10 how to advocate for healthy social environment

3.11 how to advocate for fairness

IC

Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear "no" statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

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Content Descriptors	Skill Assessment Link	
4. Stress Management		
Students need to know: 4.1 types of stressors, e.g., death, ending relationships, changing schools, rejection 4.2 coping strategies to reduce stress, including exercise 4.3 ways to avoid stress	**SM** Self Management	**Student work must:** • show evidence of personal introspection • clarify personal expectations of self and others • demonstrate personal responsibility to make health-enhancing choices
5. Mental Health Problems		
Students need to know: 5.1 behaviors and symptoms of depression and other mental illness, e.g., obsessive-compulsive disorder, impulse-control disorders 5.2 interaction of alcohol and other drugs with mental illness 5.3 symptoms of eating disorders 5.4 medication and other treatments for mental illness	**AI** Accessing Information	**Student work must:** • identify or cite specific sources • provide reason for needing to access information • evaluate validity of source • provide rationale for appropriateness of source • demonstrate ability to access appropriate community resources to meet specific needs
	SM Self Management	**Student work must:** • show evidence of personal introspection • clarify personal expectations of self and others • demonstrate personal responsibility to make health-enhancing choices
6. Resources and Support		
Students need to know: 6.1 when to get help 6.2 why to get help 6.3 where and how to get help 6.4 how to identify support systems (formal and informal)	**AI** Accessing Information	**Student work must:** • identify or cite specific sources • provide reason for needing to access information • evaluate validity of source • provide rationale for appropriateness of source • demonstrate ability to access appropriate community resources to meet specific needs

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Personal and Consumer Health—High School

PCH

Personal health choices and behaviors play an important role in disease prevention. Personal hygiene, including dental care, contributes to health. Selecting and using effective health care products and services contributes to health.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Personal Health Care

Students need to know:

1.1 effective brushing and flossing techniques

1.2 importance of regular dental check-ups and cleaning

1.3 strategies for effective teeth protection during sports and recreation

1.4 strategies for effective eye and hearing protection

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Content Descriptors	Skill Assessment Link

2. Preventing Disease and Infection

Students need to know:

2.1 importance of immunizations

2.2 risks of antibiotic resistant strains

2.3 role of genetics in the family history of disease

2.4 prevention strategies associated with primary health care, e.g., BSE, testicular self-exam, Pap smear

2.5 effective disease management routines, e.g., diabetes, asthma, allergies

SM

Self Management

Student work must:

- identify specific hygiene techniques
- demonstrate personal responsibility to make health-enhancing choices

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

3. Selecting and Using Health Care Products and Services

Students need to know:

3.1 how to identify effective acne products

3.2 similarities and differences among a variety of health care products and services

3.3 options for health care and services for self

3.4 options for health care and services for others

3.5 techniques for comparing health care insurance options

AI

Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

DM

Decision Making

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

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Community and Environmental Health—High School

CEH

Communities provide many resources that promote health, including hospitals, health departments, voluntary agencies and health care professionals. Threats to community health include alcohol and other drug use, tobacco use and advertising, and unsafe conditions such as lack of bike paths. Environmental health risks that require community involvement include lead, UV light, asbestos, pesticides and unclean water. Responsible individual behavior contributes to the health of the environment and the community.

Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.
1. Community Health Services		
Students need to know: 1.1 how to access environment, school and community health services 1.2 how to participate in public service activities 1.3 community health careers 1.4 how to advocate for health services in the community 1.5 threats to community health, e.g., tobacco advertising, availability of alcohol and other drugs, unsafe bicycle paths	**AI** Accessing Information	Student work must: • identify or cite specific sources • provide reason for needing to access information • evaluate validity of source • provide rationale for appropriateness of source • demonstrate ability to access appropriate community resources to meet specific needs

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Content Descriptors	Skill Assessment Link

1. Community Health Services, continued

1.6 disaster preparedness plans

1.7 the effects of changing demographics on community services

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

2. Environmental Health and Resource Conservation

Students need to know:

2.1 how to identify occupational health hazards

2.2 community health problems related to the environment

2.3 that individual behavior affects the environment and the community, e.g., recycling

2.4 the interrelationship of the health of a community and the global environment

2.5 global influences on health

2.6 effects of the environment on the food chain

2.7 ways to accept social responsibility for the use of natural resources

AV

Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

GS

Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

SM

Self Management

Student work must:

- identify specific hygiene techniques
- demonstrate personal responsibility to make health-enhancing choices

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Appendixes

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Glossary

anchor item—A previously scored example of student work used to train and calibrate readers during scoring. Anchor items are chosen to represent each level of performance described in the scoring guides.

assessment portfolio—The final portfolio compiled from the working portfolio. Provides students the opportunity to show what they consider to be their best efforts at achieving specific standards of health literacy. It should demonstrate students' growth in understanding of health-related concepts and their ability to use the six health skills. It should also show students' ability to reflect upon their selections.

authentic assessment—Assessment of student achievement that both mirrors and measures student performance in the classroom, real-life tasks and everyday situations.

constructed response—Type of performance assessment composed of open-ended written questions, to which students must produce answers or solve problems, rather than selecting from an array of choices (i.e., multiple choice). Examples include essays, diagrams, charts, graphs.

criteria—The features of a particular health parameter that are considered in evaluating student performance. These features, associated with particular portfolio parameters, explicitly describe those features and characterize levels of performance. Prior to the assessment of a parameter, criteria can be used to tell teachers and students what is expected; during the scoring of an entry, they can help ensure reliable scoring of student responses; and following assessment, they help communicate the results by illustrating how the results were derived.

parameter—Overall goals of the portfolio, including 1) depth of understanding, 2) relevance, 3) communication and 4) evidence of inquiry. Each student work entry should clearly show evidence of some or all of the four parameters, the focus of the portfolio.

performance assessment—Refers to testing methods that require students to develop answers or products that demonstrate their knowledge of skills. In performance assessment, students are more actively engaged in constructing their responses to the testing situation than they are when they choose from the choices provided in multiple-choice questions. Performance assessments may take many different forms, such as writing an extended essay, making an oral or visual presentation or assembling a collection of representative work.

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performance event—Curriculum-embedded activity that students complete within a single class period. Performance events are intended primarily to assess thinking and skills and may take a variety of written forms. They are grounded as much as possible in authentic student experiences, involving perceptions, beliefs, aspirations and interpersonal interactions that are genuine for children and adolescents in their social and physical contexts, such as peer, family and school environments.

performance task—Curriculum-embedded project that students complete outside of class over an extended period of time (in excess of one class period). Performance tasks are designed to assess thinking and skills; they are grounded as much as possible in authentic student experiences, involving perceptions, beliefs, aspirations and interpersonal interactions that are genuine for children and adolescents in their social and physical contexts, such as peer, family and school environments.

portfolio—A representative collection of a student's work, prepared in the normal course of classroom activities, which can be used to document a student's level of achievement in specified subjects or to evaluate work in progress or work over time. A portfolio can be used to expand on information about student achievement gathered through annual assessments.

prompt—Also called an item or performance task. An assignment or directions asking students to undertake a task or series of tasks to demonstrate proficiency with health-related knowledge (content) and/or a skill. A prompt presents the context of the situation, the problem or problems to be solved, and criteria or standards by which students will be evaluated. It can be a question on a test, an assignment or verbal instructions.

reflective summary—Students' written interpretation and evaluation of work they have completed for their portfolios. May include descriptions of what students learned, how they improved their work, where the portfolio parameters are exemplified in the work, what students could to do improve their work, and/or what the work was intended to convey—what it meant to them.

response—A piece of work provided by the student to be used for assessment purposes. A response may be an answer to a question on a test or a piece of work such as a poster, video or essay.

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rubric—Also called a scoring guide. A set of guidelines for scoring student work. A typical rubric states the assessment criteria, contains a scale and helps educators rate student work according to the scale.

selected response—Also called multiple choice. Selected response items consist of direct questions or incomplete question stems, followed by four answer options. They are intended to assess a narrower range of knowledge and concepts than can be addressed by performance tasks or events.

working folder—Includes work representing student progress during a specific assignment or in a specific content area, done over a period of time. May be a collection of work in progress or completed work, but does not have a stated purpose, goals or student reflections.

working portfolio—Also called a classroom portfolio. A collection of student work that has a stated purpose and goals, as well as student reflections; students draw from the working portfolio to compile the assessment portfolio.

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Resources

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Internet

National Organizations

Advocates for Youth (AFY)	www.advocatesforyouth.org/support.htm
American Academy of Pediatrics (AAP)	www.app.org
American Association for Active Lifestyles & Fitness (AAALF)	www.aahperd.org
American Association for Health Education (AAHE)	www.aahperd.org/aahe/aahe-programs.html
American Cancer Society (ACS)	www.cancer.org
American College of Sports Medicine (ACSM)	www.acsm.org
American Dietetic Association (ADA)	www.eatright.org
American Federation of Teachers (AFT)	www.aft.org
American Psychological Association (APA)	www.apa.org
American Public Health Association (APHA)	www.apha.org
American Red Cross (ARC)	www.redcross.org
American School Counselor Association (ASCA)	www.schoolcounselor.org
American School Food Service Association (ASFSA)	www.afsa.org
Association for Supervision & Curriculum Development (ASCD)	www.ascd.org
Association of Maternal & Child Health Programs (AMCHP)	www.amchpl.org
Association of State & Territorial Chronic Disease Program Directors (ASTCDPD)	www.astcdpd.org
Association of State & Territorial Directors of Health Promotion & Public Health Education (ASTDHPPHE)	www.astdhpphe.org
Association of State and Territorial Health Officials (ASTHO)	www.astho.org/prevention/adolescent.html
Comprehensive Health Education Foundation (CHEF)	www.chef.org/curricl.htm
The Council for Exceptional Children (CEC)	www.cec.sped.org
Council of the Great City Schools (CGCS)	www.cgcs.org
Education Development Center (EDC)	www.edc.org
Education, Training, and Research Associates (ETR)	www.etr.org/program/index.html
Girls Incorporated	www.girlsinc.org
HEALTHteacher	www.healthteacher.com
National Association for Sport and Physical Education (NASPE)	www.aahperd.org

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National Organizations, *continued*

National Association of Community Health Centers (NACHC)	www.nachc.com
National Association of County & City Health Officials (NACCHO)	www.naccho.org
National Association of Elementary School Principals (NAESP)	www.naesp.org
National Association of Governor's Councils on Physical Fitness & Sports	www.fitnesslink.com
National Association of School Nurses (NASN)	www.nasn.org
National Association of School Psychologists (NASP)	www.naspeweb.org
National Association of Secondary School Principals (NASSP)	www.nassp.org
National Association of Social Workers (NASW)	www.naswdc.org
National Association of State & Territorial AIDS Directors (NASTAD)	www.nastad.org/programs.htm
National Association of State Boards of Education (NASBE)	www.nasbe.org/projectsbody.htm
National Center for Health Education (NCHE)	www.nche.org/ghfinalpg/ghhome.html
National Coalition for Parent Involvement in Education (NCPIE)	www.ncpie.org
National Education Association (NEA)	www.nea.org/school
National Federation of State High School Associations	www.nfhs.org
National Middle School Association (NMSA)	www.nmsa.org
National Minority AIDS Council (NMAC)	www.nmac.org
National PTA (PTA)	www.pta.org/programs/hivlibr.htm
National Safety Council (NSC)	www.nsc.org
National School Boards Association (NSBA)	www.nsba.org
National Wellness Association (NWA)	www.wellnessnwi.org
National Youth Advocacy Coalition (NYAC)	www.nyacyouth.org/programs.htm
Public Risk Management Association	www.primacentral.org
Society for Adolescent Medicine (SAM)	www.adolescenthealth.org
Society for Public Health Education (SOPHE)	www.sophe.org
Society of State Directors of Health, Physical Education and Recreation (SSDHPER)	www.thesociety.org
Wellness Councils of America (WELL-COA)	www.welcoa.org

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Federal Agencies

Centers for Disease Control and Prevention (CDC)	www.cdc.gov
CDC Division of Adolescent and School Health (DASH)	www.cdc.gov/nccdphp/dash/index.htm
CDC Division of HIV/AIDS Prevention	www.cdc.gov/nchstp/hiv_aids/dhap.htm
CDC Division of Nutrition & Physical Activity	www.cdc.gov/nccdphp/dnpa
CDC National Center for Chronic Disease Prevention & Health Promotion	www.cdc.gov/nccdphp
CDC Morbidity & Mortality Weekly Report (MMWR)	www.cdc.gov/mmwr
CDC Youth Risk Behavior Surveillance System (YRBSS)	www.cdc.gov/nccdphp/youthris/htm
DHHS Healthy People 2000	http://odphp.osophs.dhhs.gov/pubs/hp2000
DHHS Office of Disease Prevention & Health Promotion	http://odphp.osophs.dhhs.gov
DHHS Partnerships Conference	http://odphp.osophs.dhhs.gov/confrnce/partnr98
Environmental Health Policy Committee	http://web.health.gov/environment
Families & Children	www.hss.gov/families
Healthfinder	www.healthfinder.gov
Healthy People 2010 Home Page	http://web.health.gov/healthypeople
HHS Partner Gateway	www.hss.gov/partner
National Heart, Lung & Blood Institute	www.nhlbi.nih.gov/index.htm
National Health Information Center	http://nhic-nt.health.org
Public Health Functions Project	http://web.health.gov/phfunctions
Safe and Drug Free Schools & Communities Program	www.ed.gov/offices/oese/sdfs
Science Panel on Interactive Communication and Health	www.scipich.org
US Department of Education	www.ed.gov/index.html
US State and Local Government Gateway Health	www.hhs.gov/statelocal

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