6. COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION

Additional Resources:

- DoDEA website, "Health Education Content Standards" http://www.dodea.edu/curriculum/health.cfm?cId=stn&stndId=he
- DoDEA website, "Physical Education Content Standards" http://www.dodea.edu/curriculum/physicalEd.cfm?cId=stn&stndId=pe
- DoDEA Regulation 4800.1, "Department of Defense Education Activity Safety Program," March 6, 2001
- DoDEA Regulation 4200.1, "Local Wellness Policy Requirement for DoDEA Schools Participating in the Student Meal Program" August 22, 2007

a. Comprehensive Health Education

(1) Comprehensive PreK-12 health education focuses on understanding the concepts in the following areas:

(a) Personal and community health.

(b) Safety and injury prevention.

(c) Nutrition and physical activity.

(d) Mental health.

(e) Alcohol, tobacco, and other drugs.

(f) Family life and human sexuality.

(2) The curriculum is best achieved in the elementary grades PreK-5 through an integrated approach with related social studies, science and language arts content. At the secondary level in grades 6-12, health education is taught through direct instruction in health education courses.

(3) Comprehensive, evidence-based drug and violence prevention materials are implemented at the elementary, middle, and high school grades by teachers certified to teach health education and trained in the effective use of the DoDEA adopted program materials.

(4) Family life and human sexuality education include the study of family dynamics, growth and development, sexuality, sexual health, and HIV/AIDS and other sexually-transmitted diseases. Parents/sponsors should be informed that these areas are being taught as part of the DoDEA curriculum. Principals should ensure that letters are sent to parents/sponsors to give them the opportunity to review course materials prior to presentation.

(5) A coordinated school health program model consists of eight interactive components. Schools by themselves cannot—and should not—be expected to solve the nation's most serious

health and social problems. Families, health care workers, families and the community organizations that serve students, and the students themselves, must be systematically involved. Schools provide a critical facility in which health-related programs and services work together to maintain the well-being of students and to educate students.

(6) The components of DoDEA's Coordinated School Health Program include:

(a) Comprehensive health education

(b) Comprehensive physical education

(c) School health services

(d) Counseling

(e) School psychological services

(f) Nutrition and wellness

(g) Safe and healthy work environment for students, staff and visitors

(h) Family and community involvement

b. Comprehensive Physical Education

(1) Comprehensive PreK-12 physical education involves teaching, learning and assessing students at each grade level for skill competency and understanding of concepts related to the following:

(a) Personal and social development skills

(b) Motor skills and movement patterns

(c) Physical activity and fitness

(2) Through physical education, DoDEA students gain the knowledge, skill competency, and fitness readiness for a healthful, physically active and nutritionally balanced lifestyle throughout their lifetime.

(3) Standards-based physical education (SBPE) provides curriculum, instruction and assessment based on what students need to know and be able to do at each grade level in physical education classes/courses. Clear criteria are used for evaluating a project or performance on a continuum of quality. Students are measured against the standard, not against each other. Standards are meant to be anchors aligning curriculum, instruction and assessment. SBPE lends itself to curriculum accountability by holding teachers accountable for instruction that allows students to achieve the standards and students accountable for achieving standards.

(4) Developmentally appropriate criteria are established for use in measuring achievement of each standard. Criteria are shared with students enabling them to measure success.

(5) Students are evaluated and graded based on what they have learned as a result of instruction. Criteria are used to develop pretest and establish a reasonable expectation/goal/objective for each student's achievement on selected skills related to the unit of instruction. Grades are based on student progress toward achieving their personal expectation/goal/objective.

(6) As part of DoDEA physical fitness education and assessment program, a formal health-related physical fitness assessment is conducted in grades 5, 7, and in the required Personal Fitness course. Individual student results with recommendations are provided to students and their parent(s)/guardian(s). Physical fitness scores are considered confidential. Due to the variable nature of fitness test administration, student's raw scores on fitness test items are not considered appropriate measures for grading. DoDEA adopted physical fitness assessment software allows schools to generate reports for local program evaluation and planning.