

# Health Education

## [27.280]

### STANDARD 1

**The competent health education teacher understands the components and functions of human body systems and is able to apply that knowledge to the promotion of social, emotional, physical, mental, and environmental health.**

**Knowledge Indicators** - *The competent health education teacher:*

- 1A. understands human body systems as they pertain to health, growth, and human development.
- 1B. understands health-related data about social and cultural environments.
- 1C. understands social, mental, physical, emotional, and environmental health issues as they apply to the content areas of mental and emotional health, personal health, family life, consumer health, nutrition, substance use and abuse, environmental health, prevention and control of disease, injury prevention and safety, and community health.
- 1D. understands the social, mental, physical, emotional, and environmental health issues as they apply to the “Youth Risk Behaviors” identified by the Centers for Disease Control and Prevention: tobacco use; dietary patterns contributing to disease and sedentary lifestyle; sexual behaviors that result in HIV infection/other sexually transmitted diseases and unintended pregnancy; alcohol and other drug use; and behaviors that result in intentional and unintentional injury.

**Performance Indicators** - *The competent health education teacher:*

- 1E. selects and is able to use valid sources of information about human body systems and social, emotional, mental, physical, and environmental health issues as they affect the health of individuals across the life span.
- 1F. describes the effects of health-related actions and environmental factors on body systems, including but not limited to behaviors related to nutrition, family living, HIV/AIDS and other sexually transmitted diseases, substance use and abuse, personal health, mental and emotional health, consumer health, environmental health, injury prevention and safety, and community health.
- 1G. explains and predicts immediate and long-term effects of health-related behaviors on body systems.

### STANDARD 2

**The competent health education teacher understands the theories and principles of health promotion and disease prevention.**

**Knowledge Indicators** - *The competent health education teacher:*

- 2A. understands health behavior theories.
- 2B. comprehends the processes of health promotion and disease prevention.
- 2C. understands the effects of cultural and economic factors on the health of individuals and society.
- 2D. knows how individual and community actions and policies influence the health of the community and environment.
- 2E. knows how public health policies function to prevent illness and promote public health and well-being.

**Performance Indicators - *The competent health education teacher:***

- 2F. obtains data about factors that affect health behaviors.
- 2G. prioritizes needs as identified by health data.
- 2H. selects health promotion practices consistent with current theory and data.

**STANDARD 3**

**The competent health education teacher understands the process and is able to apply the knowledge needed to conduct effective health education needs assessment.**

**Knowledge Indicators - *The competent health education teacher:***

- 3A. knows valid sources of information about health needs and information.
- 3B. understands strategies for utilizing computerized sources of health-related information.
- 3C. recognizes appropriate and relevant data-gathering instruments.
- 3D. understands the role of learning and affective experience in shaping patterns of health-related behavior.

**Performance Indicators - *The competent health education teacher:***

- 3E. interprets data from needs assessments.
- 3F. determines priority areas of need for health education.

**STANDARD 4**

**The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to plan effective comprehensive school health education.**

**Knowledge Indicators - *The competent health education teacher:***

- 4A. understands how to involve key personnel and agencies in the planning of comprehensive school health education.
- 4B. knows how to develop a scope and sequence plan for comprehensive school health education.
- 4C. comprehends measurable cognitive, affective, and behavioral objectives in comprehensive school health education.
- 4D. knows a wide range of teaching strategies and learning activities for a diverse group of learners in comprehensive school health education.

**Performance Indicators - *The competent health education teacher:***

- 4E. develops strategies for involving key personnel and agencies for support and assistance in planning comprehensive school health education.
- 4F. develops a logical scope and sequence plan for comprehensive school health education.
- 4G. formulates appropriate measurable cognitive, affective, and behavioral objectives for comprehensive school health education.

## STANDARD 5

**The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to implement comprehensive school health education.**

**Knowledge Indicators** - *The competent health education teacher:*

- 5A. understands the efficacy of various curricular models pertaining to the ten key content areas of health instruction and risk factors identified by the Centers for Disease Control and Prevention.
- 5B. comprehends various educational methods and techniques capable of addressing the needs and concerns of diverse learners.
- 5C. understands strategies for incorporating technology and other educational media into the health instruction process.

**Performance Indicators** - *The competent health education teacher:*

- 5D. develops and modifies instructional strategies that adhere to national, State, and professional standards.
- 5E. selects instructional strategies that best facilitate the attainment of program goals and objectives.
- 5F. designs instructional strategies that enhance students' goal setting, communication, conflict-resolution, and decision-making skills.
- 5G. designs instructional strategies that enhance the students' ability to critically evaluate the impact of family, culture, media, and technology upon health.
- 5H. designs instructional strategies that enhance students' ability to locate and select valid and reliable sources of health information.
- 5I. designs instructional strategies that enhance students' ability to develop skills in fostering personal, family, and community health.

## STANDARD 6

**The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to evaluate comprehensive school health education.**

**Knowledge Indicators** - *The competent health education teacher:*

- 6A. understands valid and reliable tests, survey instruments, and evaluation methods pertinent to school health instruction.
- 6B. comprehends techniques for measuring students' performance in school health education.
- 6C. understands techniques for measuring the effectiveness of elements of the health instruction program.

**Performance Indicators** - *The competent health education teacher:*

- 6D. designs or selects appropriate program evaluation techniques.
- 6E. develops or selects a variety of student assessment techniques that address the needs of diverse learners.
- 6F. analyzes and interprets results of instructional program evaluation.
- 6G. suggests appropriate program improvements based on instructional program evaluation results.

## STANDARD 7

**The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to work with educational and community constituents in the promotion of coordinated school health programs.**

**Knowledge Indicators** - *The competent health education teacher:*

- 7A. knows the recognized model of coordinated school health programs.
- 7B. is aware of the educational and community resources available for the promotion of health education.
- 7C. comprehends the strategies for facilitating collaboration in coordinated school health programs.
- 7D. understands the social and cultural forces influencing public perception and acceptance of health education.

**Performance Indicators** - *The competent health education teacher:*

- 7E. solicits appropriate educational and community participants who could aid in the design, implementation, and evaluation of coordinated school health programs.
- 7F. chooses effective conflict reduction and resolution techniques to be used when working with key personnel involved in the assessment, planning, implementation, and evaluation of coordinated school health programs.

## STANDARD 8

**The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to act as a resource person.**

**Knowledge Indicators** - *The competent health education teacher:*

- 8A. knows about agencies, programs, and constituencies involved in health promotion at the local, State and national levels.
- 8B. understands the resources and materials available for faculty, staff, students, parents, and community members regarding the promotion of health and health education.
- 8C. is aware of appropriate instruments and technology networks as sources of health information and services.
- 8D. comprehends the parameters of effective consultative relationships among educational and community personnel involved in health promotion and education.

**Performance Indicators** - *The competent health education teacher:*

- 8E. uses computerized health information retrieval systems and databases effectively.
- 8F. evaluates techniques for the dissemination of valid health information and services to diverse populations.
- 8G. recommends appropriate health resources and services to address a variety of health issues.

## STANDARD 9

**The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to communicate health education needs, concerns, and resources.**

**Knowledge Indicators** - *The competent health education teacher:*

- 9A. understands concepts, purposes, and theories of communication.
- 9B. ensures effective communication techniques in providing health and health education information and services to diverse constituents.
- 9C. is aware of techniques for recruiting support and assistance in communicating health and health education needs, concerns, and resources to diverse constituents.

**Performance Indicators** - *The competent health education teacher:*

- 9D. applies health theories and concepts in selecting effective communication techniques.
- 9E. demonstrates proficiency in communicating about health and health education needs, concerns, and resources to a variety of audiences.
- 9F. selects personnel and decision-makers who can assist in communicating health and health education needs, concerns, and resources.

## STANDARD 10

**The competent health education teacher understands and applies the ethics of the health education profession to school health practice.**

- 10A. **Knowledge Indicator** - The competent health education teacher understands the code of ethics of the health education profession.

**Performance Indicators** - *The competent health education teacher:*

- 10B. applies the code of ethics of the health education profession to specific health education situations.
- 10C. adheres to school policies and procedures when working with students, staff, administration, faculty, and community members.

## STANDARD 11

**The competent health education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of health education.**

**Knowledge Indicators** - *The competent health education teacher:*

- 11A. understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.

- 11B. recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
- 11C. understands how to design, select, modify and evaluate materials in terms of the reading needs of the learner.
- 11D. understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
- 11E. understands the relationship between oral and silent reading.
- 11F. understands the role of subject-area vocabulary in developing reading comprehension.
- 11G. understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
- 11H. understands the importance of the relationship between assessment and instruction in planning.

**Performance indicators:** *The competent health education teacher:*

- 11I. plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing and summarizing material.
- 11J. plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
- 11K. plans and models use of comprehension strategies before, during, and after reading of text.
- 11L. provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- 11M. plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- 11N. plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- 11O. plans and teaches units that require students to carry out research or inquiry using multiple text, including electronic resources.
- 11P. provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- 11Q. analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- 11R. promotes the development of an environment that includes classroom libraries that foster reading.