

## Health Education – Sample Proficiency-Based Graduation Requirements and Performance Indicators

### Vermont Content Area Graduation Proficiencies and Performance Indicators:

- Are required by Section 2120.8 of the Education Quality Standards
- Reflect existing learning standards required by the Vermont State Board of Education
- Are designed to be used in conjunction with the Vermont Transferable Skills Graduation Proficiencies
- Include three sets of performance indicators differentiated by grade cluster – Elementary, Middle, and High School
- Serve as benchmarks of learning progression for elementary and middle school

### This document is designed to:

- Assist Vermont Supervisory Union/School Districts (SU/SDs) and schools in developing learning expectations for their students
- Promote consistency across schools and SU/SDs for transfer students
- Increase personalization and flexibility for instruction and learning
- Help build curriculum and guide assessment development
- Support formative assessment practices, including the use of Performance Assessments
- Simultaneously provide data and insight into achievement when aligned with the transferable skills
- Support student achievement of the expected content standards

**Spotlight on Equity:** The Spotlight on Equity provides a list of considerations for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of Health Education, as well as to recognize the historic exclusion and marginalization of groups and communities. The enumerated considerations are not a complete list, but rather a starting point from which educators can design historically and socially relevant learning opportunities in Health Education; supplemental resources can be found on the [Health Education webpage](#).

### Contact Information:

If you have questions about this document or would like additional information please contact:

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GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS— ELEMENTARY SCHOOL	PERFORMANCE INDICATORS— MIDDLE SCHOOL	PERFORMANCE INDICATORS— HIGH SCHOOL
<p><b>1. CORE CONCEPTS</b></p> <p>Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Spotlight on Equity:</b></p> <ul style="list-style-type: none"> <li>• Health Equity</li> <li>• Cultural Competency</li> <li>• Cognitive Bias</li> <li>• Personal Factors</li> <li>• Socio-Economic Status</li> </ul>	<p>a. Describe the relationship between healthy behaviors and personal health. (16 V.S.A. §131)</p> <p>b. Describe ways in which safe and healthy school and community environments can promote personal health. (16 V.S.A. §131)</p> <p>c. Describe ways to prevent common childhood injuries and health problems. (16 V.S.A. §131)</p>	<p>a. Analyze the relationship between healthy behaviors and personal health. (16 V.S.A. §131)</p> <p>b. Analyze how the environment affects personal health. (16 V.S.A. §131)</p> <p>c. Describe ways to reduce or prevent injuries and other adolescent health problems. (16 V.S.A. §131)</p> <p>d. Examine the likelihood of injury or illness if engaging in unhealthy behaviors. (16 V.S.A. §131)</p>	<p>a. Predict how healthy behaviors can affect health status. (16 V.S.A. §131)</p> <p>b. Analyze how environment and personal health are interrelated. (16 V.S.A. §131)</p> <p>c. Propose ways to reduce or prevent injuries and health problems. (16 V.S.A. §131)</p> <p>d. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. (16 V.S.A. §131).</p> <p>e. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (16 V.S.A. §131)</p>

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<p><b>2. ANALYZE INFLUENCES</b></p> <p>Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Spotlight on Equity:</b></p> <ul style="list-style-type: none"> <li>• Social Determinants of Health</li> <li>• Ethnicity</li> <li>• Trauma</li> <li>• Access to Health Care</li> <li>• Gender Identity</li> </ul>	<p>a. Identify how culture, peers, technology, and family can influence healthy and unhealthy behaviors.</p>	<p>a. Describe the influence of culture, peers and technology on health beliefs, practices, and behaviors.</p> <p>b. Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>c. Explain how school and public health policies can influence health promotion and disease prevention.</p>	<p>a. Analyze how the culture, peers and technology supports and challenges health beliefs, practices, and behaviors.</p> <p>b. Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>c. Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
<p><b>3. ACCESS INFORMATION</b></p> <p>Access valid information and products and services to enhance health.</p> <p><b>Spotlight on Equity:</b></p> <ul style="list-style-type: none"> <li>• Internet Access</li> <li>• Media Literacy</li> <li>• Access to Health Care</li> </ul>	<p>a. Identify characteristics of valid health information, products, and services.</p> <p>b. Locate resources from home, school, and community that provide valid health information.</p>	<p>a. Determine the accessibility of products that enhance health.</p> <p>b. Analyze the validity of health information, products, and services.</p>	<p>a. Evaluate the validity of health information, products, and services.</p> <p>b. Determine the accessibility of products and services that enhance health.</p>

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<p><b>4. INTERPERSONAL COMMUNICATION AND ADVOCACY</b></p> <p>Use interpersonal communication skills to advocate for personal, family and community health to enhance health and avoid or reduce health risks.</p> <p><b>Spotlight on Equity:</b></p> <ul style="list-style-type: none"> <li>• Social-emotional Competence</li> <li>• Cultural Boundaries</li> <li>• Multi-lingual</li> <li>• Cognitive Disability</li> </ul>	<p>a. Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>b. Demonstrate refusal skills that avoid or reduce health risks.</p> <p>c. Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>d. Demonstrate how to ask for assistance to enhance personal health.</p> <p>e. Encourage others to make positive health choices.</p> <p>f. Express opinions and give accurate information about health issues.</p>	<p>a. Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>b. Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>c. Demonstrate effective conflict management or resolution strategies.</p> <p>d. Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>e. Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>f. Demonstrate how to influence and support others to make positive health choices.</p> <p>g. State a health-enhancing position on a topic and support it with accurate information.</p>	<p>a. Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>d. Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>e. Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>f. Use accurate peer and societal norms to formulate a health enhancing message.</p>

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<p><b>5. DECISION-MAKING AND GOAL SETTING</b></p> <p>Use decision-making skills and goal setting to enhance health.</p> <p><b>Spotlight on Equity:</b></p> <ul style="list-style-type: none"> <li>• Social Emotional Competence</li> <li>• Religious Influences</li> <li>• Cultural Influences</li> <li>• Food Deserts</li> </ul>	<ol style="list-style-type: none"> <li>a. List healthy options to health-related issues or problems.</li> <li>b. Predict the potential outcomes of each option when making a health-related decision.</li> <li>c. Choose a healthy option when making a decision and describe the outcomes of that decision.</li> <li>d. Set a personal health goal and track progress toward its achievement.</li> </ol>	<ol style="list-style-type: none"> <li>a. Distinguish when individual or collaborative decision-making is appropriate.</li> <li>b. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</li> <li>c. Choose healthy alternatives over unhealthy alternatives when making a decision.</li> <li>d. Analyze the outcomes of a health-related decision.</li> <li>e. Apply strategies and skills needed to attain a personal health goal-decision.</li> <li>f. Assess personal health practices.</li> <li>g. Develop a goal to adopt, maintain, or improve a personal health practice.</li> </ol>	<ol style="list-style-type: none"> <li>a. Justify when individual or collaborative decision making is appropriate.</li> <li>b. Generate alternatives to health-related issues or problems.</li> <li>c. Evaluate the effectiveness of health-related decisions.</li> <li>d. Defend the healthy choice when making decisions.</li> <li>e. Assess personal health practices and overall health status.</li> <li>f. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</li> <li>g. Implement strategies and monitor progress in achieving a personal health goal.</li> </ol>

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<p><b>6. Self-management</b></p> <p>Practice health enhancing behaviors and avoid or reduce health risks.</p> <p><b>Spotlight on Equity</b></p> <ul style="list-style-type: none"> <li>• Gender Disparities</li> <li>• Social Emotional Competence</li> <li>• Health Disparities</li> <li>• Anti-bias Learning Environment</li> </ul>	<p>a. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>a. Demonstrate behaviors that avoid or reduce health risks to self and others.</p>	<p>a. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</p>

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