

Indiana Department of Education

Indiana Content Standards for Educators

HEALTH EDUCATION

Health education teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

December 2010

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Standard 1: Human Anatomy, Physiology, Growth, and Development

Health education teachers have a broad and comprehensive understanding of human anatomy and physiology and the stages and characteristics of human growth and development.

Standard 2: Health Promotion and Disease Prevention

Health education teachers have a broad and comprehensive understanding of basic health concepts and functional health knowledge, disease etiology, and established health behavior theories and models that provide a foundation for the promotion of health-enhancing behaviors and disease prevention.

Standard 3: Nutrition and Physical Activity

Health education teachers have a broad and comprehensive understanding of principles of nutrition and health-related physical activity.

Standard 4: Mental and Emotional Health

Health education teachers have a broad and comprehensive understanding of mental and emotional health; and behaviors, factors, and strategies that promote individual well-being.

Standard 5: Reducing Health Risks from Alcohol, Tobacco, and Other Drugs

Health education teachers have a broad and comprehensive understanding of health risks associated with the use of alcohol, tobacco, and other drugs; and behaviors, factors, and strategies that prevent and reduce these risks.

Standard 6: Interpersonal, Social, and Family Relationships

Health education teachers have a broad and comprehensive understanding of interpersonal communication skills and factors that affect interpersonal, social, and family relationships.

Standard 7: Decision Making, Goal Setting, Advocacy, and Self-Management

Health education teachers have a broad and comprehensive understanding of how to develop and foster the use of decision making; goal setting; advocacy for self, family, and community health; and self-management to promote healthy norms and behaviors.

Standard 8: Safety, Risk Reduction, and Injury Prevention

Health education teachers have a broad and comprehensive understanding of safety, risk-reduction, and injury-prevention skills and concepts.

Standard 9: Health Literacy

Health education teachers have a broad and comprehensive understanding of health literacy skills and principles; and methods of analyzing, evaluating, and selecting health information, products, and services.

Standard 10: Influences on Health Behaviors

Health education teachers have a broad and comprehensive understanding of the influence of media, technology, culture, family, peers, and social norms on health behaviors.

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Standard 11: Community and Environmental Health

Health education teachers have a broad and comprehensive understanding of concepts, principles, and issues associated with community and environmental health.

Standard 12: The Health Education Program

Health education teachers have a broad and comprehensive understanding of how to plan, implement, and evaluate effective comprehensive health and coordinated school health education programs consistent with the Indiana Academic Standards for Health & Wellness.

The Indiana Educator Standards for Health Education describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Health & Wellness. A link to relevant portions of the Indiana Academic Standards can be found below.

[Health & Wellness](#)

Health Education Educator Standards

Standard 1: Human Anatomy, Physiology, Growth, and Development

Health education teachers have a broad and comprehensive understanding of human anatomy and physiology and the stages and characteristics of human growth and development, including:

- 1.1** structures, components, and functions of major body systems
- 1.2** key elements of anatomy and physiology related to health, physical activity, growth, and development
- 1.3** sequences, stages, and characteristics of intellectual, social, emotional, and physical growth and development during childhood, adolescence, and young adulthood
- 1.4** intellectual, social, emotional, and physiological changes that accompany the transition from childhood to young adulthood
- 1.5** interrelationships between intellectual, social, emotional, mental, and physical health
- 1.6** influences of lifestyle factors, environmental factors, genetics, and family history on growth, development, and overall health

Standard 2: Health Promotion and Disease Prevention

Health education teachers have a broad and comprehensive understanding of basic health concepts and functional health knowledge, disease etiology, and established health behavior theories and models that provide a foundation for the promotion of health-enhancing behaviors and disease prevention, including:

- 2.1** types and characteristics of chronic and communicable diseases
- 2.2** causative factors, modes of transmission, and signs and symptoms of common illnesses, diseases, and disorders
- 2.3** principles, practices, strategies, and activities that promote sexual health and the prevention of risk-related health problems, including unintended teen pregnancy, human immunodeficiency virus (HIV) infection, and other sexually transmitted infections (STIs)
- 2.4** primary, secondary, and tertiary approaches for preventing communicable and chronic diseases
- 2.5** personal, social, cultural, economic, and environmental risk factors that increase or decrease susceptibility to illness and disease
- 2.6** methods of health screening and principles and strategies for preventing, detecting, managing, and controlling illness and disease
- 2.7** effects of public policies, research, health-care resources, technology, and medical advances on the prevention and control of diseases, including emerging diseases

Health Education Educator Standards

Standard 3: Nutrition and Physical Activity

Health education teachers have a broad and comprehensive understanding of principles of nutrition and health-related physical activity, including:

- 3.1** types, sources, and functions of nutrients and their effects on health, physical performance, and body composition
- 3.2** nutritional and dietary planning tools, guidelines, and recommendations
- 3.3** nutritional needs, concerns, and requirements for various ages, activity levels, health conditions, and purposes
- 3.4** principles and strategies for interpreting nutritional facts and labels and for using this information to make health-enhancing decisions
- 3.5** components of health-related physical activity and appropriate activities and strategies for addressing these components
- 3.6** training principles that enhance health-related physical activity
- 3.7** factors that affect physical activity, health risks associated with inactivity, and ways in which body systems adapt to short- and long-term physical activity
- 3.8** principles and techniques for developing a personal activity plan, including strategies for self-assessment, goal setting, and maintenance
- 3.9** principles of weight management and the importance of weight management to overall health and wellness

Standard 4: Mental and Emotional Health

Health education teachers have a broad and comprehensive understanding of mental and emotional health; and behaviors, factors, and strategies that promote individual well-being, including:

- 4.1** risk and protective factors, behaviors, and characteristics that foster or hinder mental and emotional health and well-being, such as self-concept, resiliency, home environment, and physical health
- 4.2** types and characteristics of healthy and unhealthy relationships and the importance of caring relationships for supporting individual well-being
- 4.3** sources of stress, effects of stress on mental and emotional health, and strategies for coping with stress and life changes in health-enhancing ways
- 4.4** warning signs and symptoms of mental distress, depression, self-harm, and suicidal tendencies; and methods and resources for addressing, reporting, and obtaining help for these conditions
- 4.5** behaviors and characteristics associated with individuals with eating disorders, short- and long-term effects of eating disorders, and strategies and resources for helping individuals with eating disorders
- 4.6** ways in which physical and social activities promote mental and emotional health
- 4.7** dimensions of wellness and personal behaviors and practices that have positive effects on lifelong health and wellness

Health Education Educator Standards

Standard 5: Reducing Health Risks from Alcohol, Tobacco, and Other Drugs

Health education teachers have a broad and comprehensive understanding of health risks associated with the use of alcohol, tobacco, and other drugs; and behaviors, factors, and strategies that prevent and reduce these risks, including:

- 5.1** short- and long-term physiological and social effects of alcohol, tobacco, and other drugs
- 5.2** factors that influence decisions to use or abstain from alcohol, tobacco, and other drugs
- 5.3** principles, practices, strategies, and activities that help prevent or reduce health risks associated with alcohol, tobacco, and other drugs
- 5.4** links between risky behaviors involving alcohol, tobacco, and other drugs and the likelihood of engaging in other unhealthy behaviors
- 5.5** societal and legal issues and consequences related to the use of alcohol, tobacco, and other drugs
- 5.6** types and characteristics of programs and methods for treating addictions to alcohol, tobacco, and other drugs

Standard 6: Interpersonal, Social, and Family Relationships

Health education teachers have a broad and comprehensive understanding of interpersonal communication skills and factors that affect interpersonal, social, and family relationships, including:

- 6.1** characteristics, components, and functions of verbal, nonverbal, and electronic communication and the role of interpersonal communication in developing and maintaining positive relationships
- 6.2** ways in which emotions affect interpersonal, social, and family communication; and techniques for the appropriate expression of needs, desires, and feelings
- 6.3** factors and behaviors that are associated with and increase the risk of relationship violence; and the skills, resources, and methods necessary for reporting violence and seeking assistance
- 6.4** causes and effects of positive and negative peer pressure and communication techniques for resisting and responding to negative peer pressure
- 6.5** appropriate strategies, skills, responses, policies, and resources to prevent and address all forms of bullying, harassment, exclusion, and intimidation, including, but not limited to, electronic formats
- 6.6** steps, strategies, and processes used in conflict prevention, management, and resolution; and techniques for using conflict-management and resolution skills in various situations
- 6.7** awareness and consideration of diverse societal, cultural, and personal values, perspectives, and experiences; and the importance of respect for and sensitivity to multiple diversities, including, but not limited to, equity in gender, age, race, culture, ethnicity, socioeconomic status, and exceptionality
- 6.8** types of family roles and responsibilities, characteristics of healthy families, and strategies for improving family relationships
- 6.9** changes and problems that occur within families; and strategies, services, and agencies that help families manage and respond to change, conflict, and crisis
- 6.10** methods and resources associated with family planning and the prevention of unintentional pregnancy

Health Education Educator Standards

Standard 7: Decision Making, Goal Setting, Advocacy, and Self-Management

Health education teachers have a broad and comprehensive understanding of how to develop and foster the use of decision making; goal setting; advocacy for self, family, and community health; and self-management to promote healthy norms and behaviors, including:

- 7.1** characteristics and purposes of lifestyle assessments, health-risk assessments, and decision-making and goal-setting models
- 7.2** principles, criteria, and techniques for examining and evaluating lifestyle behaviors, health risks, and short- and long-term consequences of positive and negative health choices
- 7.3** steps and strategies for making, implementing, and evaluating independent and collaborative healthy lifestyle-related decisions
- 7.4** techniques and skills for establishing and monitoring progress toward personal health goals that address strengths, needs, and areas for improvement
- 7.5** strategies and activities designed to promote self-management skills and the ability to make informed choices about personal, family, and community health
- 7.6** principles, strategies, and activities designed to develop important advocacy skills for self, family, and community that incorporate health-enhancing messages and encourage others to adopt healthy behaviors
- 7.7** ways to foster the application of critical-thinking, problem-solving, and decision-making skills and techniques to health issues and problems
- 7.8** ways in which personal health goals can vary with changing abilities, priorities, and responsibilities

Standard 8: Safety, Risk Reduction, and Injury Prevention

Health education teachers have a broad and comprehensive understanding of safety, risk-reduction, and injury-prevention skills and concepts, including:

- 8.1** techniques and criteria for recognizing risks and unsafe conditions in the home, school, and community, and principles and strategies for promoting safety
- 8.2** principles, rules, and precautions related to traffic and pedestrian safety, fire prevention, poison prevention, water safety, and safety during recreation and play
- 8.3** common causes and effects of unintentional injuries, factors that contribute to unintentional injuries, and principles of accident prevention
- 8.4** practices and perceptions that lead to intentional and unintentional injury, and strategies for reducing risk-taking behaviors and preventing injuries
- 8.5** factors and behaviors that cause and influence violence, and practices and strategies for avoiding and preventing violence
- 8.6** practices, principles, and strategies for resisting, avoiding, and protecting oneself against sexual health risks, unwanted sexual attention, sexual harassment, and sexual assault
- 8.7** procedures for responding to life-threatening respiratory and cardiac emergencies
- 8.8** principles and techniques of first aid, emergency medical care, and universal precautions

Health Education Educator Standards

Standard 9: Health Literacy

Health education teachers have a broad and comprehensive understanding of health literacy skills and principles; and methods of analyzing, evaluating, and selecting health information, products, and services, including:

- 9.1** principles and skills for researching, locating, and accessing valid health-related information
- 9.2** techniques and criteria for analyzing and evaluating the accuracy, validity, reliability, and usefulness of health-related information
- 9.3** criteria and procedures for evaluating and selecting health-related technology, equipment, products, and services
- 9.4** the role of government and private agencies in providing health promotion and disease prevention information and services
- 9.5** characteristics and roles of health-care providers, agencies, and delivery systems; and criteria and procedures for evaluating and selecting health-care providers and insurance plans
- 9.6** laws, regulations, policies, and agencies that protect consumers of health-related products, programs, and services
- 9.7** the role of the health education teacher as a resource for health information; and principles and methods for communicating and collaborating with students, families, colleagues, and health agency staff to disseminate health information and support health literacy goals

Standard 10: Influences on Health Behaviors

Health education teachers have a broad and comprehensive understanding of the influence of media, technology, culture, family, peers, and social norms on health behaviors, including:

- 10.1** ways in which attitudes, values, and behaviors related to health are influenced by family and peers
- 10.2** the influence of cultural factors on health beliefs, behaviors, and practices, and ways in which cultural diversity enriches and challenges health behaviors
- 10.3** persuasive methods and techniques used in marketing and advertising, and principles and strategies for resisting unhealthy messages
- 10.4** ways in which various forms of media communicate different types of messages to children and adolescents
- 10.5** the effects of technology on personal, family, and community health
- 10.6** ways in which perceptions of norms influence healthy and unhealthy behaviors
- 10.7** ways in which various factors such as community blight, family strife and separation, poverty, and crime influence the lives of students and the culture and climate of a school; and strategies and programs for addressing these factors
- 10.8** principles and approaches for promoting students' understanding of the influences on health behaviors, and methods and strategies for addressing sensitive health topics with students and for responding to students' health concerns

Health Education Educator Standards

Standard 11: Community and Environmental Health

Health education teachers have a broad and comprehensive understanding of concepts, principles, and issues associated with community and environmental health, including:

- 11.1** characteristics of community health-related programs and services and ways of accessing and using community resources to enhance health
- 11.2** ways in which school, community, and public health policies support personal and family health practices and influence health promotion and disease control and prevention
- 11.3** effects of social and cultural forces, values, and belief systems on family and community perspectives related to health issues
- 11.4** strategies for improving, maintaining, and advocating for personal, family, school, and community resources in relation to health and wellness
- 11.5** techniques and skills for assessing information and opinions about health issues, influencing and supporting others in making positive health choices, and delivering health promotion messages
- 11.6** connections and relationships between the environment and health
- 11.7** factors in the natural and human environment that affect the health and safety of individuals and communities
- 11.8** principles and strategies for conserving natural resources and protecting the environment

Standard 12: The Health Education Program

Health education teachers have a broad and comprehensive understanding of how to plan, implement, and evaluate effective comprehensive health and coordinated school health education programs consistent with the Indiana Academic Standards for Health & Wellness, including:

- 12.1** current trends, issues, initiatives, and philosophies related to comprehensive health education
- 12.2** laws, policies, professional issues, and ethical considerations related to health education programs
- 12.3** characteristics, goals, and components of a coordinated school health program
- 12.4** use and synthesis of professional resources and national-, state-, and district-level research related to behavioral health risks among diverse school-age youth to inform educational programs
- 12.5** principles and methods for planning and implementing an effective comprehensive health education program, including knowledge and use of the Indiana Academic Standards for Health & Wellness, to assess student and community needs and to support developmentally appropriate student learning of the essential knowledge and skills necessary to adopt, practice, and maintain health-enhancing behaviors
- 12.6** principles and techniques for designing a logical scope and sequence and addressing and clarifying the scope and sequence of health education materials
- 12.7** the importance of developing and addressing learning objectives in classroom instruction and materials, as well as in evaluation and assessment
- 12.8** techniques, strategies, and activities involved in planning, delivering, and evaluating health education instruction
- 12.9** the ability to assess the need for and apply diverse and innovative instructional strategies consistent with "best practice" and research-based theories and principles that address students' learning styles, language abilities, cultural characteristics and values, developmental levels, and special needs
- 12.10** knowledge and use of a variety of assessment methods and evaluation strategies that adequately and accurately evaluate the level of mastery of skills by students

Selected Bibliography of Standards and Sources Related to Health Education

State and National Standards and Curriculum Frameworks

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Selected Bibliography of Standards and Sources Related to Health Education

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Alignment of Educator Standards with State and National Standards

| Indiana Educator Standards for Health Education | Indiana Academic Standards for Health & Wellness | NCATE/AAHE Health Education Teacher Preparation Standards | National Health Education Standards | ISTE National Educational Technology Standards |
|--|---|---|-------------------------------------|--|
| <p><u>Standard 1: Human Anatomy, Physiology, Growth, and Development</u></p> <p>Health education teachers have a broad and comprehensive understanding of human anatomy and physiology and the stages and characteristics of human growth and development.</p> | <p>K.1; 1.1; 2.1; 3.1; 4.1; 5.1; 6.1; 7.1; 8.1; HW.1; AH.1</p> | <p>I; II</p> | <p>1</p> | |
| <p><u>Standard 2: Health Promotion and Disease Prevention</u></p> <p>Health education teachers have a broad and comprehensive understanding of basic health concepts and functional health knowledge, disease etiology, and established health behavior theories and models that provide a foundation for the promotion of health-enhancing behaviors and disease prevention.</p> | <p>K.1; 1.1; 2.1; 3.1; 4.1; 5.1; 6.1; 7.1; 8.1; HW.1; AH.1</p> <p>K.7; 1.7; 2.7; 3.7; 4.7; 5.7; 6.7; 7.7; 8.7; HW.7; AH.7</p> | <p>I; II; III; VIII</p> | <p>1; 7</p> | |
| <p><u>Standard 3: Nutrition and Physical Activity</u></p> <p>Health education teachers have a broad and comprehensive understanding of principles of nutrition and health-related physical activity.</p> | <p>K.1; 1.1; 2.1; 3.1; 4.1; 5.1; 6.1; 7.1; 8.1; HW.1; AH.1</p> <p>K.3; 1.3; 2.3; 3.3; 4.3; 5.3; 6.3; 7.3; 8.3; HW.3; AH.3</p> <p>K.6; 1.6; 2.6; 3.6; 4.6; 5.6; 6.6; 7.6; 8.6; HW.6; AH.6</p> <p>K.7; 1.7; 2.7; 3.7; 4.7; 5.7; 6.7; 7.7; 8.7; HW.7; AH.7</p> | <p>I; II; III; VIII</p> | <p>1; 3; 6; 7</p> | |

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| <p><u>Standard 4: Mental and Emotional Health</u></p> <p>Health education teachers have a broad and comprehensive understanding of mental and emotional health; and behaviors, factors, and strategies that promote individual well-being.</p> | <p>K.1; 1.1; 2.1; 3.1; 4.1; 5.1; 6.1; 7.1; 8.1; HW.1; AH.1</p> <p>K.2; 1.2; 2.2; 3.2; 4.2; 5.2; 6.2; 7.2; 8.2; HW.2; AH.2</p> <p>K.3; 1.3; 2.3; 3.3; 4.3; 5.3; 6.3; 7.3; 8.3; HW.3; AH.3</p> <p>K.4; 1.4; 2.4; 3.4; 4.4; 5.4; 6.4; 7.4; 8.4; HW.4; AH.4</p> <p>K.7; 1.7; 2.7; 3.7; 4.7; 5.7; 6.7; 7.7; 8.7; HW.7; AH.7</p> <p>K.8; 1.8; 2.8; 3.8; 4.8; 5.8; 6.8; 7.8; 8.8; HW.8; AH.8</p> | <p>I; II; III; VIII</p> | <p>1; 2; 3; 4; 7; 8</p> | |
| <p><u>Standard 5: Reducing Health Risks from Alcohol, Tobacco, and Other Drugs</u></p> <p>Health education teachers have a broad and comprehensive understanding of health risks associated with the use of alcohol, tobacco, and other drugs; and behaviors, factors, and strategies that prevent and reduce these risks.</p> | <p>K.2; 1.2; 2.2; 3.2; 4.2; 5.2; 6.2; 7.2; 8.2; HW.2; AH.2</p> <p>K.4; 1.4; 2.4; 3.4; 4.4; 5.4; 6.4; 7.4; 8.4; HW.4; AH.4</p> <p>K.5; 1.5; 2.5; 3.5; 4.5; 5.5; 6.5; 7.5; 8.5; HW.5; AH.5</p> <p>K.7; 1.7; 2.7; 3.7; 4.7; 5.7; 6.7; 7.7; 8.7; HW.7; AH.7</p> | <p>I; II; III; VIII</p> | <p>2; 4; 5; 7</p> | |
| <p><u>Standard 6: Interpersonal, Social, and Family Relationships</u></p> <p>Health education teachers have a broad and comprehensive understanding of interpersonal communication skills and factors that affect interpersonal, social, and family relationships.</p> | <p>K.2; 1.2; 2.2; 3.2; 4.2; 5.2; 6.2; 7.2; 8.2; HW.2; AH.2</p> <p>K.4; 1.4; 2.4; 3.4; 4.4; 5.4; 6.4; 7.4; 8.4; HW.4; AH.4</p> <p>K.8; 1.8; 2.8; 3.8; 4.8; 5.8; 6.8; 7.8; 8.8; HW.8; AH.8</p> | <p>I; III; VIII</p> | <p>2; 4; 8</p> | |

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| <p><u>Standard 7: Decision Making, Goal Setting, Advocacy, and Self-Management</u></p> <p>Health education teachers have a broad and comprehensive understanding of how to develop and foster the use of decision making; goal setting; advocacy for self, family, and community health; and self-management to promote healthy norms and behaviors.</p> | <p>K.5; 1.5; 2.5; 3.5; 4.5; 5.5; 6.5; 7.5; 8.5; HW.5; AH.5</p> <p>K.6; 1.6; 2.6; 3.6; 4.6; 5.6; 6.6; 7.6; 8.6; HW.6; AH.6</p> <p>K.8; 1.8; 2.8; 3.8; 4.8; 5.8; 6.8; 7.8; 8.8; HW.8; AH.8</p> | I; III; VIII | 5; 6; 8 | |
| <p><u>Standard 8: Safety, Risk Reduction, and Injury Prevention</u></p> <p>Health education teachers have a broad and comprehensive understanding of safety, risk-reduction, and injury-prevention skills and concepts.</p> | <p>K.1; 1.1; 2.1; 3.1; 4.1; 5.1; 6.1; 7.1; 8.1; HW.1; AH.1</p> <p>K.2; 1.2; 2.2; 3.2; 4.2; 5.2; 6.2; 7.2; 8.2; HW.2; AH.2</p> <p>K.4; 1.4; 2.4; 3.4; 4.4; 5.4; 6.4; 7.4; 8.4; HW.4; AH.4</p> <p>K.5; 1.5; 2.5; 3.5; 4.5; 5.5; 6.5; 7.5; 8.5; HW.5; AH.5</p> <p>K.7; 1.7; 2.7; 3.7; 4.7; 5.7; 6.7; 7.7; 8.7; HW.7; AH.7</p> | I; II; III; VIII | 1; 2; 4; 5; 7 | |
| <p><u>Standard 9: Health Literacy</u></p> <p>Health education teachers have a broad and comprehensive understanding of health literacy skills and principles; and methods of analyzing, evaluating, and selecting health information, products, and services.</p> | <p>K.3; 1.3; 2.3; 3.3; 4.3; 5.3; 6.3; 7.3; 8.3; HW.3; AH.3</p> <p>K.5; 1.5; 2.5; 3.5; 4.5; 5.5; 6.5; 7.5; 8.5; HW.5; AH.5</p> <p>K.8; 1.8; 2.8; 3.8; 4.8; 5.8; 6.8; 7.8; 8.8; HW.8; AH.8</p> | I; II; III; VII; VIII | 3; 5; 8 | 1b; 2b; 3c; 3d; 4a; 4b |

Alignment of Educator Standards with State and National Standards

| Indiana Educator Standards for Health Education | Indiana Academic Standards for Health & Wellness | NCATE/AAHE Health Education Teacher Preparation Standards | National Health Education Standards | ISTE National Educational Technology Standards |
|--|--|---|-------------------------------------|---|
| <p><u>Standard 10: Influences on Health Behaviors</u></p> <p>Health education teachers have a broad and comprehensive understanding of the influence of media, technology, culture, family, peers, and social norms on health behaviors.</p> | <p>K.2; 1.2; 2.2; 3.2; 4.2; 5.2; 6.2; 7.2; 8.2; HW.2; AH.2</p> <p>K.5; 1.5; 2.5; 3.5; 4.5; 5.5; 6.5; 7.5; 8.5; HW.5; AH.5</p> | <p>I; II; III; VI; VII; VIII</p> | <p>2; 5</p> | <p>1b; 1c; 2a; 3c; 3d</p> |
| <p><u>Standard 11: Community and Environmental Health</u></p> <p>Health education teachers have a broad and comprehensive understanding of concepts, principles, and issues associated with community and environmental health.</p> | <p>K.2; 1.2; 2.2; 3.2; 4.2; 5.2; 6.2; 7.2; 8.2; HW.2; AH.2</p> <p>K.3; 1.3; 2.3; 3.3; 4.3; 5.3; 6.3; 7.3; 8.3; HW.3; AH.3</p> <p>K.8; 1.8; 2.8; 3.8; 4.8; 5.8; 6.8; 7.8; 8.8; HW.8; AH.8</p> | <p>I; II; III; VIII</p> | <p>2; 3; 8</p> | <p>1a; 1b; 1c; 1d; 2b; 3d; 4b; 4d; 5a; 5b; 5c; 5d</p> |
| <p><u>Standard 12: The Health Education Program</u></p> <p>Health education teachers have a broad and comprehensive understanding of how to plan, implement, and evaluate effective comprehensive health and coordinated school health education programs consistent with the Indiana Academic Standards for Health & Wellness.</p> | | <p>I; II; III; IV; V; VI; VII; VIII</p> | <p>1–8</p> | <p>1a; 1b; 1c; 1d; 2a; 2b; 2c; 2d; 3b; 3c; 4a; 4b; 4c; 4d; 5a; 5c</p> |