

**HEALTH AND WELLNESS STANDARDS**  
**GRADE 8**



**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 8

## 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.8.1.1 Describe ways to reduce or prevent injuries and other adolescent health problems (for example: safety steps in physical activity and equipment use, injury or illness if engaging in alcohol, tobacco and other drug use; required: sun safety).

HW.8.1.2 Describe the interrelationships of emotional, intellectual/mental, physical, and social health in adolescence (for example: body's response to stress and its effect on overall health, how positive relationships with others helps develop a positive self-concept).

HW.8.1.3 Describe how physical activity contributes to disease prevention (for example: health issues that are affected by physical activity and why). [Connect to Physical Education]

HW.8.1.4 Describe the relationship between poor nutrition and health risk factors. [Connect to Physical Education]

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

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

HW.8.2.1 Analyze the influence of various factors on healthy and unhealthy behaviors of adolescents.

- media messages (for example: eating behaviors/good choices, smoking, alcohol use, body image, stereotypes of masculinity and femininity, put-downs, disrespectful communication)
- technology (for example: blood/glucose monitors, home cholesterol kits, fitness and nutrition apps, heart rate monitors, pedometers)
- perceptions of norms ("everybody is doing it," teenagers are risk takers; wearing seat belts, alcohol and drug use, smoking)

### 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.8.3.1 Locate valid and reliable health information (Center for Disease Control, Food and Drug Administration, American Heart Association), products (acne medication, weight loss/gain, vitamin and mineral supplements), and services (for example: doctor, pharmacist, dietitian).

HW.8.3.2 Analyze the validity of health information, products, and services (for example: recognize when health information is accurate).

## **COMMUNICATION**

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

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

HW.8.4.1 Apply effective verbal and nonverbal communication skills to enhance health (for example: body language matches words, show care and concern; between friends when no wanting to cheat on homework, unsafe situations such as bullying/cyberbullying).

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

HW.8.4.2 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.8.5.1 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.8.5.2 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.8.6.1 Assess personal health practices or behaviors (for example: level of personal activity, stress management).

- develop a goal to adopt, maintain, or improve a personal health practice. [Connect to Physical Education]
- apply strategies and skills needed to attain a personal health goal.
- describe how personal health goals can vary with changing abilities, priorities, and responsibilities (for example: physical activity program based on life changes).

## **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.8.7.1 Explain the importance of assuming responsibility 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.8.8.1 Select a health enhancing position on a topic and support it with accurate information (for example: regular medical check-ups, importance of physical activity).

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

HW.8.8.2 Identify ways in which health messages and communication techniques can be altered for different audiences (for example: positive and negative health product advertising).