



Jordan Middle School
500 Sunset Drive, Suite #2
Jordan, Minnesota 55352
952-492-2332 main | 952-492-4450 fax

CAROL LAGERGREN
Director of Teaching and Learning
District Assistant Principal
clagergren@isd717.org

**Curriculum and Technology Integration Committee
CERC Multipurpose Room
February 20, 2018 at 6:00 PM**

Agenda

MDE: The Purpose of Health Instruction

The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health. Health education improves the health status of individuals, families, communities, states, and the nation.

MDE: Health Standards and Graduation Requirements

All school districts in Minnesota are required to identify standards, benchmarks, curriculum and assessments in health education. All students must receive instruction in health education K-8, or by district-determined grade bands. High school students must receive instruction in health education at least once. The amount of credit and graduation requirement is determined at the district level.

MDE: Recommends National Health Education Standards

The NHES are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education.

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, products, and services to enhance health.



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Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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 risks.

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

Current Legislation Regarding Health Education:

- MN Legislation 121A.23 (see attached)
- MN Legislation 120B.021 (see attached)

Current Health Instruction at JPS:

In 2018-2019, Health courses will be required in Grades 8 and 10. The following national health standards will be the focus on instruction in those courses.

Grade 8 Health Standards:

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

- examine how the family influences the health of adolescents
- describe the influence of culture on health beliefs, practices, and behaviors
- describe how peers influence healthy and unhealthy behaviors
- analyze how the school and community can affect personal health practices and behaviors
- analyze how messages from media influence health behaviors
- analyze the influence of technology on personal and family health
- explain how the perceptions of norms influence healthy and unhealthy behaviors

- **explain the influence of personal values and beliefs on individual health practices and behaviors**
- **describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors**
- **explain how school and public health policies can influence health promotion and disease prevention**

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health

- **analyze the validity of health information, products and services**
- **access valid health information from home, school and community**
- **determine the accessibility of products that enhance health**
- **describe situations that may require professional health services**
- **locate valid and reliable health products and services**

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

- **identify circumstances that can help or hinder healthy decision making**
- **determine when health-related situations require the application of a thoughtful decision-making process**
- **distinguish when individual or collaborative decision making is appropriate**
- **distinguish between healthy and unhealthy alternatives to health-related issues or problems**
- **predict the potential short-term impact of each alternative on self and others**
- **choose healthy alternatives over unhealthy alternatives when making a decision**
- **analyze the outcomes of a health-related decision**

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

- **assess personal health practices**
- **develop a goal to adopt, maintain or improve a personal health practice**
- **apply strategies and skills needed to attain a personal health goal**
- **describe how personal health goals can vary with changing abilities, priorities, and responsibilities**

Grade 10 Standards:

Standard 2: Students will analyze the influence of family, peers, culture, media, technology,

and other factors on healthy behaviors.

- **analyze how the family influences of health of individuals**
- **analyze how the culture supports and challenges health beliefs, practices and behaviors**
- **analyze how peers influence healthy and unhealthy behaviors**
- **evaluate how the school and community can affect personal health practice and behaviors**
- **evaluate the effect of media on personal and family health**
- **evaluate the impact of technology on personal, family, and community health**
- **analyze how the perceptions of norms influence healthy and unhealthy behaviors**
- **analyze the influence of personal values and beliefs on individual health practices and behaviors**
- **analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors**
- **analyze how public health policies and government regulations can influence health promotion and disease prevention**

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

- **evaluate the validity of health information, products, and services**
- **use resources from home, school and community that provide valid health information**
- **determine the accessibility of products and services that enhance health**
- **determine when professional health services may be required**
- **access valid and reliable health products and services**

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

- **examine barriers that can hinder healthy decision making**
- **determine the value of applying a thoughtful decision-making process in health-related situations**
- **justify when individual or collaborative decision making is appropriate**
- **generate alternatives to health-related issues or problems**
- **predict the potential short-term and long-term impact of each alternative on self and others**
- **defend the healthy choice when making decisions**
- **evaluate the effectiveness of health-related decisions**

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



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- **assess personal health practices and overall health status**
- **develop a plan to attain a personal health goal that addresses strengths, needs and risks**
- **implement strategies and monitor progress in achieving a personal health goal**
- **formulate an effective long-term personal health plan**

Our standards are reviewed on a continuous review cycle that includes ongoing vertical conversations between classroom teachers and the Director of Teaching and Learning regarding power standards, common assessments and appropriate curriculum and resources.