



## *Chapter 1*

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# UNDERSTANDING HEALTH EDUCATION LEARNING STANDARDS AND PERFORMANCE INDICATORS

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*Chapter 1*

# UNDERSTANDING HEALTH EDUCATION LEARNING STANDARDS AND PERFORMANCE INDICATORS

## Introduction to National and State Standards

As schools throughout New York State and across the nation evolve toward improved teaching and learning for all students, teachers will be expected to implement new standards across the curriculum. Health education in schools can play a vital role in school reform by assisting all students to realize their full potential as learners by making informed choices about topics such as nutrition, physical activity, drug use, sexuality and aggressive behaviors. Health and learning are intertwined. These choices, therefore, not only influence child and adolescent health but learning as well.

Health education in schools is changing in important ways. If school health educators are to have a new and expanded role, they must be prepared to assume the challenge of implementing the new standards. To the extent that teachers understand the importance and rationale for reform efforts, are prepared to use the teaching/learning methods required, and keep pace with rapidly changing technological developments, the chances for a successful teaching experience will be enhanced.

The purpose of this chapter is to identify the National and New York State Standards and then to establish the connection between them. The New York State Learning Standards form the basis for teaching and learning. This chapter will focus on the core characteristics associated with each of the National Standards and how these characteristics relate to and can be applied to the New York State Standards.

This chapter provides faculty with additional information relevant to teacher candidates who will be prepared to enable elementary and secondary school students to achieve the State and National Learning Standards in Health. Embedded within the discussion of each of the seven National Standards are the skills needed by elementary and secondary students and by graduates of health education preparation programs. Following the review of the National and New York State Learning Standards for Health Education, additional standards are included that may be considered by the higher education community as it examines teacher preparation programs in health education.

- **National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Knowledge is emphasized in this standard.** The remaining standards emphasize the development of specific skills. The core concepts embedded in this standard establish the foundation for the remaining standards.



*Standard 1 - Core Characteristic:* Core Concepts (CC) including Seeking, Researching, Asking, Accuracy, and Comprehensiveness.

*Characteristics of Elementary and Secondary Students' Work:* Students' work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health. (CCSSO-SCASS, 1998).

*Graduates of health education preparation programs will demonstrate the ability to:*

- Understand human growth and development.
  - Identify the concepts of health promotion, disease prevention, and wellness.
  - Recognize the relationship between behavior and healthy development.
- **National Health Education Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.**

*Standard 2 - Core Characteristic:* Accessing information (AI).

Identifying or citing specific sources; demonstrating the ability to access community resources to meet specific health needs; evaluating the validity of information; and establishing a need for accessing information.

*Characteristics of Elementary and Secondary Students' Work:* Students should demonstrate their ability to access health information, products, and services. Student responses may vary from having the student provide little, if any, evidence of accessing valid or reliable health information, to having the student provide considerable evidence that he/she understands the process of evaluating information or selecting a health-related product or service. (CCSSO-SCASS, 1998).

*Graduates of health education preparation programs will demonstrate the ability to:*

- Be cognizant of and utilize valid health information available through national, state, and local resources.
  - Use technology to obtain valid and reliable health information.
- **National Health Education Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce risks.**

*Standard 3 - Core Characteristic:* Self-Management (SM).

Critical thinking; analyzing risks; making decisions; building support systems; clarifying personal expectations; demonstrating positive coping strategies; maintaining good hygiene and safety habits; demonstrating effective stress management techniques; and engaging in adequate physical activity.

*Characteristics of Elementary and Secondary Students' Work:* Students' work should demonstrate their ability to reduce health risks and practice health-enhancing behaviors in all of the health content areas. Safety, stress management, first aid, physical activity, nutrition, and personal hygiene are a few examples of the content included in this standard.

The quality of student responses may vary from the student demonstrating little, if any, ability to act in ways that reduce risk or enhance health, to the student demonstrating considerable ability to reduce health risks or practice health-enhancing behaviors. (CCSSO-SCASS, 1998).



*Graduates of health education preparation programs will:*

- Demonstrate and practice healthy behaviors.
- Demonstrate personally and socially responsible behavior.
- Care for and respect themselves and others.
- Recognize threats to the environment and offer appropriate strategies to minimize them.

• **National Health Education Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

*Standard 4 - Core Characteristic: Influences (INF).*

Analyzing; comparing and contrasting; dissecting; examining interrelationships; exploring a variety of external elements (i.e., media, parents, peers, role models, ethnic, legal, geographic, cultural, technological); and exploring a variety of internal influences (i.e., likes/dislikes, fears, emotions, interests, curiosity).

*Characteristics of Elementary and Secondary Students' Work:* The quality of a student's work may vary from showing little, if any, evidence that the student recognizes that internal and external factors influence self, family and community health, to responses that show evidence of the complexity of the influences and provide analysis of the factors affecting self, family, and community health. (CCSSO-SCASS, 1998).

*Graduates of health education preparation programs will:*

- Recognize influences that affect health-related decisions and behaviors (elementary).
- Analyze multiple influences that affect health-related decisions and behaviors (middle/junior high).
- Recognize threats to the environment and offer appropriate strategies to minimize them.
- Recognize characteristics of the environment that contribute to health.
- Understand the influence of culture, race, religion, gender, sexual orientation, media and technology in making decisions about personal and community health issues.
- Recognize how cultural beliefs influence health behaviors and the use of health services.

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

*Standard 5 - Core Characteristic: Interpersonal Communication (IC).*

Assertiveness skills, refusal skills, reporting, and non-verbal communication skills.

*Characteristics of Elementary and Secondary Students' Work:* Students' responses may vary from providing little, if any, evidence of the ability to convey or exchange information, ideas or beliefs about health, to demonstrating the use of appropriate communication techniques to exchange information effectively. (CCSSO-SCASS, 1998).



*Graduates of health education preparation programs will demonstrate the ability to:*

- Describe the attributes of effective and respectful communication.
- Model and use a range of communication skills and strategies that are appropriate for dealing with high-risk situations.
- Elicit cooperative approaches to positive communication from those who are competitive and aggressive.
- Recognize the contextual factors that influence the ability to communicate effectively.
- Support or develop listening, questioning, and comprehension skills.
- Recognize ways in which communication styles influence interpersonal relationships.
- Describe guidelines for communicating with health professionals.

• **National Health Education Standard 6: Students will demonstrate an ability to use goal-setting and decision-making skills that enhance health.**

*Standard 6 - Core Characteristic: Decision Making/Goal Setting (DM/GS).*

Action planning, critical thinking, goal setting, personalized reflection and logical progression.

*Characteristics of Elementary and Secondary Students' Work:* The quality of students' responses may vary from showing little, if any, recognition of the need to make a decision or set a goal, to showing reflection and logical progression through a decision-making or goal-setting process that results in a health-enhancing decision or goal statement. (CCSSO-SCASS, 1998).

*Graduates of health education preparation programs will demonstrate the ability to:*

- Identify strategies that can be used in setting realistic and attainable goals for healthy living and choices.
- Recognize the roles of emotions in decision-making.
- Demonstrate skills in resisting social pressures relevant to a specified behavior and social context.

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

*Standard 7 - Core Characteristic: Advocacy (AV).*

Using/establishing support networks, demonstrating passion/conviction, developing a clear health-enhancing stand, and demonstrating the ability to communicate "personalized" convictions.

*Characteristics of Elementary and Secondary Students' Work:* The quality of students' responses may vary from the student showing little, if any, evidence of attempting to argue for a health-related position, to a student providing complete awareness, conviction, and accurate supporting data, reasons, or information for a position that is health-enhancing. (CCSSO-SCASS, 1998).

*Graduates of health education preparation programs will demonstrate the ability to:*

- Understand ways to promote health and prevent disease.
- Advocate for healthy families and communities.



## Linking National and State Standards

*How do the New York State Standards, which will form the basis for teaching and learning in New York State's classrooms, relate to the National Standards?* By using the core characteristics of the National Standards, students will be able to describe the common links between the two sets of standards. Although the New York State Standards are defined in much broader terms than the National Standards, the key ideas associated with the standards are common to both. To demonstrate how the National and State Standards are connected, students will be able to describe how the core characteristics have been interwoven throughout each of the New York State Standards. Although there is no “correct” way to apply the core characteristics, there are innumerable ways to meet the standards.

When the core characteristics are identified and understood, they can easily be applied or matched to the State's standards. Below are a few examples that demonstrate how these connections are made. After reading the standard, observe how the core concepts associated with the national standards can be applied to meet the desired outcomes for both the State and National Standards.

### • **State Standard 1: Personal Health and Fitness.**

Students will have the necessary *KNOWLEDGE* (CC), (AI) and *SKILLS* (SM), (DM/GS) to establish and maintain physical fitness, participate in physical activity and *MAINTAIN PERSONAL HEALTH* (SM), (INF), (DM/GS).

*Examples of Performance Indicators:*

- Using at least five valid sources of information, the student will write a two-page report analyzing the effectiveness of any aerobic activity.
- Using the magazines provided in class, students will develop a collage that includes five advertisements that are designed to influence their decision to use or abstain from using alcohol. They must be prepared to explain the collage.

### • **State Standard 2: A Safe and Healthy Environment.**

Students will obtain the *KNOWLEDGE* (CC), (AI) and *ABILITY* (SM), (IC), (AV), (DM/GS), (AV) necessary to *CREATE* (SM), (INF), (DM/GS), (AV) and *MAINTAIN* (IC), (AV) *A SAFE AND HEALTHY ENVIRONMENT*.

*Examples of Performance Indicators:*

- The student will develop a six-week personal fitness plan that includes at least two components of health-related fitness and the aspects of a safe and healthy environment to implement the plan.
- In small groups, students will develop a brochure describing the relationship between alcohol and sexual conduct, including promiscuity and abuse.

### • **State Standard 3: Resource Management.**

Students will *UNDERSTAND* (CC), (AI) and be able to *MANAGE* (DM/GS), (IC), (AV), their *PERSONAL* (SM), (DM/GS), (INF), (C) and *COMMUNITY* (AV), (IC), (INF) *RESOURCES*.



*Examples of Performance Indicators:*

- Upon completing the fitness plan, the student will submit a personal fitness journal and a two-page paper describing the degree of success attained by the end of this project.
- In small groups, students will contact two community agencies that deal with a current issue such as domestic violence, gay and lesbian rights, or alcohol abuse. Students will then develop an oral/media presentation that describes the role of each agency. The student presentations will be given in class.

## Professional Preparation Standards and Sample Performance Indicators

The following standards serve to form the basis for preparation of future health education teachers who will be expected to have the knowledge and skills to enable elementary and secondary school students to achieve the State and National Learning Standards in Health. Eight standards and sample performance indicators have been identified.

- **Standard 1: Identify and use the three New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences and the seven National Health Education Standards to enhance students' learning and achievement in health education.**

This standard and the related performance indicators were discussed previously.

- **Standard 2: Identify and use resources including technology for accessing timely and accurate information about health problems affecting children and adolescents and for accessing other health-related information.**

Sample Performance Indicators include:

- Identifying a range of sources of information that may be consulted when searching for current and accurate information about health.
- Demonstrating the ability to identify curriculum on various topics and grade levels that have been evaluated favorably and shown to have a positive influence on students' learning.
- Explaining how to use various search engines on the World Wide Web.
- Describing criteria for assessing the veracity of information found in various sources.
- Using various information resources to answer questions about given health problems affecting children and adolescents.
- Demonstrating ability to access local, state, and national resources that are available for students and their parents.
- Demonstrating familiarity with new research findings related to health education.



- **Standard 3: Identify and access research-based and/or validated school health education programs and materials that have proven effective in promoting changes in students' knowledge, beliefs, skills, and/or behaviors.**

Sample Performance Indicators include:

- Listing at least two programs that have demonstrated value in promoting changes in students' learning related to tobacco use and prevention, safety and accident prevention, alcohol and drug use, abuse and prevention, violence, and sexuality.
- Comparing and contrasting various health education programs and materials with respect to ease of use, clarity, practicality, appropriateness for intended developmental level, and cultural sensitivity.
- Identifying exemplary health education programs and materials for various grade levels.
- Analyzing factors that may be impediments to using previously validated programs and materials, such as cost, time required, language and cultural appropriateness, and complexity and training required.
- Recognizing the kinds of programs and materials that are appropriate for various kinds of learning objectives (examples: improving knowledge, addressing attitudes, and enhancing learning skills).

- **Standard 4: Identify and use a range of health education strategies to improve students' learning about health including, but not limited to, developing rubrics; using various kinds of authentic assessments; and implementing skills training learning activities in areas such as: resisting social pressures, communication, conflict resolution, goal-setting and decision-making.**

Sample Performance Indicators include:

- Explaining the elements that should be included in teaching skills in the classroom (examples: modeling, rehearsal, and practice).
- Describing various teaching and learning activities that may be used to assist students in improving their skills in goal-setting, communication, impulse control, anger management, and resisting social pressures.
- Illustrating the ability to develop a rubric as a basis for a teaching/learning activity to promote students' ability to make an informed choice about health.
- Listing a wide range of teaching/learning activities that may be used as part of a health education program.
- Discussing the purposes, advantages, and disadvantages of various kinds of teaching/learning activities.
- Demonstrating the ability to work collaboratively with K-12 students to involve them in identifying and solving problems they face related to health.
- Showing an appreciation for the importance of reinforcing health-enhancing behaviors.



• **Standard 5: Analyze and critically evaluate the health education literature describing contemporary programs, projects and materials.**

Sample Performance Indicators include:

- Describing the limitations of various kinds of research design, data collection, and analysis methods.
- Recognizing common sources of bias in health education research and evaluation literature.
- Analyzing the strengths and weaknesses of given health education studies.
- Demonstrating an understanding of measures that can be taken to minimize bias and confound research and evaluation studies.
- Explaining how to estimate the reliability and establish the validity of measurements used to evaluate health education.
- Demonstrating an understanding of various statistical analysis methods commonly used in health education research and evaluation.
- Distinguishing examples of health education studies that have varying levels of veracity.
- Comparing and contrasting various approaches to evaluating health education programs.

• **Standard 6: Identify and analyze ethical issues that may arise in school health education, and develop a rationale for how each issue should be addressed.**

Sample Performance Indicators include:

- Describing the principles of ethical practice in health education.
- Taking a position on whether the goal of health education should be behavioral change and justifying the position from an ethical perspective.
- Identifying and analyzing three ethical issues that may arise within health education.
- Discussing the relevance of the following for health education: informed consent; self-determination; volition; paternalism; blaming the victim; and change by choice versus change by coercion.

• **Standard 7: Recognize signs and symptoms of students who may be experiencing problems associated with substance abuse; maltreatment; mental or physical health problems; or other similar problems; and recommend appropriate referrals for services.**

Sample Performance Indicators include:

- Identifying and describing at least three behavioral signs or symptoms that a student may exhibit to be referred for special services.
- Identifying and describing at least three physical signs or symptoms that a student may exhibit to be referred for special services.
- Demonstrating an awareness about the prevalence and severity of problems affecting school-aged populations, including alcohol and drug use, depression and psychological, physical, and sexual abuse.
- Distinguishing signs and symptoms of health-related issues that are an expected part of child and adolescent development versus those that may be more serious and require immediate attention.



- Recognizing the scope of services that the classroom teacher can provide versus those that require assistance from other trained personnel.
  - Demonstrating an awareness of local, state, and national policies and laws related to teaching health education in elementary or secondary schools, including reporting suspected child abuse and school board policies about sexual education.
- **Standard 8: Identify, comprehend and apply key health education content, theories and concepts for developing teaching and learning experiences.**

Sample Performance Indicators include:

- Identifying and outlining the ten content areas of comprehensive school health education.
- Describing the eight components of a comprehensive coordinated health model as supported by the New York State Education Department.
- Demonstrating an understanding of the personal and environmental determinants of healthy behavior.
- Demonstrating an understanding of the roles of parents and the community in shaping the health of children and adolescents, and how to facilitate parent and community involvement in school health education.

## Preparing Future Health Education Teachers to Meet the National and State Health Education Standards

The following handouts will further assist preparation of teacher candidates who are knowledgeable about the State and National Health Education Standards.

**Handout 1-1** provides a learning experience for teaching pre-professionals the relationships between the Total Person Concept, the State and National Health Standards, and curriculum development.

**Handout 1-2** is a template that can be used for planning standards-based instructional units. This handout has also been provided as a transparency for use in the classroom.

**Handout 1-3** gives examples of the types of information that can be used for completing the template for planning standards-based instructional units.

**Handout 1-4** is a template that can be used in developing a plan for classroom practice. This handout has also been provided as a transparency for use in the classroom.

**Handout 1-5** identifies the seven National Health Education Standards. This handout has also been provided as a transparency for use in the classroom.

**Handout 1-6** shows the three New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences. This handout has also been provided as a transparency for use in the classroom.

**Handout 1-7** is a comprehensive listing across all subject areas of the new higher learning standards in place in New York State schools.



## References and Resources

CCSSO-SCASS Health Education Assessment Project (1998). Assessing health literacy: Assessment framework. Council of Chief State School Officers. Toucan Ed Publications.



## Learning Experience

# Teaching Relationships Between the Total Person Concept, the State and National Health Standards and Curriculum Development

## Learning Content

A common goal for health education is to improve the health status of all individuals. Nearly everything we teach and do in health education integrates one or more dimensions of the total person concept. The connections between the total person concept, the state and national standards and curriculum development are natural. However, students and practitioners alike often find it difficult to connect the standards to the lessons they teach. In order to better understand the relationships between the standards and curriculum development, we will use the total person concept to demonstrate the common links to the standards and curriculum development.

### Activity 1

#### **Planning and Time Required:**

- Sheets of newsprint or flip chart paper
- Masking tape
- 16-20 small “post it” note pads (various colors work well)
- An overhead diagram of the total person concept

<b>Time</b>	<b>Organization and Procedure</b>
	<i>Note*</i> I do this activity toward the end of the class period. You will need time to collect and organize the information you gather to make sense of it before the next class meeting.
10 min.	Using an overhead diagram of the total person concept, review the dimensions of the TPC. Take time to describe the characteristics associated with each of the dimensions included in your version of the TPC.
10 min.	Ask students to consider the fact that health is dynamic and constantly changing. Have them describe to their neighbors (groups of three or four) how each dimension of their being has changed from early childhood to today. Ask them to consider how their past and current behaviors have contributed to, or threatened, their health and well being.
25 min.	Distribute the “post it” notes. Each student should be given 20-30 pieces of paper. Ask students to choose a developmental age group (K-5, 6-8, 9-12); have them respond to the activity keeping that age group in mind. Tell students to close their eyes and have them think about the



**Handout 1-1**

social dimensions of this child. What are the characteristics of a child who is “sociably competent”? What does this child need to know and be able to do to be socially competent?

Have students write their responses on the sticky notes. They should write only one response per page. Continue this process until you’ve covered all the dimensions of the TPC.

(Prior to class you will need to prepare 5-6 sheets of newsprint with a large diagram of a person. Include the dimensions of the TPC on the sheet. While students are writing, hang the newsprint pages around the room. Allow ample spacing so that everyone can easily see the posted responses.)

5 min. After all students have completed this task, ask them to break into equal groups and place their responses on the newsprint that you’ve hung on the walls around the room. Have them place their responses close to the dimensions written on the newsprint. (See an example of a newsprint drawing on handout 1-1.)

5 min. Once the groups have hung all of their sticky notes, ask them to identify someone in their group to serve as a recorder. The recorder will be responsible for writing a summary of the characteristics that commonly appear on the newsprint. Have all group members review all the responses on the newsprint. Collectively, they will determine what the recorder should be reporting. Once this task is completed, ask the recorder to submit their notes to the instructor. (At this point the class will be dismissed.)

## Instructional/Environmental Modifications

Using newsprint and “post it” notes is essential for this activity. The responses provided by the students from this activity will serve as “the glue” that binds the relationships we’re trying to establish. These basic concepts will be moved from one sheet of newsprint to many as we look to maintain a consistent theme.

### Objectives (*What do you want a student to know & be able to do?*)

By the end of this learning activity the student will:

1. Recognize the dimensions of the Total Person Concept. (Physical, Emotional, Intellectual, Social & Spiritual)
2. Identify the characteristics of a healthy child at each developmental level. (K-5, 6-8, 9-12)
3. Describe how the characteristics of a healthy child work to promote a child’s well being. (The development of the whole child.)



***Assessment (Should be consistent with the behavior and/or degree components of your objectives.)***

1. Recognize the dimensions of the Total Person Concept. (Physical, Emotional, Intellectual, Social & Spiritual)

As students visualize the dimensions of the TPC they must create a mental picture of each dimension. Comprehension of the dimensions associated with this concept can be assessed by the way they are expressed by each individual on the newsprint.

2. Identify the characteristics of a healthy child at each developmental level. (K-5, 6-8, 9-12)

Based on the responses presented on the newsprint, it should be evident that there is developmental differentiation. Since students are recording their responses on uniquely colored pages (stickys), the instructor should be able to assess whether a student is consistent in describing age appropriate developmental characteristics.

3. Describe how the characteristics of a healthy child work to promote a child's well being. (The development of the whole child.)

By counting the number of responses, students should assess themselves as to whether they have given equal attention to each of the TPC dimensions. If it appears that there is an imbalance, the instructor should note this and use the information to bring balance to the development of the "whole child".

## ***Activity 2***

### **Learning Context**

Now that students have demonstrated their basic knowledge of the characteristics of what children should know and be able to do in all dimensions of the total person, we need to establish how these characteristics relate to the standards, and ultimately, part of a curriculum.

The purpose of this activity is to demonstrate the relationship between the characteristics of the total person concept, the standards, and learning experiences.

### ***Planning and Time Required:***

- Masking tape
- Sheets of newsprint with the national standards written on them
- The newsprint with the reposted "post its"
- Copies of the fish bone diagram



<b>Time</b>	<b>Organization and Procedure</b>
	<p><i>Teacher preparation time (1 hr.)</i> Prior to your next class meeting, write each of the National Standards on a separate sheet of newsprint. There will be seven sheets of newsprint in all. As you read each of the “post its”, remove it from the total person concept and repaste it on the newsprint page with the standard that most appropriately matches what is written on the “post it” (i.e., under the physical dimension, a student might say good personal hygiene; this statement is consistent with National Standard 3 that promotes “self management”). Continue doing this until all of the “post its” are re-posted.</p>
10 min.	<p>When students return to the classroom the standards should be posted with all the “post its” matching to the standards. Remind the students of where the “post its” came from and explain to them that you have taken the characteristics associated with the total person concept and realigned them to the standards. Have them walk up to each of the pieces of newsprint and look for their “post its” from the prior class. Ask them to notice how the characteristics they’ve identified are spread among all the standards.</p>
20 min.	<p>Distribute a blank “fish bone diagram” to each student. At the head of the diagram ask students to identify one of the ten topic areas of health education. Once all students have identified a topic area, have them write on the left side of the diagram “What a student needs to know”. On the right side of the diagram, have them write “What a student needs to be able to do”.</p> <p>Next, have students return to the newsprint. Ask them to identify up to five “post its” from the newsprint that would be appropriate knowledge or skills for the topic identified on their fish bone diagram. Have them remove these “post its” and stick them onto the diagram.</p> <p>If the post it they have placed on their paper only mentions a skill, have them write what a student would need to know prior to employing this skill. If the post it only mentions a specific piece of knowledge, have students write out a skill that would demonstrate this knowledge.</p>

### **Assessment Tools and Techniques:**

At the conclusion of this activity each participant will have a fish bone diagram that identifies what a student should know and be able to do in a specific health content area. This diagram will be used as a starting point for establishing a learning activity based on the knowledge and skills identified by this activity. When teacher candidates write a learning activity or learning experience, the knowledge and skills should appear in their written plan. There will also be evidence of understanding expressed in the way the student matches the leaning experience to one or more of the standards.



### *Reflection*

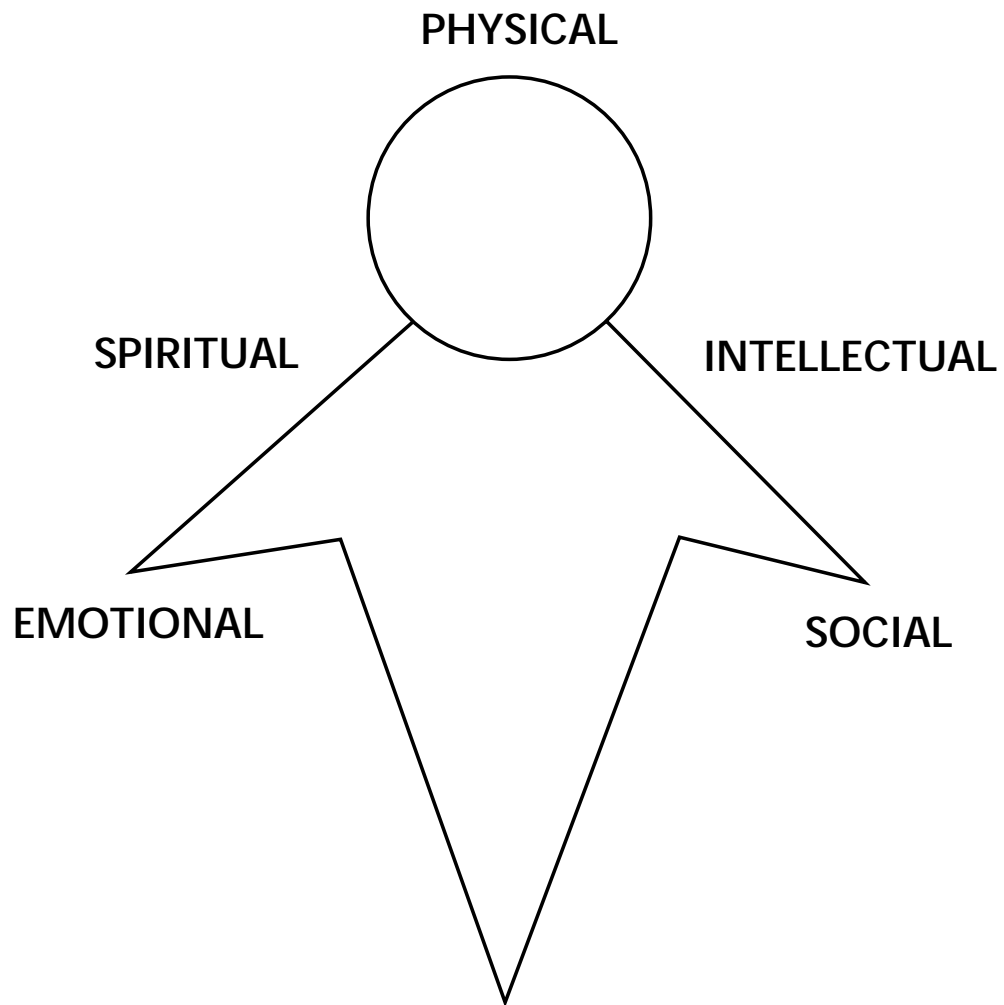
This activity should be welcomed by students as it takes an abstract concept and makes it visible and more concrete. It is not an activity to be graded, but one that should leave a lasting impression on students throughout the semester.

As students reflect upon this activity they are encouraged to think about the larger picture. They need to remember that it is the well being of the “whole child” that we are hoping to address. Each piece of knowledge and every skill we choose to teach should be tied back to one of the dimensions of the total person concept. Every learning experience should be tied to one or more of the learning standards.





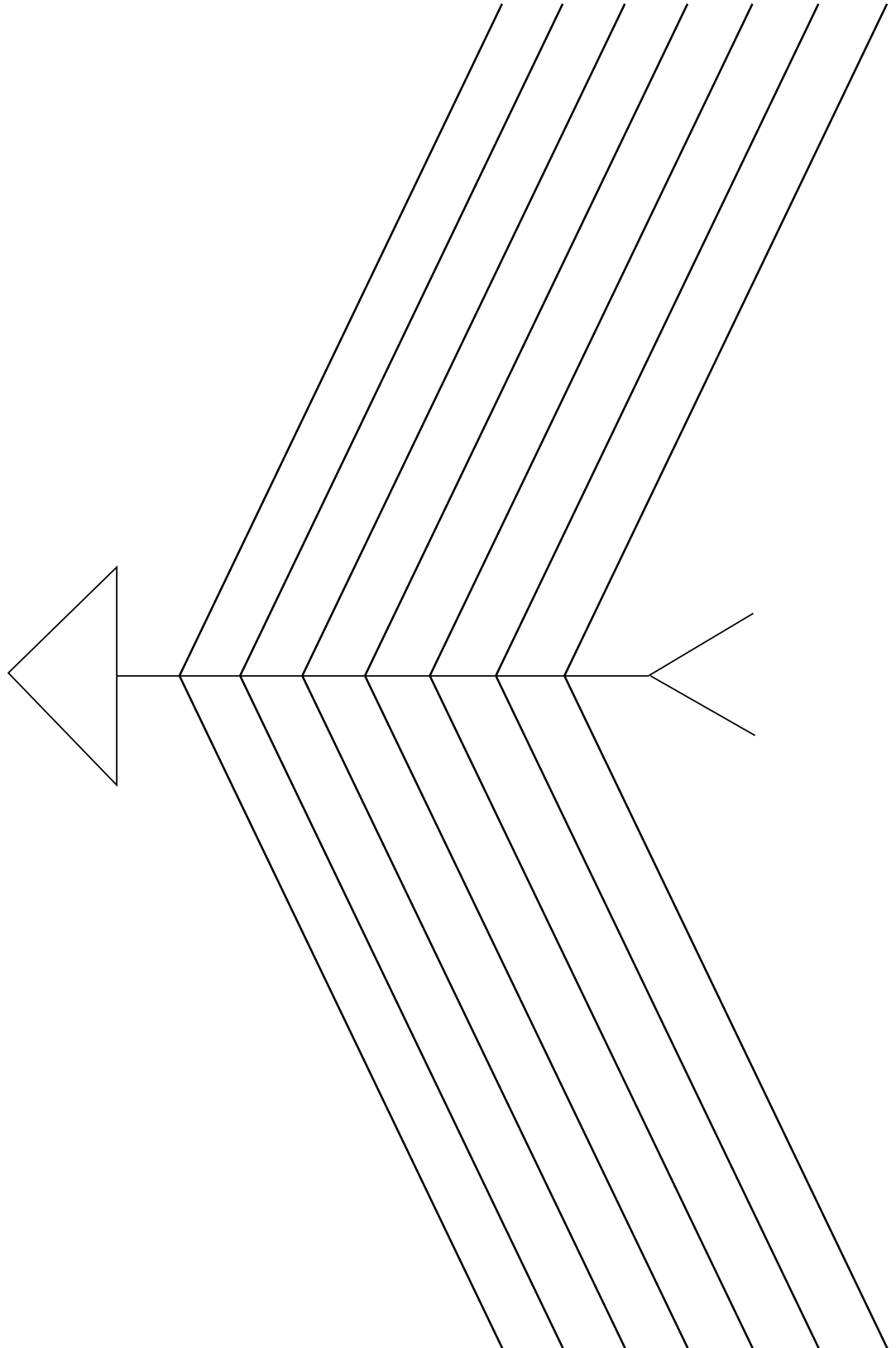
# Total Person Concept







# Fishbone Diagram



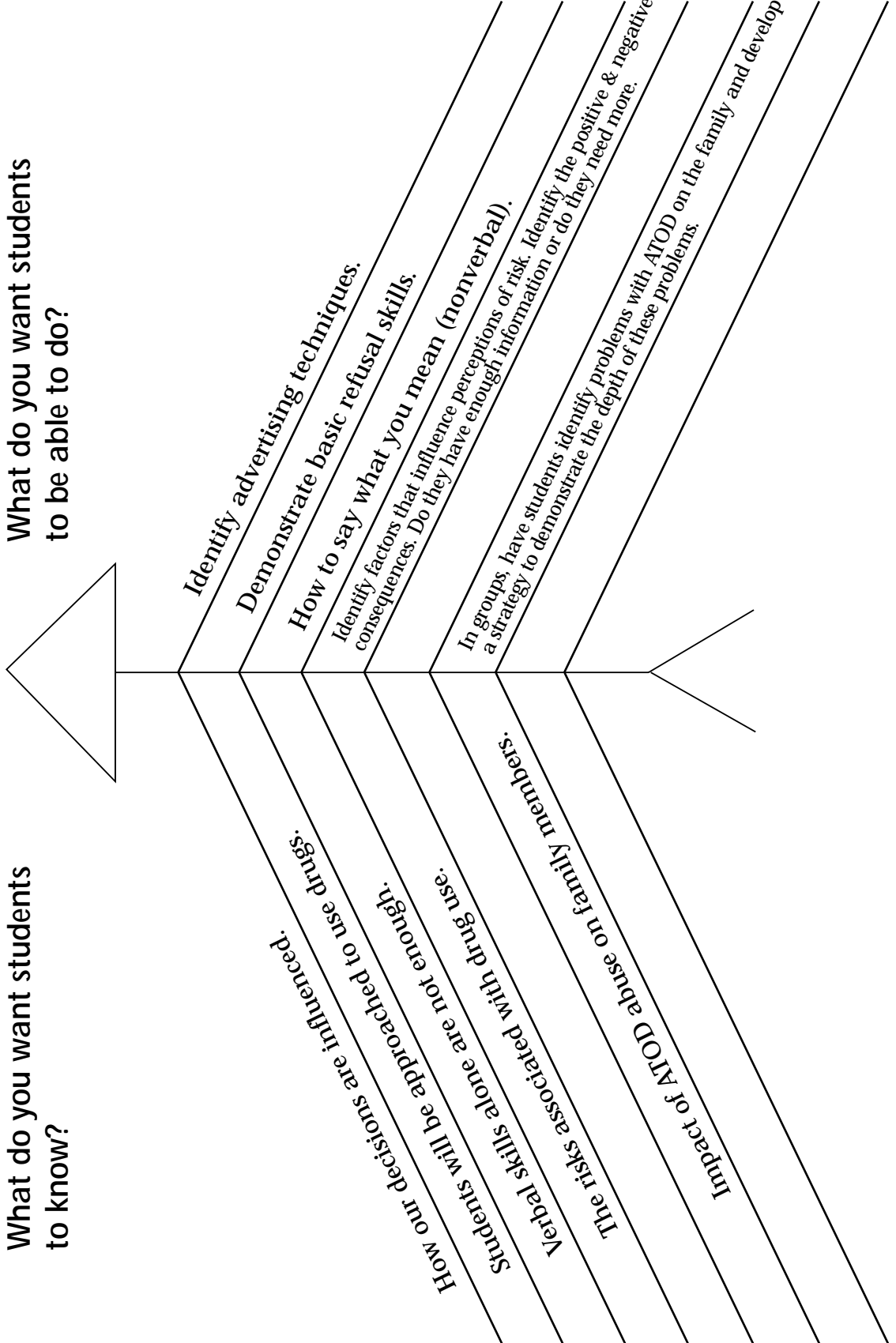




# Substance Use and Abuse Middle School

What do you want students to know?

What do you want students to be able to do?







Planning Standards-Based Instructional Units

Targeted Area: \_\_\_\_\_ Grade: \_\_\_\_\_  
Unit: \_\_\_\_\_ Time Frame: \_\_\_\_\_ Lesson Number(s): \_\_\_\_\_

Learning Standard/National Health Education Standards  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New York Curriculum Framework  
Performance Indicator(s)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Focus Question(s)  
\_\_\_\_\_  
\_\_\_\_\_  
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Resources    Teaching/Learning Activity    Activity Assessment  
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Culminating Products/Performance Assessment  
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Assessment Criteria  
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# Planning Standards-Based Instructional Units

**Targeted Area:** One of the six content/CDC risk behaviors

**Grade:** Student grade level

**Unit:** A lesson/series of lessons that address a topic within a targeted area

**Time Frame:** Number of lessons/periods needed to complete a unit

**Lesson Number(s):** Indicates sequence of lessons within the course (6 weeks /30 days or 9 weeks /45 days)

## Learning Standard/National Health Education Standards

One of the seven National Health Education Standards that indicates what students should know and be able to do. Also include standards from other academic disciplines that are being addressed by the activities that follow.

## New York Curriculum Framework Performance Indicator(s)

Content-specific indicators of student's knowledge and/or skills at each benchmark or grade level range, K-4, 5-8, 9-12.

## Focus Question(s)

Develop essential questions based on the knowledge and skills identified in the standards and performance indicators. The questions should identify for the students what they are expected to know and should be able to do in the culminating assessment at the end of the unit. Focus questions should promote, serve as an organizer, and/or define what is essential for the student to learn in this unit. They should be written in a language that is understandable to students.

## Resources Teaching/Learning Activity Activity Assessment

These include all of the activities that the teacher will use to teach the knowledge and skills necessary for students to meet the standards and successfully complete the culminating assessment. Activities may address one or more than one standard.

Resources and teaching methods or strategies should be described along with activities.

Activities should be sequenced to reflect stages of learning and may or may not result in a product or performance assessment.

## Culminating Products/Performance Assessment

This assessment, administered at the end of the instructional unit, should measure all of the performance indicators addressed in the unit. It requires answers to the focus questions and provides a way to measure student mastery of knowledge and/or skills.

## Assessment Criteria

Criteria for performance should be established prior to the implementation of the unit. They should provide students with clarification of expectations and be stated in terms of progression toward mastery.





# Plan for Classroom Practice

<b>Targeted Behavioral Area:</b> _____	<b>Grade:</b> _____
<b>Unit:</b> _____	<b>Time Frame:</b> _____
	<b>Lesson Number:</b> _____

***National Health Education Standard # \_\_\_\_\_***

***New York Curricular Framework Performance Indicator***

***Curricular Objective***

**Sources of Evidence**

***Teaching/Learning Activity***

***Products/Performance***

***Resources Needed***

<b><i>Criteria for Assessment</i></b>		





# National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate an ability to use goal-setting and decision-making skills that enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.





# New York State Learning Standards Health, Physical Education, and Family and Consumer Sciences

## 1. Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

## 2. A Safe and Healthy Environment

Students will acquire the knowledge and ability to create and maintain a safe and healthy environment.

## 3. Resource Management

Students will understand and be able to manage their personal and community resources.





# New York State Learning Standards

## *All Subjects*

### Health, Physical Education, and Family and Consumer Sciences

**Standard 1: *Personal Health and Fitness***

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

**Standard 2: *A Safe and Healthy Environment***

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**Standard 3: *Resource Management***

Students will understand and be able to manage their personal and community resources.

### Mathematics, Science, and Technology

**Standard 1: *Analysis, Inquiry, and Design***

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

**Standard 2: *Information Systems***

Students will access, generate, process, and transfer information using appropriate technologies.

**Standard 3: *Mathematics***

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

**Standard 4: *Science***

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**Standard 5: *Technology***

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.



**Standard 6: *Interconnectedness: Common Themes***

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

**Standard 7: *Interdisciplinary Problem Solving***

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## **English Language Arts**

**Standard 1: *Language for Information and Understanding***

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Standard 2: *Language for Literary Response and Expression***

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Standard 3: *Language for Critical Analysis and Evaluation***

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

**Standard 4: *Language for Social Interaction***

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.



## Languages Other Than English

### *Standard 1: Communication Skills*

Students will be able to use a language other than English for communication.

### *Standard 2: Cultural Understanding*

Students will develop cross-cultural skills and understandings.

## The Arts

### *Standard 1: Creating, Performing, and Participating in the Arts*

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

### *Standard 2: Knowing and Using Arts Materials and Resources*

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

### *Standard 3: Responding to and Analyzing Works of Art*

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

### *Standard 4: Understanding the Cultural Contributions of the Arts*

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## Career Development and Occupational Studies

### *Standard 1: Career Development*

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### *Standard 2: Integrated Learning*

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### *Standard 3a: Universal Foundation Skills*

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

### *Standard 3b: Career Majors*

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post secondary programs.



## Social Studies

### *Standard 1: History of the United States and New York*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### *Standard 2: World History*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### *Standard 3: Geography*

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth's surface.

### *Standard 4: Economics*

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

### *Standard 5: Civics, Citizenship, and Government*

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.