



# HEALTH AND WELLNESS STANDARDS

## GRADE 9



### CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on August 5, 2014

Updated 2017, 2018

## **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 to 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 system 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 9

## CATALINA FOOTHILLS SCHOOL DISTRICT

### **Standard 1: Essential Health Concepts**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HW.9.1.1 Analyze how behavior can impact health maintenance and disease prevention (required: levels and types of physical activity/physical activity that has cardiovascular benefits, access to health care and health status, practicing sun safety, coping/stress management skills, high risk/unhealthy activities; for example: implementing a personal fitness plan, alcohol use and death rate in auto accidents, drug use and achieving life goals).

- compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors
- describe how to delay onset and/or reduce risks of potential health problems and injuries

HW.9.1.2 Analyze the impact of personal health behaviors (for example: substance abuse - alcohol, tobacco [including e-cigarettes and vape pens], drugs, physical activity, sleep deprivation; required: food and nutrition, nutrient deficiencies) on the functioning of body systems (for example: quality of life, longevity, disease prevention, heart health).

HW.9.1.3 Analyze the interrelationships of intellectual/mental, emotional, social, and physical health throughout life (how interrelated aspects of health may be affected by disease, illness, injury, broken relationships, etc.; stress and its effects on the body). [Connect to Physical Education]

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

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

HW.9.2.1 Analyze how various factors influence individual health behaviors and practices.

- family and culture (for example: food preparation, eating and exercise behaviors, personal hygiene, genetics/heredity, family history of heart disease/diabetes)
- peers (for example: eating behaviors, dieting/weight control, peer pressure)
- school/community (for example: nutritionally balanced meals, organized events that focus on exercise and healthy behaviors)
- environment (for example: environmental toxins, pollutants)
- media and technology (for example: advertisements related to smoking, alcohol use, body image; dieting, eating patterns)
- personal values and beliefs (for example: exercise, personal hygiene, meal patterns, body image).

HW.9.2.2 Analyze how the perceptions of norms and some health risks can influence the likelihood of engaging in unhealthy behaviors (for example: teen alcohol and tobacco use [including e-cigarettes and vape pens], dating, body image, dieting, and eating disorder).

HW.9.2.3 Analyze how public health policies and government regulations can influence health promotion and disease prevention (for example: government wellness regulations related to nutrition: no soda at school, First Lady's school lunch plan, smoking ban in public places and airlines, laws around drinking and driving, immunizations).

HW.9.2.4 Select and assess a school health or community health issue resulting from the influence of culture, media/technology, and/or other factors and create a solution for that issue (for example: eating behaviors, body image, smoking, alcohol).

### **Standard 3: Accessing Valid Information and Services**

**Demonstrate the ability to access valid information and products or services to enhance health.**

HW.9.3.1 Evaluate the validity of health information, products, and services (for example: Internet sources for health information, media messages).

- access and use valid and reliable resources from home, school, and community that provide valid health information (for example: county health department, police department, teen hotlines, American Heart Association, American Cancer Society in Arizona; required: application of hands-only CPR – American Heart Association)

HW.9.3.2 Determine the accessibility of health products and services that enhance health (for example: local gym and fitness centers).

HW.9.3.3 Analyze a situation in which professional health services may be required (for example: signs and symptoms of choking, cardiac arrest).

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

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

HW.9.4.1 Apply refusal, negotiation, communication, and collaboration skills to enhance health and avoid or reduce health risks (for example: peer pressure to consume alcohol or use tobacco [including e-cigarettes and vape pens] or drugs).

HW.9.4.2 Evaluate and use strategies to prevent or resolve conflict without harming self and others.

HW.9.4.3 Evaluate effective ways to ask for and offer assistance to enhance the health of self and others (for example: ways to communicate about a threat to the school environment; required bullying/cyberbullying, sexting).

### **Standard 5: Decision Making**

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

HW.9.5.1 Describe the value of applying a thoughtful decision-making process in health-related situations (for example: using tobacco [including e-cigarettes and vape pens], drugs, and/or alcohol).

- justify when individual or collaborative decision-making is appropriate (for example: situations such as suicide or riding with someone under the influence of drugs or alcohol)

HW.9.5.2 Analyze and predict the potential short-term and long-term impact of health-related issues on self and others (for example: smoking [including e-cigarettes and vape pens], drug use, unhealthy eating habits).

- propose alternatives to health-related issues or problems (for example: healthy nutritional choices as positive alternatives to a high fat diet)
- defend a healthy choice when making a decision
- evaluate the effectiveness of a decision

### **Standard 6: Goal Setting**

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

HW.9.6.1 Assess personal health practices and overall health status (for example: daily food plan/nutrition that supports long term health, exercise and fitness).

Formulate and develop an effective personal health plan (fitness and nutrition) that addresses strengths, needs, and risks. [Connect to Physical Education]

- implement strategies (for example: exercise for 30 minutes, monitor heart rate) and monitor progress toward goal

### **Standard 7: Practicing Health-Enhancing Behaviors**

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HW.9.7.1 Demonstrate a variety of healthy practices and behaviors that will improve health or reduce health risks to self and others (for example: strategies for managing stress, behaviors that can prevent oral health problems, safe and unsafe practices for tattoos or body piercing, binge drinking).

- analyze the role of individual responsibility in enhancing health (for example: physical activity, nutrition, stress management)

### **Standard 8: Health Promotion**

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

HW.9.8.1 Create and adapt health messages and communication techniques to a specific target audience (for example: drug awareness campaign targeted to school-age children).

- use accurate peer and societal norms to formulate a health-enhancing message (for example: to describe healthy exercise, to abstain from risky behaviors).

HW.9.8.2 Work cooperatively as an advocate for improving personal, family, and community health (for example: advocate for increased physical education in schools).