



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: **HEALTHY EATING (HE)**

HIGH SCHOOL

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
<i>BENCHMARK</i>		<i>ESSENTIAL INDICATORS</i>	
S1.1.HS.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	1.1.HE.1.HS 1.1.HE.2.HS 1.1.HE.3.HS 1.1.HE.4.HS 1.1.HE.5.HS 1.1.HE.6.HS	1.1.HE.7.HS 1.1.HE.8.HS 1.1.HE.9.HS 1.1.HE.10.HS 1.1.HE.11.HS
SUPPORTIVE INDICATORS		SUPPORTIVE INDICATORS	
		1.1.HE.12.HS 1.1.HE.13.HS 1.1.HE.14.HS 1.1.HE.15.HS	1.1.HE.16.HS 1.1.HE.17.HS 1.1.HE.18.HS 1.1.HE.19.HS

Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S2.1.HS. Explain the influence of public health policies on health practices and behaviors.	
S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.	
S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.	
S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.	
S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	2.5.HE.1.HS
S2.6.HS. Analyze how laws, rules, and regulations influence health promotion and disease prevention.	2.6.HE.2.HS
S2.7.HS. Analyze how school and community affect personal health practices and behaviors.	2.7.HE.3.HS
S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.	
S2.9.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.	2.9.HE.4.HS
S2.10.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.	2.10.HE.5.HS



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Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S3.1.HS. Evaluate the validity and reliability of health information.	3.1.HE.1.HS
S3.2.HS. Evaluate the validity and reliability of health products.	
S3.3.HS. Evaluate the validity and reliability of health services.	
S3.4.HS. Determine the accessibility of valid and reliable health products.	
S3.5.HS. Determine when professional health services may be required.	
S3.6.HS. Determine the accessibility of valid and reliable health services.	
S3.7.HS. Use resources that provide valid and reliable health information.	3.7.HE.2.HS
S3.8.HS. Use valid and reliable health products.	
S3.9.HS. Use valid and reliable health services.	
Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S4.1.HS. Demonstrate effective communication skills to enhance health.	
S4.2.HS. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.	
S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.	4.3.HE.1.HS
S4.4.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.	
S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.	4.5.HE.2.HS
S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.	4.6.HE.3.HS
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S5.1.HS. Examine barriers to healthy decision making.	5.1.HE.1.HS
S5.2.HS. Determine the value of applying thoughtful decision making.	
S5.3.HS. Justify when individual or collaborative decision making is appropriate.	5.3.HE.2.HS
S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.HE.3.HS
S5.5.HS. Generate alternatives when making a health-related decision.	5.5.HE.4.HS
S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.	5.6.HE.5.HS
S5.7.HS. Choose a healthy alternative when making a health-related decision.	5.7.HE.6.HS
S5.8.HS. Evaluate the effectiveness of health-related decisions.	5.8.HE.7.HS



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Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S6.1.HS. Assess personal health practices and behaviors.	6.1.HE.1.HS
S6.2.HS. Set a realistic personal health goal.	6.2.HE.2.HS
S6.3.HS. Assess the barriers to achieving a personal health goal.	6.3.HE.3.HS
S6.4.HS. Develop a plan to attain a personal health goal.	6.4.HE.4.HS
S6.5.HS. Implement strategies, including self-monitoring, to achieve a personal health goal.	
S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal.	6.6.HE.5.HS
S6.7.HS. Formulate an effective long-term plan to achieve a health goal.	
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S7.1.HS. Analyze the role of individual responsibility in enhancing personal health.	
S7.2.HS. Evaluate personal practices and behaviors that reduce or prevent health risks.	
S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.HE.1.HS
S7.4.HS. Make a commitment to practice healthy behaviors.	7.4.HE.2.HS
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.	8.1.HE.1.HS
S8.2.HS. Persuade and support others to make positive health choices.	8.2.HE.2.HS
S8.3.HS. Collaborate with others to advocate for improving personal, family and community health.	
S8.4.HS. Encourage school and community environments to promote the health of others.	8.4.HE.3.HS
S8.5.HS. Adapt health messages and communication techniques for a specific target audience.	
S8.6.HS. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.	

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CONTENT ELABORATION

Content Elaboration for High School Grade Band: Students in high school focus on the functional knowledge that enhances their ability to access valid, reliable nutrition resources. The valid and reliable information they access will assist with the setting of personal goals to maintain or improve their nutrition plan. For example, referring to valid and reliable information about key nutrients in foods will assist in setting a goal to consume a variety of foods that contain these key nutrients.

The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills. Analyzing influences, interpersonal communication skills, decision-making, practicing behaviors, and advocacy skills are all possible to achieve with additional health education classes. Examples of how these skills can assist students include the understanding of influences on food choices; how to communicate nutrition needs to care givers by offering healthy food choices on the grocery list; making decisions about vegetarian or vegan food plans; putting food plans into practice at home; and advocating for healthy food choices in their school, community, or at home.

Previous Grade Band (Grades 6-8) Progression Statement: Students in grades 6-8 focused on the functional knowledge that would assist with analyzing influences, accessing valid, reliable resources, and goal setting skills regarding healthy eating. While all skills are important, these skills are essential for grades 6-8 because of the developmental age and time available for health education. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to navigate their decisions associated with making healthy food choices. In addition, students in this grade band have learned how to access valid, reliable resources for nutrition information. The information they acquire will assist in their ability to set goals to improve or maintain a healthy nutrition plan.

Next Grade Band Progression Statement: Applying Health Behaviors

Students will be able to determine how their choices lead to positive or negative outcomes. They will develop skills to promote a lifelong, healthy lifestyle.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Explain how the *U.S. Dietary Guidelines for Americans* and *MyPlate* are useful in planning a healthy diet.
- Describe the relationship of food choices and chronic diseases.
- Identify a variety of food sources that provide key nutrients.
- Discuss the benefits of healthy eating.
- Discuss appropriate weight management practices.
- Evaluate and use resources that provide reliable nutrition information.
- Use strategies to overcome barriers and achieve personal goals to adopt healthy eating behaviors.

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Supportive Understandings

- Identify the health benefits of eating breakfast every day.
- Identify foods that provide adequate sources of fiber, calcium, and iron.
- Utilize the *U.S. Dietary Guidelines for Americans* when planning a vegetarian diet.
- Identify food preparation methods that add less fat, sugar, and sodium to food.
- Discuss food safety strategies.
- Identify benefits of limiting the consumption of energy drinks.

Healthy Eating Terminology

Energy Drinks – beverages that contain 80 to 500 mg (or more) of caffeine.

INSTRUCTIONAL RESOURCES

Electronic Resources

- www.actionforhealthykids.org/tools-for-schools/find-challenges/classroom-challenges/1212-nutrition-education
- www.choosemyplate.gov
- www.drink-milk.com/schools/tools-for-schools/nutrition-education/
- <https://www.eatright.org>
- www.fns.usda.gov/get-involved/provide-nutrition-education
- www.who.int/nutrition/en/

CONNECTIONS

Skill Connections within Health Education

PERSONAL HEALTH AND WELLNESS - Understand the relationship of nutrition choices and chronic diseases.

MENTAL EMOTIONAL HEALTH – Discuss the impact of emotional eating.

SAFETY – Discuss food preparation safety.

Interdisciplinary Connections:

English Language Arts

- Write a personal short story or essay about achieving a healthy eating goal utilizing nutrition guidelines.
- Create a documentary about nutrition information in the media.
- Write a short story about appropriate nutrition practices of a professional athlete, performer, family member, or for yourself.



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MATH

- Use algebraic expressions (variables representing nutrients) to build nutrition plans according to the *U.S. Dietary Guidelines for Americans* and *MyPlate*.
- Utilize spread sheets to create a meal plans, calculate nutrients, and calories.

SCIENCE (Chemistry, Biology)

- Discuss the chemical reactions and biological activities of recipes.
- Discuss the importance of nutrients in the function of biological cells.
- Discuss how the minerals found in the periodic table relate to the minerals found in food.