

Follow the Tracks to Academic Achievement

Understanding California's Health Education Content Standards

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Funded by USDA SNAP, known in California as CalFresh. -California Department of Public Health





All Aboard! Today's Objectives

You will be able to:

1. Identify the primary objective of health education.
2. Describe the purpose of health education standards.
3. Identify the California Health Education Content Standards (C.H.E.C.S.) and health content areas.
4. Identify connections to Common Core Standards.
5. Identify key vocabulary



This training will help you become familiar with the purpose and components of health education, and how standards-based health instruction prepares students for real-life behaviors.



Before We Start:
A Little Bit about
“*Common Core*” Standards
and Their Relationship to Health

What are they?

- Rigorous, research-based standards for English-language arts and Mathematics for grades K-12.
- Internationally benchmarked to ensure that students will be globally competitive.
- A collaborative effort that builds on the best of current state standards.

These English-language arts and mathematics standards represent a set of expectations for student knowledge and skill that high school graduates need to master to succeed in college and careers. The standards set requirements for not only English-language arts but also for literacy in history/social studies, science, and other technical subjects.

Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. The Common Core Standards represent an integrated model of literacy – reading, writing, speaking and listening and language strands. Health Education content areas are in well designed to support literacy.



Connections to Common Core

- August 2010: California State Board of Education adopted new standards for mathematics and English-language arts.
- Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection to topics.
- As we gain an understanding of the Health Standards today, look for important connections between the *'common core'* and health education standards.

Address points above

The Common Core Standards insist that instruction in reading, writing, speaking, and language be a shared responsibility within the school. This is an interdisciplinary approach and all content areas including health education/nutrition education have a role in this development.



Why Teach Health Education?

Six behaviors account for most of the serious illnesses and premature death in the U.S.:

- tobacco use
- unhealthy dietary behaviors
- inadequate physical activity
- alcohol and other drug use
- intentional and unintentional injuries
- sexual behaviors that can result in HIV infection, STDs, and unintended pregnancy

Health Education

- Students need to learn how to be healthy and be healthy so that they can learn
- Effective health education in the classroom will provide students with the knowledge, skills, and motivation to make healthy decisions
 - Health and Well Being
 - Academic Achievement



A Health Literate Person



...is a Self-directed Learner.



...is a Critical Thinker and Problem Solver.



...is an Effective Communicator.



...is a Responsible, Productive Citizen.

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Health Literacy



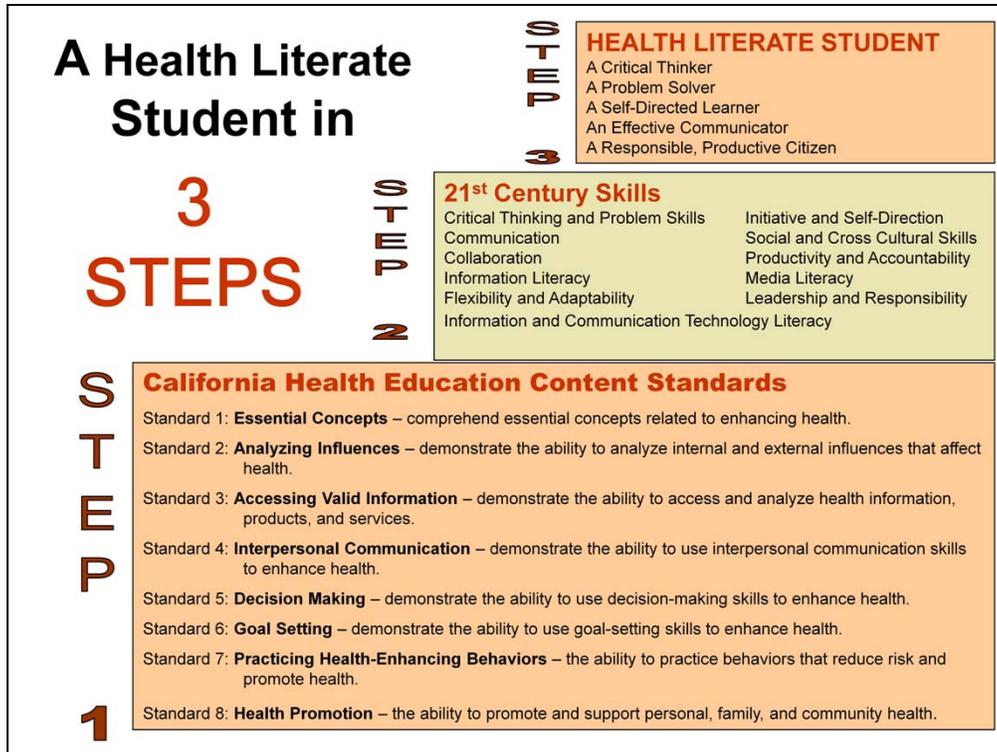
- The general aim of health education is to develop students who make healthy decisions and engage in healthy behaviors throughout their lifetime.
- Health literacy, as measured by health skills and knowledge outlined in the CHECS and Nutrition Competencies, is the goal of health education.

Making Connections to Health Literacy Through the 'Common Core'

- Asset based education approach opens the door to broader education initiatives
 - Partnership for 21st Century skills (<http://www.21centuryskills.org/>)
 - Health literacy theme
 - Common Core Standards (<http://www.corestandards.org/>)
 - Potential for alignment to CHECS, college, workplace readiness
 - Bolder, broader approach to education (<http://www.boldapproach.org/>)



These web sites are possible sites to review further the Common Core Standards and its approach to Literacy.



In this chart you can see that that the Health Education Content Standards have strong connections to 21st Century Skills and that the Health Literate Student also is connected to the larger look at literacy in general.

Relationship between Standards, Frameworks & Competencies



- **Standards** – provide a clear description of what students should know and be able to do in health education



- **Frameworks** – provide the “how to” (instruction, assessment, environment, instructional resources)

- **Nutrition Competencies** – go beyond the minimum standards to outline comprehensive, sequential, and grade-level expectations and intended to supplement Standards

Often people get confused about the differences in these documents. All are important resources with different purposes. A note of caution: The Health Framework was published in 2003 and therefore is not aligned to the 2008 Health Education Content Standards. Due to the state fiscal crisis, the CA Legislature has not allocated funding to develop a revised Health Framework.

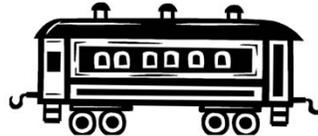


Content Standards

- Describe *information or skills essential* to the practice or application of a particular discipline or content.
- They set each content area apart and delineate what all students should know and be able to do in that discipline.
- They describe the knowledge, skills and understandings that students should have in order to attain high levels of competency.

Understanding Standards

- All California Standards represent “minimum” requirements.
- Schools and Districts can exceed minimum to meet the needs of their students.
- Adopted by CA State Board of Education, in March 2008



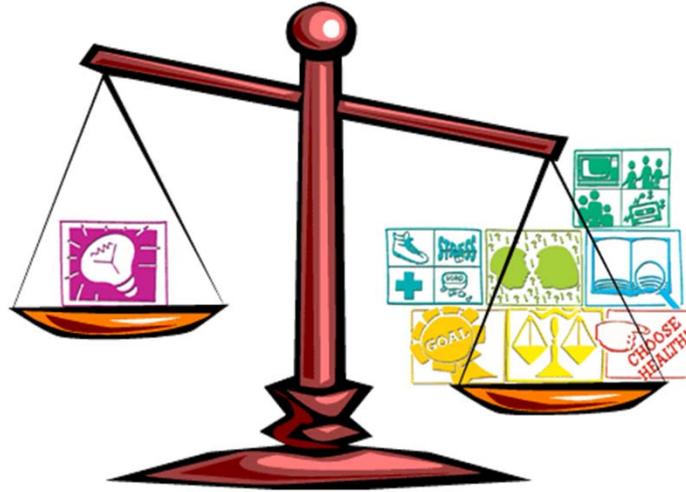
Important to understand that all Standards documents represent minimum standards. Schools and Districts can exceed minimum requirements to meet the needs of their students.

Grade Level Standards



- Span all levels of thinking (knowledge, comprehension, application, analysis, synthesis, and evaluation)
- Developmentally appropriate at each grade level
- Build sequentially by higher level of cognitive demand or complexity of the content area

California Health Education Content Standards (CHECS)



One standard focuses on concepts while seven standards focus on skills. Students need opportunities to practice the skills that are most likely to lead to decisions and behaviors that enhance health and ultimately improve student achievement.

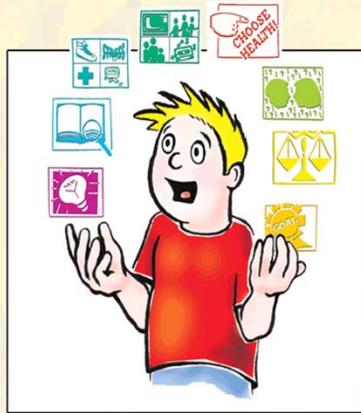
This skill based emphasis is how the Health Standards align or integrate with Response to Intervention model. Skills application is what impacts behavior outcomes.

Specifically, Standards 2-8: include identifying the impact of family, peers, culture, media, and technology on health behaviors;
knowing how to access **valid health information**;
using **interpersonal communication**,
decision-making,
goal-setting,
health promotion skills; and
enacting personal health-enhancing practices

California Health Education Content Standards (CHECS)

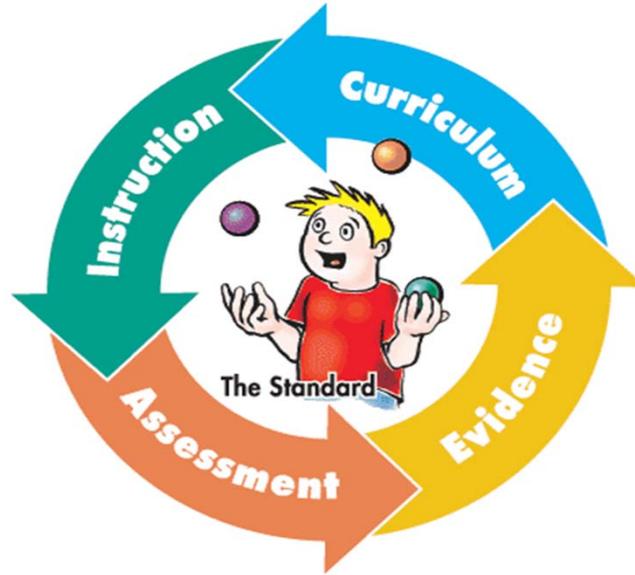
- There are 8 standards.
 - Standard 1
 - Knowledge of and beliefs related to core health concepts and underlying principles of health promotion and disease prevention.
 - Standard 2-8
 - Knowledge related to skill development.
 - Key skills and behaviors that are needed for healthy living.





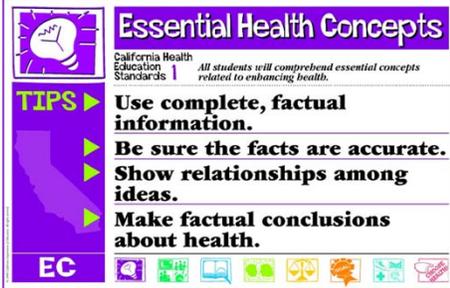
Understanding the Essence of the Skills

Alignment to Learning



This chart shows that all learning is in a cycle and that Standards act as the center piece to this cycle of learning.

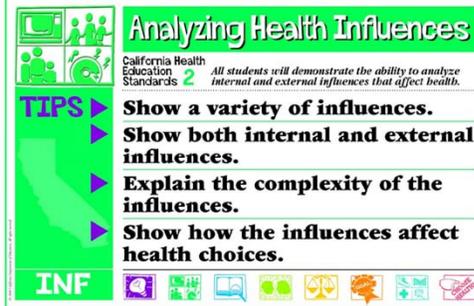
California Health Education Content Standards (CHECS)



Essential Health Concepts
 California Health Education Standards 1 All students will comprehend essential concepts related to enhancing health.

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

EC



Analyzing Health Influences
 California Health Education Standards 2 All students will demonstrate the ability to analyze internal and external influences that affect 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

These charts show some critical points about each of the eight standards. An easy way to understand Essential Concepts (knowledge) is that this is the only standard that a teacher can easily measure through a “paper and pencil” test. They know it or they do not. The skills are harder to measure as they are behavior.

California Health Education Content Standards (CHECS)

Accessing Valid Health Information

California Health Education Standards 3 *All students will demonstrate the ability to access and analyze health information, 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.**

AVI










Interpersonal Communication

California Health Education Standards 4 *All 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
- appropriate tone
- body language
- attentive listening

IC










California Health Education Content Standards (CHECS)



Decision Making

California Health Education Standards **5** *All students will demonstrate the ability to use decision-making skills to enhance health.*

TIPS ▶



DM

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.













Goal Setting

California Health Education Standards **6** *All students will demonstrate the ability to use goal-setting skills to enhance health.*

TIPS ▶



GS

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.











California Health Education Content Standards (CHECS)



Practicing Health-Enhancing Behaviors
 California Health Education Standards **7** All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

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.**

PB 

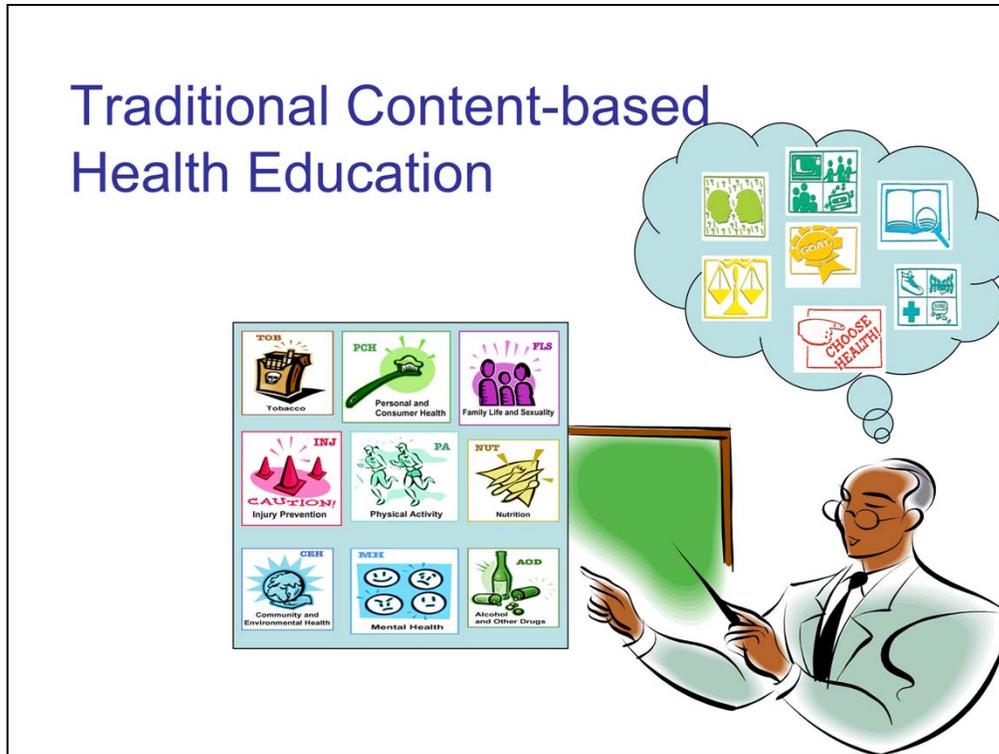


Health Promotion
 California Health Education Standards **8** All students will demonstrate the ability to promote and support personal, family, and community health.

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.**

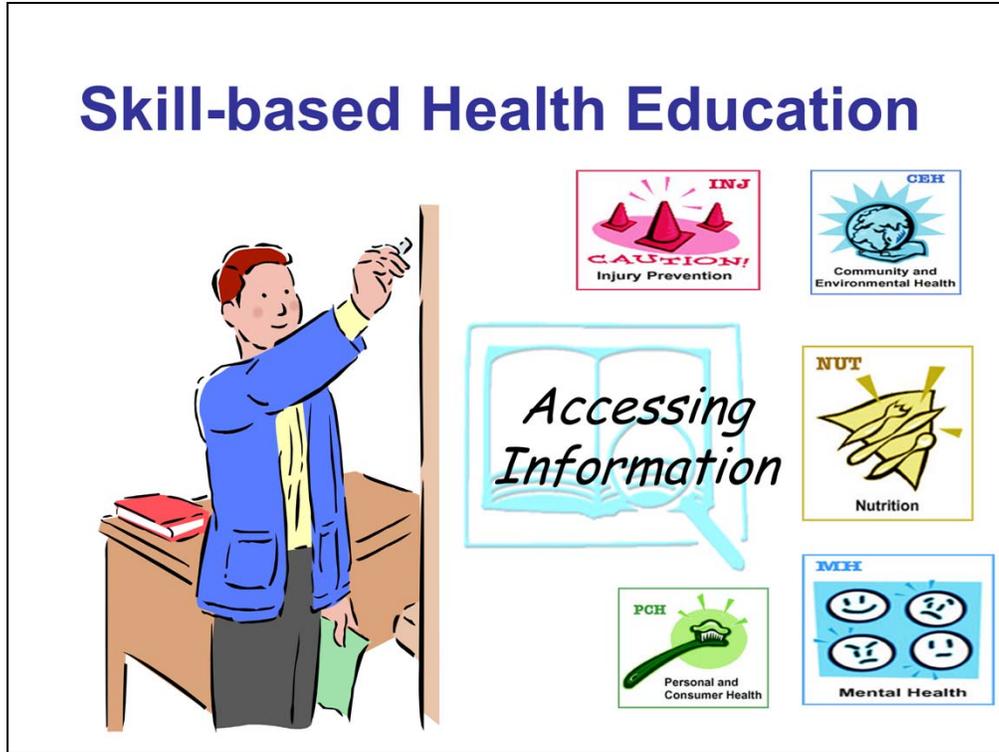
HP 

Traditional Content-based Health Education



We all have probably had a health education course using the ‘traditional model’. We have a content area such as Nutrition, we study, do a learning activity and perhaps have some sort of assessment. There is a clear beginning and end to the content. This model made no connections to other content areas, or enriched and supportive important skills that each content area had in common. The skill of “decision making” is the same skill in Tobacco Prevention as it is in Nutrition – what makes them different are the consequences and the application of the skill.

Skill-based Health Education



In a skill-based approach the skill becomes the central focus and the content becomes the delivery of that skill. In this approach, Tobacco content and Nutrition content can support essential skills through learning activities that support understanding and behaviors. In this example, learning the skill of “Accessing Information’ could be used in all content areas.



Format of the CHECS

The CHECS document displays each standard and its supporting information as follows:

- The standard
- Performance standards (indicators) for each grade within six content areas

An Example of the Relationship Between the Overarching Standards and Health Content

Overarching Standard 1:

Comprehend essential concepts
related to enhancing health.

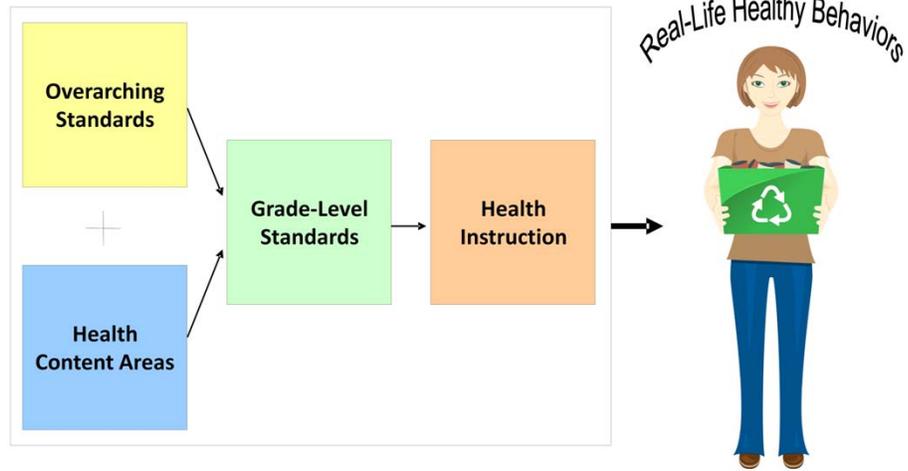


- 1.6.N – Describe how to keep food safe from harmful germs.
(Grade Two)

Emphasize the following two points using the examples in the grade Pre-K - 2 grade span.

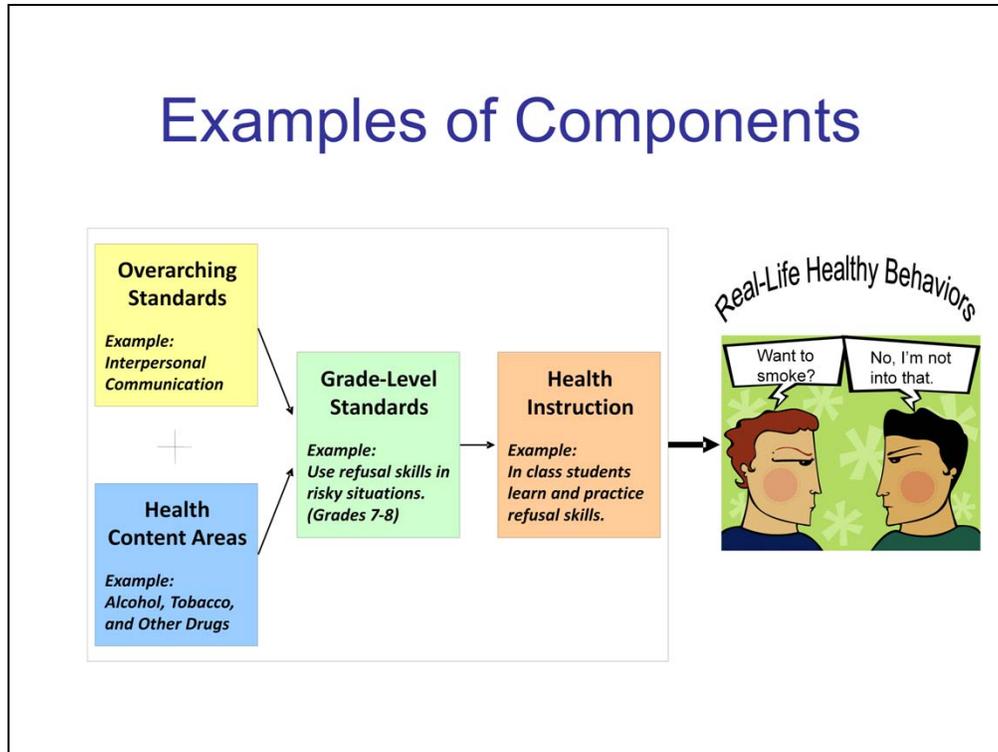
When merging health content and the Performance Indicator, it is important to maintain the same cognitive level and maintain the intent of the Performance Indicator.

Components of Health Education



Health Education is comprised of four components. Overarching standards plus Health Content Areas are used to create Grade-Level Standards. Grade-level standards then guide the design of Health Instruction that teaches students knowledge and skills for real-life behaviors. Let's go over each of the health education components, with examples.

Examples of Components



Taken together, the four components of health education provide the information, skills, and support for students to transfer learning to real life. Overarching standards describe broad information or skills sets all students should know, such as interpersonal communication skills.

Health content areas are health domains, such as alcohol, tobacco, and other drugs. The overarching standards are applied to each of the health content areas to create grade-level standards.

Grade-level standards specify what students should know and be able to do at each grade level. For example: applying interpersonal communication in the health content area of alcohol, tobacco, and other drugs creates a grade-level standard that seventh and eighth grade students will be able to “use refusal skills in risky situations.”

Grade-level standards guide health instruction in which students learn and practice the skills to achieve the grade-level standard. In this case, learning and practicing refusal skills.

Overarching Standards are . . . Real-Life Skills

-  1. Essential Health Concepts
-  2. Analyzing Health Influences
-  3. Accessing Valid Health Information
-  4. Interpersonal Communication
-  5. Decision Making
-  6. Goal Setting
-  7. Practicing Health-Enhancing Behaviors
-  8. Health Promotion



Let's look at how the overarching standards represent real-life skills. Take a moment here to imagine a student on his way to soccer practice after school has a choice of juice or soda. What skills from the overarching standards on the left might come into play when he makes this choice? I'll be right back. [<<Pause here for about ten seconds.>>]

Let's see if you came up with the same overarching skills that I did. He might use skill number six: Goal Setting, when he remembers his goal of improving his athletic performance as a soccer player. He might also use skill number three: Accessing Valid Health Information when he compares the information on the juice and soda nutrition labels. He might use skill number two: Analyzing Health Influences, if he thinks about his desire to please his soccer mates by playing well. And he might use skill number five: Decision Making, when he compares the pros and cons of juice and soda, and makes his choice. You may have come up with others as well. In the next slide we will consider some additional information about the overarching standards.

More About Overarching Standards



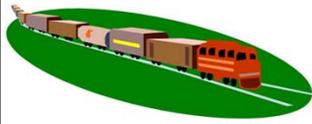
- Each skill set makes a unique contribution to real-life behavior.
- In real life, the skill sets work together to guide behavior.
- The skill sets apply to all health topics at all grade levels.

It is important to note a couple of things about the overarching standards. First, each represents a unique skill set that contributes to real-life functioning: decision making is different than goal setting, which, in turn, is different than interpersonal communication. Second, in real life these unique skill sets work together to guide behavior. For example, when the alarm rings and a person chooses to get up and exercise, all of the skill sets represented in the overarching standards: accessing information, decision making, goal setting, and so forth, come in to play. So, in an interdependent fashion, the overarching skills enable people to manage healthy behaviors in real-life settings. And third, the skill sets apply to all health topics at all grade levels. Whether it's drug abuse prevention, nutrition, or physical activity, the same broad overarching skill sets, such as decision making and goal setting, enable people to manage real-life healthy behaviors. This means that these skill sets can be repeatedly reinforced each time students practice them in all the health content areas and grade levels.

What are the Health Content Areas?



Our student choosing between juice and soda was applying an overarching standard to the content area “nutrition and physical activity.” There are five other health content areas identified by the C.H.E.C.S. What do you think they are? What are the kinds of health-related choices young people face every day?



Health Content Areas

1. Nutrition and Physical Activity
2. Growth, Development, and Sexual Health
3. Injury Prevention and Safety
4. Alcohol, Tobacco and Other Drugs
5. Mental, Emotional, and Social Health
6. Personal and Community Health

How did you do? Students encounter opportunities to make healthy choices in multiple areas of their lives, such as choosing what to order at a restaurant, deciding whether to drink alcohol at a party, and deciding when to go to sleep. To prepare students to reduce risky behaviors and increase health-promoting behaviors in the real-life situations they encounter, the overarching standards are applied to six health content areas:

1. Nutrition and Physical Activity
2. Growth, Development, and Sexual Health
3. Injury Prevention and Safety
4. Alcohol, Tobacco and Other Drugs
5. Mental, Emotional, and Social Health
6. Personal and Community Health

And to reiterate a point from the previous slide, the overarching standards skill sets apply across-the-board to all health topics. When skills such as goal setting, decision making, and accessing valid information are learned in nutrition for example, they are also learned, practiced, and reinforced when teaching students to prevent injury, be physically active, and avoid using tobacco and other drugs.

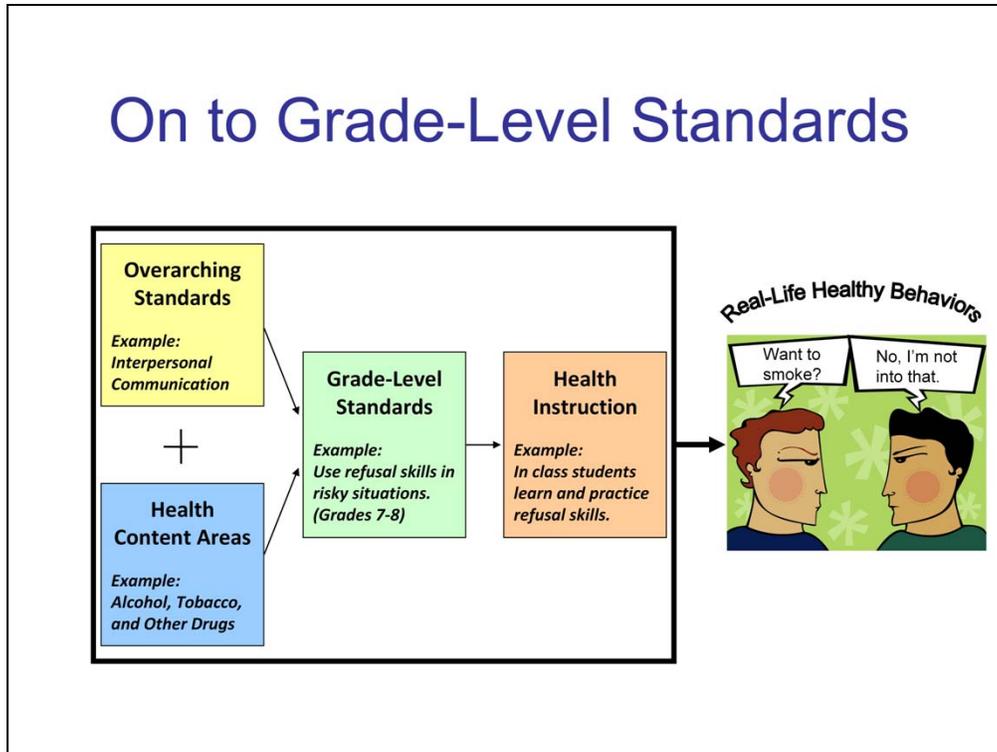
Highlights of Standards

Content Grade Level Assignments

Grade Level Emphasis	Alcohol, Tobacco & Other Drugs (ATOD)	Growth, Development and	Sexual Health (GD SH)	Nutrition & Physical Activity (NPA)	Mental, Emotional, & Social Health (MESH)	Personal & Community Health (PCH)	Injury Prevention & Safety (INJ)
Kindergarten	✓	✓		✓	✓	✓	✓
Grade 1		✓				✓	✓
Grade 2	✓			✓	✓		
Grade 3		✓			✓	✓	
Grade 4	✓			✓			✓
Grade 5		✓	✓	✓		✓	
Grade 6	✓				✓		✓
Grade 7/8	✓	✓	✓	✓	✓	✓	✓
High School	✓	✓	✓	✓	✓	✓	✓

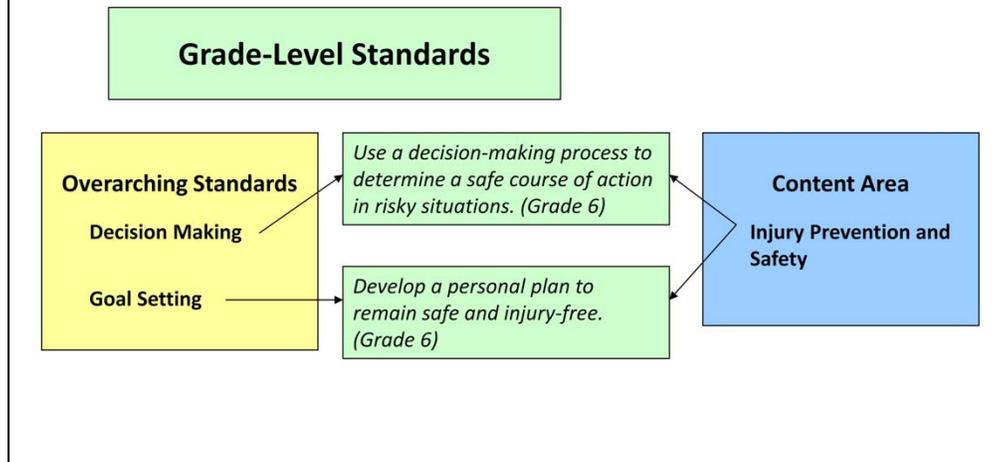
This slide represents the recommended grade level to address the 6 content areas. This chart can be found in the standards document on page ix. Again, this recommendation is a minimum recommendations and schools and districts can exceed the recommendation based on need, curriculum choices and grant funding.

On to Grade-Level Standards



Now that we've examined the first two components of health education: overarching standards and health content areas, let's look at the third component: grade-level standards. Grade-level standards define what students should know and be able to do at each grade level. As you see in this slide, grade-level standards are comprised of an overarching standard (such as Interpersonal Communication) plus a health content area (such as Alcohol, Tobacco, and Other Drugs). In this example applying interpersonal communication in the health content area of alcohol, tobacco, and other drugs creates a grade-level standard that seventh and eighth grade students will be able to "use refusal skills in risky situations."

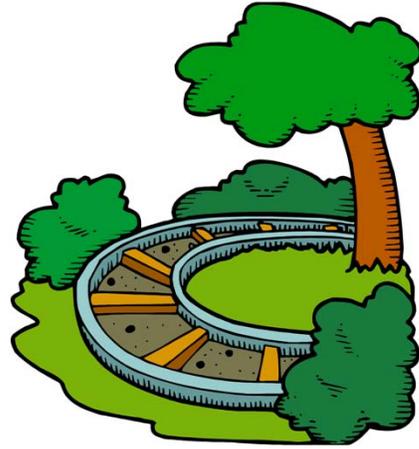
Overarching Standards + Content Areas = Grade-Level Standards



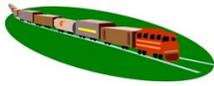
As we have seen, the C.H.E.C.S. are called “content” standards because the broad overarching standards are applied to each of the health content areas, to create specific grade-level standards. For example, this slide shows a sixth grade Decision Making standard in the content area of Injury Prevention and Safety that students will be able to *Use a decision-making process to determine a safe course of action in risky situations*. A sixth grade Goal Setting standard in Injury Prevention and Safety is that students will be able to *Develop a personal plan to remain safe and injury-free*.

Your Turn . . .

- In the next slide, select the overarching standards that match the grade-level standards.



In the next slide you will have an opportunity to select the overarching standards that match two grade-level standards. Are you ready to try? Then turn to the next slide.



You Match the Overarching and Grade-Level Standards

Overarching Standards

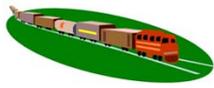
1. Essential Health Concepts
2. Analyzing Health Influences
3. Accessing Valid Health Information
4. Interpersonal Communication
5. Decision Making
6. Goal Setting
7. Practicing Health-Enhancing Behaviors
8. Health Promotion

Grade-Level Standards

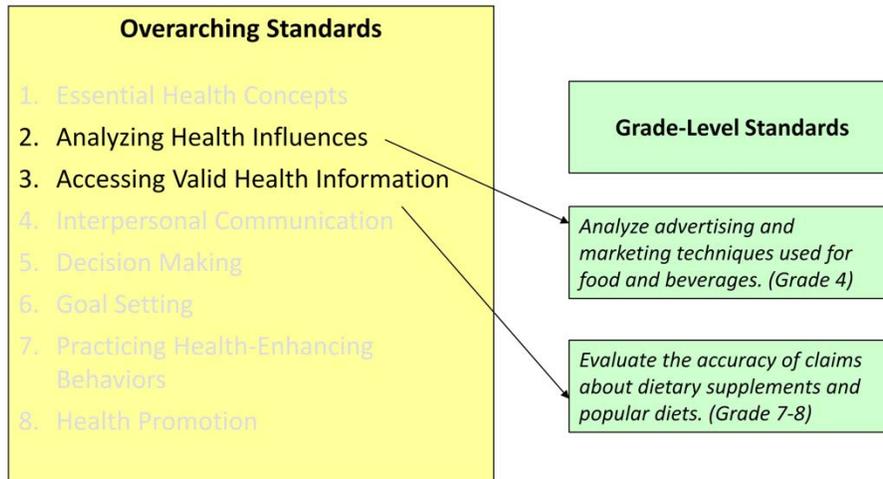
Analyze advertising and marketing techniques used for food and beverages. (Grade 4)

Evaluate the accuracy of claims about dietary supplements and popular diets. (Grade 7-8)

Now that you know more about the C.H.E.C.S., try to identify the overarching standards for two sample grade-level standards. The first sample grade-level standard is *Analyze advertising strategies used for Nutrition and Physical Activity*. The second sample grade-level standard is *Demonstrate how to evaluate accuracy claims in diets*. Imagine you could draw arrows from the appropriate overarching standards to the two grade-level standards. Select the overarching standard that matches each of the grade-level standards.

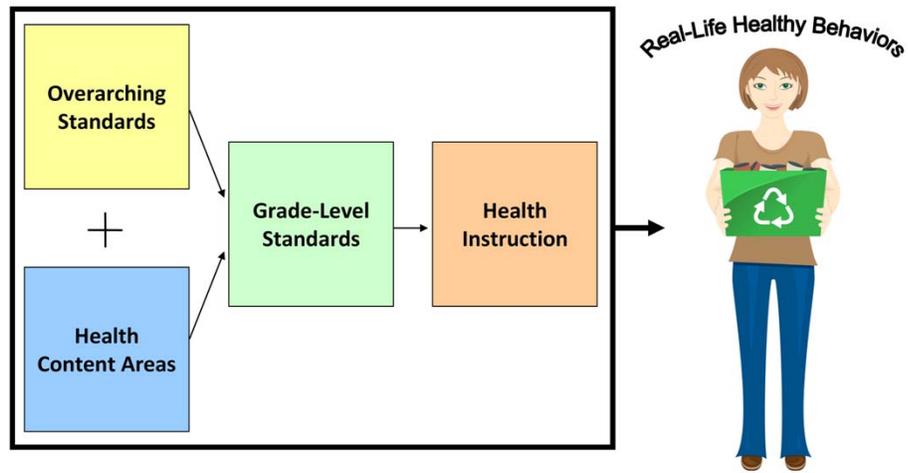


Standards Match How Did You Do?



The first grade-level standard is *Examine advertising strategies used for Nutrition*. As you look at the eight overarching standards, think about in which standard students would examine factors that can affect health. Examining advertising strategies is from the skill set analyzing external influences on health, so it is a grade-level standard for the Analyzing Health Influences overarching standard. Evaluate the accuracy of the claims about popular diets. Both of these examples are from the 'Nutrition' content area, however they represent two overarching standards.

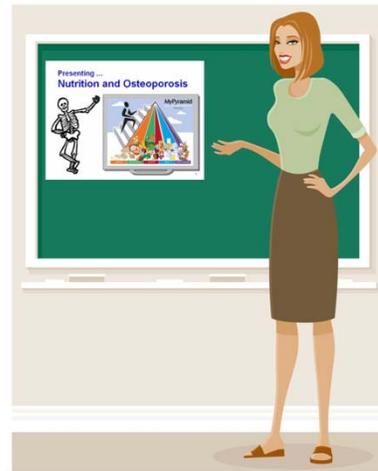
On to Health Instruction



We've seen how overarching standards plus health content areas create specific grade-level standards for what students should know and be able to do. Grade-level standards then guide the fourth component of health education: health instruction. Health instruction is the set of learning activities that are designed to teach the information and skills students need to learn to achieve the grade-level standard and carry out healthy behavior in real life. In the next slides, let's look more closely at health instruction.

Health Instruction

- **Learn information**
- **Learn skills**
- **Practice skills**
- **Support to transfer skills to real life**



When teaching health to achieve the grade-level standards, educators conduct instruction in which students:

- (1) learn the essential information,
- (2) learn skills for the health behavior,
- (3) practice the health behavior skills to gain proficiency and confidence, and
- (4) receive support to transfer the health behavior skills to real life.

It is through learning and practicing health behavior skills that students are able to transfer healthy behaviors to real-life settings. In the next set of slides, we will look at how health instruction can equip students for real-life behaviors.

One Example of Health Instruction

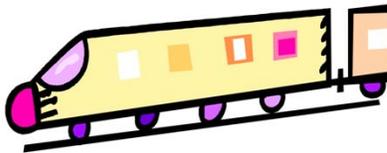


Grade-Level Standard	Example of Health Instruction
<p><i>In fifth grade, all students will learn to:</i></p> <ul style="list-style-type: none">• Use a decision-making processes to determine a healthy eating pattern.	<p>Students practice applying decision making in risky situations:</p> <ul style="list-style-type: none">– Generate a list of possible actions.– Evaluate the possible consequences of each action.– Select the best course of action.

There are many creative ways to teach health to achieve a grade-level standard; this slide provides one example. In this example the grade-level standard is that all students will be able to use a decision-making process to determine a healthy eating pattern. In the health instruction designed to achieve this standard, students practice using a step-by-step decision making process to select a course of action. Notice that the health instruction is designed to ensure students learn and practice the skills to achieve the grade-level standard. Let's look at another example.

Another Example of Health Instruction

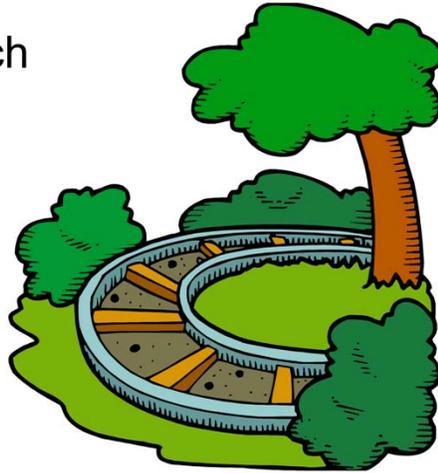
Grade-Level Standard	Example of Health Instruction
<p>In fifth grade, all students will learn to:</p> <ul style="list-style-type: none">• Use a decision-making process to identify healthy foods for meals and snacks	<p>After selecting a course of action, students develop a step-by-step plan to eat healthy:</p> <ul style="list-style-type: none">– Get feedback on their plan from classmates and adults at home.– Implement and evaluate their personal plan and write a reflection.



In this example, the standard is that all students will be able to *use decision making to identify healthy foods for meals and snacks*. In the instruction, students practice developing, implementing, and evaluating with support from classmates and adults. Notice that the instruction is designed to ensure that students learn and practice the skills to achieve the grade-level standard.

Your Turn . . . Health Instruction

- In next slide, match the student activities to their grade-level standard.



Match the Health Instruction to the Grade-Level Standard



Grade-Level Standards	Examples of Health Instruction
<p><i>In seventh and eighth grades, all students will learn to:</i></p> <ul style="list-style-type: none"> – <i>Monitor personal stressors and assess techniques for managing them.</i> 	
<ul style="list-style-type: none"> – <i>Set a goal to increase daily physical activity.</i> 	

Which health instruction below goes with each standard above?

<p>Students practice:</p> <ul style="list-style-type: none"> – Identifying a realistic goal. – Creating a clear goal statement. – Making plans for reaching the goal. – Evaluating and reflecting on actions taken to reach the goal. 	<p>Students practice:</p> <ul style="list-style-type: none"> • Generating a list of possible stress management techniques. • Evaluating the possible consequences of each technique. • Selecting, using, and evaluating one technique.
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Remember that the important components of health instruction are that students have opportunities to learn and practice the essential information and skills for the healthy behavior, and they are supported to transfer the healthy behavior to real life. Look at the two health instruction skill sets on the bottom of the slide. Match each skill set to be learned and practiced by students with the appropriate grade-level standard.

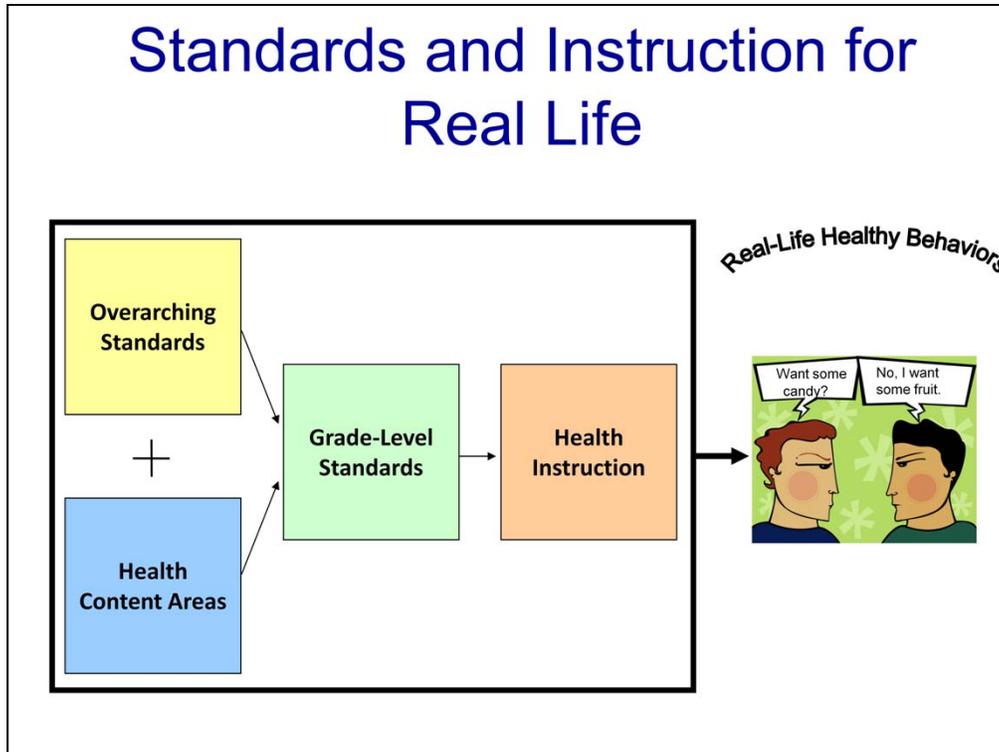


Health Instruction to Achieve Grade-Level Standards

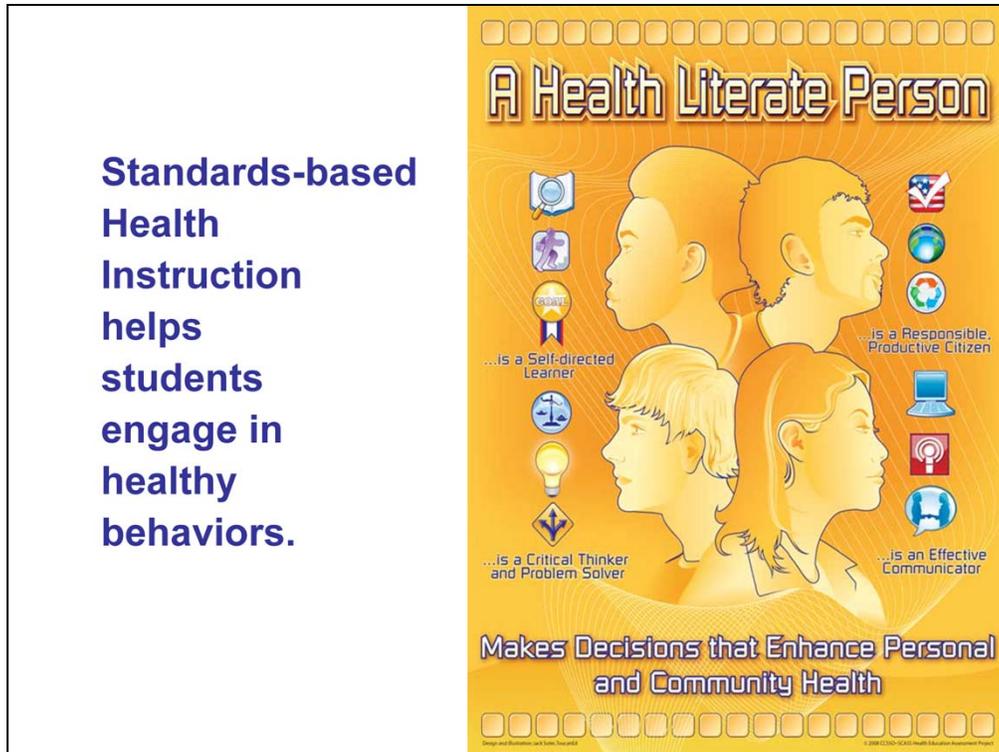
Grade-Level Standards	Examples of Health Instruction
<i>In seventh and eighth grade, all students will learn to:</i> <ul style="list-style-type: none">– <i>Monitor personal stressors and assess techniques for managing them.</i>	Students practice: <ul style="list-style-type: none">– Generating a list of possible stress management techniques.– Evaluating the possible consequences of each technique.– Selecting, using, and evaluating one technique.
<ul style="list-style-type: none">– <i>Set a goal to increase daily physical activity.</i>	Students practice: <ul style="list-style-type: none">– Identifying a realistic goal.– Creating a clear goal statement.– Making plans for reaching the goal.– Evaluating and reflecting on actions taken to reach the goal.

In the health instruction for the first sample grade-level standard, which involves decision making, students generate a list of possible techniques, evaluate the possible consequences of each technique, and select, use, and evaluate one technique. In the health instruction for the second grade-level standard, which involves goal setting, students create a clear goal statement, identify the realistic goal, make plans for reaching the goal, and evaluate and reflect on actions taken.

Standards and Instruction for Real Life



This training provided an overview of the four components of health education, and how they work together to enable students to gain the essential information and skills to transfer from the classroom to healthy behaviors in real-life.

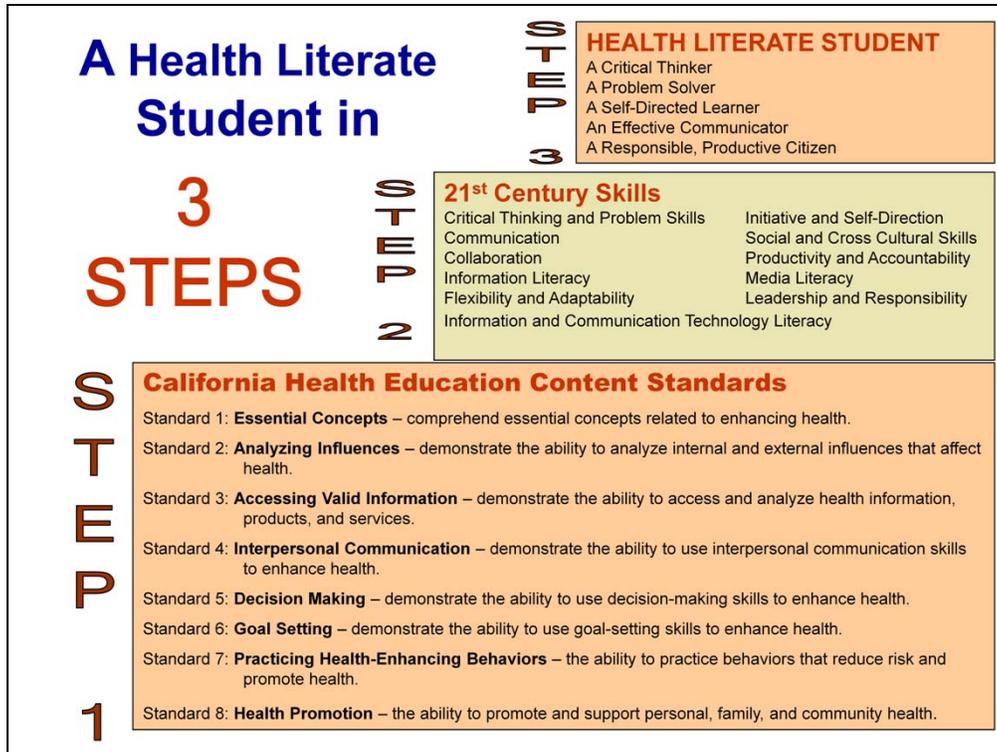


**Standards-based
Health
Instruction
helps
students
engage in
healthy
behaviors.**

Helping students adopt and maintain healthy behaviors is an very important role of educators to achieve health literacy –

- As a person?
- As a member of their class?
- As a member of the school?
- As a member of the community?
- As a member of their family?

How could any of us want less for student or even for ourselves...
to become a health literate person



We saw this slide at the beginning of this presentation. Let's look at it again! Our goal in health education is help develop Health Literate Students. Now, that you have a basic understanding of the Health Education Standards, hopefully you see that Health Education is strong contributor to 21st Century Learning Skills.

Congratulations!

This presentation was to help you gain a basic understanding of the California Health Education Content Standards. As you continue your training, you will begin to be able to use the *Nutrition Competencies* to support schools as they develop curriculum and learning activities in *Nutrition and Physical Activity*.



Congratulations!