

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.

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:

- 1.8k sources of health information and ways to access and use health information;
- 1.9k the influence of various factors (e.g., media, technology, relationships, environment) on individual, family, and community health;
- 1.10k the roles of health-care professionals and the benefits of health maintenance activities (e.g., regular medical and dental checkups);
- 1.11k the causes of stress, effects of stress on individual and family health, and techniques for reducing the effects of negative stressors;
- 1.12k 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
- 1.13k 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:

- 1.8s use health information to help make decisions and to improve behavior;
- 1.9s analyze the influence of media and technology on health behaviors;
- 1.10s apply skills and strategies for evaluating and selecting health-care products and services;
- 1.11s apply skills and strategies for making healthy food choices (e.g., analyzing food labels, using food guide pyramid);
- 1.12s analyze the relationships among individual, family, and community health;
- 1.13s analyze the role of peers in influencing personal health behaviors;
- 1.14s analyze strategies for protecting the environment and the effects of environmental factors on health; and
- 1.15s analyze the relationship between learning and a safe school environment.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 2.1k effective uses of communication in health-related contexts;
- 2.2k a coordinated school health model and its application within the school setting;
- 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);
- 2.4k the role of knowledge, skills, and attitudes in shaping patterns of health behavior;
- 2.5k the role of the teacher within a coordinated school health education program;
- 2.6k the kinds of support needed by the teacher from administrators and others to implement a coordinated school health program; and
- 2.7k the importance of modeling positive health behaviors.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 2.1s communicate the importance of health education to students, parents/caregivers, and the community;
- 2.2s analyze the interdependence of health education and the other components of a coordinated school health program;
- 2.3s model positive health behaviors for students; and
- 2.4s participate in continuing education programs in health education for teachers.

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

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 3.1k factors and procedures involved in planning school health instruction, taking into consideration local needs and interests;
- 3.2k purposes and components of a scope and sequence plan for school health instruction;
- 3.3k how to adapt existing health education curricular models to student and local community needs and interests;
- 3.4k a variety of strategies to facilitate implementation and integration of school health education curriculum;
- 3.5k how to incorporate appropriate resources and materials in school health instruction;
- 3.6k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
- 3.7k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;
- 3.8k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;
- 3.9k effective ways to involve parents/caregivers, administrators, and other interested citizens in implementing a coordinated school health program;
- 3.10k appropriate strategies for dealing with sensitive health issues; and
- 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.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 3.1s plan school health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of students;
- 3.2s implement an age-appropriate health education program;
- 3.3s provide a health education curriculum that includes the health content areas;
- 3.4s develop and utilize strategies for effectively implementing and integrating a school health education curriculum;
- 3.5s integrate a health education curriculum into other content areas (e.g., language arts, math, science, social studies);
- 3.6s select accurate and age-appropriate sources of information about health;
- 3.7s help students to develop skills related to health maintenance and to apply knowledge of health to their daily lives;
- 3.8s incorporate topics introduced by students to support the health education curriculum;
- 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;
- 3.10s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
- 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;

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

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

- 3.12s utilize school and community resources to support a coordinated school health program;
- 3.13s involve parents/caregivers in the teaching/learning process;
- 3.14s apply procedures that are compatible with school policy for implementing curricula containing sensitive health topics;
- 3.15s serve as a resource person to students regarding their healthy development; and
- 3.16s apply first aid procedures.

Standard IV. The health teacher evaluates the effects of school health instruction.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC-4

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-4

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.