

*Maryland Health Education
Voluntary State Curriculum*

State Board of Education

January 27, 2009

Health Education Voluntary State Curriculum

Writers

- Teachers
- Supervisors
- System leadership
- Higher education

Development

- Prototype
- Initial writing teams
- MSDE content review
- Revisions
- Review/revisions

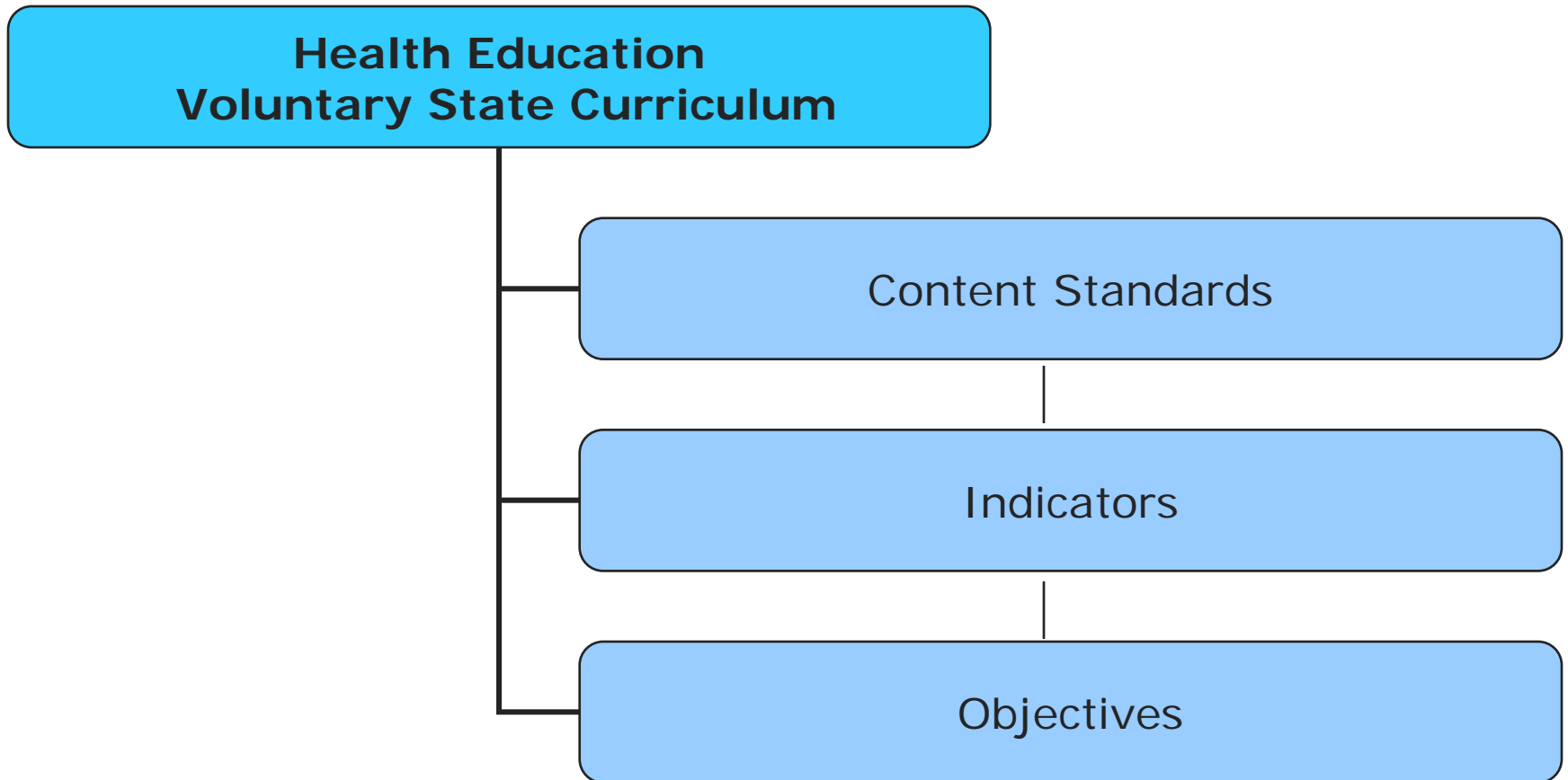
Draft Status

- Available for classroom and district use
- Feedback and Input provided through website
- District Visits
- National Review

- LEA review

- Toucan Ed

VSC Organization



Health Literacy

Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health-enhancing.

*National Health Education Standards,
Second Edition, 2007*

How to achieve health literacy?

“the most effective means to improve health literacy is to ensure that education about health is part of the curriculum at all levels of education.”

Institute of Medicine

Report on Health Literacy,
p149, 2005

Health Education VSC

Mental and Emotional

*Alcohol, Tobacco and
Other Drugs*

*Disease Prevention
and Control*

*Personal and
Consumer*

Safety and Injury Prevention



*Family Life and
Human Sexuality*

Nutrition and Fitness

Expert Review Panel

ToucanEd

- Kathleen Middleton, MS, CHES

R²E²

- Susan Giarratano Russell, MSPH, EdD, CHES
- Jill English, PhD, CHES

Catalyst Health Concepts

- Donna Lloyd-Kolkin, PhD
- Gloria Stables, PhD

Maryland Health Education VSC Review

The Charge

- 🍎 Evaluate the Draft Health Education VSC
- 🍎 Identify Strengths and Weaknesses
- 🍎 Recommend Improvements

Methodology

Process:

➤ Rubric Scoring

- Across Grade Groupings

➤ Benchmarking

- The National Health Education Standards,
- CDC's HECAT
- Arizona Comprehensive Health Education Standards
- Wisconsin's Model Academic Standards for Health Education
- Indiana Academic Standards for Health Education
- Health Education Content Standards for California Public Schools, Kindergarten through grade 12

Methodology

Focus:

- content rigor
- consistency with existing VSCs
- assessability

Summary of Strengths

Built on a Substantial Foundation

- Coherent, Standards-based System
- Defines Student Expectations
- Roadmap for Local Curriculum and Instruction
- Provides a Basis for Assessment

Summary of Strengths

Recognizes Health as an Important Separate Academic Discipline

- Aligns with National Standards
- Addresses Contemporary Health Issues for Children and Youth
- Applies Health Knowledge and Skills to the Family and Community

Areas Needing Improvement

Content Rigor

- Rationale Statements
- Wording Issues
- Some Concepts Incomplete
- Ambiguity for Instruction and Assessment
- Alignment Issues

Areas Needing Improvement

Consistency

➤ Inconsistent in Organization with Existing VSCs

- number of indicators,
- specificity of indicators
- cognitive skill levels

Responding to the Feedback

- 🍎 Professionals from across the state were asked to assist in the response
- 🍎 Each recommendation was carefully considered
- 🍎 Modifications and changes were reviewed by health education stakeholders

Responses Included

- 🍎 Developed rationales
- 🍎 Reviewed the use and overuse of certain words and verbs
- 🍎 Aligned the VSC to the NHES
- 🍎 Examined the verbs through the lens of Bloom's Revised Taxonomy
- 🍎 Divided indicators and objectives into sub-topics and aligned across grade levels

Responses Continued

- 🍎 Developing health literate students
- 🍎 Ensuring the support of stakeholders
- 🍎 Assessment Limits

Next Steps

- 🍎 Develop Toolkit
- 🍎 Continue the Relationship With Local School Systems to Provide Professional Development
- 🍎 Revisit COMAR

Questions
or
Comments