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For further information, contact  
Ann Wilson  
Division of Student Standards and Assessments  
(225) 342-0140, [awilson@doe.state.la.us](mailto:awilson@doe.state.la.us)

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## **Schools That Work: Setting Higher Standards for our Students**

Rapid changes are occurring in our world and economy. The increasing complexity of work that spans the entire workforce of today's society demands that education for all students be more relevant and useful to future careers. In response to these demands, Louisiana educators and citizens collaborated to develop an action plan to establish content standards that would raise the academic expectations of students. **Their mission was “to develop rigorous and challenging standards that will enable all Louisiana students to become lifelong learners and productive citizens for the 21<sup>st</sup> century.”** These higher academic standards and their accompanying benchmarks, which further define the standards, require students to extend the learning they have acquired by applying knowledge and skills to real life and work situations.

To prepare Louisiana students to meet the demands of society in the 21<sup>st</sup> century, the higher standards were designed to address content knowledge and application of skills. The standards focus on what students should know and be able to do. They promote and develop thinking processes which students will use in both classroom and real world situations and address the diversity of educational needs of all Louisiana students.

These content standards have been developed for all Louisiana Students, including students with disabilities, gifted and talented students, as well as linguistically and culturally diverse students. Modifications for addressing their needs regarding curricula and instruction will be addressed through the local education agencies (LEAs).

Louisiana has made significant strides toward improving the education of our children. Our goal is to build on our strengths as we continue to improve education in our state. By developing rigorous standards and challenging assessments that align with the standards and by holding schools accountable for the results, we are ensuring a better future for our children.

Your partner for better education,

Cecil J. Picard  
State Superintendent of Education

**LOUISIANA  
HEALTH EDUCATION  
CONTENT STANDARDS**

**STATE STANDARDS FOR  
CURRICULUM DEVELOPMENT**

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# SECTION I: INTRODUCTION

In this era of educational reform, health education standards are critical to improving quality of life through student learning. They provide direction for moving toward excellence in teaching health information. Quality health education provides guidance for maintaining a healthy lifestyle for all individuals, including females and those with disabilities. Through competency of key concepts and skills outlined in this document, students will become health-literate, effective problem-solvers, self-directed learners, effective communicators, and responsible, productive citizens.

*Health literacy* is the capacity of an individual to obtain, interpret, and comprehend basic health information and services and the competence to use such information and services in ways that are health enhancing for the individual, family, and community. Four characteristics are identified as being essential to health literacy. The health-literate person is:

- a critical thinker and problem solver,
- a responsible, productive person,
- a self-directed learner, and
- an effective communicator.

A fundamental mission of schools is the promotion of healthy behaviors by providing individuals with knowledge, abilities, and skills to become healthy and productive citizens. Optimal health leads to effective living, learning and enjoyment of life for all individuals. It is also an asset for students facing intense competition, peer pressure, stress, and a full program of intellectual and physical activities. The primary purpose of health education is the translation and integration of health concepts into personal behavior.

The *Louisiana Health Education Content Standards* offer a coherent vision of what it means to be health-literate. These standards identify the knowledge and skills essential to the development of health literacy. In addition, the standards provide a guide for enhancing and continuing education of teachers and as a blueprint for local curriculum developers. The standards are broad enough to allow flexibility according to strengths or challenges identified in each community and to make them culturally relevant.

*Louisiana Health Education Content Standards* establish a framework for interdisciplinary connections across learning areas and the inclusion of school health curriculum. This type of framework will facilitate a new and more informed consensus among Louisiana educators and the public to further refine the answers to the question, “What should all Louisiana students know and be able to do at the end of health education instruction?”

**Goal:** The goal of the standards project is to develop a framework of essential knowledge and skills for Louisiana students that reflects contemporary knowledge about teaching and learning, prepares students to apply their knowledge in a variety of situations, and prepares students for life-long learning.

## LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS

The Louisiana Content Standards Task Force has developed the following foundation skills that should apply to all disciplines:

1. **Communication**: A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.
2. **Problem-Solving**: The identification of an obstacle or challenge and the application of knowledge and thinking process which include reasoning, decision-making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.
3. **Resource Access and Utilization**: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential in all learning processes. These resource tools include pen, pencil, paper, audio/video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
4. **Linking and Generating Knowledge**: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continued improvement, students must be able to transfer and elaborate on these processes. “Transfer” refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. “Elaboration” refers to monitoring, adjusting, and expanding strategies into other contexts.
5. **Citizenship**: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes: working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

*Note:* These foundation skills are listed numerically in parentheses at the end of each benchmark.

## **NEED AND CONTEXT FOR REFORM**

Education reform is driven by concerns of government and business leaders for the future of the country in a technological world economy. Parents and community members concur that calling for reform will enable students to become responsible members of their families and communities. It is agreed that essential preparation for success in work and family and community settings includes acquisition the foundation skills. Future workers and members of society need the ability to apply knowledge from multiple sources and to work cooperatively.

### **Health: A Key Component**

Educational excellence in traditional content areas may not be sufficient to secure the future competitiveness of the country. Alcohol, tobacco, and other drug use as well as low levels of physical activity, poor nutrition, injuries, teenage pregnancy, sexually transmitted diseases, and stress contribute to a lower health status and result in loss of work and school time.

Health education in schools is essential to enable students to acquire the knowledge and skills needed to practice good health. Implementation of planned, sequential health curricula has been linked to changes in students' attitudes and behaviors. Poor health habits often carry over into adulthood. Students who follow good health habits are more alert, perform at a higher level, are absent less, and have greater self-esteem. These traits carry over into adulthood. Healthy adults will be prepared to contribute to the nation's economic competitiveness by working more effectively and decreasing employee absenteeism. Due to an increase in disease prevention, fewer medical services will be required, thereby reducing health insurance costs.

Decreased business costs will increase productivity as a result of a workforce of healthy individuals. In addition, health knowledge and skills, when applied, ensure a better quality of life.

### **The Recognized Need**

The major health problems facing the United States today are largely preventable, and attributable to a few types of behaviors. Such behaviors include those that lead to injury through violence or accidents, drug and alcohol abuse, poor nutrition, suicide, pregnancy and insufficient physical activity (*Surgeon General's Report*, 1996). Additionally, recent studies suggest that adolescent depression may approach 8 percent of the population, and approximately 15-20 percent of adolescents will express depression during their teen years (Schlozman, 2001). It is important that we address these behaviors early in a child's education through school programs.

More children are developing habits that lead to unhealthy lifestyles. Findings from the *Surgeon General's Report* and the Centers for Disease Control and Prevention (CDC) indicate that as students age, they participate in fewer forms of physical activity. This

finding, coupled with additional risk factors (e.g., tobacco and drug use, poor nutrition and poor eating habits, increase in sedentary activities) leads to an increasing incidence of cardiovascular disease, cancer, stroke, obesity, and Type II diabetes. For cardiovascular disease, cancer, and diabetes, Louisiana has higher rates than the national average (BRFSS, 1996).

The cost of cardiovascular diseases and stroke in the United States in 2001 was estimated at \$329.2 billion (AHA, 2002). This figure includes both direct cost health expenditures (the cost of physicians and other professionals, hospitals and nursing home services, medications, home health, and other medical durables) and indirect cost health expenditures (loss of productivity resulting from morbidity and mortality). Cardiovascular diseases claim the lives of more than 15,000 Louisiana residents each year making it the state's number one killer. Many of these lives could be saved if bystanders promptly phone 911, begin cardiopulmonary resuscitation (CPR), and if trained rescuers provide defibrillation within minutes.

Louisiana has alarming rates of obesity. In a recent report from the CDC, Louisiana was ranked 20<sup>th</sup> out of 25 states for its level of obesity. In a similar report, New Orleans was found to be the most obese city in America. In 1996, 33% of adults in Louisiana reported being overweight according to the Behavioral Risk Factor Surveillance System (BRFSS). There is evidence to conclude that obesity-related diseases account for approximately 80% of the national health care budget, or about \$100 billion. Health-risk behaviors claim a high proportion of Louisiana's Medicaid dollars (48%).

In addition, suicide has become a significant cause of death in the United States. Based on facts published by CDC and from the Louisiana Adolescent Suicide Prevention Task Force:

- For people from 15-25 years old, suicide is the third leading cause of death;
- More teenagers and young adults die from suicide than from cancer, AIDS, heart disease, birth defects, strokes, pneumonia, influenza, and chronic lung disease combined; and
- In 1996, medical treatment for youth suicide in Louisiana for ages 0 to 20 years was \$364,000,000.

Suicide prevention, along with other health education issues can be easily integrated into the health education curriculum that is based on health education content standards. Today the goals of health education focus more on the development of the whole person. Greater emphasis is placed on health and wellness of the human being. Promoting personal well-being includes attention to mental health as well as physical health.

### **Looking Forward**

Traditionally, the health education curriculum has been organized around health content topic areas. Today, greater emphasis is placed on health and wellness. The *Health*

*Education Content Standards* are an ideal means for providing guidelines for curriculum addressing high-risk behaviors and healthy lifestyles.

The U. S. Centers for Disease Control and Prevention (CDC) has identified six risk behaviors that are incorporated in the organization of the new health content standards. The six risk behaviors include:

1. Tobacco use
2. Sedentary lifestyle; poor physical activity patterns
3. Alcohol and drug abuse
4. Unhealthy dietary behaviors
5. Behaviors that result in accidents and injuries
6. Sexual behaviors that result in sexually transmitted diseases and unintended pregnancy

In collaboration with health and education partners (Association for the Advancement of Health Education of the American Alliance for Health, Physical Education, Recreation, and Dance, American School Health Association, American Public Health Association, and American Cancer Society), the CDC assists in providing states with information and skills needed to avoid such risk behaviors. The eight components of a coordinated school health program systemically address these risk behaviors and the development of healthy lifestyles. They include:

1. Health Education
2. Physical Education
3. Health Services
4. Nutrition Services
5. Counseling, Psychological, and Social Services
6. Healthy School Environment
7. Health Promotion for Staff
8. Family and Community Involvement.

Coordinated school health programs offer the opportunity for us to provide the services and knowledge necessary to enable children to be productive learners and to develop skills for making health decisions for the rest of their lives.

## **PURPOSE**

This framework document organizes and integrates the content and process of health education. It serves as a bridge between classroom practice and national standards established by the health education community. The standards define what a health-educated person should know, understand, and be able to do. Although the standards provide a framework for curriculum development, local education agencies may choose topics to meet the needs of children and youth in their communities.

The *Louisiana Health Education Content Standards* framework is designed to guide the process of reforming health education in this state. It provides the following:

- A framework for developing a comprehensive K-12 health education curriculum,
- A catalyst for insightful discussion of the fundamental nature of health education,
- A guide for evaluating progress and achieving health education benchmarks among the students of Louisiana,
- A vision of health education for the state, and
- A tool to enable local districts, schools, and educators to grasp the nature, purpose, and role of health education.

## **INTENDED AUDIENCES**

This document is intended for use mainly by kindergarten through grade 12 teachers of health education and curriculum developers to plan curriculum, instruction, and assessment.

## **INTENDED USE**

Intended uses for this framework include the following:

1. For teachers and curriculum developers, a guide for planning curriculum, instruction and assessment;
2. For parents, a means for gaining information regarding the effectiveness of their children's health education program;
3. For administrators and school board members, a vision for health education and a basis for planning resource allocations, material purchases, local curriculum development and teachers' professional development;
4. For policy makers and state education staffs, a basis for developing laws, policies and funding priorities to support local reforms;
5. For staff developers, a basis for creating professional development materials and strategies designed to increase teachers' knowledge of health education content, teaching methodologies and assessment strategies;
6. For assessment specialists and test developers, a guide for the development of an assessment framework to assess students' health education understanding and ability more effectively;
7. For colleges and university faculties, a guide for content and design of teacher preparation programs; and
8. For business and industry leaders and government agencies, a basis for developing effective partnerships and local reforms for funding instructional materials and professional development.

## **SECTION II: THE TEACHING AND LEARNING OF HEALTH EDUCATION**

The CDC recommends teaching health education as a self-contained class with infused classes serving as an adjunct to, instead of substituting for, health education classes. Infused classes are defined as courses that include some health education content, but primarily focus on another subject. Centers for Disease Control and Prevention (CDC) recommends teaching health as an academic class where the lessons are taught sequentially, behaviorally focused, and promote positive messages.

### **Curriculum Integration**

Adoption of standards across curricular areas increases the potential to make connections which come naturally among subjects from early childhood through high school. Curriculum integration can help students make connections between health content and generic skills (e.g., critical thinking, decision-making, etc.). In addition to teaching health education in a self-contained environment, integration of other subjects will support, rather than replace, student learning of health education concepts. However, for integration to be effective, staff development must occur. Teachers need time to meet collaboratively, to identify connections across subject areas, and to plan curricular integration within and across grade levels.

In teaching health education, other subject areas can be easily integrated. Health education curricula can be easily integrated with reading comprehension, language arts, science, mathematics, social studies, and physical education. For example, at the elementary level, the health education curriculum is specifically intended to teach the interpersonal and conflict management skills students need to "get along". These skills are grounded in listening and speaking effectively. Health education also affords students many opportunities to write about topics of interest to them such as their personal feelings, growth, and development. In addition, students can apply the mathematical and science processes of measuring, charting, graphing, estimating, predicting, justifying, and classifying in conjunction with health lessons. At the middle and high school levels:

- language skills are utilized in accessing and evaluating health information,
- citizenship and communication skills are involved in community advocacy,
- knowledge of body system functions includes anatomy, and
- environmental science concepts are reinforced by the understanding of ecological systems.

## **Technology**

Technology can enhance learning by improving both the efficiency and effectiveness of instructional time. The *National Health Education Standards* and *Louisiana Health Education Content Standards* expect students to demonstrate the ability to access health information. School districts are expected to provide for the utilization of information technologies in the delivery of health instruction.

Students will be required to make numerous health care decisions in their lifetimes and must do this in an environment in which they are bombarded with health information that may or may not be accurate. Comprehensive health education prepares students to use and evaluate information for accuracy from a variety of sources. This requires that students use technology to gather current, accurate information prior to making decisions and taking action. The use of technology to access information is an essential lifelong health literacy skill.

The careful, guided use of technology to enhance the effectiveness of health education can allow all students to access the most current information. Due to the abundance of information available, educators, administrators, and parents are encouraged to evaluate the quality of available information prior to presenting it to students.

## **Assessment**

Standards involve statements about what students should know and be able to do. Included in this process is the construct of assessment. Health education assessment reflects the process of accumulating evidence about students' levels of competence in the area of health. Inferences can then be made based upon the evidence ascertained. The primary goal of assessment facilitates learning, rather than the documentation of learning. It is critical for health educators to assess individual performance. Such assessment should:

1. reflect health education content that is most important for students to learn, based upon the *Louisiana Health Education Content Standards* and Benchmarks;
2. enhance learning through a connection with instruction;
3. provide valid and reliable evidence of student performance; and
4. produce valid inferences about student learning specific to health education.

At a time in which greater demands are likely to be placed on assessment than any other time in United States education history, there continues to be escalating discomfort with traditional forms of assessment, including multiple-choice, true-false, matching machine-scored tests. With this in mind, assessment practices must support instruction of health education and student learning.

Alternative assessment can take many forms, such as portfolios, discussions and debates, event tasks, case studies, student logs, and role-playing. Such assessments can include:

- Tasks that directly examine the behavior the teacher wishes to measure;
- Criterion-referenced scoring;
- Assessment of higher levels of learning;
- Student participation in development of the assessment and ownership of the final product; and
- Assessment criteria that are given to students in advance.

*Rubrics* are the scoring criteria by which student performance is judged. They are used most often with alternative assessments such as portfolios, event tasks, and student performance but can actually be used for other types of assessment as well. They should be written by the health educator before instruction begins and shared with students as the unit or project is explained. Because students have the criteria early, they have a standard by which they can judge their own performance, thereby providing feedback during instruction.

The *Louisiana State Health Education Standards* focus on both alternative assessment options and traditional ones in order to forge a more complete picture of student learning. An assessment strategy that is balanced will best assess the objectives of the K–12 health education program.

### **Requirements**

The Louisiana Department of Education in Bulletin 741, *Louisiana Handbook for School Administrators*, sets the hours required in health and physical education. These requirements are also found in Bulletin 1596 and 1597.

For grades 1-6, 150 minutes per week are required in health and physical education. (B 741:2.090.09)

In grades 7 and 8, "health and physical education, elective, exploratory studies" is set at a minimum of 275 minutes per week for students on a six period day option or 250 minutes per week for a seven period day schedule. (B 741:2.090.09)

Grades 9 –12: In order to graduate from high school, public school students must earn ½ unit in health education. (B 741:2.105.09) A minimum of 90 hours of health instruction shall be taught and cardiopulmonary resuscitation (CPR) must be taught during health education. (B 741:2.105.15) Nonpublic schools require 2 units of combined health and physical education for graduation. (B 741: 6.099.01)

R.S. 17:275, §275 states that all public junior and senior high schools shall provide instruction to all female students in the proper procedure for breast self-examination and the need for an annual Pap test for cervical cancer. Such instruction may be provided in the context of courses in the study of health, physical education, or such other appropriate curriculum or instruction period as may be determined by the respective local school boards. This instruction may be taught by a school nurse, physician, or competent medical instructor. The local school boards shall adopt rules and regulations necessary for the implementation of this program of instruction. No student shall be required to take such instruction if his parent or tutor submits a written statement indicating that such instruction conflicts with the religious beliefs of the student.

Added by Acts 1980, No. 789, § 1.

In 2001, through Senate Bill No. 792, guidelines were established for the development of youth suicide prevention programs as required in R.S. 17:282.3. Some features of this bill include the involvement of the Department of Education in developing standards for these programs, classroom instruction integrated into the curriculum, and access to prevention services. Some of the instructional topics suggested for prevention in SB No. 792 are:

- encourage sound decision-making and promote ethical development,
- increase student awareness of the relationship between drug and alcohol use and suicide,
- teach students to recognize signs of suicidal tendencies, and
- inform students of the available community suicide prevention services.

The above measures easily fit within the health education curriculum that is based on these *Health Education Content Standards*.

## SECTION III

# LOUISIANA HEALTH EDUCATION CONTENT STANDARDS AND BENCHMARKS

### Coding Key for Benchmarks

Standards are broad goals for student achievement in a content area. Each standard is followed by a set of benchmarks. The benchmarks state what a student should know and be able to do in order to reach the standard. The key below will explain the coding used for the benchmarks contained in this document.

The first number indicates the standards number. The capital letter represents the cluster level.

The third symbol is a second number, which represent the benchmark number.

The letters for each grade cluster level are below:

**E** represents the elementary cluster level, grades K-4.

**M** represents the middle school cluster level, grades 5-8.

**H** represents the high school cluster level, grades 9-12.

*Example:*

**2-E-4** would represent benchmark **four** for standard **two** on the **Elementary** Level (grades 3-5).

The numbers in parentheses at the end of each benchmark are the numbers for the Louisiana Standards Foundation Skills found on page two of this document.

# LOUISIANA HEALTH EDUCATION CONTENT STANDARDS

The Louisiana *Health Education Content Standards* are composed of three components:

- Health Education Content Standards
- Rationale for each standard
- Benchmarks (performance indicators) that describe what the student should know and be able to do to demonstrate mastery of the standard.

The *National Health Education Content Standards* vary from other content areas in that performance indicators are used as benchmarks. Louisiana *benchmarks* are intended to serve as a guide for organizing student assessment.

## **STANDARD 1: Students will comprehend concepts and strategies related to health promotion and disease prevention.**

State Foundation Skills 1, 2, 3, 4

National Health Standard 1

Basic to health education is a foundation of knowledge about the interrelationship between behavior and health, the human body, and disease prevention. Comprehension of health-promotion strategies and disease prevention concepts will enable students to become health literate learners with a foundation for leading healthy and productive lives.

## **STANDARD 2: Students will demonstrate the ability to access and evaluate the validity of health information and health promoting products and services.**

State Foundation Skills 1, 2, 5

National Health Standard 2

Critical thinking involves the ability to identify valid health information and to analyze, select and access health-promoting services and products. The development of critical thinking skills is a high priority in all disciplines for improving problem solving and decision-making abilities. Applying skills of information analysis, organization, comparison, synthesis and evaluation to health issues encourages students to become health literate and responsible citizens.

## **STANDARD 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.**

State Foundation Skills 2, 3,

National Health Standard 3

Reducing harmful and risk-taking behaviors can prevent many diseases and injuries. Recognizing and practicing health-enhancing behaviors can contribute to a positive quality of life. Strategies to improve health behaviors will assist students in developing positive health behaviors as they engage in critical thought and problem solving. Goal

setting and decision-making are integral to developing such strategies. By accepting responsibility for personal health, students have a foundation to develop a productive, healthy life.

**STANDARD 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.**

State Foundation Skills 1, 3, 5  
National Health Standard 4

Health is influenced by a variety of factors that co-exist within a society such as cultural context, media, and technology available. A competent problem solver can analyze, evaluate and interpret the influence of such factors on the health of the individual and community. Through analyzing influences, evaluating media messages, and recognizing the impact of technology students will develop into more effective and responsible individuals.

**STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

State Foundation Skills 1,2, 3,4  
National Health Standard 5 and 6

Personal, family, and community health are enhanced through effective communication. Responsible individuals use communication skills in maintaining healthy relationships. The ability to organize and convey information, beliefs, opinions, and feelings are skills that strengthen interactions while reducing conflicts. These skills enable individuals to collaborate with others to improve the quality of life for their families and communities.

**STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

State Foundation Skill 3 and 4  
National Health Standard 7

Quality of life is dependent on an environment that protects and promotes the health of individuals, families, and communities. Advocating and communicating for improved health measures in their communities characterize responsible citizens. Individuals should develop a wide variety of advocacy skills such as persuasiveness, collaboration and effective communication techniques.

## **GRADES K-4: ELEMENTARY CLUSTER LEVEL**

### **STANDARD 1: Students will comprehend concepts and strategies related to health promotion and disease prevention.**

#### **Benchmarks K-4**

By the end of the K-4 level, students should know and be able to:

- 1-E-1** recognize basic body parts and describe the structure and function of the human body system; (1,2,4)
- 1-E-2** demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.) (1,2,3)
- 1-E-3** compare and contrast personal health behaviors and individual well being; (1,2,4)
- 1-E-4** identify common childhood health problems/illnesses and the corresponding prevention and treatment; (1,2,4)
- 1-E-5** explain how physical, social and emotional environments influence personal health. (1,2,3,4)

### **STANDARD 2: Students will demonstrate the ability to access and evaluate the validity of health information and health promoting products and services.**

#### **Benchmarks K-4**

By the end of the K-4 level, students should know and be able to:

- 2-E-1** identify characteristics of valid health information and health-promoting products and services; (2,3,4)
- 2-E-2** demonstrate the ability to locate resources from home, school and community that provide valid health information; (1,2,3,4)
- 2-E-3** explain how media influences the selection of health information, products, and services; and (4,5)
- 2-E-4** demonstrate the ability to locate school and community health resources. (1,3)

**STANDARD 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.**

**Benchmarks K-4**

By the end of the K-4 level, students should know and be able to:

- 3-E-1 identify personal health needs; (1,4)
- 3-E-2 demonstrate responsible personal health behaviors; (2,4)
- 3-E-3 illustrate safety/injury prevention techniques related to daily activities; (2,3,4)
- 3-E-4 demonstrate ways to avoid and reduce threatening situations; and (2,3,4)
- 3-E-5 apply skills to manage stress. (2,4)

**STANDARD 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.**

**Benchmarks K-4**

By the end of the K-4 level, students should know and be able to:

- 4-E-1 describe how culture influences personal health behaviors; (1,2,4)
- 4-E-2 explain how media influences thoughts, feelings, and health behaviors; (2,3,4)
- 4-E-3 demonstrate ways that home health care technology can influence personal health (blood glucose level monitors, blood pressure monitors, diet evaluation software, on-line medical sites, etc.); and (2,3,4)
- 4-E-4 discuss how information from school and family influences health. (1,2,3,4)

**STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

**Benchmarks K-4**

By the end of the K-4 level, students should know and be able to:

- 5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication; (1,2)

- 5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others; (1,2,5)
- 5-E-3 apply a decision-making process to address personal health issues and problems; (1,2)
- 5-E-4 demonstrate refusal skills to enhance health; (1,2)
- 5-E-5 demonstrate non-violent strategies to resolve conflicts; and (1,2,4)
- 5-E-6 establish personal health goals and track progress toward its achievement. (1,2,3,4)

**STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

**Benchmarks K-4**

By the end of the K-4 level, students should know and be able to:

- 6-E-1 recognize basic job functions of community and school health service providers; (1,4)
- 6-E-2 convey how to access appropriate health and crisis care services in emergency situations; and (1,2,4)
- 6-E-3 demonstrate the ability to communicate information that promotes positive health choices. (1,3,4,5)

## **GRADES 5-8: MIDDLE SCHOOL CLUSTER LEVEL**

**STANDARD 1: Students will comprehend concepts and strategies related to health promotion and disease prevention.**

### **Benchmarks 5-8**

By the end of grades 5-8 level students should know and be able to:

- 1-M-1** describe relationships among physical, mental, emotional and social health; (1,2,4)
- 1-M-2** evaluate healthy and unhealthy lifestyles ( e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.); (1,2,3,4)
- 1-M-3** examine the structure and function of body systems and its relation to wellness; (2,3,4,)
- 1-M-4** analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.); and (1,2,3,4)
- 1-M-5** determine factors that influence violence and strategies for avoiding unhealthy situations. (1,2,3,4)

**STANDARD 2: Students will demonstrate the ability to access and evaluate the validity of health information and health-promoting products and services.**

### **Benchmarks 5-8**

By the end of grades 5-8 level students should know and be able to:

- 2-M-1** locate valid health information using various sources (e.g., Internet, videos, print, television, etc.); (2,3,4)
- 2-M-2** identify how media influences the selection of health information and products; (1,3,4)
- 2-M-3** locate and evaluate functions of community health agencies and professional health services (e.g., hospitals, emergency care, substance abuse centers, volunteer organizations, etc.); and (2,3,4)
- 2-M-4** examine the effectiveness of health products and services (e.g., sun blocks, cosmetics, over-the-counter medicines, etc.). (2,4)

**STANDARD 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.**

**Benchmarks 5-8**

By the end of grades 5-8 students should know and be able to:

- 3-M-1** identify personal health needs and develop long-term goals for a healthy lifestyle; (2,4)
- 3-M-2** examine physical fitness assessments and their role in developing a personal wellness program; and (2,3,4)
- 3-M-3** develop injury prevention and management strategies for personal and family health. (1,3,4)

**STANDARD 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.**

**Benchmarks 5-8**

By the end of grades 5-8 level students should know and be able to:

- 4-M-1** investigate the quality of health care provided in other countries; (4,5)
- 4-M-2** compare and contrast the health of different cultures, race and ethnicity; (1,2,4,5)
- 4-M-3** investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors; (1,3,5)
- 4-M-4** describe the ways that technology affects health (e.g., video games, computers, high-technological medical equipment, etc.); and (1,3,4)
- 4-M-5** assess ways in which various media influence buying decisions (e.g., health products, medicines, food). (1,3,4)

**STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

**Benchmarks 5-8**

By the end of grades 5-8 level students should know and be able to:

- 5-M-1** demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all; (1,2)
- 5-M-2** distinguish between positive and negative peer pressure and analyze the impact of peer pressure on decision-making; (1,2,5)
- 5-M-3** demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways; (1,2,3,5)
- 5-M-4** demonstrate positive decision-making and problem-solving skills; and (1,2)
- 5-M-5** develop strategies and skills for attaining personal health goals. (1,2)

**STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

**Benchmarks 5-8**

By the end of grades 5-8 level students should know and be able to:

- 6-M-1** develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.); (1,2,4)
- 6-M-2** analyze various communication methods to accurately express health ideas and opinions; (1,3)
- 6-M-3** identify barriers to effective communication about health issues; and (2,3,4)
- 6-M-4** demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools. (1,5)

## **Grades 9-12: High School Cluster Level**

**STANDARD 1: The students will comprehend concepts and strategies related to health promotion and disease prevention.**

### **Benchmarks 9-12**

By the end of the grades 9-12 level students should know and be able to:

- 1-H-1** analyze the impact of behavior on health maintenance and disease prevention; (1,2,3,4,5)
- 1-H-2** identify the causes, symptoms, treatment and prevention of various diseases and disorders (e.g., cardiovascular diseases, STDs, eating disorders); (2,3,4)
- 1-H-3** describe interrelationship(s) of mental, emotional, social, and physical health throughout the life span; (1,2,4)
- 1-H-4** explain the impact of personal health behaviors on the functioning of body systems; (2,3,4)
- 1-H-5** describe the influence of family, peers, and community on the health of individuals; and (1,2,4)
- 1-H-6** evaluate environmental influences on the health of individuals in their home, community, and world. (1,2,3,4)

**STANDARD 2: The students will demonstrate the ability to access and evaluate the validity of health information and health-promoting products and services.**

### **Benchmarks 9-12**

By the end of the grades 9-12 level students should know and be able to:

- 2-H-1** evaluate the validity of health information, products, and services using a variety of resources; (2,3,4)
- 2-H-2** identify factors that influence personal selection of health products and services; (2,3)
- 2-H-3** identify school and community health services available for self and others; (1,3,5)

- 2-H-4** analyze the cost and accessibility of health care products and services; and  
(2,3,4)
- 2-H-5** examine mental, social, and physical conditions requiring professional health services (e.g., obesity, eating disorders, suicidal tendencies, depression, drug/alcohol abuse, diabetes, heart attack, burns, etc.). (1,2,3,4)

**STANDARD 3: The students will demonstrate the ability to practice positive health behaviors and reduce health risks.**

**Benchmarks 9-12**

By the end of the grades 9-12 level students should know and be able to:

- 3-H-1** describe the role of individual responsibility for enhancing health by analyzing the short-term and long-term consequences of behaviors throughout the life span (safe, high-risk, and harmful behaviors); (2,3)
- 3-H-2** demonstrate the ability to use critical thinking when making decisions related to health needs and risks of young adults; (2,3)
- 3-H-3** evaluate a personal health survey to determine strategies for health enhancement and risk reduction; (2,3,4)
- 3-H-4** develop strategies to improve or maintain health & safety on personal, family, community, and world levels; (1,2,3)
- 3-H-5** demonstrate ways to reduce threatening situations to avoid violence; and (1,2,5)
- 3-H-6** design strategies to manage stress. (2,3)

**STANDARD 4: Students will analyze the influence of the media, technology, economy, culture and other factors on health through the use of technological resources.**

**Benchmarks 9-12**

By the end of the grades 9-12 level students should know and be able to:

- 4-H-1** investigate how cultural diversity and economy enrich and challenge health behaviors; (2,3,4)
- 4-H-2** evaluate the impact of technology and media on personal, family, community, and world health; and (1,2,3,4)

**4-H-3** explain how information from peers, family & community influence health.  
(1,4)

**STANDARD 5: Students will demonstrate individual and interpersonal communication skills, necessary to enhance health.**

**Benchmarks 9-12**

By the end of the grades 9-12 level students should know and be able to do:

- 5-H-1** demonstrate effective communication skills and identify the impact of communication on relationships with family, peers, and others; (1,2,4)
- 5-H-2** demonstrate positive, effective methods of expressing needs, wants, feelings, care, consideration, and respect for self and others; (1,2,5)
- 5-H-3** identify strategies for solving intrapersonal and interpersonal conflicts without harming self or others; (1,2,5)
- 5-H-4** identify the possible causes of conflict in schools, families, and communities; (1,2,5)
- 5-H-5** plan and demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations; (1,2,5)
- 5-H-6** identify personal goals for improving or maintaining lifelong personal health; and (3,4)
- 5-H-7** formulate a plan and evaluate the progress for attaining personal health goals. (2,3,4)

**STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

**Benchmarks 9-12**

By the end of the grades 9-12 level students should know and be able to:

- 6-H-1** predict immediate and long-term impact of health decisions on the individual, family and community; (2,3,4)
- 6-H-2** effectively communicate concerns and information about immediate and/or long-term impact of health decisions in order to influence others; (3,4)

- 6-H-3** identify effective strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues (refusal skill, assertiveness, problem-solving, communication skills); (1,2,3,4,5)
- 6-H-4** demonstrate techniques that influence and support others in making positive health choices (positive peer pressure); and (1,3,4)
- 6-H-5** demonstrate the ability to work cooperatively when advocating for healthy communities and environments. (1.5)

# **Health Education Content Standards Cluster Level Charts**

## Health Education Content Standards Cluster Level Chart

**STANDARD 1: Students will comprehend, analyze, design and evaluate health concepts and strategies related to health promotion and disease prevention.**

Grade Cluster	K-4	5-8	9-12
Benchmark 1	<b>1-E-1</b> recognize basic body parts and describe the structure and function of the human body system	<b>1-M-1</b> describe relationships among physical, mental, emotional and social health	<b>1-H-1</b> analyze the impact of behavior on health maintenance and disease prevention
Benchmark 2	<b>1-E-2</b> demonstrate basic personal health habits	<b>1-M-2</b> evaluate healthy and unhealthy lifestyles ( e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.)	<b>1-H-2</b> identify the causes, symptoms, treatment and prevention of various diseases and disorders
Benchmark 3	<b>1-E-3</b> compare and contrast personal health behaviors and individual well being	<b>1-M-3</b> examine the structure and function of body systems and its relation to wellness	<b>1-H-3</b> describe interrelationship(s) of mental, emotional, social, and physical health throughout the life span
Benchmark 4	<b>1-E-4</b> identify common childhood health problems/ illnesses and the corresponding prevention and treatment	<b>1-M-4</b> analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.)	<b>1-H-4</b> explain the impact of personal health behaviors on the functioning of body systems
Benchmark 5	<b>1-E-5</b> explain how physical, social and emotional environments influence personal health	<b>1-M-5</b> determine factors that influence violence and strategies for avoiding unhealthy situations	<b>1-H-5</b> describe the influence of family, peers, and community on the health of individuals
Benchmark 6			<b>1-H-6</b> evaluate environmental influences on the health of individuals in their home, community, and world

## Health Education Content Standards Cluster Level Chart

**STANDARD 2: Students will demonstrate the ability to access and evaluate the validity of health information and health promoting products and services.**

Grade Cluster	K-4	5-8	9-12
Benchmark 1	<b>2-E-1</b> identify characteristics of valid health information and health-promoting products and services	<b>2-M-1</b> locate valid health information using various sources (e.g., Internet, videos, print, television, etc.)	<b>2-H-1</b> evaluate the validity of health information, products, and services using a variety of resources
Benchmark 2	<b>2-E-2</b> demonstrate the ability to locate resources from home, school and community that provide valid health information	<b>2-M-2</b> identify how media influences the selection of health information and products	<b>2-H-2</b> identify factors that influence personal selection of health products and services
Benchmark 3	<b>2-E-3</b> explain how media influences the selection of health information, products, and services	<b>2-M-3</b> locate and evaluate functions of community health agencies and professional health services	<b>2-H-3</b> identify school and community health services available for self and others
Benchmark 4	<b>2-E-4</b> demonstrate the ability to locate school and community health resources	<b>2-M-4</b> examine the effectiveness of health products and services	<b>2-H-4</b> analyze the cost and accessibility of health care products and services
Benchmark 5			<b>2-H-5</b> examine mental, social, and physical conditions requiring professional health services

## Health Education Content Standards Cluster Level Chart

**STANDARD 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.**

Grade Cluster	K-4	5-8	9-12
Benchmark 1	<b>3-E-1</b> identify personal health needs	<b>3-M-1</b> identify personal health needs and develop long-term goals for a healthy lifestyle	<b>3-H-1</b> describe the role of individual responsibility for enhancing health by analyzing the short-term and long-term consequences of behaviors throughout the life span
Benchmark 2	<b>3-E-2</b> demonstrate responsible personal health behaviors	<b>3-M-2</b> examine physical fitness assessments and their role in developing a personal wellness program	<b>3-H-2</b> demonstrate the ability to use critical thinking when making decisions related to health needs and risks of young adults
Benchmark 3	<b>3-E-3</b> illustrate safety/injury prevention techniques related to daily activities	<b>3-M-3</b> develop injury prevention and management strategies for personal and family health	<b>3-H-3</b> evaluate a personal health survey to determine strategies for health enhancement and risk reduction
Benchmark 4	<b>3-E-4</b> demonstrate ways to avoid and reduce threatening situations		<b>3-H-4</b> develop strategies to improve or maintain health & safety on personal, family, community, and world levels
Benchmark 5	<b>3-E-5</b> apply skills to manage stress		<b>3-H-5</b> demonstrate ways to reduce threatening situations to avoid violence
Benchmark 6			<b>3-H-6</b> design strategies to manage stress

## Health Education Content Standards Cluster Level Chart

**STANDARD 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.**

Grade Cluster	K-4	5-8	9-12
Benchmark 1	<b>4-E-1</b> describe how culture influences personal health behaviors	<b>4-M-1</b> investigate the quality of health care provided in other countries	<b>4-H-1</b> investigate how cultural diversity and economy enrich and challenge health behaviors
Benchmark 2	<b>4-E-2</b> explain how media influences thoughts, feelings, and health behaviors	<b>4-M-2</b> compare and contrast the health of different cultures, race and ethnicity	<b>4-H-2</b> evaluate the impact of technology and media on personal, family, community, and world health
Benchmark 3	<b>4-E-3</b> demonstrate ways that home health care technology can influence personal health	<b>4-M-3</b> investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors	<b>4-H-3</b> explain how information from peers, family & community influence health
Benchmark 4	<b>4-E-4</b> discuss how information from school and family influences health	<b>4-M-4</b> describe the ways that technology affects health (e.g., video games, computers, high-technological medical equipment, etc.)	
Benchmark 5		<b>4-M-5</b> assess ways in which various media influence buying decisions (e.g., health products, medicines, food)	

## Health Education Content Standard Cluster Level Chart

### STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Grade Cluster	K-4	5-8	9-12
Benchmark 1	<b>5-E-1</b> demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication	<b>5-M-1</b> demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all	<b>5-H-1</b> demonstrate effective communication skills and identify the impact of communication on relationships with family, peers, and others
Benchmark 2	<b>5-E-2</b> demonstrate ways to communicate care, consideration, and respect of self and others	<b>5-M-2</b> distinguish between positive and negative peer pressure and analyze the impact of peer pressure on decision-making	<b>5-H-2</b> demonstrate positive, effective methods of expressing needs, wants, feelings, care, consideration, and respect for self and others
Benchmark 3	<b>5-E-3</b> apply a decision-making process to address personal health issues and problems	<b>5-M-3</b> demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways	<b>5-H-3</b> identify strategies for solving intrapersonal and interpersonal conflicts without harming self or others
Benchmark 4	<b>5-E-4</b> demonstrate refusal skills to enhance health	<b>5-M-4</b> demonstrate positive decision-making and problem solving skills	<b>5-H-4</b> identify the possible causes of conflict in schools, families, and communities
Benchmark 5	<b>5-E-5</b> demonstrate non-violent strategies to resolve conflicts	<b>5-M-5</b> develop strategies and skills for attaining personal health goals	<b>5-H-5</b> plan and demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations
Benchmark 6	<b>5-E-6</b> establish personal health goals and track progress toward its achievement		<b>5-H-6</b> identify personal goals for improving or maintaining lifelong personal health
Benchmark 7			<b>5-H-7</b> formulate a plan and evaluate the progress for attaining personal health goals

## Health Education Content Standards Cluster Level Chart

**STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

Grade Cluster	K-4	5-8	9-12
Benchmark 1	<b>6-E-1</b> recognize basic job functions of community and school health service providers	<b>6-M-1</b> develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.)	<b>6-H-1</b> predict immediate and long-term impact of health decisions on the individual, family and community
Benchmark 2	<b>6-E-2</b> convey how to access appropriate health and crisis care services in emergency situations	<b>6-M-2</b> analyze various communication methods to accurately express health ideas and opinions	<b>6-H-2</b> effectively communicate concerns and information about immediate and/or long-term impact of health decisions in order to influence others
Benchmark 3	<b>6-E-3</b> demonstrate the ability to communicate information that promotes positive health choices	<b>6-M-3</b> identify barriers to effective communication about health issues	<b>6-H-3</b> identify effective strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues (refusal skill, assertiveness, problem solving, communication skills)
Benchmark 4		<b>6-M-4</b> demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools	<b>6-H-4</b> demonstrate techniques that influence and support others in making positive health choices (positive peer pressure)
Benchmark 5			<b>6-H-5</b> demonstrate the ability to work cooperatively when advocating for healthy communities and environments

## GLOSSARY

**ADOLESCENT RISK BEHAVIORS**—Behaviors identified by the U. S. Centers for Disease Control and Prevention (CDC) as being the most influential in the health of our nation’s youth. These behaviors include avoidance of: tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, sexual behaviors that result in HIV infection/other STDs and unintended pregnancy, alcohol and other drug use, and behaviors that result in unintentional and intentional injuries.

**CRITICAL THINKER AND PROBLEM SOLVER**—Health-literate individuals are critical thinkers and problem solvers who identify and creatively address health problems and issues at multiple levels, ranging from personal to international. They use a variety of sources to access the current, credible, and applicable information required to make sound health-related decisions. Furthermore, they understand and apply principles of creative thinking along with models of decision making goal setting in a health-promotion context.

**EFFECTIVE COMMUNICATORS**—Health-literate individuals who organize and convey beliefs, ideas and information about health through oral, written, artistic, graphic, and technologic mediums are effective communicators. They create a climate of understanding and concern for others by listening carefully and responding thoughtfully and presenting a supportive demeanor which encourages others to express themselves. They conscientiously advocate for positions, policies, and programs that are in the best interest of society and intended to enhance personal, family, and community health.

**HEALTH EDUCATION STANDARDS**—Standards specify what students should know and be able to do. They involve the knowledge and skills essential to the development of health literacy. That “knowledge” includes the most important and enduring ideas, issues and concepts in health education. Those “skills” include the ways of communicating, reasoning, and investigating which characterize health education. Health Education standards are not merely facts, rather, they identify the knowledge and skills students should master to attain a high level of competency in health education.

**HEALTH LITERACY**—Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health enhancing.

**INSTITUTION FOR HIGHER EDUCATION**—A college or university that awards undergraduate degrees and that may include programs of professional preparation for teachers.

**LOCAL EDUCATION AGENCY**—The organization that has the responsibility for overseeing the public education of students within a community.

**PERFORMANCE INDICATOR**—Specific concepts and skills which 4<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students should know and be able to do to achieve the National Health Education Standards. They are intended to help educators focus on the essential knowledge and skills basic to the development of health-literate students. They serve the same purpose as the benchmarks in other standards documents. The performance indicators form a blueprint for organizing student assessment.

**RESPONSIBLE, PRODUCTIVE CITIZENS**—Individuals who realize their obligation to ensure that their community is kept healthy, safe, and secure so that all citizens can experience a high quality of life. They also realize that this obligation begins with oneself. That is, they are responsible individuals who avoid behaviors which pose a health or safety threat to themselves and/or others, or an undue burden on society. Finally, they apply democratic and organizational principles in working collaboratively with others to maintain and improve individual, family, and community health.

**SCHOOL HEALTH EDUCATION**—School health education is one component of the comprehensive school health program. This component includes the development, delivery, and evaluation of a planned instructional program and other activities for students pre-school through grade 12, for parents, and for school staff. It is designed to positively influence the health knowledge, attitudes, and skills of individuals.

**SCHOOL HEALTH EDUCATOR**—A school health educator is a practitioner who is professionally prepared in the field of school health education, meets state teaching requirements, and demonstrates competence in the development, delivery, and evaluation of curricula for students and adults in the school setting that enhance health knowledge, attitudes, and problem-solving skills.

**SELF-DIRECTED LEARNER**—Health-literate individuals are self-directed learners who have a command of the dynamic, changing health promotion and disease prevention knowledge base. They use literacy, numeracy, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They also apply interpersonal and social skills in relationships to learn from and about others and, as a consequence, grow and mature toward high-level wellness.

**STATE EDUCATION AGENCY**—The department of state government that has the responsibility for overseeing the public education of students within the state.

**STATE HEALTH AGENCY**—The department of state government that has the responsibility for recording and overseeing the health of citizens within the state.

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*Personal and Social Skills* by Joyce V. Fetro, Ph.D.

*Germ Smart, Children's Activities in Disease Prevention* by Judith K. Scheer, Ed.S.

*Reducing the Risk-Building Skills to Prevent Preganancy, STD, & HIV*

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Santa Cruz, CA 95061

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*Discover: Skills for Life - Building Violence Prevention Skills*

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*Drug-Free/Word Spree* (a collection of poems, songs, and verses)

Robert Perinchief, Ed.D.

Perry Enterprises, Inc.

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*Tragic Event Response Teams: A resource Guide and Inservice Manual for All School Personnel*

Judy O. Davidson, Ed.D.

RENEW Center for Personal Recovery

P.O. Box 125, Berea, KY 40403

Telephone (859) 986-7878 E-Mail [renew@mis.net](mailto:renew@mis.net) or web site <http://www.renew.net>

*Get Real About AIDS®*

Altschul Group Corporation

1560 Sherman Avenue, Suite 100

Evanston, IL 60201

(800) 323-9084

*REFERENCES AND RESOURCES continued*

*Health Education Teaching Ideas: Elementary*

*Health Education Teaching Ideas: Secondary*

AAHPERD <http://www.aahperd.org>

HIV Prevention Curricula - *Be Proud! Be Responsible!*

Select Media, Inc.

18 Harrison Street, 5th Fl

New York, NY 10013

(800) 707-6334 or (800) 343-554

*Life Skills Training*

Princeton Health Press

115 Wall Street

Princeton, NJ 08540

(609) 921-0540

Manix, D., *Lessons and Activities – Elementary*

Character Building Activities

Prentiss Hall Center for Applied Research in Education

Des Moines, Iowa

(800) 288-4745

*Michigan Model for Comprehensive School Health Education*

<http://www.muskegon-isd.k12.mi.us/health/index.htm>

*Peer Mediation: Conflict Resolution in Schools*

D. Crawford, F. Schrupf, and H. C. Usadel

Research Press Company

2612 N. Mattis Ave.

Champaign, IL 61821

Tobacco Use Prevention Curricula:

*Project TNT*

*You and Me Tobacco Free, Children's Activities in Tobacco Awareness*

ETR Associates

P.O. Box 1830

Santa Cruz, CA 95061

(800) 321-4407

**Organizations**

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

<http://www.aahperd.org>

American Association for Health Education [http://www.aahperd.org/aahe/aahe\\_main.html](http://www.aahperd.org/aahe/aahe_main.html)

*REFERENCES AND RESOURCES continued*

American Cancer Society	<a href="http://www.cancer.org">http://www.cancer.org</a>
American Diabetes Association	<a href="http://www.diabetes.org/main/application/commercewf">http://www.diabetes.org/main/application/commercewf</a>
American Dietetics Association	<a href="http://www.eatright.org">http://www.eatright.org</a>
American Dental Association	<a href="http://ada.org">http://ada.org</a>
American Lung Association	<a href="http://www.lungusa.com/">http://www.lungusa.com/</a>
American Heart Association	<a href="http://www.americanheart.org">www.americanheart.org</a>
American Psychiatric Association Call 1-800-852-8330 for referral information	<a href="http://www.psych.org">www.psych.org</a>
American Psychological Association (APA)	<a href="http://www.apa.org">www.apa.org</a>
American Public Health Association	<a href="http://www.apha.org">http://www.apha.org</a>
American Red Cross 1-800-667-2968	<a href="http://www.redcross.org">http://www.redcross.org</a>
American Stroke Association	<a href="http://www.StrokeAssociation.org">www.StrokeAssociation.org</a>
Centers for Disease Control and Prevention	<a href="http://www.cdc.gov/">http://www.cdc.gov/</a>
Louisiana Association for Health, Physical Education, Recreation and Dance (LAPHERD) Att: Kathy Hill, Executive Director 112 Long Field House-LSU Baton Rouge, LA 70803	<a href="http://www.lahperd.org">www.lahperd.org</a>
Louisiana Department of Health and Hospitals	<a href="http://www.dhh.state.la.us">http://www.dhh.state.la.us</a>
Louisiana School Nurse Organization (LSNO) Rebecca Harris-Smith, President 3035 Hyman Place New Orleans, LA 70131	<a href="mailto:www.rharrissmith@aol.com">www.rharrissmith@aol.com</a>
National Association of School Nurses	<a href="http://www.nasn.org">www.nasn.org</a>
National Center for Homeless Education at SERVE Helpline: 1-800-308-2145	<a href="http://www.serve.org/nche">www.serve.org/nche</a>
National Institutes of Health - <i>Health Science Curriculum Online</i>	<a href="http://science.education.nih.gov/col">http://science.education.nih.gov/col</a>

National Institute for Mental Health (NIMH) [www.nimh.nih.gov](http://www.nimh.nih.gov)

*REFERENCES AND RESOURCES continued*

WHO-World Health Organization <http://www.who.int/home-page>

**Suicide Prevention Resources**

National Suicide Hotline: 1-800-784-2433

American Association of Suicidology [www.suicidology.org](http://www.suicidology.org)

American Foundation for Suicide Prevention [www.afsp.org](http://www.afsp.org)

Suicide Information and Education Center (SIEC) [www.siec.ca](http://www.siec.ca)

Suicide Prevention Advocacy Network (SPAN) <http://spanusa.org>

**Web Site Resources**

American Association of Poison Control Centers <http://www.aapcc.org>

Boy's Town <http://www.girlsandboystown.org/home.htm>  
Crisis hotline 1-800-448-3000 or 1-800-545-5771

Centers for Disease Control and Prevention <http://www.cdc.gov/>

Education World [http://www.education-world.com/pe\\_health](http://www.education-world.com/pe_health)

Food and Drug Administration <http://www.fda.gov>

*GO ASK alice!* Columbia University's Health Question and Answer Internet Service  
<http://www.goaskalice.columbia.edu>

Health and Human Development - materials and curricula  
<http://notes.edc.org/HHD/products.nsf/OneCat?ReadForm&Products&Service&Materials+and+Curriculum+Development>

Healthy People 2010 - USDHHS <http://www.health.gov/healthypeople>

*HHS Pages for Kids* at U. S. Dept. of Health and Human Services <http://www.hhs.gov>

Hidden Killers: Deadly Viruses by ThinkQuest  
<http://library.thinkquest.org/23054/gather/index.shtml>

Kids Health - information for kids, teens, and parents <http://www.kidshealth.org>

Responding to Tragedy <http://sss.usf.edu/respondingtotragedy>

*REFERENCES AND RESOURCES continued*

**Education Agencies**

Selected Listing of Related Programs Located in Each Parish

Adult Education

School Health

Pupil Appraisal Teams

Crisis Intervention Teams

Louisiana Department of Education Regional Service Centers

Staff in Related Programs Include:

Preschool Coordinator, Nutrition Assistance,  
Safe and Drug-Free Schools and Communities,  
Special Education

Region I: (504) 393-5840

Region III: (985) 448-4314

Region V: (337) 475-5277

Region VII: (318) 741-7485

Region II: (985) 549-2084

Region IV: (337) 262-1482

Region VI: (318) 357-4182

Region VIII: (318) 325-0451

*Excellence in Health and Education Project*

SLU 731

Hammond, LA 70402

(504) 549-2129 or (504) 549-5251

Department of Health and Hospitals, Office of Public Health Regional Managers

*Regional staff members can be reached at the following:*

Region 1 (New Orleans): (504) 599-0100

Region 3 (Houma/Thibodaux): (985) 447-0916

Region 5 (Lake Charles): (337) 491-2040

Region 7 (Shreveport): (318) 676-7470

Region 9 (Mandeville): (985) 871-1300

Region 2 (Baton Rouge): (225) 925-7200

Region 4 (Lafayette): (337) 262-5311

Region 6 (Alexandria): (318) 487-5262

Region 8 (Monroe): (318) 362-5211

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### **Phase One**

#### **Chair**

Linda Synovitz, RN, Ph.D., CHES, FASHA  
Undergraduate and Graduate Health Programs' Coordinator  
Department of Kinesiology and Health Studies  
Southeastern Louisiana University

#### **Assistant**

Mary Martin-Nordness, RD  
Graduate Assistant  
Southeastern Louisiana University

### **Coordination Team**

Lillie Burns, MA  
Program Coordinator  
Louisiana Department of Education

Jennifer Falls, Ph.D., Section Supervisor  
Student Standards and Assessments  
Louisiana Department of Education

Sue Catchings, MA, CHES  
Health Care Centers in Schools

Karen Soniat, Ph. D.  
Office of School and Student  
Performance  
Louisiana Department of Education

Alice Carroll, MS, LDN, RD  
Division of Nutritional Assistance  
Louisiana Department of Education

Ann Wilson, M. Ed.  
Program Coordinator  
Louisiana Department of Education

Donna-Nola-Ganey  
Assistant Superintendent, OSSP  
Louisiana Department of Education

Marie Zannis, Ph. D., CHES  
HPE Department  
Nicholls State University

## **Acknowledgements**

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### **Writing Team for Phase One**

Gretchen Cook  
Tangipahoa Parish

Heidi Rhea  
Tangipahoa Parish

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Tangipahoa Parish

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St. Tammany Parish

Tanya Cordray  
Livinston Parish

Diane Cole  
Southeastern Louisiana University

Metty Nelson  
Jefferson Parish

### **Phase Two**

#### **Coordinator**

Ann Wilson  
Student Standards and Assessments  
Louisiana Department of Education

### **Introductory Materials**

Alice Carroll  
Division of Nutritional Assistance  
Louisiana Department of Education

Lavonne Smith, RN  
Interagency Coordination  
Louisiana Department of Education

Dr. Felicia Dardeau  
McNeese State University

Dr. Carol Torrey  
Jefferson Parish Schools

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Grambling State University

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Grambling State University

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### **Phase Two Standards and Benchmarks**

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Vickie Braud  
Louisiana State University Lab School

Susan Rodriguez  
Ascension Parish

Mamie Hammock  
Quachita Parish

#### **Grades 9-12**

Dr. Jennifer Falls  
West Baton Rouge Parish Schools

Catherine Massengale  
St. Tammany Parish

Carol Fontenot  
St. Landry Parish

### **Resources**

Katherine Hill  
Louisiana State University

Patricia King  
Tulane University Health Science Center

Linda Synovitz  
Southeastern Louisiana University