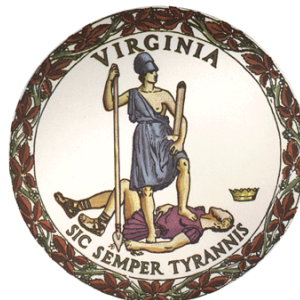


# **Health Education Standards of Learning**

**for**

## **Virginia Public Schools**



# **Health Education Standards of Learning for Virginia Public Schools**

**Adopted January 2020 by the  
Board of Education**

Daniel A. Gecker, President

Diane T. Atkinson, Vice President

Kim E. Adkins

Pamela Davis-Vaught

Francisco Durán

Anne B. Holton

Tammy Mann

Keisha Pexton

Jamelle S. Wilson

**Superintendent of Public Instruction**

James F. Lane

**Commonwealth of Virginia**

Board of Education

Post Office Box 2120

Richmond, VA 23218-2120

Copyright © 2020  
by the  
Virginia Department of Education  
P.O. Box 2120  
Richmond, Virginia 23218-2120  
[Virginia Department of Education](http://www.doe.virginia.gov)

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.

**Superintendent of Public Instruction**

James F. Lane

**Deputy Superintendent and Chief of Staff Division of School Quality, Instruction, and Performance**

Donald “Rusty” Fairheart

**Assistant Superintendent for Learning and Innovation**

Michael F. Bolling

**Office of Science, Technology, Engineering, Mathematics, and Innovation**

Tina M. Manglicmot, Director

Vanessa C. Wigand, Coordinator for Health Education

**Statement of Non-Discrimination**

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans

## **Preface**

The 2020 Health Education Standards of Learning for Virginia Public Schools utilize the best practices from the 2015 Standards of Learning and elevate them to meet the health challenges facing today’s youth. Students will learn essential health concepts, develop understanding of health information, and actively advocate for their own health, as well as the health of their peers, families, and communities.

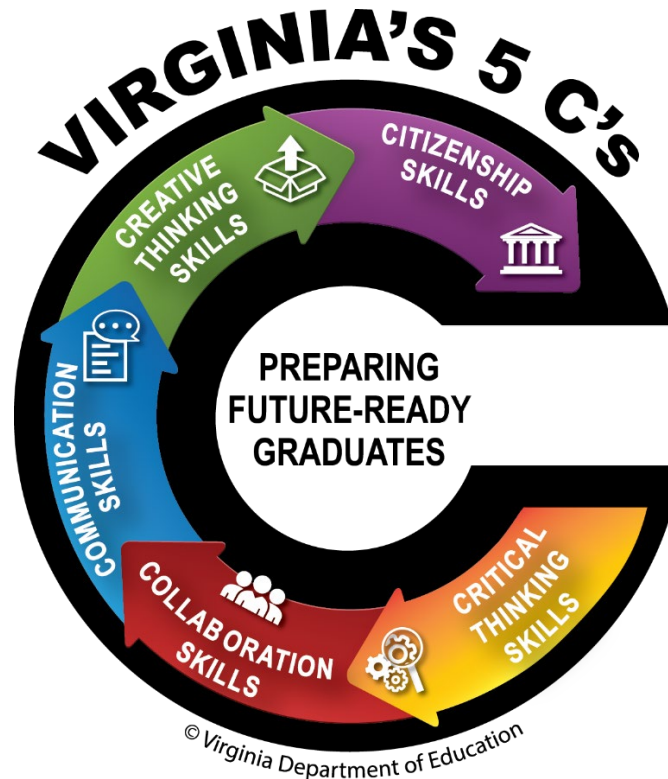
The 2020 Standards of Learning reflect age-appropriate knowledge and abilities, increasing in depth and complexity as students mature. The standards are designed to provide a core body of knowledge (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Competence, Violence Prevention, Community/Environmental Health), while also allowing flexibility for students to develop personal values and beliefs and shared positive group norms and for individual school communities to address local health issues and emerging health concerns.

The standards follow the research-based recommendations of mental, social, emotional and behavioral health, substance abuse prevention, nutrition, and public health subject matter experts and the Centers for Disease Control and Prevention for health education curricula by teaching functional health information; shaping personal values and beliefs that support healthy behaviors; shaping group norms that value a healthy lifestyle; and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. The standards are also designed to support the social and emotional development of students (<https://casel.org/core-competencies/>), enhancing students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges, understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The standards articulate learning goals in the terms of what students should know, understand, and do. Standard 1, Essential Health Concepts, provides foundational health knowledge—what students should know. Standard 2, Healthy Decisions, broadens student understanding of health content at the same time it develops skills to allow students to transfer information in a variety of contexts to make healthy and safe life choices—what students should understand. Standard 3, Advocacy and Health Promotion, provides relevance for student learning and opportunities for students to demonstrate or design realistic outcomes for application of health information—what students should be able to do to advocate for their health and the health of others. The standards enable students to immerse themselves in a health topic from content to understanding to application and advocacy. As a result, Virginia students will be better prepared to make healthy decisions for themselves and influence others to do the same.

### Profile of a Virginia Graduate

The 2020 Health Standards of Learning support the Profile of a Virginia Graduate through the development and use of communication, collaboration, creativity, critical thinking and civic responsibility skills necessary to adopt and maintain health-enhancing behaviors, manage feelings, build healthy relationships, successfully navigate social environments, make safe life choices and advocate for personal health and the health of others.

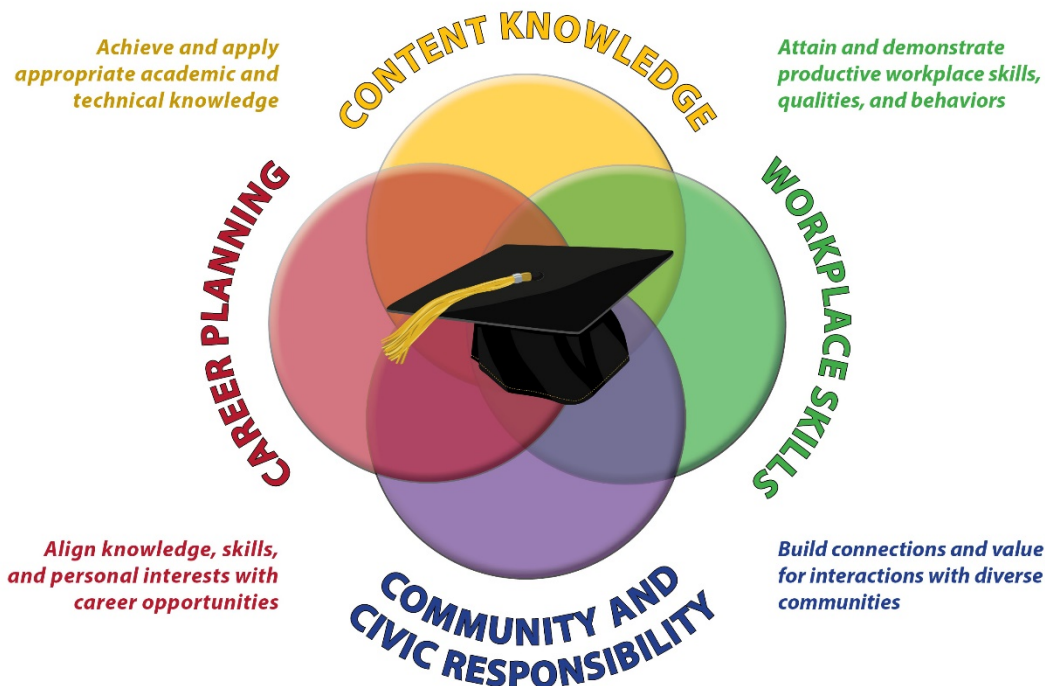


Through Health Education, students will

- ✓ *Acquire, interpret, and understand health concepts; and develop and apply a range of health skills needed to make appropriate health decisions (Content Knowledge)*
- ✓ *Acquire and practice effective communication, relationship-, cooperation-, self-awareness, self-management, social awareness, responsible decision-making, and stress-management skills (Workplace Skills)*
- ✓ *Engage in home, school, and community projects to enhance physical, mental, social, emotional, and environmental health (Community Engagement and Civic Responsibility)*
- ✓ *Explore a variety of health-related career opportunities in health promotion, disease, injury, and substance abuse prevention, mental health, nutrition, and community health (Career Exploration)*

## Profile of a Virginia Graduate

In Virginia, the Life Ready Individual Will  
During His or Her K-12 Experience:



### INTRODUCTION

Health education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. The *Health Education Standards of Learning for Virginia Public Schools* identify the concepts, processes, and academic, social and emotional skills for a continuum of learning experiences for students from kindergarten to grade ten. The standards provide school divisions and teachers with a guide for creating aligned curricula and structured learning experiences in health education that will provide students with the necessary knowledge, processes, and skills to make healthy choices (goal-setting and planning skills, communication and assertive skills, responsible decision making), prevent chronic disease, and avoid health-risk behaviors identified by the national Centers for Disease Control and Prevention (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries).

The standards for each grade level are grouped into three content strands—Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion—that align with the overarching learning goals of the *Health Education Standards of Learning*. The content strands identify a core set of concepts and skills that facilitate the formation and promotion of healthy behaviors and practices. Indicators that align with the three content strands and address four dimensions of health (i.e., physical, emotional, social, environmental), as well as health careers,

are embedded at each grade level. These indicators identify the minimum standards for a sequential course of study within a comprehensive health education program. The indicators are sequenced to progress in complexity from grade level to grade level across several topic areas (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Skills, Violence Prevention, Community/Environmental Health).

### **Goals and Strands**

The purpose of health education is to develop health-literate students—students who acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain, and promote personal, family, and community health. These skills align with core competencies (i.e., self-awareness, self-management, social awareness, relationship building, responsible decision making) identified in the CASEL framework for social and emotional learning (<https://casel.org/core-competencies/>). As a result of health education instruction, students will be able to:

- Access, evaluate, and synthesize information to protect, enhance, and advocate for their own and others' health, well-being, and safety across their lifespan;
- Critically analyze health information from a variety of sources (e.g., credible scientific and institutional sources, health brochures, media messages, websites) to make appropriate health decisions and access services needed to prevent or treat illness; and
- Develop and use personal, behavioral, social, and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships.

The content for the Standards of Learning for health education is organized around the following three essential strands:

1. Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others. **(Essential Health Concepts)**

*The intent of this goal is for students to become health-literate, self-directed learners who recognize the relationship between personal behavior and personal health and can skillfully apply health-promotion and disease-prevention strategies as a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts and the development and application of a range of health skills. Instruction will focus on the topics of hygiene, communicable and noncommunicable disease prevention, dental health, nutrition, sleep, mental wellness and social and emotional skills, drug use, physical activity, body systems, safety, intentional and unintentional injury and violence prevention, Internet safety, gangs, bullying, and preventive health care. As a result, students will have a comprehensive understanding of essential health concepts related to health promotion and risk/disease prevention, self-awareness and social awareness, and an enhanced ability to engage in lifelong health behaviors.*

2. Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. **(Healthy Decisions)**

*The intent of this goal is for students to demonstrate the ability to identify valid and accurate health information, products, and services. This ability is critical for the prevention, early detection, and treatment of most health problems. Valid health information raises awareness of the long-term consequences of unhealthy decisions and enables students to make decisions that support lifelong health. Students will experience many opportunities across their school years to use information-analysis and responsible decision-making skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will become aware of and able to analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will be able to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, and accept responsibility for personal health practices and engage in healthy decision making.*

3. Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. **(Advocacy and Health Promotion)**

*The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and communities. Students will develop awareness of social and media influences that affect their decision making and develop skills to effectively navigate and resist negative influences while building positive, healthy rewarding relationships with diverse individuals and groups. Students will develop healthy habits for managing emotions including stress, anger, and impulse control, and learn how to effectively advocate for themselves and their communities, which also supports equity. Specifically, upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors and advocate for ways in which peers, families, and community groups can work together to promote safe and healthy communities.*



## Grade Two

Students in grade two continue to learn about the basic structures and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences (responsible decision making). They learn about food sources, healthy food and beverage choices, the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others (social awareness and relationship skills).

### Essential Health Concepts

2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills and explain how each is connected to personal health.

#### Body Systems

- a) Identify structures that form body systems, including the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) and how the systems work together.

#### Nutrition

- b) Identify where and how fruits and vegetables are grown.

#### Physical Health

- c) Describe correct posture for sitting, standing, and walking

#### Disease Prevention/Health Promotion

- d) Recognize that germs cause colds and flu, and define communicable as something that can be spread from person to person.

#### Substance Abuse Prevention

- e) Describe the harmful effects of medicine, alcohol, and tobacco, including poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.
- f) Identify refusal skills.
- g) Explain differences between prescription and nonprescription medications.

#### Safety

- h) Explain the importance of assuming responsibility for personal safety.

#### Mental Wellness/Social and Emotional Skills

- i) Identify feelings associated with disappointment, loss, and grief.
- j) Describe personal strengths and identify how individuals are unique.
- k) Describe characteristics of a trusted friend and a trusted adult.

#### Violence Prevention

- l) Explain the difference between joking, teasing, and bullying, and identify how each may impact the recipient.
- m) Define conflict and describe situations in which conflict may occur.

#### Community/Environmental Health

- n) Describe how the environment influences health.

### Healthy Decisions

2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.

#### Body Systems

- a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.

Nutrition

- b) Describe why fruits and vegetables are essential components of a healthy lifestyle.

Physical Health

- c) Practice correct posture for sitting, standing, and walking.

Disease Prevention/Health Promotion

- d) Explain why it is important to cover the mouth and nose when sneezing and to wash hands to stay free of communicable disease.

Substance Abuse Prevention

- e) Recognize that tobacco smoke and nicotine products (e.g., electronic smoking devices) are harmful to one's health and should be avoided.
- f) Describe the use of refusal skills based on good decisions.
- g) Identify why medicines should only be taken under the supervision of an adult and the importance of childproof caps on medicines.

Safety/Injury Prevention

- h) Identify ways that students can take responsibility for personal safety at home, at school, and in the community.

Mental Wellness/Social and Emotional Skills

- i) Explain healthy ways to express feelings associated with disappointment, loss, and grief.
- j) Discuss how empathy, compassion, and acceptance help one understand others.
- k) Identify trusted adults at school and at home.

Violence Prevention

- l) Identify ways to respond appropriately to joking, teasing, and bullying.
- m) Describe how to work and play cooperatively and how to use nonviolent strategies to resolve conflict.

Community/Environmental Health

- n) Describe ways to protect the environment.

**Advocacy and Health Promotion**

- 2.3 The student will describe the influences and factors that impact health and wellness.

Body Systems

- a) Explain how daily physical activity and healthy eating habits contribute to healthy cardiorespiratory, skeletal, and muscular systems.

Nutrition

- b) Identify ways to incorporate fruits and vegetables into daily food choices (i.e., breakfast, lunch, dinner, snacks).

Physical Health

- c) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.

Disease Prevention/Health Promotion

- d) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.

Substance Abuse Prevention

- e) Explain why it is dangerous to sniff, taste, or swallow unknown substances.
- f) Demonstrate refusal skills in situations that involve harmful substances with peers and adults.

g) Conduct an assessment of harmful substances in the home with a parent/guardian.

Safety/Injury Prevention

h) Identify emergency resources, services, and healthcare professionals in the community that influence health, safety, and wellness.

Mental Wellness/Social and Emotional Skills

i) Identify adults who can help with disappointment, loss, and grief.

j) Identify and discuss how to show respect for similarities and differences between individuals.

k) Identify situations where trusted friends and adults can help.

Violence Prevention

l) Use appropriate strategies to safely stand up to teasing and to report bullying.

m) Demonstrate nonviolent strategies to resolve conflict and support peers in school and in the community.

Community/Environmental Health

n) Promote a strategy to protect the environment.