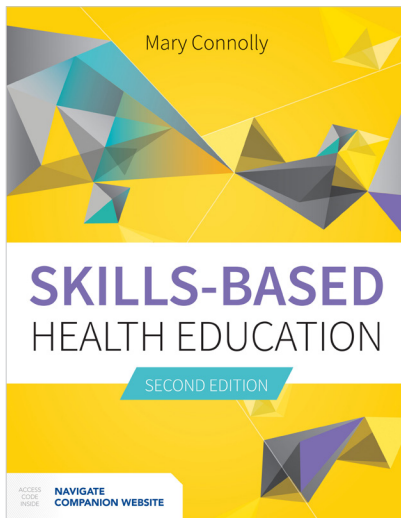


TRANSITION GUIDE



Mary Connolly, BS, Med

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Paperback with Access
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This transition guide serves to outline the updates and new content found in **Skills-Based Health Education, Second Edition**.

The Second Edition of **Skills-Based Health Education** provides pre-service and practicing teachers with the pedagogical foundation and tools to develop a comprehensive PreK-12 health education program using the National Health Education Standards. It takes each standard by grade span, provides scenarios based on research to explain the skill, and then provides a step-by-step approach to planning assessment and instruction.

INSTRUCTOR AND STUDENT SUPPORT MATERIAL:

- Lecture Outlines in PowerPoint format
- Test bank
- Chapter worksheets at the end of the book are also available in electronic format on the companion website. These worksheets reinforce information taught and provide additional practice.

WHAT IS NEW?

In the second edition of Skills-Based Health/SEL Education, college professors, pre-service teacher candidates, and in-service educators learn to align social emotional learning competencies to standards and design and teach skills-based/SEL units and lessons through a step-by-step backward design.

- Step 1—Access and analyze student risk behaviors.
- Step 2—Select a National Health Education Standard 1 and a skills (Standards 2–8) performance indicator to reduce the risk factor. Align an SEL competency to the standards.
- Step 3—Infuse the performance indicators with content.
- Step 4—Design the assessment based on the infused performance indicators and SEL competency.
- Step 5—Design the instruction based on the assessment.
- Step 6—Outline the lessons for the skills-based/SEL unit

CHAPTER-BY-CHAPTER UPDATES:

CHAPTER 1:

- Provides an overview of the Every Student Succeeds Act of 2015 and examples of comprehensive school and community programs that support safe and healthy students.
- Outlines how social emotional learning (SEL) competencies are aligned with the National Health Education Standards and how brain research supports the skills-based/SEL pedagogy of student-centered learning.
- The foundation of the text is still the National Health Education Standards and performance indicators and how to teach content through the skill. The CDC/ ASCD Whole School, Whole Community, Whole Child (WSCC) section provides an explanation of the model and samples of research that support each component.
- “How Skills-Based Health Education Supports National Initiatives” is updated and includes information about the Centers for Disease Control and Prevention, Healthy People 2020, Health Education for the 21st Century, and the Common Core State Standards.

CHAPTER 2:

- Updates include alignment with social emotional competencies and the WSCC model.
- Includes chapter worksheets that challenge the student to demonstrate the application of the theory with classroom practice.

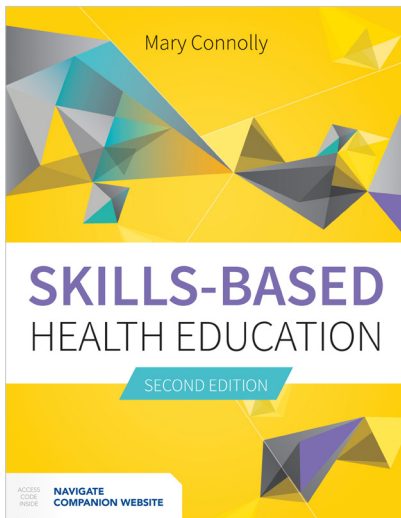


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CHAPTER 3:

- Trains the student, step by step, to use the verbs of the performance indicators and SEL competencies to inform assessment and instruction.
- To accommodate different learning styles, graphic organizers and tables demonstrate how to teach the verbs. The organizers are also linked to chapter worksheets to provide additional practice.
- The chapter references the CAEP Health Education Teacher Education Standards which provide the instructional foundation for teacher education institutions.
- The end of the book includes worksheets that provide reinforcement and practice of content, skill, and SEL competencies.

CHAPTER 4:

- Includes how to align and integrate SEL competencies with the infused performance indicators.
- The chapter presents additional formative assessments and how to use them to improve teaching and learning.
- The rubric section presents different types of rubrics and how to score non-standard criteria on a standards rubric.

CHAPTER 5:

- Demonstrates through the grade spans, how to pair Standard 1 performance indicators with skills indicators and SEL competencies to target instruction and reduce risk factors.

CHAPTERS 6-12:

- In each grade span, the student learns how to align SEL competencies using the step-by-step process.
- To differentiate instruction, directions are provided for the college instructor and in-service teacher. Every table provides time for student practice through the writing of prompts and answering performance indicator/SEL questions, and a space to reflect.
- Every grade span includes a sample unit plan, rubric, lesson outline, and how the instruction aligns with SEL and the WSCC model