

**HEALTH AND WELLNESS STANDARDS**  
**GRADE 7**



**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 7

## 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.7.1.1 Describe the benefits of and barriers to practicing healthy behaviors (for example: health behaviors that reduce the risk of cardiovascular disease and barriers for practicing them; barriers to good nutrition at home, school, and in social situations; required: sun safety).

HW.7.1.2 Analyze various factors that affect personal health

- environment (for example: pollutants, food contamination, how safety of the school and local environment affects walking to school)
- family history (for example: heredity; for example: dietary behaviors, cardiovascular disease, cancer, obesity, alcoholism)

HW.7.1.3 Explain why and how nutrition requirements may vary from person to person, (for example: personal needs, family history of disease). [Connect to Physical Education]

HW.7.1.4 Develop strategies to balance healthy food and water intake along with daily physical activity. [Connect to Physical Education]

#### **Standard 2: Analyzing Influences**

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

HW.7.2.1 Analyze the influence of various factors on healthy and unhealthy behaviors of adolescents.

- school, community, and public health policies (for example: counselors, nurses, and community enforcement personnel/agencies, school and public wellness policies – school nutrition/lunch menu guidelines, immunizations, water and air quality, sun safety)
- cultural beliefs and practices (for example: family roles and structures, dress – body piercing, traditions/norms)
- risky behaviors (for example: dieting, eating disorders, illegal drug use, breaking curfew, lying to adults)

### 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.7.3.1 Describe how to access products that enhance health (for example: generic and name brand health products; recommendations from health professionals, products approved by the Food and Drug Administration/FDA).

HW.7.3.2 Analyze sources of information on a self- or teacher-selected topic.

## **COMMUNICATION**

### **Standard 4: Interpersonal Communication**

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

HW.7.4.1. Apply effective verbal and nonverbal communication skills to enhance health (for example: body language matches words, show care and concern).

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

HW.7.4.2 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.7.5.1 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.7.5.2 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.7.6.1 Analyze the effectiveness of personal health practices.

- develop a goal to adopt, maintain, or improve a personal health practice [Connect to Physical Education]
- develop strategies and skills needed to attain a personal health goal

## **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.7.7.1 Demonstrate the importance of being accountable for personal health behaviors. [Connect to Standards 1 and 2]

## **Standard 8: Health Promotion**

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

HW.7.8.1 Select a health enhancing position on a topic and support it with accurate information (for example: sport enhancing nutritional supplements, importance of physical activity).

- identify ways to advocate for healthy individuals, families, and schools (for example: volunteer opportunities in health related organizations, food drive, blood drive, letter writing campaign)