

# HEALTH EDUCATION FRAMEWORK

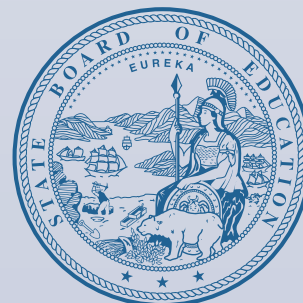


**FOR CALIFORNIA PUBLIC SCHOOLS**  
*Kindergarten Through Grade Twelve*

**Appendix A**  
**Examples of Standards-Based Instruction**

Adopted by the California State  
Board of Education  
May 2019

*Published by the California  
Department of Education  
Sacramento, 2021*



# Examples of Standards-Based Instruction

## APPENDIX



**T**he examples presented in this appendix provide standards-based instructional strategies that can be applied in a variety of educational settings and formats. The examples below illustrate one approach to standards-based instruction. As with all examples in this framework, they are just one way to approach instruction and are not a mandate for a particular instructional approach. Decisions on which instructional strategies to use in their classrooms are best left to credentialed health education teachers and local administrators.

## Example of Standards-Based Instruction: Grade Level One

### **Select a Standard(s):**

Standard 1.11.5 Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.

### **Unpack the standard:**

*What is the verb:* Demonstrate

*What is the skill or content:* Proper lifting and carrying techniques for handling backpacks and book bags

**Determine the evidence of learning:**

Student demonstrates proper lifting and carrying of their backpack by completing the following steps:

1. Determines if their backpack is too heavy
2. Bends both knees to pick up backpack
3. Uses two hands to pick up the backpack
4. Wears both straps
5. Has backpack close to their body and resting in the middle of their back

**Select or design the assessment:**

Structured observation using the checklist.

**Plan instruction:**

Ms. H wants to ensure that her students are lifting and carrying their backpacks properly to avoid injuries and strain. She starts her lesson with the What, Why, How technique. She shares the following with her students:

*What will we be learning today?*

We will learn the proper way to lift and carry our backpacks.

*Why is this important?*

Carrying backpacks that are not in the correct position or are too heavy can lead to hurting our backs.
















*How will you know if you have learned it?*

You will show Ms. H or other adult in class how to do it properly.

Using a bathroom scale, students weigh their backpacks. Ms. H knows that first-graders do not understand the concept of percent, so telling them that the backpack should be no more than 10–15 percent of their body weight will not be relevant to them. They can understand 8–12 pounds, so she has the students pick up each other's packs and guess how much they weigh. This allows the students to get an idea of what a backpack that is 8–12 pounds does, and does not, feel like. Ms. H assures any students with backpacks that are over the suggested amount that the class will help them figure out ways to lighten their backpacks.

## Student Checklist

Ms. H shares the checklist they will use.

	<p>Too Heavy? (8-10 lbs.)</p>		
	<p>2 Bent Knees?</p>		
	<p>2 Hands?</p>		
	<p>2 Straps?</p>		
	<p>Too Low?</p>		

Long Description of Student Checklist is available at <https://www.cde.ca.gov/ci/he/cf/appendixstdbasedinstr.asp>.

As she demonstrates and explains each step, she will also talk with the students about why each step is important. She has the students repeat the steps after she goes over each one. She makes it engaging by focusing on “too/two.”

- “Is it too heavy?” If it is, she asks what they should do about it. Students might respond with, “Take out anything extra I don’t need,” or, “Ask an adult for help.”
- “We bend how many knees?” The students respond, “Two.”
- “How many hands should we use to pick up our backpacks?” The students respond, “Two.”
- “How many straps should we wear?” “Two.”
- “Is it too low?” She again might ask what they could do if their backpack is too low or not close to their body.

She then pairs up the students and provides an enlarged copy of the checklist in a sheet protector and gives each pair a marker. She demonstrates lifting and carrying the backpack multiple times while asking the pairs to discuss what they observe and use the checklist to assess her. The students will color the smiley face when the step is correctly done and the sad face when it is not. Ms. H can exaggerate each step to keep the students’ attention. For some of the examples, she can leave out a key step or complete a step incorrectly. The students show Ms. H their ratings on the sheet protectors after each of her demonstrations so she can quickly see if the students are identifying her mistakes. Ms. H could also draw or find images of students improperly wearing their backpacks and ask the students to identify the errors.

Once she is confident that the students know the criteria for the standard, the students can engage in more practice by assessing each other using the checklist. When the students are ready, the teacher and parent volunteer will assess each student individually. For those students that do not follow each of the steps, Ms. H or the parent can coach that student and let them try again until they are successful.

# Example of Standards-Based Instruction: Grade Level Five

## Select a standard(s):

5.1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, washing hands, hearing protection, and toothbrushing and flossing).

5.2.1.P Identify internal and external influences that affect personal health choices.

5.7.3.P Practice strategies to protect against the harmful effects of the sun.

## Unpack the standard(s):

**5.1.1.N** *What is the verb:* Identify

*What is the skill or content:* Personal health strategies that reduce illness and injury

**5.2.1.N** *What is the verb:* Identify

*What is the skill or content:* Influences on personal health choices

**5.7.3.P** *What is the verb:* Practice

*What is the skill or content:* Strategies to protect against the harmful effects of the sun

Note: Covering all of the content mentioned in 1.1.P and 2.1.P would require multiple lessons. The focus of this lesson will be only on sun safety and the influences on using sun-safe strategies.

## Determine evidence of learning:

1.1.P Student identifies that the following can help protect against the harmful rays from the sun.

- Staying out of the sun between the hours of 10 a.m. and 4 p.m.
- Wearing protective clothing (shirts, pants, and hats) and sunglasses
- Applying sunscreen every day, including cloudy days
- Using sunscreen properly, which includes using at least an ounce, using sunscreen with an SPF of at least 30, applying sunscreen 15 minutes before going out, and reapplying every two to three hours.

- Seeking shade whenever possible
- Extra caution around reflective surfaces (sand, snow, water)

**2.1.N** Student identifies that there are both internal and external influences on choosing to use the above strategies, such as personal likes and dislikes, family and friends' use, access to resources, etc.

**7.3.P** Student practices all of the criteria listed in 1.1.P.

### **Select or design the assessment:**

Students will keep a four-day log documenting situations where sun safety strategies could be used. Two days will be during the week and two days will be on the weekend.

### **Plan Instruction:**

Mr. R observes that some of his students are not wearing sunscreen, protective clothing, and sunglasses regularly. Mr. R starts with the What, Why, How technique. He shares the following with his students.

*What will we learn today?*

Mr. R shares that the students will learn about protecting themselves from the harmful effects of the sun and discuss why some do or do not follow these steps regularly.

*Why is this important?*

The sun can cause skin damage and skin cancer. Both can sometimes be prevented if sun-safe strategies are used.

*How will you know when you have learned it?*

Mr. R informs students they will practice strategies that can help them stay safe from the sun's ultraviolet (UV) rays.

Mr. R begins with having the students brainstorm a list of ways to protect themselves from the sun's harmful ultraviolet rays on a piece of paper. Mr. R. writes the list on the board.

He then shows a short video clip such as TedEd, *Why Do We Have to Wear Sunscreen?* After the video, he asks students if they should add anything to their brainstormed list. Fifth-graders will probably be able to come up with most, if not all, of the criteria. If the students do not come up with one of the criteria from 5.1.1.P on their

own, he will guide them to add it to their list. He will also discuss with the class why each strategy is helpful.

He then shows a short video clip such as TedEd, *Why Do We Have to Wear Sunscreen?* After the video, he asks students if they should add anything to their brainstormed list. Fifth-graders will probably be able to come up with most, if not all, of the criteria. If the students do not come up with one of the criteria from 5.1.1.P on their own, he will guide them to add it to their list. He will also discuss with the class why each strategy is helpful.

Mr. R can use sunscreen to demonstrate what one ounce looks like. Free sunscreen samples might be donated from a local dermatologist or agency, or he might put foaming soap in empty sunscreen bottles to simulate sunscreen. He could also use pictures with varying amounts of sunscreen to help the students identify what the correct amount looks like. Mr. R also tells the students a “full/broad spectrum” sunscreen that blocks both kinds of harmful UV light—UVA and UVB—is best.

Mr. R then asks the students to draw a T-chart on their paper and think about the reasons a fifth-grader might or might not use the protection strategies. They will share with a partner and then with the class. Mr. R then asks each student to write an “E” or an “I” next to each reason, indicating if the reason would be affected by an internal or external influence. Mr. R may need to remind them of the difference between the two types of influences. They will again share with their partner and then as a class. Examples of some possible responses are shown below.

Reasons we use sun safety strategies:

- Friends all do (E)
- Not wanting skin damage or skin cancer (I)
- Parent makes me (E)
- Sunburns hurt (I)
- Cool sun-safe clothing (I)
- I do not like being outside when it is so hot (I)

Reasons we do not use sun safety strategies:

- Friends do not use the strategies (E)
- Sunscreen feels slimy (I)
- Not having sunscreen, protective clothing, or glasses (E)
- Forgetting to use sunscreen (I)



- Lots of fun stuff happens between 10 a.m. and 4 p.m. (I)
- I do not have to worry about getting sunburned (I)
- There is not any shade (E)

Once the list is completed, Mr. R has his students discuss possible solutions for each of the reasons they might not use sun-safe strategies. Examples of their responses might include trying a different kind of sunscreen if it feels slimy, setting a reminder on a phone to take sunglasses with them, or avoiding sun exposure during parts of the day.

As a class, Mr. R will discuss the following scenario: *You are at a friend's house, and it is 11 a.m. He suggests that you go outside to use his pool. What could you do?* Mr. R asks students to explain the reasoning behind each possible response.

With a partner, each pair will discuss the following scenario: *It is lunchtime at school and there are not many places to sit outside. It is cloudy. What should you do?* He observes students as they discuss and has a few students share their responses and the reasoning behind each response.

Individually, students will respond to the following scenario: *You and your mom are going to go hiking at noon. You have to go at that time. What could you do?* Mr. R asks a few students to share their ideas and reasoning.

Mr. R asks the class to think of other activities or situations where sun safety would be important, such as when they have a sports game or are walking to the store. He explains that they will be keeping a four-day log tracking activities or situations in their own lives where they should be practicing sun safety, and goes over the example on the log with them. He checks in with his students the next day to make sure that they understand the assignment.

After four days, Mr. R checks in with students on how they did. If they listed sunscreen as a strategy, he will ask them to determine if they used enough, if it had an SPF of at least 30, and if they reapplied it. If they did not, they may need to move their "X" to the other column.

Mr. R asks students to revisit the T-chart and reflect on which reasons influenced their decisions. The log could also be used as an opportunity for students to identify people who had a positive or negative influence on their health choices.

# Example of Standards-Based Instruction: Grade Levels Seven and Eight

## Select a standard(s):

Health Education Content Standards:

7–8.3.1.N Distinguish between valid and invalid sources of nutrition information.

CA CCSS Reading Standards for Literacy in Science and Technical Subjects 6–12:

Grade Levels 6–8

Standard 1: Cite specific textual evidence to support analysis of science and technical texts.

Standard 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

## Unpack the standard(s):

**7–8.3.1.N** *What is the verb:* Distinguish

*What is the skill or content:* Valid and invalid sources of nutrition information

**Standard 1** *What is the verb:* Cite

*What is the skill or content:* Textual evidence to support analysis of science and technical texts

**Standard 8** *What is the verb:* Distinguish

*What is the skill or content:* Facts, reasoned judgment, and speculation in a text

## Determine evidence of learning:

7–8.3.1.N Student will distinguish that valid sources of information are truthful and have the following characteristics:

- The information is current (no more than three years old)
- The information can be found in more than one resource

- There is enough information about the topic
- The facts in the article are cited or referenced

Students will distinguish that reliable sources of information are trustworthy and dependable and have the following characteristics:

- The purpose of the resource is stated clearly
- The resource does not appear to be an advertisement
- The resource is a .gov or .edu website, or a noncommercial one ending in .org
- The author's name is listed
- The author's background is trustworthy and dependable
- A valid and reliable institution or agency is listed

Standard 1 Student will support their idea with a quote or paraphrase from the article that addresses their idea.

Standard 8 Student will identify examples of, and highlight the differences between, facts (statements that are true and can be verified or proven), reasoned judgments (statements of the author's point of view that are supported by reasons and evidence), and speculation (an idea or a guess about something).

### **Select or design the assessment:**

Students will complete the following reflection.

- Based on the two articles, should we have health concerns about high-fructose corn syrup? Give at least two reasons to support your response.
- Which resource was more valid and reliable? Why?
- What about the other resource was questionable?

### **Plan Instruction:**

The teacher is discussing the nutritional value of foods with their students. One of the students stated that they have heard high-fructose corn syrup was the cause of the increase in obesity rates in the United States. The teacher references this controversy as an opportunity to teach about how to determine valid sources of information, as well as the dietary concerns about high-fructose corn syrup. The teacher starts with the What, Why, How technique. The teacher shares the following with his students:

*What will we learn today?*

We will look at two different views on high-fructose corn syrup and learn how we can determine which source to believe. Our questions are: “Should we have health concerns about consuming high-fructose corn syrup? Why or why not?”

*Why is this important?*

There is a lot of information about health topics that is inaccurate, and we need to be able to determine what to believe to make good decisions.

*How will you know when you have learned it?*

You will be able to identify at least four factors important in determining the validity of a source, and you will be able to provide at least three facts about high-fructose corn syrup that you used to determine whether to be concerned about its use.

The teacher has the students use the internet or provides hard copies of two articles on high-fructose corn syrup. One is from a resource with an agenda, such as the Corn Refiners Association, and the other is from a reliable source, such as research from a health agency like the Food and Drug Administration (FDA) or National Institutes of Health (NIH). The teacher provides the students with a chart to record their evaluation of the two sources.

The students will individually complete their chart and respond to the following questions using the two articles. They will then share their responses in small groups.

- According to the articles, is high-fructose corn syrup a health concern? Give evidence to support your ideas.
- According to the articles, is high-fructose corn syrup a factor in the rise in obesity rates in the United States? Give two reasons with evidence to support your ideas.
- Give an example of a fact, a reasoned judgment, and a speculation from the articles.
- Do you see any bias in either of the two articles? Is bias always a bad thing? Site the sentence(s) that support your response.
- Discuss one way in which the articles agree and one example of how the articles disagree.
- To determine the validity of the articles, what other questions might you need answered?

The teacher observes students as they are working in small groups and then leads a class discussion reviewing the chart and each of the questions. After completing the discussion, students individually complete the assessment reflection.

# Example of Standards-Based Instruction: Grade Levels Nine Through Twelve

## Select a standard(s):

9–12.1.10.M Identify warnings signs for suicide.

9–12.7.3.M Discuss suicide-prevention strategies.

## Unpack the standards(s):

**9–12.1.10.M** *What is the verb:* Identify

*What is the skill or content:* Warning signs of suicide

**9–12.7.5.M** *What is the verb:* Discuss

*What is the skill or content:* Suicide prevention strategies

## Determine the evidence of learning:

9–12.1.10.M Student knows that most of the time there are signs of a potential suicide. Students research the American Foundation for Suicide Prevention to further their understanding of suicide prevalence and risk. Student will identify signs of a potential suicide that might include:

- Talking about suicide and/or death
- Making statements about feeling hopeless, helpless, or worthless
- Giving away belongings
- Taking unnecessary risk or exhibiting self-destructive behavior
- Withdrawing from friends and family
- Suffering from depression
- Abnormal or sudden changes in sleep habits

Students will discuss the different societal stressors affecting each gender (male and female), why they are different, and how they could lead to one displaying a suicidal behavior (American Foundation for Suicide Prevention 2019).

9–12.7.3.M Student discusses suicide-prevention strategies that might include:

For themselves:

- Tell someone you trust what is going on
- Be around people who are caring and positive
- Ask someone to help you figure out what is going on and other ways to cope or get help
- Work with a counselor or therapist
- Call a crisis line

For others:

- Take all warning signs seriously
- Tell a trusted adult
- Ask the person if they are considering suicide and if they have access to or a plan for suicide
- Help keep them safe if possible
- Be a good listener—do not minimize their problems
- Call a crisis line
- Help connect them to services

### **Select or design the assessment:**

Write a letter to a person (real or imagined) that you are worried about. Tell them that you care, why you are concerned, and at least two suggestions for next steps to support them.

### **Plan instruction:**

The school where Ms. P teaches lost a student to suicide to last year. She is very concerned about the mental health of her students. They have discussed the causes, signs, and treatment of depression in previous lessons. Ms. P starts with the “What, Why, How” technique.

*What will we learn today?*

We will learn about the signs of a potential suicide, as well as some strategies to help others and ourselves if we are in need.

*Why is this important?*

Suicide is the second-leading cause of death for people between the ages of ten and twenty-four in the United States (Heron 2019, 10). It has also affected our community. The loss of one person to suicide is too many.

*How will you know when you have learned it?*

You will be able to identify signs that might indicate that someone is considering suicide, and at least three things you can do to help yourself or someone else.

Over several class periods, Ms. P has her students research the warning signs of suicide and evidence-based ways one addresses depression. Their research activities include reading medically accurate texts, viewing informational videos from reliable sources, and contacting mental health agencies and community organizations. The negative stigma surrounding mental health (versus other chronic diseases, such as cancer or heart disease) is discussed.

She then has her students make three columns on a sheet of paper. The columns are labeled Signs, Help for Yourself, and Help for Others. With a partner, the students discuss and list any ideas they have for each column. Ms. P. asks the students to report what they have listed and records the warning signs from the students' lists.

As ideas for warning signs are given, she asks why each might indicate that the person is considering suicide. The list will include the criteria listed above for standard 9–12.1.10.M. After they have completed the class list, Ms. P will emphasize that there are times when none of the indicators are present and still a person chooses suicide.

Ms. P asks the students to follow the same format for filling out the next two columns, Help for Yourself and Help for Others. The students are asked to discuss why each strategy might help. She will also ask students why people might not use the strategies listed. For example, a person might not ask for help for themselves because they think no one cares or maybe because they are embarrassed. A student might not tell a trusted adult about a friend because they promised their friend they would keep a secret. The lists will include the criteria listed above for standard 9–12.7.3.M.

For the next part of the activity, students read and respond to scenarios. Ms. P. passes out four-inch by four-inch pieces of construction paper in red, yellow, and green and copies of the scenarios below to each pair of students. She distributes them to the class and asks students to discuss each situation and determine which color card represents their response to the prompt. The students will show their

color card (*red = yes; yellow = possibly; green = no*) and then share their ideas and reasoning behind their response.

This scenario is shared: Anna is a family friend you have known your whole life. She is sixteen years old, and you know she has been dealing with depression since she was twelve. She started using alcohol on a regular basis and then marijuana, even though most of her close friends do not do this. She started to feel that school did not seem important anymore, so she started skipping classes. Anna also told her friends that “life was not worth living,” and said she was going to run away the next weekend. Thinking she was not going to be home, her friends did not call her Friday or Saturday.

Are you concerned that Anna might be considering suicide? (*red = yes; yellow = possibly; green = no*) Are there warning signs? What could/would you do? What might Anna do in this situation?

Miguel, sixteen years old, is a very talented musician and writes many songs about death. He changed his appearance, colored his hair, and experimented a little with drugs and alcohol. He wrote his most recent song, “I Found the Way,” after a long night of drinking.

Are you worried? (*red = yes; yellow = possibly; green = no*) Are there warning signs? What else do you want/need to know? (Example: What is the song about?)

Latasha is fifteen. Her parents have recently divorced, which forced her to move to a new community of 3,000 people. She hates the small-town atmosphere and does not make any new friends. Her sister, Tiffany, her ‘only’ friend, is going away to college in the fall, which makes her feel even worse.

Latasha is having trouble sleeping, her grades are falling, and she is crying almost every day. She tries to tell her dad and new stepmom that she is feeling terrible, but they said that things would get better if she would just give it some time. She gave her sister her birthstone ring and said she would not need it anymore.

Could Latasha be considering suicide? (*red = yes; yellow = possibly; green = no*) Are there warning signs? What could/would you do? What might Latasha do in this situation?

Sanjay is a seventeen-year-old who seems to “have it all.” He is very outgoing, funny, popular at school, dresses really well, has lots of friends and a girlfriend, and his grades are always straight As. He is a member of the soccer and football teams and president of a school club. He got into many colleges, including Stanford and other Ivy League schools, and will be attending one of them in the fall.



Are you concerned? (red = yes; yellow = possibly; green = no) Are there warning signs? Do we need more information?

Sanjay started missing classes the last week of high school. He gave his little brother his letterman jacket and said he would not need it in college.

Are you concerned? (red = yes; yellow = possibly; green = no) Are there warning signs?

You saw Sanjay at graduation, and he seemed more quiet than usual. He was not being his normal funny self and sat with his head down for most of the ceremony. He did not show up at the graduation party you had all planned to attend.

Are you concerned? (red = yes; yellow = possibly; green = no) Are there warning signs?

Sanjay died by suicide two days after graduation.

What could we have missed? Is it possible that in some situations there are no signs? Do people always plan a suicide or is it sometimes a decision made quickly?

As a summative assessment, Ms. P. has her students write a letter to a hypothetical friend that they are concerned about. In the letter, students provide reasons for their concerns and suggest steps their "friend" can take based on what they have learned.

# References

- American Foundation for Suicide Prevention. 2019. Risk Factors and Warning Signs. <https://www.cde.ca.gov/ci/he/cf/appendixa.asp#link1>.
- Heron, Melonie. 2019. "Deaths: Leading Causes for 2017." *National Vital Statistics Reports* 68 (6): 1–76. <https://www.cde.ca.gov/ci/he/cf/appendixa.asp#link2>.

**Page 702 intentionally left blank.**