

Montgomery County Public Schools, Rockville, Maryland
 COMPREHENSIVE HEALTH EDUCATION

National Health Education Standards

Eight National Health Education Standards are used to identify knowledge and skills essential to develop health literacy. Knowledge includes the most important enduring ideas, issues, and concepts related to achieving lifelong health. Each unit identifies the Enduring Understandings and concepts important to students at each grade level. Skills are identified and included to identify important criteria to promote communication, reasoning, and investigation strategies. Based on the National Standards and continued leadership by the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards (SCASS) health education, the following chart was created to describe health literacy skill indicators.

National Health Standards and Skills 2006	Health Literacy Skill Indicators identified by Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards (SCASS) health education
Standard 1: Core Concepts (CC) —Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ul style="list-style-type: none"> • Uses complete, factual information • Uses facts that are accurate • Shows relationships among ideas • Makes factual conclusions about health
Standard 2: Analyzing Influences (INF) —Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	<ul style="list-style-type: none"> • Identifies, analyzes, and explains external factors (media, parents, ethnic, legal, peers geographic, societal, and technology) • Identifies, analyzes and explains internal factors (curiosity, interests, desires, fears, likes and dislikes) • Explains the interrelationships and complexity of influences that affect wellness • Shows how influences affect health choices
Standard 3: Accessing Information (AI) —Students will demonstrate the ability to access valid health information and products and services to enhance health.	<ul style="list-style-type: none"> • Identifies or cites specific sources of information • Evaluates validity of sources • Explains what type of help this source offers • Demonstrates ability to access appropriate community resources to meet specific needs • Identifies the type of help available from source
Standard 4: Interpersonal Communication (IC) —Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<ul style="list-style-type: none"> • Uses dialogues that express needs, ideas, and opinions • Uses appropriate and effective verbal and nonverbal interpersonal communication skills, messages, tactics, and strategies (organized ideas or beliefs, uses I-messages, respectful tone, respectful body language) • Demonstrates refusals (clear “no” statements, walk away, provide a reason, change subject, repeat refusal, provide an excuse, and put it off)

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<p>Standard 5: Decision Making (DM)—Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<ul style="list-style-type: none">• Shows progression through a decision-making process (identifies decision, considers options and consequences, takes action, evaluates and reflects on action)
<p>Standard 6: Goal-setting (GS)—Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<ul style="list-style-type: none">• Explains and uses a clear progression through a goal-setting process (writes clear goal statements, identifies realistic goals, plans for reaching goals, and evaluates or reflects on actions)
<p>Standard 7: Self-management (SM)—Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none">• Identifies healthful behaviors (stress management and coping strategies)• Demonstrates healthful behaviors, habits, and/or techniques• Identifies protective behaviors (first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations)
<p>Standard 8: Advocacy (AV)—Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<ul style="list-style-type: none">• Takes a clear, health-enhancing stand/position• Supports the position with relevant information• Shows awareness of audience• Encourages others to make healthful choices• Demonstrates passion/conviction for personal, family, and community health issues