

Health Education Blue Ribbon Award

Grades 5-8 Criteria rev 6/10	Evidence: Include page #	Required	Adequate	Exceeds Expectations	Comments
Name of school: Date:					
<u>I. Curriculum Criterion* (*required component)</u>		*			
A. Scope					
1. The school has planned, written sequential health education curriculum and sequence of instruction. If using an "E-book" need to provide a bound copy. Identify the following:		Y/N*			
a. Mission statement		Y/N*			
b. Goals		Y/N*			
c. Objectives		Y/N*			
d. Scope & sequence		Y/N*			
2. The health education curriculum is consistent with:					
a. Illinois Standards		Y/N*			
b. National Health Education Standards		Y/N*			
c. Social Emotional Learning Standards		Y/N*			
3. The health education written curriculum is current and reviewed at least every four years.		Y/N*			
4. Curriculum is current and relevant to student interests and needs.		Y/N*			
B. Sequence					
1. Curriculum accommodates developmental needs of all students, including consistency with state and federal legislation.		Y/N*			
2. Curriculum links units of instruction with intended state and outcomes/objectives/directives.		Y/N*			
II. Goals and Objectives Criterion					
A. The goals and objectives are realistically attainable.		Y/N*			

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B. Goals and objectives are in compliance with the district's mission statement.		Y/N*			
C. Objectives are :					
1. Well defined and measurable		Y/N*			
2. Both long-term and short-term objectives are included.		Y/N*			
3. Objectives include a strong focus on a positive approach to health promotion.		Y/N*			
4. Program includes a balance of cognitive, affective and behavioral objectives clearly stated for each unit.		Y/N*			
5. Objectives reflect an appropriate and comprehensive scope and sequence articulating with previous grade levels.		Y/N*			
III. Content Criterion - Based on State Standards taught by Health/Physical Education Department					
A. Content is based on developmentally appropriate health needs and interests of all students.		*			
1. Content centers on health promotion/wellness, prevention and maintenance of positive health.		*			
2. The degree of time spent in each area below is based on assessed needs of students:					
a. Injury Prevention and Safety		*			
b. Consumer Health					
c. Nutrition		*			
d. Personal Health - including:					
1) Fitness		*			
2) Hygiene		*			
e. Knowledge of body systems					
1) Puberty/Reproduction		*			
2) Endocrine System					

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Name of school: Date:					
3) Muscular/skeletal System		*			
f. Mental and Emotional Health-including		*			
1) Suicide Prevention, Detection, Intervention					
2) Mental Illness i.e. depression and anxiety					
3) Stress management					
4) Child abuse prevention		*			
g. Communication and decision making skills		*			
1) Conflict resolution		*			
2) Bullying		*			
3) Violence Prevention		*			
h. Environmental Health		*			
i. Family Life including Abstinence Education		*			
j. Prevention and Control of Disease		*			
1) HIV/AIDS Prevention		*			
2) Prevention of heart disease/stroke		*			
3) Prevention of cancer (i.e.skin, lung, reproductive)					
4) Diabetes		*			
5) STD/STI		*			
6) Other communicable diseases		*			
7) Immunity					
k. Substance Use/Abuse		*			
1) Steroids		*			
2) Illegal Drugs		*			
3) Tobacco		*			

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4) Alcohol		*			
<u>IV. Instruction Criterion</u>					
<u>A. Teaching Strategies and Pedagogy</u>					
1. Instruction reflects current and appropriate teaching methods and techniques.		*			
2. The curriculum uses a variety of instructional methodologies for effective health education. Including:					
a. lecture/discussion					
b. simulation					
c. small group activity/cooperative learning					
d. role playing					
e. whole group process					
f. group investigation -research and projects					
g. use of technology					
3. Instructional strategies take into account the cultural and ethnic values, customs and practices of the community.		Y/N*			
4. The instructional strategies are appropriate for the grade level.		Y/N*			
5. Teaching strategies reflect gender fairness.		Y/N*			
6. Teaching strategies accommodate unique needs of the students.					
7. Technology utilization in the classroom.					
<u>B. Learning Activities</u>					
1. The curriculum uses learning activities for effective health education with activities focused on:					
a. social action					

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Name of school: Date:					
b. decision-making					
c. skill rehearsal					
d. critical analysis					
e. values identification					
f. goal setting					
g. enrichment					
3. Health education provide opportunities that encourage parental involvement.					
C. Materials and Resources					
1. Materials are relevant to program objectives.		Y/N*			
2. Materials may easily be used by teachers and contain clear format and directions.		Y/N*			
3. Support materials are provided for the teacher. Including:		Y/N*			
a. Text or "E-book"					
b. Instructional support materials					
c. A variety of materials are used beyond the text to organize classroom instruction.					
d. Materials are aesthetically pleasing, high-quality and adaptable to the needs of the students.					
e. Instruction is enriched with appropriate use of technology					
4. Support materials and resources are up-to-date and scientifically accurate.		*			
5. Instruction is enriched by the use of resources from community health agencies and organizations.					
6. Up-to-date library resources are available.					

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<i>D. Student Assessment</i>					
1. Student assessments are clearly linked to all curricular objectives.		Y/N*			
2. Valid and reliable objective tests are used. Subjective assessments are criterion-referenced.		Y/N*			
3. Students are given letter grades. (ABCDF)		Y/N*			
4. Students have a clear understanding of the criteria for grades.		Y/N*			
5. Provisions are made to provide evaluation for students with unique needs.		Y/N*			
<u>V. Evaluation of Health Program Criterion</u>					
<i>A. Program Evaluation</i>					
1. Provisions are made for the assessment of the following components of learning:					
a. Attitude/value learning					
b. Cognitive learning		*			
c. Behaviors					
2. Provisions are made for identification of learning disabilities and/or other problems related to effective learning.		Y/N*			
3. Outcomes and/or standards have been identified as per:					
a. State learning standards		*			
b. Local school improvement plan					
c. Pre and post test results					
4. Assessment results are used for:					
a. Diagnostic purposes for both students and the program		*			

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Name of school:					
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b. Improving learning and teaching					
c. Describing to parents and community student achievement					
VI. Administration Criterion					
A. Students attend classes in health education.		Y/N*			
1. For a minimum of 18 weeks over their middle school experience as per the Illinois School Code 27-11.		Y/N*			
2. Instruction is co-educational as required by Title IX.		Y/N*			
B. Exemptions from the health program of instruction may not exceed those specified by the Illinois School Code.		Y/N*			
1. A student may be exempted from a particular unit such as disease or sex education. (please explain exemption)		Y/N*			
2. Students exempted for one unit are still required to participate in all other units of health instruction.		Y/N*			
C. Health Education Requirements					
1. Students must pass health to graduate.		Y/N*			
2. Health education counts toward the GPA.		Y/N*			
D. Curriculum Guide					
1. A written curriculum guide is available.		Y/N*			
a. Each health instructor has a guide.		Y/N*			
b. The health instructor presents all units as assigned.		Y/N*			
2. There is evidence of articulation with health education at lower grades.					
3. The guide contains objectives/descriptives/performance indicators for each unit.		Y/N*			
4. The guide indicates methods of assessment/evaluation based on objectives					
E. The time allotted for health instruction is adequate to meet all objectives and state standards.		Y/N*			

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F. Health Education is assigned a yearly budget that is a separate line item from other areas of instruction.					
G. Program Evaluation					
1. There is a process for evaluation so results may be used for curricular revisions.					
2. Students receive an opportunity to comment on the health education program.					
3. Student health behaviors, attitudes and knowledge are evaluated at the beginning and conclusion of each health term					
H. Adaptations of Health Education (Inclusion)					
1. Special adaptations have been made for students with special needs.		*			
a. Development of adapted reading materials for special students.					
b. Development of adapted teaching methods.					
c. Development of adapted method of evaluation.					
d. Development of adaptations for physically handicapped including those with vision and hearing problems. (Braille Text)					
2. Health educators have worked with special education teachers in the development of these materials.					
I. Curriculum Integration					
1. Health subject areas are coordinated with other subject areas such as science, social studies, physical education, to avoid overlap/gaps in curriculum content		*			
2. Health enhancing messages are promoted by health instructors via other avenues such as:					
a. School clubs					
b. Community service					
c. Extra-curricular activities					
d. All-school programs					

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Name of school: Date:					
e. Faculty in-service					
J. Professional Staff					
1. All health instructors meet the certification standards for teachers of health education in Illinois - Please provide evidence of additional teachers' certification for exceeds rating.		*			
2. One health educator is designated as the individual to initiate program changes, order equipment, etc.		Y/N*			
3. Health instructors are involved in assessing community and student needs.					
4. Health instructors are involved in school decision-making committees when student health issues are involved.					
5. Each health instructor is a member of at least one professional health education organization. Please provide documentation.					
6. The health instructors attend at least one professional training/conference each school year. Please provide evidence.		*			
7. Health teachers are involved in the planning of staff development for the entire staff that involves health issues.					
VII. Facilities-Equipment-Financing Criterion					
A. The facilities adequately accommodate the curriculum needs for effective teaching.		*			
B. Technology is available and used for augmenting instruction.					
C. The Board of Education provides funds through the same medium as other phases of education for personnel, supplies and other equipment essential for an effective health education program.		Y/N*			
VIII. Gender-Cultural Equity					
A. Curriculum					
1. The curriculum's scope and sequence provide for cultural and gender fair access and experiences.		Y/N*			

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2. Curriculum accommodates developmental needs of all students consistent with state and federal legislation.		Y/N*			
3. Curriculum provides for gender equity practices as provided by state and federal legislation.		Y/N*			
4. The content of the curriculum reflects sensitivity to diverse cultural and social issues as they affect health education.		Y/N*			
B. Instruction					
1. Teaching strategies are conducted in a manner that is gender fair and provides for the unique needs of the students.		Y/N*			