



Ohio Model Health Education Curriculum Advisory Committee

Meeting Three
June 17, 2019

Wireless network: Conference room
Password: 10WBroad43215!!



**The Ohio Association for Health,
Physical Education, Recreation, and Dance**



Group introductions

Agenda

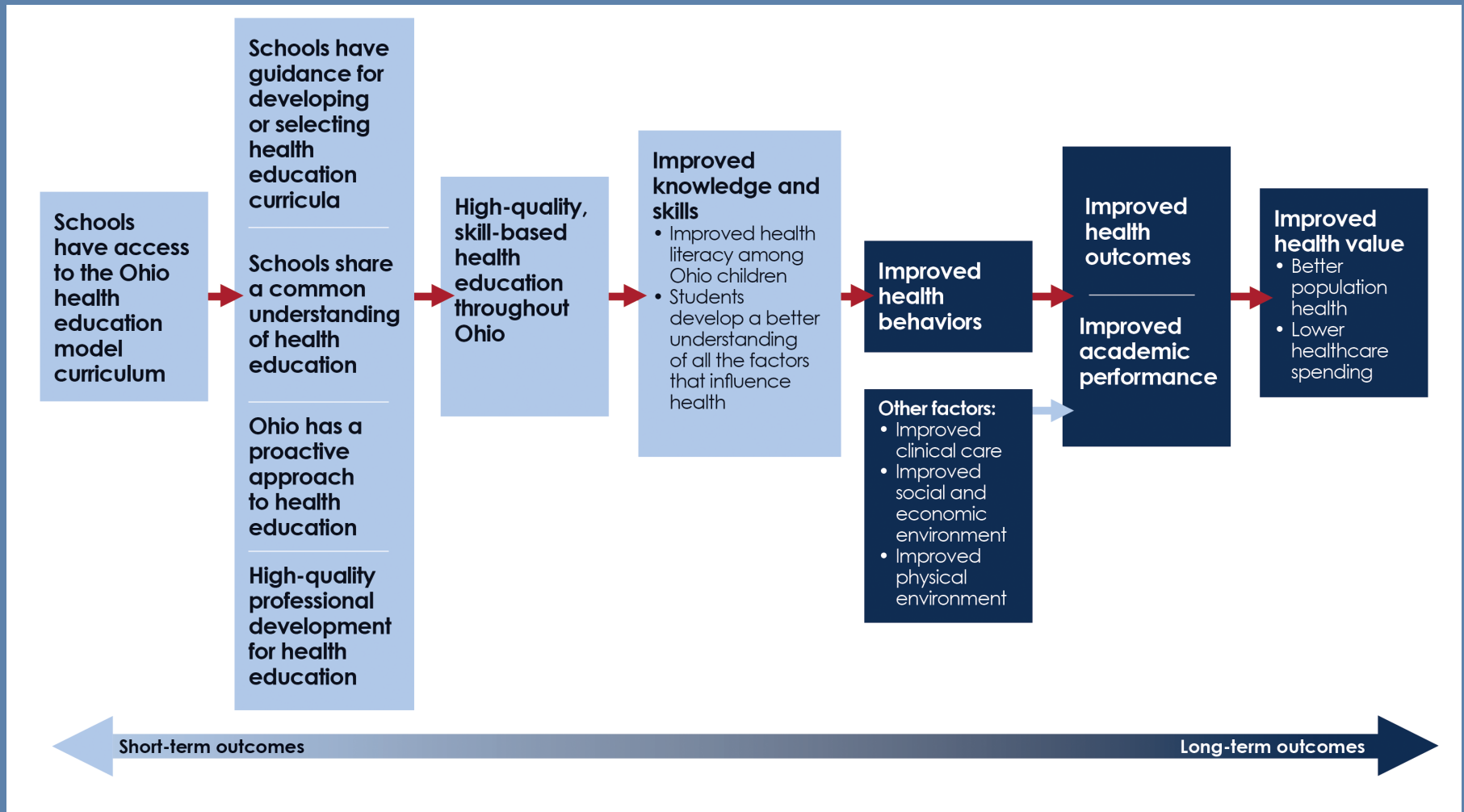
- Welcome and introductions
- Project overview
- Updates to the health education model curriculum
- Small group discussions
- Large group discussion – dissemination and potential impact
- Next steps

Meeting objectives

At this meeting, we will:

- Review and provide feedback on the updated health education model curriculum including the learning outcomes, priority charts, and content frameworks
- Identify opportunities to share the model curriculum with education, health and community stakeholders
- Identify connections between the model curriculum and other state and local initiatives

Health Education Model Curriculum logic model



OAHPERD Health Education Model Curriculum:

Advisory Committee Update
June 17, 2019

A PROJECT FUNDED BY THE MT. SINAI FOUNDATION



Advisory Group Responsibilities

- Provide guidance and structure.
 - Identify key questions
 - Clarify terminology and key concepts
- Engage stakeholders in the development and support the implementation of the Model Curriculum.
- Ensure the curriculum meets the unique and diverse needs of Ohio and the stakeholders of health education curriculum.

Project Updates

Project Overview & Timeline

- May 2019
 - Leadership & Content Framework Meeting
 - Revisions by May 29
 - Share revised version with OAHPERD and Advisory Committee
- June 2019
 - Advisory Meeting – June 17 (1:00-3:00pm @ HPIO)
 - Public Comment – June 14 - June 28
- July 2019
 - Revise Learning Outcomes & Content Frameworks (July 19)
 - Draft of Introduction and support documents
- August 2019
 - Final Version to Mt. Sinai & OAHPERD (August 19)

Each Child, Our Future

In Ohio, each child is challenged, prepared and empowered.



Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

Four Learning Domains



Foundational Knowledge & Skills

Literacy, numeracy and technology



Well-Rounded Content

Social studies, sciences, languages, arts, health, physical education, etc.



Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



WHOLE CHILD

One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles



Equity



Partnerships



Quality Schools

10 Priority Strategies

1

Highly effective teachers & leaders

3

Teacher & instructional support

5

Assessments gauge all learning domains

7

Meet needs of whole child

9

Develop literacy skills
Transform high school/provide more paths to graduation

2

Principal support

4

Standards reflect all learning domains

6

Accountability system honors all learning domains

8

Expand quality early learning

10

Health Education Standards Legislative Update

- SB 121
 - Health Standards
 - Change health education to venereal disease
- HB 165
 - AAHE Standards or ODE
 - No mention of venereal disease
- Model Curriculum is still needed even with legislation.
- Standards only provide learning outcomes, districts will need additional support

Ohio's Health Education Requirements:

- Graduation Requirement: One-half unit (60 hours)
- K-8: **NO** Time Requirement, but.....
- **ALL Schools** MUST have a health education curriculum that includes
 - *Nutrition* - including natural and organically produced foods, the relation to health and the use and effects of food additives.
 - *Drugs of abuse, alcoholic beverages, and tobacco* - harmful effects and legal restrictions against
 - *Venereal disease**
 - *Personal safety and assault prevention*
 - K-6: child abuse prevention
 - 7-12: Dating violence & healthy relationships.
 - Prescription opioid abuse prevention.



Effective Health Education Curriculum

- Focused on Health-related Skills, Attitudes, and Functional Knowledge.
 1. Developing essential health skills necessary to adopt, practice and maintain health-enhancing behaviors.
 2. Teaching functional health information.
 3. Shaping personal values and beliefs that support healthy behaviors.
 4. Shaping group norms that value a healthy lifestyle.

What is Curriculum?

- Health Education Curriculum
 - Refers to those teaching strategies and learning experiences that provide students with opportunities to acquire the attitudes, knowledge, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.
- Different from a program?
- Model Curriculum –
 - Tool that provides educators with information that clarifies the learning standards for planning and developing instruction



Model Curriculum Document

- Introduction
- Learning Outcomes
 - Standards & Benchmarks
 - Standards, Benchmarks & Indicators by Grade Band
- Standards Prioritization Table
 - Essential & Supplemental
 - Grade Band
 - K-12

Model Curriculum Document

- Content Frameworks
 - Learning Outcomes by Content
 - Content Elaboration
 - Essential Understandings & Skills
 - Resources
 - Connections
- Scope & Sequence
- Supporting Documents
 - Assessment
 - Instructional Strategies
 - Technology
 - Meeting Diverse Learning Needs
 - Connections with Social-Emotional Learning
 - Developing your local curriculum.

Model Curriculum: Key Terms

- Standard
 - Overreaching goal for the K-12 curriculum
- Benchmark
 - Outcome to be achieved by the end of the grade band
 - Grade bands – K-2, 3-5, 6-8, 9-12
- Indicator
 - Grade level outcomes
 - Associated with health topics

What should Ohio's students learn? Health Education Standards

- 1. FUNCTIONAL HEALTH KNOWLEDGE** – comprehend concepts related to health promotion and disease prevention.
- 2. ANALYZING INFLUENCES** – analyze the influence of others, culture, media, technology on health.
- 3. ACCESSING VALID HEALTH RESOURCES** - access valid information, products and services.
- 4. INTERPERSONAL COMMUNICATION SKILLS** - use interpersonal communication skills to enhance health and avoid or reduce health risks.

Health Education Standards

5. **DECISION-MAKING SKILLS** - use decision-making skills to enhance health.
6. **GOAL-SETTING SKILLS** - use goal-setting skills to enhance health.
7. **SELF-MANAGEMENT SKILLS** – demonstrate health-enhancing behaviors to avoid or reduce health risks.
8. **ADVOCACY SKILLS** - advocate for personal, family, and community health.

Topic Areas

- ATOD = Alcohol, Tobacco, & Other Drugs
 - Includes Opioid Prevention*
 - HE = Healthy Eating
 - HGD = Human Growth & Development
 - Human Sexuality & Puberty
 - HR = Healthy Relationships
 - MEH = Mental & Emotional Health
 - PHW = Personal Health & Wellness
 - Includes Anatomical Gifts* in High School
 - STIs / Venereal Disease*
 - S = Safety
 - VP = Violence Prevention*
- * denotes a required topic from ORC

Standards & Curriculum Development

- Essential vs. Supplemental
 - Essential – standard is prioritized and receives emphasis.
 - Standard should be met in this topic.
 - Supplemental OR Supportive
 - Standard is aligned with the unit topic and the standard could be met if additional time or resources were available.
- Essential Understanding/Skills
- Standards Prioritization
- Others

Grades K-2: OAHPERD Health Education Standards Alignment Chart

	Content Area	ATOD			HE			MEH			PHW			S			VP		
	Grade	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2
Ohio Health Education Standard	1	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	2	S	S	S	S	S	E	E	S	S	S	E	S	S	S	E	S	S	S
	3	E	E	E	S	S	S	S	S	S	S	S	S	E	E	S	E	S	E
	4	S	S	S	-	-	-	E	E	E	S	S	S	S	E	S	E	E	E
	5	S	E	E	-	-	-	S	S	E	S	S	S	S	S	S	S	S	S
	6	-	-	-	S	E	E	S	S	S	E	S	S	S	E	E	S	S	S
	7	-	-	-	E	E	S	S	E	E	E	E	E	E	S	S	S	S	S
	8	E	S	S	E	S	S	S	S	S	S	S	E	S	E	S	S	S	S
		Alcohol, Tobacco, and other Drug Prevention			Healthy Eating			Mental and Emotional Health			Personal Health and Wellness			Safety			Violence Prevention		

Note. E: Essential – Standard is prioritized and receives emphasis in this content area.

S: Supportive – Standard is aligned with the topic and the standard could be met with additional time or resources.

(-) indicates that this skill is not aligned with the content area.

Standard 1 - Functional Health Knowledge
5 – Decision-Making Skills

2 – Analyzing Influences
6 – Goal Setting Skills

3 – Accessing Valid, Reliable Resources
7 – Practicing Healthy Behaviors

4 – Interpersonal Communication Skills
8 – Advocacy Skills

Grades 3-5: OAHPERD Health Education Standards Alignment Chart

Ohio Health Education Standard	Content Area	ATOD			HE			HGD			HR			MEH			PHW			S			VP		
	Grade	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5
1	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
2	E	S	S	S	E	S	-	-	S	E	E	E	S	S	S	S	S	E	E	E	E	S	S	S	
3	S	S	S	S	E	S	-	S	E	S	S	S	E	E	E	S	S	S	S	S	S	E	S	S	
4	S	E	E	-	-	-	-	E	E	S	S	S	E	S	E	S	S	S	S	S	S	E	E	E	
5	E	E	S	-	-	-	-	-	-	S	S	E	S	S	S	S	S	S	E	E	E	S	S	E	
6	-	-	-	S	S	E	-	-	-	S	S	S	S	S	S	E	E	S	S	S	S	S	S	S	
7	-	-	-	E	E	S	E	-	-	S	E	S	S	E	S	S	S	S	S	S	S	S	S	S	
8	S	S	E	S	S	S	-	S	S	E	S	S	S	E	S	E	E	E	S	S	S	S	S	S	
	ATOD	HE			HGD			HR			MEH			PHW			S			VP					
	Alcohol, Tobacco, and Other Drug Prevention	Healthy Eating			Human Growth & Dev.			Healthy Relationships			Mental and Emotional Health			Personal Health and Wellness			Safety			Violence Prevention					

Note. E: Essential – Standard is prioritized and receives emphasis in this content area.
 S: Supportive – Standard is aligned with the topic and the standard could be met with additional time or resources.
 (-) indicates that this skill is not aligned with the content area.

Standard 1 - Functional Health Knowledge 5 – Decision-Making Skills	2 – Analyzing Influences 6 – Goal Setting Skills	3 – Accessing Valid, Reliable Resources 7 – Practicing Healthy Behaviors	4 – Interpersonal Communication Skills 8 – Advocacy Skills
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Grades 6–8 OAHPERD Health Education Standards Alignment Chart

	Content Area	ATOD			HE			HR			MEH			PHW			S			VP		
	Grade	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8
Ohio Health Education Standard	1	E	E	E	E	E	E	S	E	E	E	E	E	E	E	E	E	S	E	E	E	E
	2	E	E	E	S	E	S	S	S	E	E	S	S	S	S	S	S	S	S	S	E	S
	3	S	S	S	E	E	S	S	S	S	S	E	S	S	E	S	S	S	S	S	S	E
	4	E	E	E	S	S	S	S	E	E	E	E	E	S	S	E	S	S	S	E	S	E
	5	E	S	E	-	-	-	S	S	S	-	-	-	S	S	E	S	S	S	E	S	S
	6	-	-	-	S	S	E	-	-	-	S	S	S	E	S	S	S	S	S	S	S	S
	7	-	-	-	S	S	S	-	-	-	S	S	E	S	S	S	E	S	S	S	S	S
	8	S	E	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	E	S	E	S
		Alcohol, Tobacco, and other Drug Prevention			Healthy Eating			Healthy Relationships			Mental and Emotional Health			Personal Health and Wellness			Safety			Violence Prevention		

Note. E: Essential – Standard is prioritized and receives emphasis in this content area.

S: Supportive – Standard is aligned with the topic and the standard could be met with additional time or resources.

(-) indicates that this skill is not aligned with the content area.

Standard 1 - Functional Health Knowledge
5 – Decision-Making Skills

2 – Analyzing Influences
6 – Goal Setting Skills

3 – Accessing Valid, Reliable Resources
7 – Practicing Healthy Behaviors

4 – Interpersonal Communication Skills
8 – Advocacy Skills

High School OAHPERD Health Education Standards Alignment Chart

Ohio Health Education Standard	Content Area	ATOD	HE	MEH	PHW	HR	S	VP
	Grade	HS	HS	HS	HS	HS	HS	HS
1	E	E	E	E	E	E	E	E
2	S	S	S	S	S	E	S	E
3	S	E	E	E	E	-	S	S
4	E	S	S	S	E	E	E	E
5	E	-	-	-	S	E	E	S
6	-	E	S	S	S	-	E	S
7	-	S	E	E	E	-	E	S
8	E	S	E	E	S	S	S	S
	Alcohol, Tobacco, and Other Drug Prevention	Healthy Eating	Mental and Emotional Health	Personal Health and Wellness	Healthy Relationships	Safety	Violence Prevention	

Note. E: Essential – Standard is prioritized and receives emphasis in this content area.
 S: Supportive – Standard is aligned with the topic and the standard could be met with additional time or resources.
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Standard 1 - Functional Health Knowledge 5 – Decision-Making Skills	2 – Analyzing Influences 6 – Goal Setting Skills	3 – Accessing Valid, Reliable Resources 7 – Practicing Healthy Behaviors	4 – Interpersonal Communication Skills 8 – Advocacy Skills
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What is a Content Framework?

- Detailed explanation of the knowledge and skills represented in the learning standards.
- It's not a unit plan, but it provides the framework to develop one.
- Includes:
 - Learning Outcomes by Content
 - Content Elaboration
 - Description of current, future and previous grade bands major outcomes & priorities.
 - Essential Understandings & Skills
 - Resources
 - Connections
 - Within health education
 - Integrating across other content areas.

Small groups

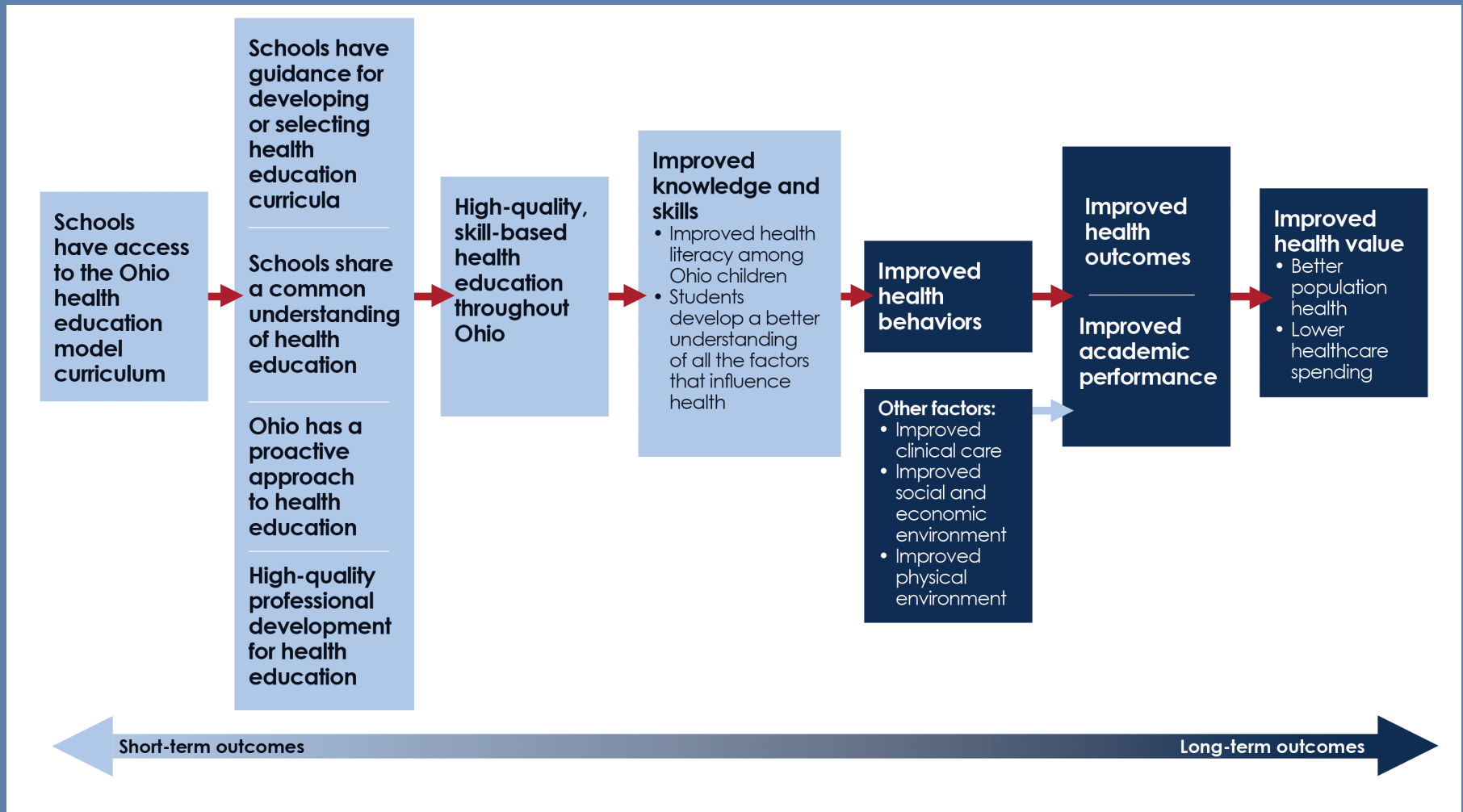
1. Grades K – 5
2. Grades 6 – 8
3. Grades 9 – 12

Small group discussion report outs

Large group discussion

1. What suggestions do you have for disseminating the Ohio Health Education Model Curriculum?
2. Who are the key decision-makers or influencers we should target for dissemination?
3. What types of strategies and messaging should we employ to encourage schools to use the Ohio Health Education Model Curriculum? Who are the stakeholders that could help engage teachers and other stakeholders in professional development?
4. What connections can you think of between the Ohio Health Education Model Curriculum and other state or local initiatives?
5. Describe the potential impact on your work/organization, state initiatives and our schools.
6. Can you think of any creative ways that schools can use the model curriculum to partner with outside organizations to have a positive impact on health behaviors?

Health Education Model Curriculum logic model



Next steps

Project Next Steps

- Public Comment – June 24
 - [Review Model Curriculum](https://ohahperd.site-ym.com/): <https://ohahperd.site-ym.com/>
 - [Model Curriculum Feedback Survey](#)
 - Also send additional information to kevin.lorson@wright.edu
- Refine and revise components
- Publish on OAHPERD website – August 1, 2019
- Strategize how support districts and schools with professional development and additional supports.

Let us know

Provide written feedback at:

https://wright.qualtrics.com/jfe/form/SV_0TCIzdbtP7y40Pr

Contacts



Amy Rohling McGee

arohlingmcgee@hpio.net

Amy Bush Stevens

astevens@hpio.net

Becky Carroll

bcarroll@hpio.net



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Kevin Lorson

kevin.lorson@wright.edu