

# Board of Education Agenda Item

Item: \_\_\_\_\_ I. \_\_\_\_\_

Date: January 10, 2008

**Topic:** Final Review of Proposed Revised *Health Education Standards of Learning*

**Presenter:** Dr. Linda Wallinger, Assistant Superintendent for Instruction

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**Origin:**

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meetings

**Previous Review/Action:**

No previous board review/action

Previous review/action

Date October 18, 2007

Action Accepted for first review and public comment.

**Background Information:**

Content standards for health education were first developed in 1983 and revised in 1988 and 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *Health Education Standards of Learning* are scheduled for review in 2008. On January 10, 2007, the Board approved a plan to review these standards during the 2007-2008 academic school year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised *Health Education Standards of Learning* for the Board's first review:

- Solicited online comments from stakeholders, including teachers, parents, and administrators;
- Selected a review committee that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Met with the review committee on June 21 and 22, 2007;
- Contacted selected committee members in September 2007 to review the draft document; and
- Developed a draft of the proposed revised *Health Education Standards of Learning*.

On October 18, 2007, the Virginia Board of Education accepted the proposed revised standards for first review. On November 26, 2007, the Board held four public hearings to solicit comments on the proposed revised *Health Education Standards of Learning*. The public hearings were held at Mills E. Godwin High School, Henrico County; Lake Taylor High School, Norfolk; Robinson Secondary School, Fairfax County; and George Wythe High School, Wytheville.

The Department received no public comments at these hearings on the *Health Education Standards of Learning*. There were, however, several positive comments in support of the standards and one editorial notation received by e-mail. As a result, no further substantive changes to the standards are proposed.

### **Summary of Major Elements:**

The attached draft of the proposed revised *Health Education Standards of Learning* (Attachment A) consists of the following elements:

#### **Introduction**

The *Health Education Standards of Learning* delineate the concepts, processes, and skills for health education in kindergarten through grade 10 for Virginia's public schools. The standards provide school divisions and teachers with a guide for creating curricula and learning experiences in health education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The three learning goals focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

- **Goals**

The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health.

- **Strands/Reporting Categories**

As a result of health education instruction, the student will be able to do the following:

1. Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others. (Knowledge and Skills)
2. Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. (Information Access and Use)
3. Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Community Health and Wellness)

#### **Standards**

The *Health Education Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-10.

#### **Summary of the Proposed Reviewed *Health Education Standards of Learning***

The major elements of the proposed revised *Health Education Standards of Learning* (Attachment A) include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current research and practice; and
- Emphasis on students becoming health literate, self-directed learners who skillfully access valid health information and accept responsibility for personal health promotion and disease prevention.

A review justification matrix (Attachment B) indicates reasons for the final proposed changes and additions to the standards.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed revised *Health Education Standards of Learning*.

**Impact on Resources:**

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

**Timetable for Further Review/Action:**

Upon approval, the Department of Education will post the *Health Education Standards of Learning* on the department's Web site. By summer 2008, the document will be printed and distributed to the field.

**Proposed Revised  
Health Education  
Standards of Learning  
for Virginia Public Schools**

**Final Review  
January 10, 2008**

**Board of Education  
Commonwealth of Virginia**

## Proposed Revised Health Education Standards of Learning for Virginia Public Schools

### Introduction

The *Health Education Standards of Learning* delineate the concepts, processes, and skills for health education in kindergarten through grade 10 for Virginia's public schools. This framework provides school divisions and teachers with a guide for creating curricula and learning experiences in health education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The three learning goals focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

Standards of Learning in each strand are sequenced and progress in complexity from grade level to grade level. The goals and standards in this document are intended to provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries) identified by the Centers for Disease Control and Prevention.

Each school division's school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The *Health Education Standards of Learning* do not prescribe the grade level at which the standards must be taught. The Board of Education recognizes that school divisions will adopt an instructional sequence that best serves their own students.

### Goals and Descriptions

The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health. As a result of health education instruction, the student will be able to do the following:

1. *Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others. (Knowledge and Skills)*

The intent of this goal is for students to become health literate, self-directed learners ~~They who~~ skillfully apply health ~~knowledge~~ promotion and disease prevention strategies to establish a foundation for leading healthy and productive lives. ~~to improve their health.~~ This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development of a range of health skills. Through blending an understanding of health concepts with use of various health skills, students will recognize the relationship between personal behavior and personal health. By the end of their school health education experiences, students will have an understanding of

health concepts related to health promotion and risk/disease prevention, and they will have the ability to use health knowledge and skills effectively to lead healthy lives.

2. *Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and ~~well-being~~ wellness in a positive manner. (Information Access and Use)*

The intent of this goal is for students to demonstrate their ability to identify valid and accurate health information, products, and services. The ability to access valid health information and health promoting products and services is important in the prevention, early detection, and treatment of most health problems. Students will experience many opportunities across their school years to use information-analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will analyze the influence of culture, media, technology and other factors on health. Upon the completion of the health education program, students will have the ability to influence their health and well-being in a positive manner by applying the skills of information access and evaluation and by accepting responsibility for personal health decisions and practices.

3. *Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Community Health and Wellness)*

The intent of this goal is for students to become responsible, health literate citizens ~~They will who~~ demonstrate an understanding of how to create or maintain an environment that serves to protect and promote the health and ~~well-being~~ wellness of individuals, families, and communities. Upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors, ~~that~~ and advocate for ways in which peers, families, and other community groups can work together to promote safe and healthy communities.

## Kindergarten

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, follow school safety rules, and be responsible.

### Knowledge and Skills

- K.1 The student will explain that the body is a living and growing organism. Key concepts/skills include
- the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day);
  - the effects of drugs and medicines on the body;
  - the five senses (e.g., sight, sound, smell, taste, touch) and major body parts (e.g., head, eyes; trunk, arms, legs, hands, feet);
  - the need for regular physical activity.
- K.2 The student will explain the concept of being healthy. Key concepts/skills include
- ~~the impact of~~ positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride);
  - personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming);
  - germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).
- K.3 The student will explain the concept of being safe. Key concepts/skills include
- the need for rules and practices;
  - the differences between emergency and non-emergency situations;
  - the choices that prevent injuries (e.g., wearing helmets, using seat belts and safety seats, tying shoelaces).

### Information Access and Use

- K.4 The student will identify sources of health and safety information. Key concepts/skills include
- a variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media;
  - individuals, including school nurses, family members, health care personnel, teachers, school counselors, and public safety officials.

**Community Health and Wellness**

K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include

- a) the peaceful resolution of conflicts;
- b) the importance of sharing information with trusted adults.

K.6 The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include

- a) acceptable behavior in classrooms and during play;
- b) respect for the property and rights of others;
- c) respect for the personal space of others.

## Grade One

Students in grade one learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

### Knowledge and Skills

- ~~1.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include~~
- ~~▪ the cardiovascular system;~~
  - ~~▪ the digestive system;~~
  - ~~▪ the skeletal system;~~
  - ~~▪ the muscular system;~~
  - ~~▪ the nervous system.~~
- 1.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include
- a) body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);
  - b) the principles of correct posture;
  - c) the interconnection of all body systems (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).
- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include
- a) personal hygiene; including care of one's teeth
  - b) personal safety behaviors;
  - c) the harmful effects of misusing medicines and drugs;
  - d) sleep habits;
  - e) physical activity and healthy entertainment;
  - f) proper nutrition.
- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include
- a) bus and automobile safety;
  - b) pedestrian safety;
  - c) playground safety;
  - d) fire safety;
  - e) home safety;
  - f) Internet safety;
  - f) g) water safety;
  - g) h) bicycle, in-line skating, skateboard, scooter, and other self-propelled vehicle safety;
  - h) i) the need for protective gear.

- 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include
- a) cooperation with others;
  - b) adaptation to change;
  - c) expression of ideas and thoughts to create positive relationships;
  - d) the differences between positive and negative emotions.

### **Information Access and Use**

- 1.5 The student will identify the health care providers and agencies that influence personal health. Key concepts/skills include
- a) the role of community health care professionals;
  - b) the purpose of community health care agencies.

### **Community Health and Wellness**

- 1.6 The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include
- a) cooperative behavior;
  - b) respect for others;
  - c) adherence to school rules;
  - d) acceptance of responsibility;
  - e) respect for the property of others.
- 1.7 The student will explain that his/her personal decisions help contribute to a healthy environment. Key concepts/skills include
- a) the proper disposal of trash;
  - b) the benefits of recycling;
  - ~~b) c)~~ the prevention of water pollution;
  - ~~e) d)~~ the effects of pollution on drinking water and marine life;
  - ~~d) e)~~ water conservation.

## Grade Two

Students in grade two continue to learn about the basic structure and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences. They learn about the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others.

### Knowledge and Skills

- 2.1 ~~The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include~~
- a) ~~body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);~~
  - b) ~~the principles of correct posture;~~
  - e) ~~the interconnection of all body systems.~~
- 2.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include
- a) the cardiovascular system;
  - b) the digestive system;
  - c) the skeletal system;
  - d) the muscular system;
  - e) the nervous system.
- 2.2 The student will explain that personal health decisions and health habits influence health and ~~well-being~~ wellness throughout life. Key concepts/skills include
- a) how food choices ~~relate~~ contribute to a healthy lifestyle;
  - b) the ~~addictive nature~~ harmful effects of drugs, alcohol, and tobacco;
  - c) the need for regular health check-ups and screenings;
  - d) the importance of learning and using refusal skills to make good decisions;
  - e) the use of nonviolent strategies to resolve conflicts.
- 2.3 The student will describe the influences and factors that impact health and ~~well-being~~ wellness. Key concepts/skills include
- a) heredity;
  - b) the environment;
  - c) germs and diseases;
  - d) different customs and traditions;
  - e) self-image related to personal success;
  - f) disappointment, loss, grief, and separation.

### **Information Access and Use**

- 2.4 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include
- a) health care professionals, resources, and services;
  - b) emergency services;
  - c) print, audiovisual, and electronic media.

### **Community Health and Wellness**

- 2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include
- a) the impact of verbal and nonverbal aggressive behaviors;
  - b) the effects of personal health decisions on other individuals.

## Grade Three

Students in grade three learn about how health habits impact growth and development. ~~throughout life as well as about body systems.~~ They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.

### Knowledge and Skills

- 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include
- food and beverage choices based on nutritional content;
  - the benefits of physical activity and personal fitness;
  - safe and harmful behaviors;
  - positive interaction with family, peers, and other individuals.
- 3.2 The student will use decision-making skills to promote health and personal ~~well-being~~ wellness. Key concepts/skills include
- goal setting for personal health;
  - the process of resolving conflicts peacefully;
  - strategies for solving problems related to health.
- 3.3 The student will identify the effects of drugs, ~~and inhaled experimentation and~~ alcohol, tobacco ~~use~~ and other harmful substances on personal health. Key concepts/skills include
- improper use of medicines;
  - the use of refusal skills to counter negative influences;
  - the effects of nicotine, alcohol, and other drugs on body systems;
  - the use of common household items as inhalants;
  - the effects of mind-altering drugs on behavior.

### Information Access and Use

- 3.4 The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include
- the use of health services and agencies to gain information;
  - the ways in which health care has improved as a result of technology;
  - the use of a variety of print, audiovisual, and electronic media resources.

## **Community Health and Wellness**

- 3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include
- a) dietary customs and practices;
  - b) recreational activities;
  - c) celebrations and traditions.

## Grade Four

Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

### Knowledge and Skills

- 4.1 The student will explain how nutrition affects personal health and academic achievement. Key concepts/skills include
- the nutrients needed for proper brain functioning;
  - the ~~components~~ importance of a balanced, variety, and moderation in a meal plan;
  - the effects of malnutrition;
  - the impact of nutrients on growth and development;
  - the impact of fats, carbohydrates, and proteins on physical performance.
- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include
- development of refusal skills;
  - identification and reporting of bullying and aggressive behaviors;
  - development of coping skills;
  - recognition of harmful or abusive relationships;
  - ~~practicing~~ exhibiting self-control.
- 4.3 The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and other drug use on the family and community. Key concepts/skills include
- the impact on self, family, and community;
  - the short- and long-term consequences of drug use;
  - acts of violence and the use of weapons;
  - laws related to illegal alcohol and tobacco use.
- 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease of self and others. Key concepts/skills include
- the body's defenses;
  - the spread of germs (viruses, bacteria, and fungi);
  - the difference between communicable and non-communicable diseases;
  - the importance of early detection of health problems;
  - the role of regular physical activity, nutrition, and healthy choices.

### **Information Access and Use**

- 4.5 The student will access and use health resources to improve personal and family health. Key concepts/skills include
- a) the use of health care agencies, printed materials, broadcast media, Internet, and audiovisual materials;
  - b) identification of accurate and inaccurate health information.

### **Community Health and Wellness**

- 4.6 The student will evaluate his/her role in ~~solving~~ identifying solutions to community health problems. Key concepts/skills include
- a) personal responsibility for exhibiting healthy practices within the school and community setting;
  - b) the benefits of volunteerism.
- 4.7 The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills include
- a) identification of obstacles and solutions to communication;
  - b) the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.

## Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. ~~They begin to see the interconnection between body systems.~~ Emphasis is placed on demonstrating interpersonal skills; assuming responsibility for personal health habits; and practicing behaviors that promote active, healthy lifestyles. Students critique advertising and various media displays and work with others to improve community health.

### Knowledge and Skills

- 5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include
- the development of positive social skills;
  - the use of refusal and conflict resolution skills;
  - effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include
- the relationship between health promotion and disease prevention;
  - the connection between ~~dietary~~ nutritional guidelines and weight management;
  - strategies for managing stress;
  - the importance of exercise and recreation;
  - the effects of personal health habits on cardiovascular fitness;
  - the importance of developing and maintaining a positive self-image.
- 5.3 The student will analyze the risks of dependence and addiction associated with the use of alcohol, tobacco, inhalants, and other drugs on the systems of the body. Key concepts/skills include
- the effects on the integrated functioning of the body systems;
  - the effects on academic performance;
  - the effects on relationships with family, peers, and other individuals.

### Information Access and Use

- 5.4 The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services. Key concepts/skills include
- strategies for validating health information;
  - tools for the critical evaluation of advertisements and promotions.

## **Community Health and Wellness**

- 5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include
- a) collaborative support for environmental issues;
  - b) the existence of customs and traditions;
  - c) promotion of the value of community health and wellness;
  - d) examination of community health issues;
  - e) development of community health projects;
  - f) promotion of volunteerism and community service.

## Grade Six

Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

### Knowledge and Skills

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and ~~well-being~~ wellness. Key concepts/skills include
- the importance of significant friends or adult mentors;
  - the relationship between self-image and gang-related behaviors;
  - the effects of environmental influences on personal health;
  - refusal strategies related to alcohol, tobacco, and other drugs;
  - prevention of communicable and non-communicable diseases.
- 6.2 The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include
- relationships of the United States Department of Health and Human Services Dietary Guidelines for Americans to personal eating habits;
  - the interconnection of the body systems;
  - the effects of disease on the functions of the body;
  - the relationship of drugs, alcohol, tobacco, ~~and~~ inhalants, and other harmful substances to body functioning;
  - the positive and negative effects of prescription and over-the-counter medications on body functioning.
- 6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include
- the effects of stress;
  - respect for individual differences;
  - positive and negative responses to criticism;
  - the effects of peer pressure;
  - the effects of bullying;
  - f) issues related to body image and weight management.

- 6.4 The student will analyze the consequences of personal choices on health and wellness well-being. Key concepts/skills include
- the connection between personal actions, self-image and personal success;
  - the importance of accepting responsibility for personal actions;
  - the use of resistance skills to avoid violence, gangs, weapons, and drugs;
  - identification and avoidance of risk-taking behaviors;
  - ~~strategies for preventing and responding to injuries.~~
- 6.5 The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include
- safety habits in vehicles and public areas;
  - first aid and safety practices;
  - strategies to ~~avoid~~ prevent accidents and injuries;
  - the need for and use of protective gear;
  - awareness of behaviors that can result in violent acts.

### Information Access and Use

- 6.6 The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include
- assessment of personal and family wellness;
  - analysis of the reliability of health information;
  - ~~b) c)~~ recognition of the persuasive tactics used by various types of media;
  - ~~e) d)~~ interpretation of the contraindications for prescription drugs and over-the-counter medicines.

### Community Health and Wellness

- 6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include
- involvement in community and family projects;
  - development of increased leadership-role participation;
  - development of ~~peer-mediation techniques~~ conflict resolution skills;
  - demonstrate respect for the opinions and beliefs of other individuals;
  - respect for rules and regulations.

## Grade Seven

Students in grade seven generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

### Knowledge and Skills

- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
- alternatives to gang-related behaviors and acts of violence;
  - recognition of harmful and risky behaviors;
  - the benefits of stress management and stress reduction techniques;
  - the development of strategies for coping with disappointment;
  - factors that affect school success;
  - the impact of difficult family situations;
  - development of healthy interpersonal relationships.
- 7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include
- the effects of ~~dietary habits~~ nutrition on daily performance;
  - the importance of participating in recreational and leisure activities;
  - strategies for avoiding drugs, alcohol, tobacco, ~~and~~ inhalants and other harmful substances;
  - the health benefits of regular physical activity and fitness;
  - the impact of sleep and rest on physical and mental performance.

### Information Access and Use

- 7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and ~~well-being~~ wellness. Key concepts/skills include
- the types of advertising techniques used to influence adolescents' decisions;
  - the validity of information from different resources;
  - family practices and customs.

## Community Health and Wellness

- 7.4 The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include
- a) the relationship of social and environmental factors to individual and community health;
  - b) the financial resources in the community dedicated to ~~benefiting~~ promoting health programs;
  - c) the community's support of health services and partnerships;
  - d) availability of emergency response systems and services;
  - ~~d) e)~~ e) the community's support of recreational and leisure activities.
- 7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include
- a) implementation of ~~appropriate health~~ safe and healthy practices and behaviors;
  - b) advocating for and using appropriate methods of expressing opinions on health issues;
  - c) the benefits of community service.

## Grade Eight

Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

### Knowledge and Skills

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and ~~well-being~~ wellness during the adolescent years. Key concepts/skills include
- the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
  - the roles of preventative health measures, immunization, and treatment in disease prevention;
  - the short- and long-term health issues related to alcohol abuse and tobacco use;
  - the impact of failing to recognize issues related to emotional and mental health;
  - the health risks associated with feelings of immortality and invincibility;
  - the consequences of involvement in potentially dangerous situations;
  - the ~~results~~ health risks of a sedentary lifestyle;
  - the risk factors associated with communicable and non-communicable diseases.
- 8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include
- the risks associated with gang-related activities;
  - the benefits of using resistance, problem-solving, and decision-making skills for ~~resolving~~ addressing health issues;
  - the importance of developing relationships that are positive and promote wellness;
  - the benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.
- 8.3 The student will make choices that demonstrate an understanding of the relationship among ~~dietary habits~~ nutrition and emotional and physical health. Key concepts/skills include
- causes and effects of compulsive behaviors such as eating disorders;
  - the relationship between personal health and cognitive performance.

### **Information Access and Use**

- 8.4 The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents. Key concepts/skills include
- a) a personal system for reviewing appropriateness of print, audiovisual, and electronic media images;
  - b) the influence of multiple media resources on personal choices;
  - c) consumer rights related to health products and services.

### **Community Health and Wellness**

- 8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include
- a) methods used to reduce health hazards and risks;
  - b) the health risks associated with yielding to negative peer pressure;
  - c) ~~the similarities among~~ practices associated with healthy environments;
  - d) opportunities for community service.

## Grade Nine

Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their lifetime personal health goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community resources. ~~prevention of disease and chemical addiction for the promotion of a healthy lifestyle.~~ Students demonstrate ~~confidence~~ competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. ~~Students engage in promoting health in their community.~~

### Knowledge and Skills

- 9.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and ~~well-being~~ wellness. Key concepts/skills include
- the use of current research and scientific study to interpret ~~dietary~~ nutrition principles;
  - a decision-making process for selecting health ~~care~~ and wellness products;
  - ~~application~~ development of personal standards regarding the use of alcohol, tobacco, and other ~~controlled~~ harmful substances;
  - maintenance of health habits that promote personal wellness;
  - implementation of a fitness and lifetime physical activity plan;
  - establishment of personal parameters for appropriate and inappropriate health behaviors;
  - utilization of a personal system for coping with distress and stress;
  - management of deadlines;
  - peaceful resolution of conflicts.
- 9.2 The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include
- participation in activities that improve the cardiovascular system;
  - development of a personal plan for remaining free of communicable diseases;
  - recognition of the value of proper nutrition, rest, and regular activity.
- 9.3 The student will analyze, synthesize, and evaluate the relationship between positive health behaviors, ~~and~~ the prevention and treatment of injury, and premature death. Key concepts/skills include
- risky behaviors that may result in permanent disability for self or others;
  - the consequences of using weapons in acts of violence;
  - identification of situations involving risks;
  - ~~identification of situations that require~~ use of universal precautions and appropriate application of first aid, or CPR, and other emergency procedures;
  - the effects of alcohol and other drug use.

### **Information Access and Use**

- 9.4 The student will use various sources of information to evaluate global health issues. Key concepts/skills include
- a) the connections between personal health goals and state or national health issues (e.g., as found in the *Report of the Surgeon General*);
  - b) the benefits of information provided by recognized sources such as state and local health departments, the United States Department of Agriculture (USDA), the Food and Drug Administration (FDA), the American Dietetic Association (ADA), the National Institutes of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).

### **Community Health and Wellness**

- 9.5 The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives. Key concepts/skills include
- a) the impact of developing positive relationships among health, wellness, and safety professionals for promotion of healthy communities;
  - b) promotion of community projects;
  - c) development of school and community health programs for citizens of all ages;
  - d) the need for community services;
  - e) the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.

## Grade Ten

Students in grade 10 demonstrate comprehensive health and wellness knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

### Knowledge and Skills

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and ~~well-being~~ wellness of self and others throughout life. Key concepts/skills include
- the impact of healthy and poor dietary nutritional choices;
  - the effects of an active and sedentary lifestyle;
  - the effects of tobacco, alcohol, inhalants, and other drug use;
  - behaviors that result in intentional and unintentional injury.
- 10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include
- ~~the power of assertiveness~~ empowerment and effectiveness of being assertive;
  - the impact of involvement in school and community activities;
  - the value of exercising self-control;
  - the merits of goal setting;
  - ~~the impact~~ influence of emotions and peer approval on personal decision-making;
  - the effects of an individual's environment;
  - family health habits and behaviors as they relate to ~~health~~ the promotion of health and wellness;
  - the importance of support and encouragement from positive role models.
- 10.3 The student will implement personal injury prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include
- strategies to reduce and prevent violence;
  - peaceful resolution of conflicts;
  - administration of emergency care;
  - recognition of tendencies toward self-harm;
  - recognition of life-threatening situations;
  - crisis-management strategies;
  - methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression;
  - recognition of when to seek support for self and others.

## Information Access and Use

- 10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her ~~well-being~~ health and wellness throughout life. Key concepts/skills include
- a) marketing and advertising techniques to promote health and wellness;
  - b) the use of current technological tools to analyze health products and services;
  - c) involvement of local, state, and federal agencies in health-related issues;
  - d) the impact of technology on the health status of individuals, families, communities, and the world;
  - e) employment opportunities in health-related careers and professions.

## Community Health and Wellness

- 10.5 The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include
- a) the benefits of ~~volunteerism~~ volunteering;
  - b) the outcome of drinking and driving;
  - c) the effects of using acts of violence to settle disputes;
  - d) the need for organized efforts to address community health and wellness issues;
  - e) the responsibilities of citizens to promote the health and wellness goals of the community;
  - f) the value of positive role models;
  - g) the negative influence of teenage drug and alcohol use on younger members of the community.

## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
K.1	X										
K.1a		X				X			X		
K.1b		X				X			X		
K.1c		X				X			X		
K.1d		X				X			X		
K.2	X										
K.2a		X				X			X		
K.2b		X				X				X	
K.2c	X										
K.3	X										
K.3a	X										
K.3b		X				X				X	
K.3c		X				X			X		
K.4	X										
K.4a	X										
K.4b		X				X			X		
K.5	X										
K.5a	X										
K.5b		X				X			X		
K.6	X										
K.6a	X										
K.6b	X										
K.6c	X										

## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
1.1		X	X	X							Moved to Grade Two
1.1		X			X						Moved from Grade Two
1.1a		X	X	X							Moved to Grade Two
1.1a		X			X						Moved from Grade Two
1.1b		X	X	X							Moved to Grade Two
1.1b		X			X						Moved from Grade Two
1.1c		X	X	X							Moved to Grade Two
1.1c		X			X						Moved from Grade Two
1.1d		X	X	X							Moved to Grade Two
1.1e		X	X	X							Moved to Grade Two
1.2	X										
1.2a	X										
1.2b	X										
1.2c	X										
1.2d	X										
1.2e	X										
1.2f	X										
1.3	X										
1.3a	X										
1.3b	X										
1.3c	X										
1.3d	X										
1.3e	X										
1.3f		X			X		X				
1.3g	X										

## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
1.3h	X										
1.3i	X										
1.4	X										
1.4a	X										
1.4b	X										
1.4c	X										
1.4d	X										
1.5	X										
1.5a	X										
1.5b	X										
1.6	X										
1.6a	X										
1.6b	X										
1.6c	X										
1.6d	X										
1.6e	X										
1.7	X										
1.7a	X										
1.7b		X			X		X				
1.7c	X										
1.7d	X										
1.7e	X										

## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
2.1		X			X						Moved from Grade One
2.1		X	X	X							Moved to Grade One
2.1a		X	X	X							Moved to Grade One
2.1a		X			X						Moved from Grade One
2.1b		X	X	X							Moved to Grade One
2.1b		X			X						Moved from Grade One
2.1c		X	X	X							Moved to Grade One
2.1c		X			X						Moved from Grade One
2.1d		X			X						Moved from Grade One
2.1e		X			X						Moved from Grade One
2.2		X				X			X		
2.2a		X									Moved from Grade One
2.2b		X									Moved from Grade One
2.2c	X					X			X		Moved from Grade One
2.2d		X									Moved from Grade One
2.2e	X					X			X		Moved from Grade One
2.3		X				X			X		
2.3a	X										
2.3b	X										
2.3c	X										
2.3d	X										
2.3e	X										
2.3f	X										
2.4	X										
2.4a	X										



## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
3.1	X										
3.1a		X				X			X		
3.1b	X										
3.1c	X										
3.1d	X										
3.2		X				X			X		
3.2a	X										
3.2b	X										
3.2c	X										
3.3		X				X			X		
3.3a	X										
3.3b	X										
3.3c	X										
3.3d	X										
3.3e	X										
3.4	X										
3.4a	X										
3.4b	X										
3.4c	X										
3.5a	X										
3.5b	X										
3.5c	X										

## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
4.1	X										
4.1a	X										
4.1b		X				X			X		
4.1c	X										
4.1d		X				X			X		
4.1e	X										
4.2	X										
4.2a	X										
4.2b		X				X			X		
4.2c	X										
4.2d	X										
4.2e		X				X			X		
4.3		X				X				X	
4.3a	X										
4.3b		X				X			X		
4.3c	X										
4.3d	X										
4.4		X				X			X		
4.4a	X										
4.4b	X										
4.4c	X										
4.4d	X										
4.4e		X				X			X		
4.5	X										
4.5a	X										



## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
5.1	X										
5.1a	X										
5.1b	X										
5.1c		X				X			X		
5.2	X										
5.2a	X										
5.2b		X				X			X		
5.2c	X										
5.2d	X										
5.2e	X										
5.2f	X										
5.3	X										
5.3a	X										
5.3b	X										
5.3c	X										
5.4	X										
5.4a	X										
5.4b	X										
5.5	X										
5.5a	X										
5.5b	X										
5.5c	X										
5.5d	X										
5.5e	X										
5.5f	X										

## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
6.1	X										
6.1a	X										
6.1b	X										
6.1c	X										
6.1d	X										
6.1e		X								X	
6.2		X				X			X		
6.2a		X				X			X		
6.2b	X										
6.2c	X										
6.2d		X				X			X		
6.2e	X				X		X				
6.3	X										
6.3a	X										
6.3b	X										
6.3c	X										
6.3d	X										
6.3e		X			X		X				
6.3f	X										
6.4		X				X			X		
6.4a		X				X			X		
6.4b	X										
6.4c	X										
6.4d		X				X			X		
6.4e		X		X							



## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
7.1	X										
7.1a	X										
7.1b	X										
7.1c		X				X			X		
7.1d		X				X			X		
7.1e	X										
7.1f	X										
7.1g		X				X			X		
7.2	X										
7.2a		X				X			X		
7.2b	X										
7.2c		X				X			X		
7.2d	X										
7.2e	X										
7.3		X				X			X		
7.3a	X										
7.3b	X										
7.3c	X										
7.4	X										
7.4a	X										
7.4b		X				X			X		
7.4c	X										
7.4d		X			X		X				
7.4e	X										
7.5	X										



## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
8.1		X				X			X		
8.1a	X										
8.1b	X										
8.1c	X										
8.1d	X										
8.1e		X				X	X				
8.1f	X										
8.1g		X				X			X		
8.1h		X				X				X	
8.2	X										
8.2a	X										
8.2b		X				X			X		
8.2c	X										
8.2d	X										
8.3		X				X			X		
8.3a	X										
8.3b	X										
8.4	X										
8.4a	X										
8.4b	X										
8.4c	X										
8.5	X										
8.5a	X										
8.5b		X				X			X		
8.5c		X				X			X		



## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
9.1		X				X			X		
9.1a		X				X			X		
9.1b		X				X			X		
9.1c		X				X			X		
9.1d	X										
9.1e	X										
9.1f	X										
9.1g	X										
9.1h	X										
9.1i	X										
9.2	X										
9.2a	X										
9.2b	X										
9.2c	X										
9.3		X				X			X		
9.3a	X										
9.3b	X										
9.3c	X										
9.3d		X				X			X		
9.3e	X										
9.4	X										
9.4a	X										
9.4b		X				X			X		
9.5	X										
9.5a		X				X			X		



## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
10.1		X				XX			X		
10.1a		X				X			X		
10.1b		X				X			X		
10.1c	X										
10.1d	X										
10.2	X										
10.2a		X				X			X		
10.2b	X										
10.2c	X										
10.2d	X										
10.2e		X				X			X		
10.2f	X										
10.2g		X				X			X		
10.2h	X										
10.3	X										
10.3a	X										
10.3b	X										
10.3c	X										
10.3d	X										
10.3e	X										
10.3f	X										
10.3g	X										
10.3h		X			X		X				
10.4		X				X			X		
10.4a		X				X			X		

## PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

### Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
10.4b	X										
10.4c	X										
10.4d	X										
10.4e	X										
10.5		X				X			X		
10.5a		X				X			X		
10.5b	X										
10.5c	X										
10.5d		X				X			X		
10.5e		X				X			X		
10.5f	X										
10.5g	X										