

HEALTH AND WELLNESS STANDARDS
GRADE 3



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 3

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.3.1.1 Describe ways in which a safe and healthy school and community environment can promote personal health (for example: walking to school, following/promoting school safety and behavior rules, picking up trash, recycling, school walk programs – Mileage Club, Jump Rope for Heart, classroom rules for behavior, acts of kindness, speed limits, stop signs; required: environmental conditions, health hazards, school or community rules/policies: nutrition guidelines for lunch, immunizations).

HW.3.1.2 Describe symptoms of and strategies for preventing common injuries and health problems (for example: allergies, flu, colds, poisoning; school safety rules, healthy eating, visits to health care professionals, immunizations, dental hygiene, regular physical activity, regular rest and play; required: sun safety practices – drinking water to stay hydrated, sunscreen; basic first aid, when to seek medical assistance – calling 911).

Standard 2: Analyzing Influences

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

HW.3.2.1 Describe how the school and community can support personal health practices and behaviors (for example: community activities and sports, community parks, bicycle/walking paths, CFSD Community Schools program, school lunch programs, recess programs, physical education classes stretch breaks).

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.3.3.1 Identify characteristics of valid health information, products, and services (for example: trusted health information and source – doctors, nurses, counselors, etc. who work in hospitals, health departments or clinics; credentials for professionals, credible and reliable websites).

COMMUNICATION

Standard 4: Interpersonal Communication

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

HW.3.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health (for example: appropriate tone/volume of voice, eye contact, personal space/boundaries, active listening to promote healthy relationships). [Connect to English Language Arts Speaking & Listening standards]

HW.3.4.2 Demonstrate nonviolent strategies to manage or resolve conflict (for example: walk away from conflict, “I message,” active listening, asking an adult for help, compromise as a solution to conflict,

demonstrating ways to show disapproval without unhealthy conflict; strategies to calm down: counting to 10, taking a break, drawing a picture, talking to someone, taking a walk; required: seeking help from an adult in unsafe situations: bullying, stranger danger, inappropriate touches). [Connect to Developmental Guidance]

DECISION MAKING & GOAL SETTING

Standard 5: Decision Making

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

HW.3.5.1 Choose a healthy option when making a decision (for example: water vs. soda, carrots vs. chips, fruit vs. cake, outdoor play vs. video games, smoking vs. not smoking, drinking alcohol vs. other healthy beverages).

HW.3.5.2 Describe the outcomes of a health-related decision (for example: not wearing a seatbelt or bicycle helmet, vaccinations, personal hygiene, food choices, sunscreen, drinking water, amount of sleep).

Standard 6: Goal Setting

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

HW.3.6.1 Set a short-term goal for positive health practices and track progress. [Connect to Physical Education & Standard 7]

HW.3.6.1 Identify resources to assist in achieving a personal health goal (for example: parents, teacher, nutritionist, personal trainer, PE teacher, Internet resources).

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.3.7.1 Describe ways to enhance health and wellness (for example: eat healthy snacks, exercise, ask adults and friends for suggestions or assistance).

HW.3.7.2 Identify responsible personal health behaviors (for example: benefits of using helmets and other protective gear, walking to school, practice positive thinking – self affirmations, avoiding risky situations). [Connect to Standard 1]

Standard 8: Health Promotion

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

HW.3.8. Encourage others to make positive health choices (for example: dangers of sun exposure, sunscreen, being hydrated, and physical play, knowing when to call 911, knowing when to get an adult for help, using non-violent strategies to solve a problem, using active communication when solving a problem).