

GUIDELINES FOR MEETING
THE
NEW STATE HEALTH EDUCATION STANDARDS

Health Education Programs
Los Angeles Unified School District
May 23, 2008

To the Health Teacher

The State of California and LAUSD have recently adopted new Health Education Standards for Grades K–12, standards that health teachers must meet in order to have their students make sound, healthy decisions based upon the knowledge and skills they learned in their health courses. A panel of LAUSD health teachers assembled these “Guidelines for Meeting, the New State Health Education Standards” to assist you with the planning of your health course.

The Health Education Standards are organized into six Health Content Areas:

- Alcohol, Tobacco and Other Drugs
- Nutrition and Physical Activity
- Growth, Development and Sexual Health
- Mental, Emotional, and Social Health
- Personal and Community Health
- Injury Prevention and Safety

As you will notice, each content area encompasses Standard 1, the essential concepts, and seven skills-based standards (Standards 2–8).

Standard 1, the essential concepts column lists the essential concepts students must know to learn and practice the skills identified in Standards 2–8.

All lesson plans need to reflect the new standards adopted by the State and LAUSD. All of our students need to meet or exceed these attached standards. Note that the previous nine individual content areas are now restructured into six health content areas.

The new health standards incorporate these content areas and seven skills-based standards. This provides teachers an opportunity to cover the standards as written or within their instructional units.

Some essential concepts may be covered in one or more content areas, and the pacing (the suggested number of hours indicated after each content area) reflects flexibility to allow for this overlap (for example, cancer-related concepts can be found in Personal and Community Health; Alcohol, Tobacco, and Other Drugs; and Nutrition and Physical Activity content areas). The skill-based standards should be used to support the content that is being taught.

To assist you in planning your health course, the panel writing these guidelines have included an Instructional Resources column. Ninety percent of the resources currently approved meet the new State standards.

Primary and elementary school teachers are reminded that the Title IV, Safe and Drug-Free Schools and Communities Act requires that all students K–12 receive education in Drug-, Alcohol-, and Tobacco-Free and Violence-Prevention education. These topics must be covered using nontextbook curricula that are currently on the approved list. In LAUSD, elementary teachers are to use *Too Good for Drugs* and *Second Step: A Violence-Prevention Curriculum*. See the chart below. The following curricula are mandated, as listed in Policy Bulletin 3403.0.

Elementary	Middle School	High School
<i>Too Good for Drugs</i> <i>Second Step</i>	<i>Second Step (6–7)</i> <i>Project Alert (7)</i> Booster (8) <i>Positive Prevention (7)</i>	<i>Positive Prevention</i> <i>Project Towards No Drug Abuse</i>

You may wonder why the Instructional Resources column doesn't contain specific chapters and page numbers. The current textbooks were published before these standards were adopted and the chapters do not specifically align with each content area.

Although these guidelines do not mention Grade 7 Health or Grade 9 Health, teachers are reminded that in LAUSD the two courses are required for graduation.

All standards 1–8 include checkoff boxes to help you self-monitor the standards taught during the semester. The checkoff boxes can also help you determine which areas need to be strengthened in future years.

The Committee

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