

Guide to the OAHPERD Model Curriculum

The OAHPERD Health Education Model Curriculum is a tool to assist districts developing local curriculum. The OAHPERD Health Education Model Curriculum is aligned with the National Health Education Standards (NHES) (Joint Committee on National Health Education Standards 2007). These standards have been used extensively in other states, have served as a model for Ohio schools, and have guided additional prevention efforts to help develop students' health literacy.

The OAHPERD Health Education Model Curriculum includes the following components:

1. Learning Outcomes – Standards, Benchmarks, and Indicators for Grades K–12.
2. Content Frameworks – Explanation of the knowledge and skills within each topic area to support the achievement of the learning outcomes.
3. Standards Priority Charts – Tables that overview the Essential and Supportive learning outcomes in each grade band.
4. Additional Support Materials – Materials that support the implementation of the curriculum, including instructional strategies to support diverse learning needs, technology, and local curriculum development.

1. Learning Outcomes: The learning outcomes include standards, benchmarks, and content indicators. Learning outcomes are aligned with the [National Health Education Standards](#) (NHES).

- *Standards* – Standards are outcomes to be achieved by the end of the K–12 curriculum.
 - [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.
 - [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.
- *Benchmarks* – Learning outcomes to be achieved by the end of the grade band. Benchmarks are common learning outcomes across topics as well as building blocks for meeting the standards. *Grade Bands* include K–2, 3–5, 6–8, and High School.

- *Benchmark Example:* Standard 4.1.5 Demonstrate effective verbal and nonverbal communication skills.
- Benchmarks are general in nature and do not address specific health topics. Benchmarks provide a useful framework to show the alignment of the learning outcomes across health topics.
- *Indicators* – Learning outcomes for each grade level within a topic area. Meeting these indicators would be the first step toward achieving the benchmarks and standards. The OAHPERD Health Education Model Curriculum presents indicators for each aligned topic area in health education.
 - *Example:* Standard 4.1.ATOD.1.5 Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who has been drinking alcohol.
 - Indicators are grade-level outcomes specific to the topic.
 - The OAHPERD Health Education Model Curriculum presents content indicators for each topic area organizer:
 - Alcohol, Tobacco and Other Drugs (ATOD)
 - Healthy Eating (HE)
 - Human Growth & Development (HGD)
 - Healthy Relationships (HR)
 - Mental & Emotional Health (MEH)
 - Personal Health & Wellness (PHW)
 - Safety (SAFE)
 - Violence Prevention (VP)
- *Learning Outcomes Coding System:*
Standards and Benchmarks Coding System
 - The first number represents the **standard** being addressed.
 - The second number refers to the **benchmark** being addressed.
 - The third number refers to the **grade band** in which the benchmark is completed.
 - *The final number will always represent the **grade level** at which the outcome is achieved.
 - Example (S1.2.2) – Standard 1. Benchmark 2. 2nd Grade

Grade Level Indicator: Coding System

- Indicators are grade-level outcomes specific to the topic.
- *Topic Areas:*
 - The OAHPERD Health Education Model Curriculum presents content indicators for each topic area organizer:
 - Alcohol, Tobacco and Other Drugs (ATOD)
 - Healthy Eating (HE)
 - Human Growth & Development (HGD)
 - Healthy Relationships (HR)
 - Mental & Emotional Health (MEH)
 - Personal Health & Wellness (PHW)

- Safety (SAFE)
 - Violence Prevention (VP)
 - *Indicator Numbering System*
 - The first number represents the **standard** being addressed. (e.g. Standard 3 = S3)
 - The second number refers to the aligned **benchmark** being addressed.
 - The letters correspond to the **topic area**.
 - The third number represents the **indicator number**. Indicators are grade-level outcomes specific to the topic.
 - The fourth and final number represents the **grade level**.
 - Example (S4.B1.ATOD.1.G5)
 - Standard 4. Benchmark 1. Within Alcohol, Tobacco and Other Drugs. Indicator 1. Grade 5.
- 2. Content Frameworks** – Content Frameworks provide explanations of the knowledge and skills represented in the learning standards. Content Frameworks are present for each of the topic areas. They are intended to support the development of unit and lesson plans.
- *Content Framework Components:*
 - Learning Outcomes – Standards, benchmarks and indicators by topic area.
 - Learning outcomes are organized by “Essential” and “Supportive.”
 - *Essential (E)* – The standard is prioritized, receives emphasis, and should be met while teaching the designated topic.
 - *Supportive (S)* – The standard is aligned with the unit topic. The standard could be met if additional time or resources are available.
 - Content Elaboration – Description of essential outcomes, functional knowledge, and key concepts for current, future, and previous grade bands.
 - Essential Understandings and Skills – Description of essential understandings and skills within the content area for the grade band.
 - Resources – Additional support and free and publicly available resources.
 - Connections
 - Health Education – Connections between skills in other topics within health education.
 - Example – Communication Skills (Standard 4) are developed in both ATOD and Violence Prevention.
 - Integrated Content – Making connections with other academic content areas, such as Math, English Language Arts, and Science.
- 3. Standards Priority Charts – Essential and Supportive Standards**
- Each topic area has the opportunity to align most if not all of the standards, but schools have limited allocated time for health education. To assist schools in making local curriculum decisions, the Health Education Model Curriculum Priority Tables identify “Essential” and “Supportive” standards within each topic area to prioritize learning outcomes.

- *Essential (E)* – The standard is prioritized, receives emphasis, and should be met while teaching the designated topic.
 - *Supportive (S)* – The standard is aligned with the unit topic. The standard could be met if additional time or resources are available. Supportive suggest the skill could be enhanced, reinforced or practiced.
 - * - Identifies a standard that is not aligned with the topic area, or a learning outcome that is not developmentally appropriate for the grade band.
- The “Essential” and “Supportive” designation is only a suggestion to facilitate the curriculum development process.
 - Priority Charts are presented for each grade band and for each grade level in Grades K–8. High school is only presented for the one semester required for graduation.
 - When planning local curriculum each skill standard (Standards 2–8) must be designated “Essential” in at least **two** topic areas across the grade band.
 - The Standard Priority Charts are not prescriptive. Districts should participate in a process to determine “Essential” and “Supportive” standards to meet their students’ needs.