



# Ohio Model Health Education Curriculum Advisory Committee

**Meeting Two**  
**December 12, 2018**

**Wireless network:** Conference room  
**Password:** 10WBroad43215!!



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



# Agenda

- Welcome and introductions
- Project logic model
- Current status of Ohio's Health Education Model Curriculum
- Small group discussions
- Report out/large group discussion
- Next steps

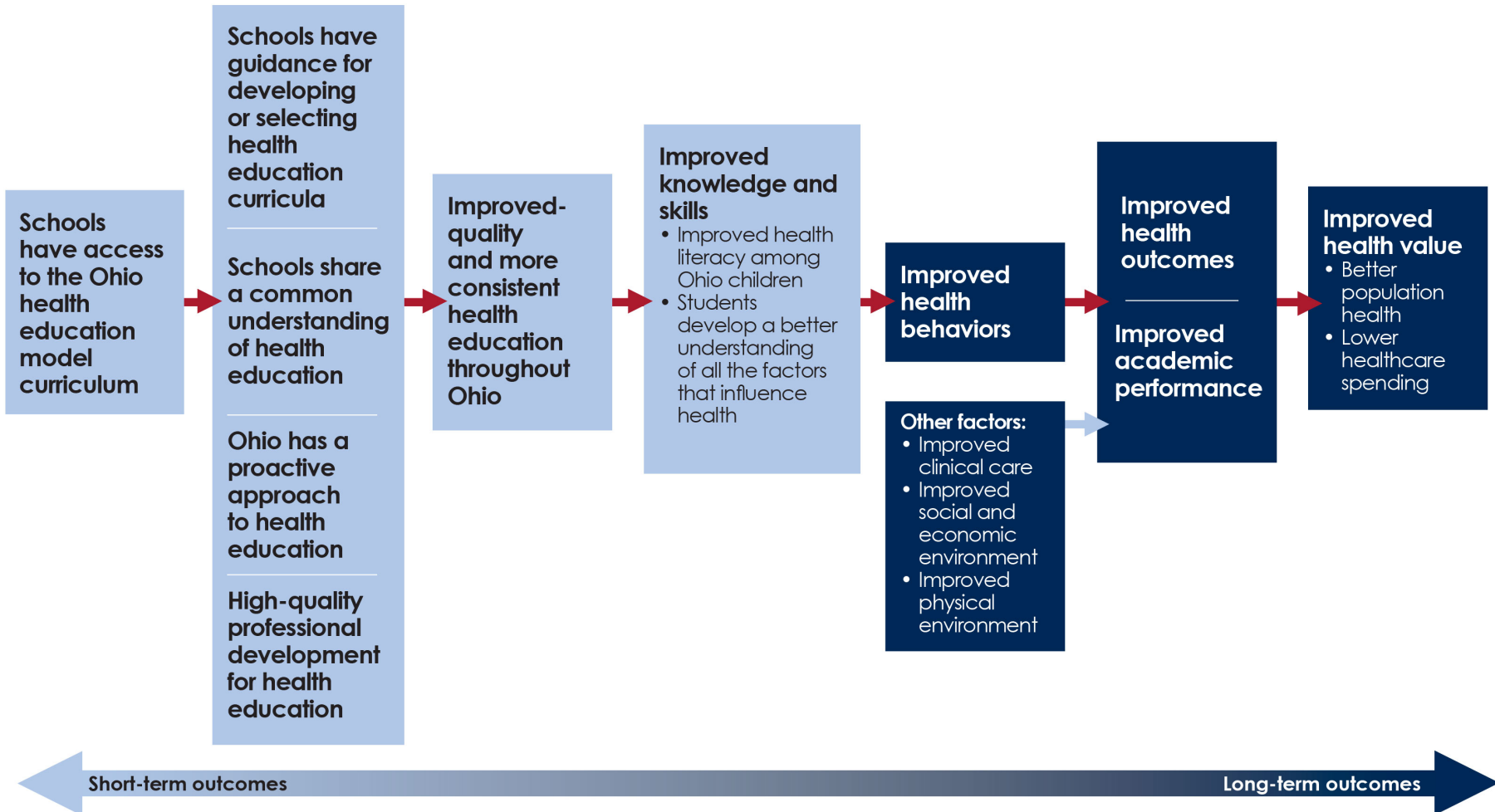
# Group introductions

# Meeting objectives

By the end of this meeting, we will:

- Understand the current status of Ohio's Health Education Model Curriculum and the project logic model
- Provide feedback on decisions related to key aspects of the model curriculum
- Understand next steps

# Health Education Model Curriculum logic model



# OAHPERD

## Health Education Model

### Curriculum:

#### Advisory Committee Update

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A PROJECT FUNDED BY THE MT. SINAI FOUNDATION



# Advisory Team: Meeting Agenda

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- Model Curriculum Project Overview & Update
- Group Discussions
  - Principles, Key Terms, & Organization
  - Outcomes
  - Health Education Topics & Content
- Content Framework Groups
- Next Steps



# 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



### 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

2

Principal support

4

Standards reflect all learning domains

6

Accountability system honors all learning domains

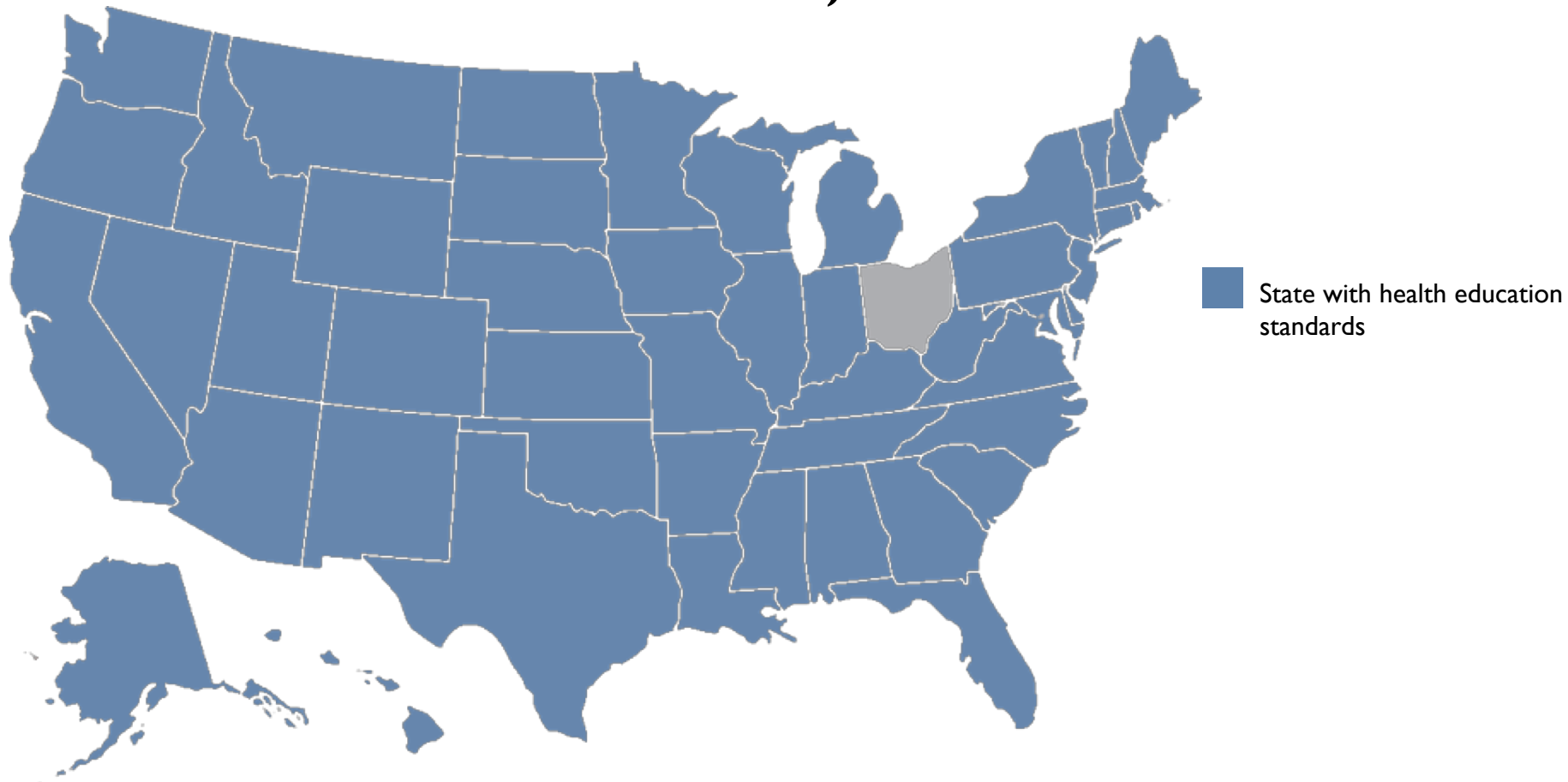
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Expand quality early learning

10

Transform high school/provide more paths to graduation

# States with health education standards, 2018



Sources: Health Policy Institute of Ohio. CDC School Health Policies and Programs Study (2006) and updated environmental scans from Wright State University and The Mt. Sinai Health Care Foundation (2018)


# Health Education in Ohio

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- Ohio is the **ONLY** state without health education standards.
- Health Education is the **ONLY** academic content area without academic content standards.
- General Assembly has oversight of health education, not the Ohio Department of Education (ODE).
  - NO ODE health education consultant.
- ODE cannot develop or publish curriculum, but they can provide links and resources.
- Ohio is a local control state

# Ohio's Health Education Requirements:

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- **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.
- Anatomical Gifts

# Effective Health Education Curriculum

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- 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?

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- 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.
- Model Curriculum –
  - Tool that provides educators with information that clarifies the learning standards for planning and developing instruction
- Different from a program?



# Components of the Model Curriculum

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- Model Curriculum
  1. Standards, Benchmarks & Indicators
  2. Curriculum Map
    - Year at a glance including units, approximate time frames, assessment practices, and standards.
- Content Framework – (Required & Recommended)
  - Benchmarks & Indicators aligned with Standards.
  - Content Elaboration
    - Key concepts & Principles
    - Progressions
  - Assessments & Assessment Practices
  - Time Frame
  - Instructional Strategies
    - Technology
    - Strategies for Diverse Learners

# Finding Balance: Guidance & Local Control

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- Model Curriculum **WOULD:**

- Identify what students will learn.
- Guide development of local curriculum and scope & sequence.
- Determine relevant & developmentally appropriate outcomes
  - Policy and legislation
- Align local needs & local data to inform instruction to meet student needs.

- Model Curriculum would **NOT:**

- Identify topics to that **MUST** be taught.
- Direct how to teach? When to teach? How long to teach?
- Provide lesson plans or unit plans.
- Be an exhaustive list of classroom activities
- Replace your district's decisions, policy, and direction.



# Model Curriculum: Key Terms

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- 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

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- 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.

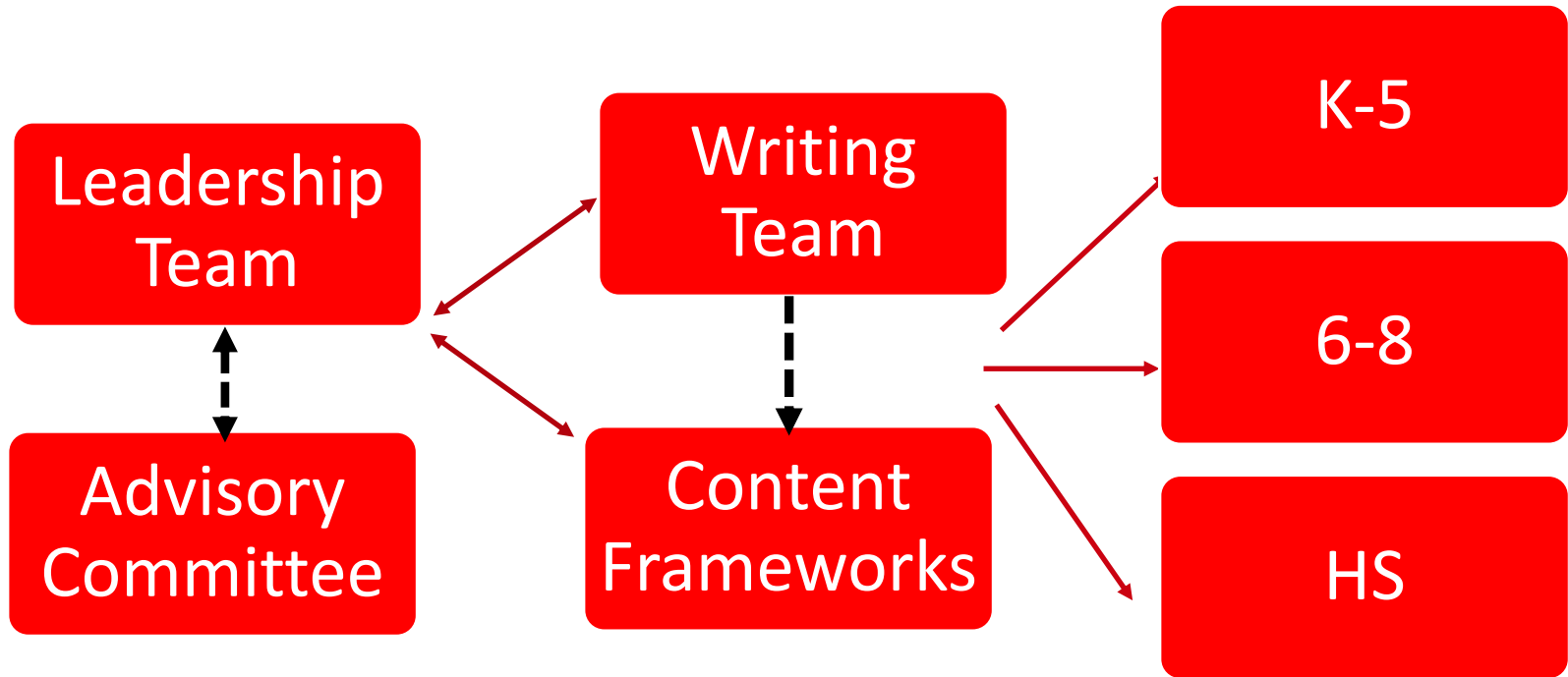
# Health Education Standards

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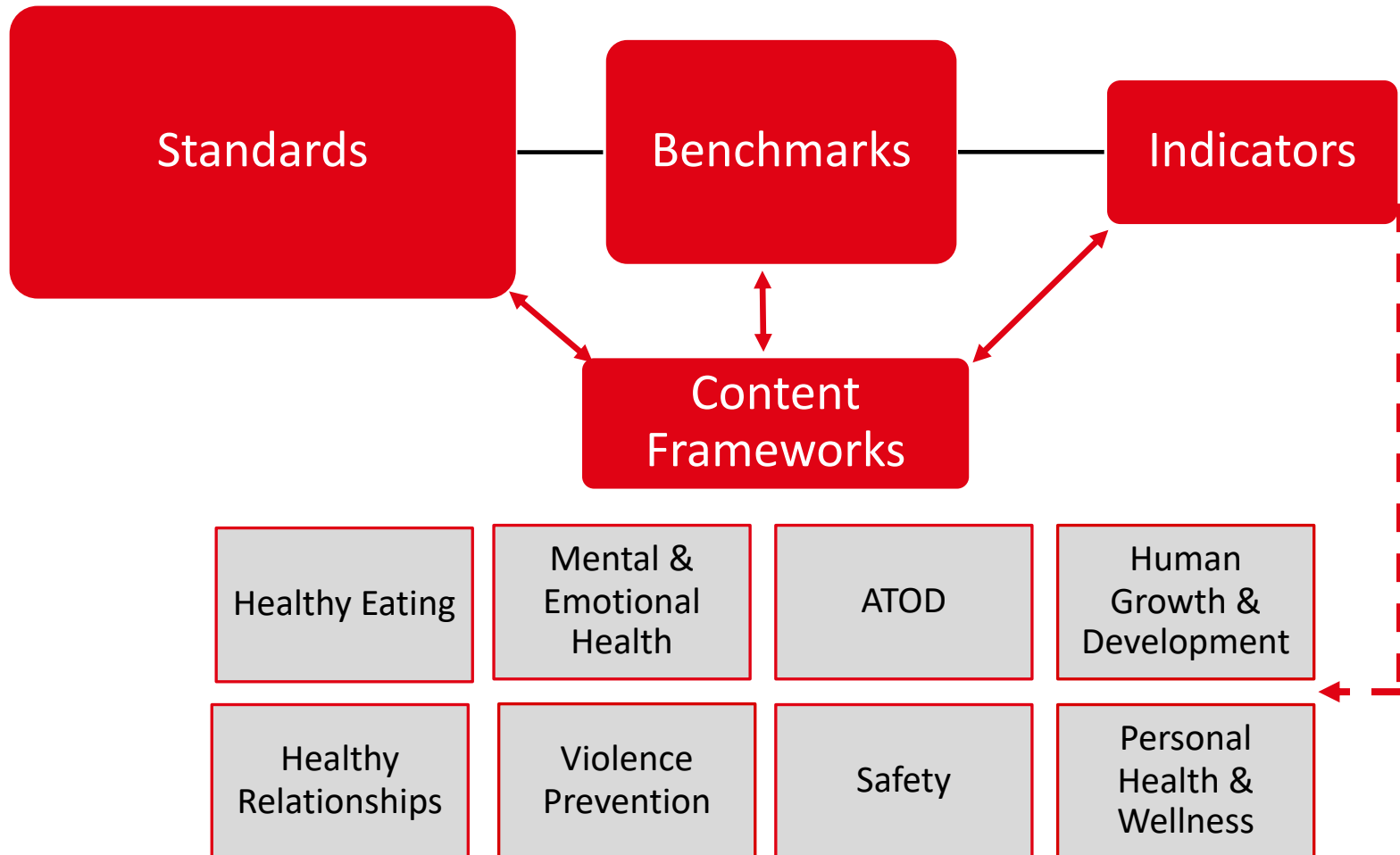
5. **DECISION-MAKING SKILLS** - use decision-making skills to enhance health.
6. **GOAL-SETTING SKILLS** - use goal-setting skills to enhance health.
7. **SELF-MANAGEMENT SKILLS** – demonstrate health-enhancing behaviors to avoid or reduce health risks.
8. **ADVOCACY SKILLS** - advocate for personal,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

# Model Curriculum Organization

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# Model Curriculum



# Topic Areas

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- 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

# Human Sexuality

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- Can be found:
  - Human Growth & Development (HGD)
  - Personal Health & Wellness (PHW)
  - Violence Prevention (VP)
  - Healthy Relationships (HR).
- Expect to convene a group of stakeholders to review the materials.
  - Provide guidance
  - Respect local control
  - Developmentally appropriate
  - Comprehensive
  - Inclusive

# Leadership Group Responsibilities

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- Develop curriculum including outcomes, curriculum map and content elaborations
- Align materials and check for developmentally appropriate progressions between and within grade bands
- Determine terminology, definitions and key concepts
- Consider Advisory Committee Recommendations



# Advisory Group Responsibilities

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- 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.

# Model Curriculum Writing Team Responsibilities

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- Develop learning outcomes for each grade band
  - Standards, benchmarks, indicators
- Develop Scope & Sequence for each grade band

# Content Framework Writing Team Responsibilities

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- Develop a content framework for each health topic identified by the Leadership and Advisory Team
  - Organized by grade band
- Topics
  - Alcohol, Tobacco & Other Drugs (ATOD)
    - Opioids
  - Healthy Eating (HE)
  - Human Growth & Development (HGD)
  - Healthy Relationships (HR)
  - Mental & Emotional Health (MEH)
  - Personal Health & Wellness (PHW)
  - Safety (S)
    - Anatomical Gifts
  - Violence Prevention (VP)

# What is a Content Framework?

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- 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.
- Learning Outcomes
- Essential Understandings
- Content Elaboration
  - Explanation of the benchmarks, indicators, and content
  - Progression of content within the topic
- Instructional Resources
- Assessment Strategies
- Instructional Strategies
- Diverse Learners
- Connections

# Small groups

1. Alcohol, Tobacco and Other Drug Prevention (ATOD) & Mental and Emotional Health (MEH)
2. Healthy Eating (HE)
3. Human Growth and Development (HGD), Personal Health and Wellness (PHW) & Healthy Relationships (HR)
4. Safety (S) & Violence Prevention (VP)

# Small group discussions

1. Thoughts on the principles, guidelines, terminology and content frameworks
2. Review of learning outcomes
  - Comprehensive
  - Developmentally-appropriate
  - Cultural sensitivity and equity
  - Meet the needs of students, schools and communities
  - Respectful of local control
3. Potential impact on your work, state initiatives and our schools

# Next steps

# Project Next Steps

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- Model Curriculum Writing Team - Revisions and updates to learning outcomes, content maps, terminology & formatting
- Content Framework Writing Groups
  - Call for Volunteers – December
  - Draft of Content Elaborations – March
  - Topic Drafts reviewed - April
- Alignment check with Leadership Group
- Advisory Meeting – May
- Revisions and Final Version published to OAHPERD Website
  - June 2019



# Next Steps for Writing Team

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- Submit revisions and key questions
- Review revisions and stay in contact with Writing Team Leader
- Review Content Framework in spring
- Next group face-to-face meeting is June 2019.

# Let us know

Provide written feedback at:

**[www.surveymonkey.com/r/  
LWVCSJ6](https://www.surveymonkey.com/r/LWVCSJ6)**

# Contacts



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