

Health Standards

FINAL

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HEALTH STANDARDS

- Standard I.*** The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.
- Standard II.*** The health teacher communicates concepts and purposes of health education.
- Standard III.*** The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.
- Standard IV.*** The health teacher evaluates the effects of school health instruction.

Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

A. HEALTH BEHAVIOR

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 1.1k health-related behaviors and how they promote or compromise health;
- 1.2k types of foods and nutrients, principles of nutrition, and how to apply principles of nutrition to ensure a balanced diet;
- 1.3k types and characteristics of tobacco, alcohol, other drugs, and herbal supplements, and laws related to these substances;
- 1.4k the structure and function of body systems and the roles of body systems in maintaining health;
- 1.5k components of fitness and how to maintain and improve fitness;
- 1.6k skills for building and maintaining healthy interpersonal relationships (e.g., using listening skills, resolving conflict, communicating effectively); and
- 1.7k causes, effects, and types of abuse and violence and ways to prevent and seek help in dealing with situations involving abuse and violence.

A. HEALTH BEHAVIOR

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 1.1s analyze ways to reduce health risks through behavior and to enhance and maintain health throughout the life span;
- 1.2s relate safe, unsafe, and/or harmful behaviors to positive and negative health-related consequences throughout the life span;
- 1.3s analyze how personal health decisions and behaviors affect body systems and health;
- 1.4s apply principles and procedures related to safety, accident prevention, and response to emergencies;
- 1.5s apply critical-thinking, goal-setting, problem-solving, and decision-making skills related to health in both personal and interpersonal contexts;
- 1.6s apply strategies that demonstrate consideration and respect for self, family, friends, and others (e.g., expressing needs, wants, and emotions appropriately; practicing self-control); and
- 1.7s model and demonstrate how to avoid unsafe situations by resolving conflicts and using refusal skills.

Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher knows and understands:</p> <p>1.8k all content specified for teachers in grades EC–4;</p> <p>1.9k the relationships among body systems, factors that influence the functioning of body systems, and how to maintain the healthy status of body systems;</p> <p>1.10k stages of human growth and development, including physical and emotional changes that occur during adolescence;</p> <p>1.11k how to implement effective strategies for mediating and for resolving conflict;</p> <p>1.12k strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect);</p> <p>1.13k types and symptoms of eating disorders; and</p> <p>1.14k how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy).</p>	<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher is able to:</p> <p>1.8s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;</p> <p>1.9s analyze causes and effects of the use, misuse, and abuse of tobacco, alcohol, and other drugs;</p> <p>1.10s analyze strategies for avoiding or responding to drugs, violence, gangs, weapons, and other harmful situations;</p> <p>1.11s develop home safety and emergency response plans;</p> <p>1.12s analyze the consequences of sexual activity and the benefits of abstinence;</p> <p>1.13s evaluate the role of assertiveness, refusal skills, and peer pressure in decision making and problem solving;</p> <p>1.14s evaluate skills and strategies for coping with problems and stress; and</p> <p>1.15s analyze characteristics of healthy and unhealthy interpersonal relationships and the skills necessary for building and maintaining healthy relationships.</p>

Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 1.15k all content specified for teachers in grades EC–8;
- 1.16k strategies for addressing health-risk behaviors;
- 1.17k methods of contraception and their characteristics;
- 1.18k health-care responses to early detection and warning signs of illness, internal injury, or threat to safety; and
- 1.19k how to develop and use educational-safety models at home, at school, and in the community.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 1.16s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;
- 1.17s promote student participation in school-based and community efforts to address health-risk behaviors;
- 1.18s analyze the characteristics of and interrelationships within and between social groups; and
- 1.19s examine the legal and ethical implications of unacceptable social behaviors, such as harassment, acquaintance rape, and sexual abuse.

Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

B. FACTORS INFLUENCING HEALTH AND HEALTH BEHAVIOR

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 1.20k sources of health information and ways to access and use health information;
- 1.21k the influence of various factors (e.g., media, technology, relationships, environment) on individual, family, and community health;
- 1.22k the roles of health-care professionals and the benefits of health maintenance activities (e.g., regular medical and dental checkups);
- 1.23k the causes of stress, effects of stress on individual and family health, and techniques for reducing the effects of negative stressors;
- 1.24k types of illness and disease, their causes and transmission mechanisms, the body’s defense system, and ways to prevent disease and speed recovery from illness; and
- 1.25k hazards in the environment that affect health and safety.

B. FACTORS INFLUENCING HEALTH AND HEALTH BEHAVIOR

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 1.20s use health information to help make decisions and to improve behavior;
- 1.21s analyze the influence of media and technology on health behaviors;
- 1.22s apply skills and strategies for evaluating and selecting health-care products and services;
- 1.23s apply skills and strategies for making healthy food choices (e.g., analyzing food labels, using food guide pyramid);
- 1.24s analyze the relationships among individual, family, and community health;
- 1.25s analyze the role of peers in influencing personal health behaviors;
- 1.26s analyze strategies for protecting the environment and the effects of environmental factors on health; and
- 1.27s analyze the relationship between learning and a safe school environment.

Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher knows and understands:</p> <p>1.26k all content specified for teachers in grades EC–4;</p> <p>1.27k relationships between caloric intake and energy expenditure;</p> <p>1.28k how factors related to marketing/advertising affect individual, family, community, and world health;</p> <p>1.29k causes of community health problems (e.g., environmental problems, violence); and</p> <p>1.30k information related to anxiety/depression, death/grieving, and suicide/suicide prevention.</p>	<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher is able to:</p> <p>1.28s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;</p> <p>1.29s use analytical thinking skills to research and evaluate health information and health-care practices;</p> <p>1.30s analyze how health-care and health-related products have been improved by scientific advances and technology;</p> <p>1.31s evaluate the accuracy of health information;</p> <p>1.32s analyze the influence of laws and policies on disease prevention and health-related issues;</p> <p>1.33s use technology to analyze and appraise personal health;</p> <p>1.34s analyze interrelationships between physical, mental, and social health; and</p> <p>1.35s evaluate the effects of physical and social environmental factors on individual, community, and world health.</p>

Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
<p>1.31k all content specified for teachers in grades EC–8;</p> <p>1.32k strategies for solving community health problems (e.g., environmental problems, violence prevention);</p> <p>1.33k how scientific research influences community health programs; and</p> <p>1.34k how to research and evaluate marketing/advertising and other information about personal, family, school, and community health concerns.</p>	<p>1.36s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;</p> <p>1.37s synthesize and evaluate information from a variety of sources to make informed decisions related to health;</p> <p>1.38s analyze marketing and advertising techniques in health product and health service promotion;</p> <p>1.39s analyze national health needs and goals and health-related social issues (e.g., organ donation);</p> <p>1.40s analyze the effects of technology on individual, community, and world health;</p> <p>1.41s evaluate the effect of the economy on community and world health (including health care costs);</p> <p>1.42s formulate strategies for combating environmental factors that may have a detrimental effect on community health;</p> <p>1.43s recognize the importance of personal contributions to the health of the community;</p> <p>1.44s use school and community health services in various situations;</p> <p>1.45s distinguish among services for preventive, primary, rehabilitative, and emergency care; and</p> <p>1.46s apply strategies for being an advocate for health-related issues.</p>

Standard II. The health teacher communicates concepts and purposes of health education.

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p>
<p>2.1k effective uses of communication in health-related contexts;</p>	<p>2.1s communicate the importance of health education to students, parents/caregivers, and the community;</p>
<p>2.2k a coordinated school health model and its application within the school setting;</p>	<p>2.2s analyze the interdependence of health education and the other components of a coordinated school health program;</p>
<p>2.3k the major content areas of health instruction (i.e., community health, consumer health, environmental health, family life, mental and emotional health, injury prevention and safety, nutrition, personal health, prevention and control of disease, and substance use and abuse);</p>	<p>2.3s model positive health behaviors for students; and</p>
<p>2.4k the role of knowledge, skills, and attitudes in shaping patterns of health behavior;</p>	<p>2.4s participate in continuing education programs in health education for teachers.</p>
<p>2.5k the role of the teacher within a coordinated school health education program;</p>	
<p>2.6k the kinds of support needed by the teacher from administrators and others to implement a coordinated school health program; and</p>	
<p>2.7k the importance of modeling positive health behaviors.</p>	

Standard III. The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>3.1k factors and procedures involved in planning school health instruction, taking into consideration local needs and interests;</p> <p>3.2k purposes and components of a scope and sequence plan for school health instruction;</p> <p>3.3k how to adapt existing health education curricular models to student and local community needs and interests;</p> <p>3.4k a variety of strategies to facilitate implementation and integration of school health education curriculum;</p> <p>3.5k how to incorporate appropriate resources and materials in school health instruction;</p> <p>3.6k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;</p> <p>3.7k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;</p> <p>3.8k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;</p> <p>3.9k effective ways to involve parents/caregivers, administrators, and other interested citizens in implementing a coordinated school health program;</p> <p>3.10k appropriate strategies for dealing with sensitive health issues; and</p> <p>3.11k the role of local health advisory councils in the implementation of health education, including the role of a health education advisory council as mandated by the Texas Education Code.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>3.1s plan school health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of students;</p> <p>3.2s implement an age-appropriate health education program;</p> <p>3.3s provide a health education curriculum that includes the health content areas;</p> <p>3.4s develop and utilize strategies for effectively implementing and integrating a school health education curriculum;</p> <p>3.5s integrate a health education curriculum into other content areas (e.g., language arts, math, science, social studies);</p> <p>3.6s select accurate and age-appropriate sources of information about health;</p> <p>3.7s help students to develop skills related to health maintenance and to apply knowledge of health to their daily lives;</p> <p>3.8s incorporate topics introduced by students to support the health education curriculum;</p> <p>3.9s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;</p> <p>3.10s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;</p> <p>3.11s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;</p>

Standard III. The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–12 (continued)</i></p> <p>3.12s utilize school and community resources to support a coordinated school health program;</p> <p>3.13s involve parents/caregivers in the teaching/learning process;</p> <p>3.14s apply procedures that are compatible with school policy for implementing curricula containing sensitive health topics;</p> <p>3.15s serve as a resource person to students regarding their healthy development; and</p> <p>3.16s apply first aid procedures.</p>
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Standard IV. The health teacher evaluates the effects of school health instruction.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 4.1k various criteria and methods for evaluating student learning about health; and
- 4.2k how to collect, analyze, interpret, and present evaluation data.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 4.1s select appropriate methods for evaluating instructional effects; and
- 4.2s interpret and apply student evaluation results to improve health instruction.