South Dakota Health Education

Course Standards

for

High School Graduation Requirement

Approved by the SD Board of Education
July 10, 2006

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Purpose of the Document

Teachers and administrators can use the South Dakota Health Education (SDHE) Course Standards as a framework for designing a curriculum that will meet South Dakota's current graduation requirement of one-half credit of Health Education.

The SDHE Course Standards provide students, families, and communities with concrete expectations for health education. Although the course standards identify what knowledge and skills students should know and be able to do as a result of health instruction in grades 9-12, they leave how this is to be accomplished to teachers and other local specialists who formulate, deliver, and evaluate curricula. This approach allows the SDHE Course Standards to remain relevant over time, and it enables local education agencies to determine the curriculum content that best addresses the needs of their students.

Health Education Content Areas

The health education content areas come from the six priority adolescent risk behaviors identified by the Centers for Disease Control and Prevention (CDC). The SDHE Course Standards document does not address specific health education content areas; instead, it provides a framework from which curricula can be developed independently. The selection of specific health content is left to state and local education agencies. The nine health education content areas are:

- **AOD** - Alcohol and Other Drug Use Prevention
- **INJ –** Injury Prevention
- **NUT –** Nutrition
- **PA –** Physical Activity
- **FLS –** Family Life and Sexuality
- **TOB –** Tobacco Use Prevention
- **MH –** Mental Health
- **PCH –** Personal and Consumer Health
- **CEH –** Community and Environmental Health

Organization of the South Dakota Health Education
Course Standards Document

The information in the SDHE Course Standards document are displayed as follows:

1.. Icon and Abbreviation

2. The Standard

3. Blooms Taxonomy Level

4. The Performance Indicators

5. Supporting Skills and Examples

Icon and Abbreviation

Each health education standard has an icon and abbreviation associated with it. These icons and abbreviations are used to quickly convey and reinforce the standards key message.

The Standards

Knowledge of core health concepts and underlying principles of health promotion and disease prevention are included in Standard 1.

Standards 2 through 8 identify key processes and skills that are applicable to healthy living. These include identifying the impact of family, peers, culture, media, and technology on health behaviors; knowing how to access valid health information; using interpersonal communication, decision-making, goal-setting, and advocacy skills; and enacting personal health-enhancing practices. See **Table 1.1** *South Dakota Health Education Standards At-a Glance.*

Blooms Taxonomy Level

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as creating. The six levels that represent intellectual activity are: *Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.*

South Dakota Health Education Standards At-a-Glance		
Standard Number	**Description**	**Icon**
Standard 1	Students will **comprehend concepts** related to health promotion and disease prevention to enhance health.	
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** and products and services to enhance health.	
Standard 4	Students will demonstrate the ability to use **interpersonal communication** skills to enhance health and avoid or reduce health risk.	
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 risk.	
Standard 8	Students will demonstrate the ability to **advocate** for personal, family, and community health.	

Table 1.1   South Dakota Health Education Standards At-a-Glance

The Performance Indicators

Performance indicators are provided for each of the standards. Each performance indicator is introduced by this stem: " As a result of health instruction in [*grade range*], students will be able to . . …….."   The performance indicators are meant to be achieved by the end of the grade span in which they are identified.
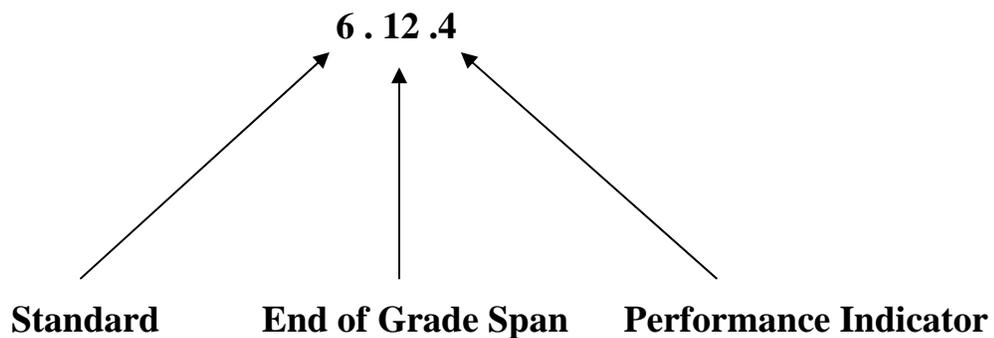
Supporting Skills and Examples

The supporting skills and examples include enabling skills students may need to be taught in order to achieve the standards. Examples provide clarification and represent possible activities or sub-skills classroom instructors could use in teaching the supporting skills.

Guide to the Numbering and Symbol System
for the South Dakota Health Education
Course Standards Document

The SDHE Course Standards document is coded to cross-reference the standard, the end of grade span, and the performance indicator number.

Example: 6.12.4   Formulate an effective long-term personal health plan.

6 . 12 .4

Standard   End of Grade Span   Performance Indicator

South Dakota Health Education Course Standards
with
Supporting Skills and Examples

 Standard 1: *Students will **comprehend concepts** related to health promotion and disease prevention to enhance health.*

Characteristics of student work: Core Concepts (CC) is linked to all health education content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues and concepts related to achieving good health.

As a result of health instruction in grades 9-12 students will:

| Bloom's Taxonomy Level	Performance Indicators, Supporting Skills, and Examples
Creating	**1.12.1 Predict how healthy behaviors can impact health status.** *For example, to meet this performance indicator, students may:* • Evaluate and model a variety of health-enhancing behaviors. • Formulate a plan to prevent, reduce or delay health problems.
Understanding	**1.12.2 Describe the interrelationships of emotional, mental, physical, and social health.** *For example, to meet this performance indicator, students may:* • Model practices which enhance emotional, intellectual, physical, spiritual, environmental, social and mental health. • Describe how environmental health and interpersonal health are interrelated. • Analyze how mental health and overall well-being are interrelated.
Analyzing	**1.12.4 Analyze how genetics and family history can affect personal health.** *For example, to meet this performance indicator, students may:* • Investigate various genetic conditions and health practices which may influence the cause or prevention of diseases.

Standard 2: *Students will **analyze the influence** of family, peers, culture, media, technology and other factors on health behaviors.*

Characteristics of student work: This skill category evaluates the students' ability to analyze the influence of internal and external elements on health behavior.

As a result of health instruction in grades 9-12 students will:

Bloom's Taxonomy Level	Performance Indicators, Supporting Skills, and Examples
Analyzing	**2.12.1 Analyze how family influences the health of the individual.** *For example, to meet this performance indicator, students may:* • Describe how family and personal beliefs influence health behaviors.
Analyzing	**2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.** *For example, to meet this performance indicator, students may:* • Describe how culture, and personal beliefs influence health behaviors. • Evaluate how cultural diversity enriches and challenges health behaviors.
Analyzing	**2.12.3 Analyze how peers influence healthy and unhealthy behaviors.** *For example, to meet this performance indicator, students may:* • Evaluate examples of social pressure which result in risky behaviors. • Evaluate examples of social pressure which result in health enhancing behaviors.
Evaluating	**2.12.5 Evaluate the impact of media on personal, and family health.** *For example, to meet this performance indicator, students may:* • Compare and contrast the positive and negative effects of the media on health choices and practices.

Evaluating	**2.12.6 Evaluate the impact of technology on personal, family, and community health.** *For example, to meet this performance indicator, students may:* • Compare and contrast the positive and negative effects of technology on health choices and practices.
Analyzing	**2.12.10 Analyze how school health policies and government regulations can influence health promotion and disease prevention.** *For example, to meet this performance indicator, students may:* • Describe how laws and policies protect personal and public health in a global society.
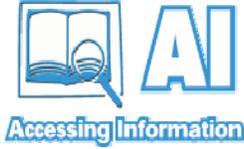
Standard 3: *Students will demonstrate the ability to **access valid information**, and products and services to enhance health.*

Characteristics of student work: This skill category evaluates the student's ability to access valid health information and health-promoting products and services.

As a result of health instruction in grades 9-12 students will:

Bloom's Taxonomy Level	Performance Indicators, Supporting Skills, and Examples
Remembering	**3.12.1 Access valid and reliable health information, and products and services.** *For example, to meet this performance indicator, students may:* • Research home, school, community, regional and global resources that provide valid health information, and products and services • Classify the health information, and products and services available in the community. • Identify and cite sources, examine validity of sources and provide rationale for appropriateness of sources. • Demonstrate ability to access appropriate community resources to meet specific needs.

Standard 4: *Students will use **interpersonal communication** skills to positively impact health.*

Characteristics of student work: This skill category evaluates the student's ability to use interpersonal communication skills to enhance health behaviors.

As a result of health instruction in grades 9-12 students will:

Bloom's Taxonomy Level	Performance Indicators, Supporting Skills, and Examples
Applying	**4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.** *For example, to meet this performance indicator, students may:* • Model effective communication techniques when interacting with family peers and community. • Analyze how communication skills are used to build and maintain healthy relationships.
Applying	**4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.** *For example, to meet this performance indicator, students may:* • Model refusal, negotiation, and collaboration skills to avoid and reduce potentially harmful situations. • Analyze and select appropriate resolution strategies.
Applying	**4.12.3 Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.** *For example, to meet this performance indicator, students may:* • Model healthy ways to express needs, wants and feelings. • Assess effectiveness of interpersonal communication skills and adjust appropriately.
Applying	**4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.** *For example, to meet this performance indicator, students may:* • Analyze behaviors/situations which create bridges and barriers to effective communication.

	- Demonstrate skill in expressing personal problems and in seeking assistance. - Identify situations and methods to assist others with health-related issues.

Standard 5: *Students will demonstrate the ability to use **decision-making skills** to enhance health.*

Characteristics of student work: This skill category evaluates the student's ability to use the decision-making process that results in a health-enhancing decision.

As a result of health instruction in grades 9-12 students will:

Bloom's Taxonomy Level	Performance Indicators, Supporting Skills, and Examples
Evaluating	**5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.** *For example, to meet this performance indicator, students may:* • Defend healthy choices when making decisions. • Generate alternatives to health-related issues or problems. • Model personal responsibility in health-related choices/decisions.
Evaluating	**5.12.7 Evaluate the effectiveness of health-related decisions.** *For example, to meet this performance indicator, students may:* • Examine barriers that can hinder healthy decision making. • Predict short and long-term benefits and consequences of decisions. • Determine when individual or collaborative decision making is appropriate.

 Standard 6: *Students will demonstrate the ability to use **goal-setting** skills to enhance health.*

Characteristics of student work: This skill category evaluates the student's ability to use the goal-setting process to formulate a health-enhancing goal statement and plan.

As a result of health instruction in grades 9-12 students will:

Bloom's Taxonomy Level	Performance Indicators, Supporting Skills, and Examples
Creating	**6.12.4 Formulate an effective long-term personal health plan.** *For example, to meet this performance indicator, students may:* • Assess personal health practices and overall health goals. • Design a plan to attain personal health goals. • Implement strategies to achieve personal health goals. • Monitor and make appropriate adjustments to the personal health plan.

Standard 7: *Students will demonstrate the ability to* ***practice health-enhancing behaviors*** *and avoid or reduce risks.*

Characteristics of student work: This skill category addresses student's ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks.

As a result of health instruction in grades 9-12 students will:

Bloom's Taxonomy Level	Performance Indicators, Supporting Skills, and Examples
Analyzing	**7.12.1 Analyze the role of individual responsibility in enhancing health.** *For example, to meet this performance indicator, students may:* • Examine personal values and beliefs for healthy behaviors. • Identify a variety of behaviors to avoid or reduce health risks. • Put into practice behaviors that will improve individual health.

Standard 8: *Students will demonstrate the ability to **advocate** for personal, family and community health.*

Characteristics of student work: This skill category evaluates student's ability to provide responses that show evidence of audience awareness, conviction, and supporting reasons or information for a position that is health-enhancing.

As a result of health instruction in grades 9-12 students will:

Bloom's Taxonomy Level	Performance Indictors, Supporting Skills, and Examples
Understanding	**8.12.2 Demonstrate how to persuade and support others to make positive health choices.** *For example, to meet this performance indicator, students may:* • Use accurate peer and societal norms to formulate a health-enhancing message. • Model positive behaviors which influence others to make healthy choices.
Understanding	**8.12.4 Adapt health messages and communication techniques to a specific target audience.** *For example, to meet this performance indicator, students may:* • Work cooperatively as an advocate for improving personal, family, and community health • Persuade others to adopt healthy behaviors. • Advocate to dispel stigma that prevents people from accessing health services.

Acknowledgements

The health education course standards are a result of the contributions of educators from across South Dakota dedicated to their profession and to high quality health education for all South Dakota students.

The South Dakota Department of Education wishes to express appreciation and gratitude to the individuals, and the organizations they represent, who contributed expertise and time to the development of the SDHE Course Standards.

South Dakota Health Education Course Standards Development Committee