



HEALTH AND WELLNESS STANDARDS

GRADE 4



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 4

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.4.1.1 Describe the relationship between healthy behaviors and personal health (for example: nutrition guidelines, eating healthy meals with family members, good sleep patterns, eating habits, personal hygiene, physical activity, wearing helmets, wearing seat belts, family and school rules about alcohol, tobacco, drug use); managing stress and emotions. [Also in Human Growth and Development, BC.4.1]

HW.4.1.2 Describe when and why it is important to seek health care (for example: when to visit the school/community health office/emergency/allergies/dentist reasons why it would be necessary to visit a doctor, dentist, school nurse, school counselor – fever, sore throat, headache, toothache, burns, falls, cuts, bleeding; required: first aid and emergency procedures: emergency response/calling 911) [Also in Human Growth and Development R.4.1]

Standard 2: Analyzing Influences

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

HW.4.2.1 Describe how the family influences personal health practices and behaviors (for example: identifying safety equipment and practices that family members use, family meal patterns, family health risks: heart condition, exercise patterns, screen time).

HW.4.2.2 Identify the influence of culture on health practices and behaviors (for example: cultural customs about meal time, choice of foods, dietary behaviors; holiday traditions, outdoor activities/play). [See Universals of Culture in Social Studies Standard.]

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.4.3.1 Locate resources from home, school, and community that provide valid health information (for example: food and vitamin labels, warning labels on chemicals and cleaning products; Internet resources that end in .gov or .org are sources that usually provide valid information; Centers for Disease Control, and Prevention American Heart Association, Consumer Product Safety Commission, Food & Drug Administration).

Standard 4: Interpersonal Communication

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

HW.4.4.1 Demonstrate nonviolent strategies to manage or resolve conflict (for example: playground incidents, friendship problems; using assertive statements or “I messages,” walk away from conflict, 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). (Connect to Developmental Guidance]

HW.4.4.1 Demonstrate refusal skills that avoid or reduce health risks (required: bullying, stranger danger, alcohol, tobacco, drugs, 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.4.5.1 Describe health-related situations that might require a thoughtful decision (for example: snacks, lunch choices, exercise, screen time, doctor/dentist visits, expressing feelings; whether or not to smoke tobacco, drink alcohol, or take drugs).

HW.4.5.2 Analyze when assistance is needed when making a health-related decision (for example: when to take medication, determining severity of injury; required: “kid-sized” problem - cutting in line, picking nose, breathing on me - vs. adult-sized problem - threats, bullying injury, harassment, destroying property).

Standard 6: Goal Setting

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

HW.4.6.1 Plan a personal health goal and monitor its progress. [Connect to Physical Education, Standard 7, and Self-direction/Self-regulation]

HW.4.6.2 Identify resources to assist in achieving a personal health goal (for example: 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.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (for example: keeping teeth and mouth clean and healthy, skills to manage stress, self-management skills; required: strategies for avoiding bullying, harassment, and inappropriate touching). [Connect to Standards 1 & 2; Also in Human Growth & Development, BC.4.1]

Standard 8: Health Promotion

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

HW.4.8.1 Encourage others to make positive health choices (for example: using sun protection, encouraging others to eat healthy and exercise, buying healthy foods, reminding friends to drink plenty of water, wear bike helmets and seatbelts).