

## Health Education Terms & Important Points

*(Definition sources are listed in parentheses)*

### *Curriculum Terms*

**Curriculum** – Includes the knowledge, skills and learning experiences that are provided to students within a school program. (ODE)

**Health Education Curriculum** - A course of study that 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. (CDC)

**Model Curriculum** – A tool that guides educators as they teach the standards and sets the foundation for planning and developing instruction aligned with the standards. Ohio’s model curricula typically include: expectations for student learning, scope and sequence, content elaborations, approaches to instruction, strategies to meet needs of diverse learning, instructional resources and connections. (ODE)

A Model Curriculum <b>WILL:</b>	This Model Curriculum <b>WILL NOT:</b>
<ul style="list-style-type: none"> <li>• Identify what students will learn</li> <li>• Guide development of local curricula and scope &amp; sequence</li> <li>• Determine relevant and developmentally appropriate outcomes</li> <li>• Align local needs and data to inform instruction to meet student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify topics that local schools must teach</li> <li>• Determine methods or how to teach topics, when to teach, and how long to teach each topic</li> <li>• Provide lesson plans and unit plans or an exhaustive list of classroom activities</li> <li>• Replace your district’s local curriculum or decisions</li> </ul>

**Scope & Sequence (Curriculum Map)** – Outline of the content being covered and when it will be taught. In a model curriculum, this would be a set of suggested topics and timeline to show the progression within and across grades. (ODE)

**Content Elaborations** – Statements that help clarify and/or amplify the content statements to help make them more easily understood and taught. (ODE)

**Backward Design** – Curriculum development process that begins with student outcomes, assessments, choosing skills and topics, creating a scope and sequence, developing units and designing lesson plans. (CDC)

**Local control** – Ohio is a local control state in education, meaning that your locally elected school board of education (not the Ohio Department of Education) has the authority to determine policy and establish procedures for many areas in accordance with Ohio school law. (ODE)

**Local Control & Curriculum** – Local school districts choose their own curricula, meaning they plan instruction and select the teaching techniques, textbooks and other materials.

### *Expectations for Student Learning*

**Standard** – Identify what students should know and be able to do. The knowledge and skills students are learning in pre-K through grade 12. (ODE)

**Benchmark** – Outcomes to be achieved by the end of the grade band. Grade bands are K-2, 3-5, 6-8, 9-12. Meeting benchmarks would lead to achieving a standard. (ODE)

**Indicator** – Grade-level outcomes or what students would learn by the end of kindergarten, first or second grade. Meeting indicators leads to achieving benchmarks. (ODE)

## Health Education Curriculum Terms & Resources

**Skills-Based Health Education** – A planned, sequential, comprehensive and relevant curriculum that is implemented through participatory methods to help students develop skills, attitudes and functional knowledge needed to lead health-enhancing lives. (Connolly, M. (2012). *Skills-based health education*. Sudbury, MA: Jones & Bartlett Learning)

**National Health Education Standards (NHES)** – Developed to establish, promote and support health-enhancing behaviors for all students in all grade levels (K-12). The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources and assessing student achievement and progress. Importantly, standards provide students, families and communities with concrete expectations for health education.

The NHES are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education.

- Standard 1** Students will comprehend concepts related to health promotion and disease prevention.
- Standard 2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3** Students will demonstrate the ability to access valid information, products, and services.
- Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8** Students will demonstrate the ability to advocate for personal, family, and community health.

**Health Education Curriculum Analysis Tool (HECAT)** – A curriculum assessment tool developed by the CDC to provide guidance, appraisal tools, and resource to conduct a clear, complete and consistent examination of local health education curricula.

HECAT organizes specific content into modules: Alcohol & Other Drug Prevention; Tobacco Prevention; Mental and Emotional Health; Personal Health & Wellness; Healthy Eating; Physical Activity; Safety; Sexual Health; Violence Prevention. <https://www.cdc.gov/healthyyouth/hecat/>

**Characteristics of Effective Health Education Curriculum** – 15 characteristics of effective health education curriculum. Less effective curricula often overemphasize teaching scientific facts and increasing student knowledge. <https://www.cdc.gov/healthyschools/sher/characteristics/index.htm>

**Ohio Health Education Information** - <http://education.ohio.gov/Topics/Learning-in-Ohio/Health-Education>

**Evidence-Based Programs or Interventions** - Interventions that have shown through program evaluation using accepted scientific methods that an observed effect is the consequence of the intervention. (SAMHSA)