

HEALTH AND WELLNESS STANDARDS

GRADE 6



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on August 5, 2014

Introduction to the Health and Wellness Standards

Health education is an integral component of a comprehensive program of study for all students in the Catalina Foothills School District (CFSD). A health education program that addresses the physical, intellectual/mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; develop health knowledge, skills, and attitudes that foster academic performance at school; and become healthy, successful adults who are productive members of their communities.

MISSION

Inspiring others to pursue a healthy and physically active lifestyle!

VISION

A community of fit, skilled, and knowledgeable students, who value an active and healthy lifestyle, embody the spirit of teamwork and sportsmanship, and pursue physical activity for a lifetime.

CORE VALUES

- Health and Physical Education are integral to the total educational program.
- Highly qualified educators are essential for delivering a standards-referenced physical education and health curriculum.
- Student safety is paramount.
- A sequential [developmental] program provides a continuum of movement skills/experiences and promotes optimal growth.
- A high quality program includes a balance of knowledge, skills, games, sports, fitness activities, and lifetime recreational experiences.
- A positive and safe learning environment builds confidence and success.
- The curriculum must be diverse enough to provide all students with the opportunity to participate in activities, which provide enjoyment and success.
- Focus is on total participation in an effort to grow and reach one's personal best.
- Participating in regular physical activity is necessary to achieve and maintain fitness and lifelong health.
- Assessment practices must guide and support the learning and growth of each student.
- An ongoing process of self-assessment and personal goal setting is integral to improvement.
- The ultimate goal is to inspire students to value healthy choices and daily physical activity in their lives.

Overview of the Curriculum Framework

A district-wide curriculum revision process addresses the need for the continual improvement and/or updating of the schools' instructional programs through periodic reexamination of curriculum. The Health and Physical Education curriculums are aligned with national and state standards, but have been written to reflect the local needs, time, resources, and environment of the district. CFSD develops the standards and benchmarks for both Health and Physical Education concurrently. Although this clear connection is recognized, the district separates these content areas into different documents in order to emphasize the unique importance of each one.

The Health and Wellness standards and benchmarks are aligned to the Arizona Health Education Standards and the National Health Education Standards. The standards are the same for all grade levels, providing a comprehensive vision of what students need to know and be able to do. They are designed to help students develop and demonstrate increasingly sophisticated health-related knowledge, skills, and practices. Each of the eight standards is articulated by grade level with related benchmarks that serve as performance indicators. Knowledge of essential concepts and underlying principles of health promotion and disease prevention are included in Standard 1. Standards 2-8 identify key processes and skills that are applicable to healthy living.

The numbering system begins with the subject area of Health and Wellness (HW). The first numeral in the code indicates the grade level (K-8). For high school, the numbering systems begins with "9." The second numeral identifies the standard/measurement topic. The last numeral indicates the number of the benchmark. For example, HW.1.2.1 references Health and Wellness at Grade 1, Standard 2, Benchmark 1. The benchmarks with items indicated as "required" must be taught. "For example" is used to indicate possible examples for teaching content and skills within the benchmarks.

STANDARDS FOR HEALTH AND WELLNESS: GRADE 6

CATALINA FOOTHILLS SCHOOL DISTRICT

HEALTH CONCEPTS & FACTORS THAT INFLUENCE HEALTH

Standard 1: Essential Health Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HW.6.1.1 Compare how healthy and unhealthy behaviors are linked with personal health (required: sun safety; for example: healthy: eating a balanced diet; unhealthy; using alcohol, tobacco, and drugs; consuming too much sugar and fat; regular physical activity/personal fitness plan).

HW.6.1.2 Explain how appropriate health care can promote personal health (for example: regular physicals and vision/dental checkup; first aid procedures; medical emergencies).

HW.6.1.3 Explain how food provides energy and nutrients for growth and development and how food intake affects health.

- identify foods within each of the basic food groups (MyPlate Food Guidance System) and select appropriate servings and portions for his or her age and physical activity levels. [Connect to Physical Education]

Standard 2: Analyzing Influences

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HW.6.2.1 Analyze the influence of various factors on healthy and unhealthy behaviors of adolescents.

- family practices (for example: meal patterns, body image, physical activity, social guidelines)
- peers or friends (for example: eating behaviors, alcohol/tobacco, exercise habits, accepting or not accepting differences)

HEALTH INFORMATION AND SERVICES

Standard 3: Accessing Valid Information and Services

Demonstrate the ability to access valid information and products or services to enhance health.

HW.6.3.1 Describe situations that may require professional health services (for example: emergency situations and injuries: heart attack, asthma attack, head injury, third degree burns, broken bone; situations that require a trip to the doctor, school nurse; when to call 911).

HW.6.3.2 Find valid and reliable health information from home, school, and community (for example: valid and non-valid internet health information source).

HW.6.3.3 Apply resources to investigate valid health information.

COMMUNICATION

Standard 4: Interpersonal Communication

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HW.6.4.1 Apply effective communication skills to enhance health (for example: body language matches words, show care and concern, use verbal communication skills to show what to do in an unsafe situation).

- refusal and negotiation skills that avoid or reduce health risks (for example: effective ways to say no to negative peer pressure-cheating, bullying/cyberbullying, harassment, disrespectful behavior toward adults; walk away, contact a trusted adult, delay, say no again, change the subject, give a reason or excuse)
- ways to ask for assistance to enhance the health of self and others (for example: harmful situations that require assistance from an adult)

HW.6.4.2 Model effective conflict management or resolution strategies (for example: peer mediation skills; stay calm, listen, seek the assistance of a mediator, apologize or accept an apology, work together to resolve the conflict, compromise on a choice that is fair to all persons, etc.).

DECISION MAKING & GOAL SETTING

Standard 5: Decision Making

Demonstrate the ability to use decision-making skills to enhance health.

HW.6.5.1 Determine when health-related situations require the application of a thoughtful decision-making process (for example: how one might decide not to smoke despite influences of peers or family, what to do when someone is teased or bullied).

- distinguish when an individual or collaborative decision-making is appropriate (for example: when experiencing sadness requires support from an adult)

HW.6.5.2 Analyze the outcomes of a health-related decision (for example: substance abuse). [Students will conduct research on a different topic each year.]

- predict the potential short-term impact of healthy and unhealthy decisions (for example: drug abuse, choosing to be drug-free, supporting a friend who has decided to be alcohol, tobacco, and drug-free)

Standard 6: Goal Setting

Demonstrate the ability to use goal-setting skills to enhance health.

HW.6.6.1 Examine personal health practices or behaviors (for example: type of physical activity, frequency of activity, etc.).

- identify a goal to adopt, maintain, or improve a personal health practice (for example: replacing 30 minutes of television and/or technology screen time with physical activity every day) [Connect to Physical Education]
- develop strategies to attain a personal health goal (for example: drinking 8 glasses of water a day may include a substitution of water for beverages that have little or no nutritional value)

HEALTHY PRACTICES AND BEHAVIORS

Standard 7: Practicing Health-Enhancing Behaviors

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HW.6.7.1 Describe the importance of being responsible for health behaviors (for example: how present health behaviors impact one's future health – eating practices, physical activity, dental care, regular physical exams). [Connect to Standards 1 and 2]

Standard 8: Health Promotion

Demonstrate the ability to advocate for personal, family, and community health.

HW.6.8.1 State a health enhancing position on a topic and support it with accurate information (for example: sport enhancing nutritional supplements, importance of physical activity).

- demonstrate how to influence and support others to make positive health choices (for example: use of technology)