

HEALTH AND WELLNESS STANDARDS
GRADE 5



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 5

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.5.1.1 Explain how emotional (for example: communicating with others, managing emotions and stress, feeling good about oneself), intellectual (for example: problem solving, decision making), physical (required: sun safety; for example: exercise and eating healthy), and social health (for example: developing friendship, positive group interactions) are interconnected (See CFSD Systems Thinking skills and traits).

HW.5.1.2 Describe the key nutrients contained in the food groups and how these nutrients affect health and learning (for example: using nutritional labels, food requirements: vegetables, fruits, grains, dairy, protein, healthy fats).

HW.5.1.3 Describe how physical activity impacts health (for example: how physical activity affects how you feel, how it affects hearts, lungs, muscles, weight; use of target rate). [Connect to Physical Education]

Standard 2: Analyzing Influences

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

HW.5.2.1 Describe how peers can influence healthy and unhealthy behaviors (for example: alcohol, drugs, peer meal patterns, what games are played, after school activities: soccer, yoga, football versus video games).

HW.5.2.2 Explain how media influences thoughts, feelings, and health behaviors on eating patterns and body image (for example: media influences (marketing approaches, slogans, logos, messages, commercials).

HW.5.2.3 Describe ways that technology can influence personal health (for example: early detection of disease, medical technology: insulin pumps, epi-pen, inhalers, how too much time on the Internet limits time for physical activity).

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.5.3.1 Locate resources from home, school, and community that provide valid health information (for example: personal and family health records, vaccination records).

HW.5.3.2 Compare and contrast valid and invalid information, justifying the validity or invalidity.

COMMUNICATION

Standard 4: Interpersonal Communication

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

HW.5.4.1 Demonstrate refusal skills that avoid or reduce health risks in unsafe situations (for example: refuse something that makes you feel uncomfortable, how to say “no” to peer pressure: walk away/ignore, make an excuse, provide a better idea; required: being bullied or witnessing bullying, harassment, when approached by a stranger, resisting pressure to avoid alcohol, tobacco, and other drugs; inappropriate touches). [Connect to Developmental Guidance]

HW.5.4.2 Demonstrate nonviolent strategies to manage or resolve conflict (for example: walk away from conflict, “I message,” active listening, asking an adult for help, strategies to calm down: counting to 10, taking a break, drawing a picture, talking to someone, taking a walk).

DECISION MAKING & GOAL SETTING

Standard 5: Decision Making

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

HW.5.5.1 Distinguish between healthy and unhealthy options when making a decision about health-related issues and problems (for example: healthy eating options, smoke free environment, exercise habits, personal hygiene, regular doctor/dentist visits, required vaccinations, tobacco, drugs, alcohol).

HW.5.5.2 Predict the potential outcomes of each option when making a health-related decision (for example: smoking, drug and alcohol use, eating habits, exercise, personal hygiene).

HW.5.5.3 Describe how to use a decision-making process to make a decision.

Standard 6: Goal Setting

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

HW.5.6.1 Set a personal health goal based on a self-assessment, and track progress toward its achievement (for example: list how many fruits/vegetables you eat a day, how much exercise you get a week, hours of TV and or video games played, using deodorant). [Connect to Physical Education and Self-regulation]

HW.5.6.2 Define and recognize personal best in reaching individual health goals.

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.5.7.1 Compare and contrast behaviors that can positively and/or negatively impact your health (for example: dangers of loud music to hearing, smoking, drinking, washing hands, proper sleep habits, food choices). [Connect to Standard 5]

Standard 8: Health Promotion

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

HW.5.8.1 Express opinions and give accurate information about health issues (for example: dangers of smoking and tobacco use). [Connect to Standards 5, 6, and 7]