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ABSTRACT

Arizona's comprehensive health education standards begins with a health rationale for each standard, then details the seven standards: (1) students comprehend concepts related to health promotion and disease prevention; (2) students demonstrate the ability to access accurate health information; (3) students demonstrate the ability to practice health-enhancing behaviors and reduce health risks; (4) students analyze the influences of culture, media, technology, and other factors on health; (5) students demonstrate the ability to use interpersonal skills to enhance health; (6) students demonstrate the ability to use goal setting and decision making skills to enhance health; and (7) students demonstrate the ability to advocate for personal, family, and community health. The seven physical activity standards are: students demonstrate proficiency and achievement of higher order cognitive skills necessary to enhance motor skills; students comprehend basic physical activity principles and concepts; students exhibit a physically active lifestyle; students achieve and maintain a health-enhancing level of physical fitness; students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings; students demonstrate understanding and respect for difference among people in physical activity settings; and students develop behavioral skills essential to maintaining a physically active lifestyle.

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COMPREHENSIVE HEALTH EDUCATION STANDARDS (INCLUDING PHYSICAL ACTIVITY STANDARDS)

COMPREHENSIVE HEALTH RATIONALE

Parents and Guardians

It is understood that parents and guardians are the primary educators in their children's health; therefore, it is important to include the applicable statutes and state Board of Education rule in the comprehensive health education standards. Parents and guardians must be provided opportunities to preview school district policies, curriculum and take-home materials.

The ultimate goal of comprehensive health education is to help young people in Arizona achieve their fullest potential by attaining their highest level of health and wellness as students and adults. Basic to health education is the knowledge about the importance of the interrelationships of physical, behavioral, and social well-being and the prevention of diseases and other health problems. Students should learn to accept responsibility for personal health decisions and practices, work with others to maintain a healthy environment, as well as become informed consumers.

Rationale for Standard 1: Students comprehend concepts related to health promotion and disease prevention.

Comprehension of health promotion strategies and disease prevention concepts enables students to become health literate, self-directed learners, which establishes a foundation for leading healthy and productive lives.

Rationale for Standard 2: Students demonstrate the ability to access accurate health information.

Accessing valid health information and health promoting products and services is important in the prevention, early detection and treatment of most health problems. Applying skills of information analysis, organization, comparison, synthesis and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

Rationale for Standard 3: Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. Accepting responsibility and practicing health-enhancing behaviors can contribute to a positive quality of life.

Comprehensive Health Standards
adopted by state Board of Education 4.28.97
Performance Objectives added 8.28.00

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Rationale for Standard 4: Students analyze the influence of culture, media, technology and other factors on health.

Health is influenced by a variety of factors that coexist within society. The ability to analyze, evaluate and interpret the influence of culture, media and technology on health is important in a rapidly changing world. The health literate, responsible and productive citizen draws upon the contributions of these factors to strengthen individual, family and community health.

Rationale for Standard 5: Students demonstrate the ability to use interpersonal skills to enhance health.

Personal, family and community health are enhanced through effective communication. The ability to organize and to convey information, beliefs, opinions, and feelings (both verbal and nonverbal) are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect for self and others.

Rationale for Standard 6: Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

Decision-making and goal setting are essential lifelong skills needed to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles, thus improving the quality of life.

Rationale for Standard 7: Students demonstrate the ability to advocate for personal, family and community health.

Quality of life is dependent on an environment that protects and promotes the health of individuals, families and communities. Responsible citizens who are health literate communicate and advocate for positive health in their communities.

§ 15-102. Parental involvement in the school; definition

- A. The governing board, in consultation with parents, teachers and administrators, shall develop and adopt a policy to promote the involvement of parents and guardians of children enrolled in the schools within the school district, including:
1. A plan for parent participation in the schools which is designed to improve parent and teacher cooperation in such areas as homework, attendance and discipline.
 2. Procedures by which parents may learn about the course of study for their children and review learning materials.
 3. Procedures by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion.

- B. The policy adopted by the governing board pursuant to this section may also include the following components:
1. A plan by which parents will be made aware of the district’s parental involvement policy and the provisions of this section, including:
 - (a) Rights under the family educational rights and privacy act of 1974 relating to access to children’s official records.
 - (b) The parent’s right to inspect the school district policies and curriculum.
 2. Efforts to encourage the development of parenting skills.
 3. The communication to parents of techniques designed to assist the child’s learning experience in the home.
 4. Efforts to encourage access to community and support services for children and families.
 5. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents’ children.
 6. Identifying opportunities for parents to participate in and support classroom instruction at the school.
 7. Efforts to, with appropriate training, support parents as shared decision makers and to encourage membership on school councils.
 8. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.
 9. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.
 10. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children’s education.
- C. For the purposes of this section, “parent” means the parent or person who has custody of the child.

R7-2-303. Sex Education

- A. Instruction in sex education in the public schools of Arizona shall be offered only in conformity with the following requirements.
1. Common schools: Nature of instruction; approval; format.
 - a. Supplemental/elective nature of instruction. The common schools of Arizona may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course study.
 - i. This supplement may only be taken by the student at the written request of the student’s parent or guardian.
 - ii. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.
 - iii. Elective sex education lessons shall not exceed the equivalent of one class period per day for one-eighth of the school year for grades K-4.
 - iv. Elective sex education lessons shall not exceed the equivalent of one class period per day for one-quarter of the school year for grades 5-8.



- b. Local governing board approval. All elective sex education lessons to be offered shall first be approved by the local governing board.
 - i. Each local governing board contemplating the offering of elective sex education shall establish an advisory committee with membership representative of district size and the racial and ethnic composition of the community to assist in the development of lessons and advise the local governing board on an ongoing basis.
 - ii. The local governing board shall review the total instruction materials for lessons presented for approval.
 - iii. The local governing board shall publicize and hold at least two public hearings for the purpose of receiving public input at least one week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval.
 - iv. The local governing board shall maintain for viewing by the public the total instructional materials to be used in approved elective sex education lessons within the district.
 - c. Format of instruction.
 - i. Lessons shall be taught to boys and girls separately.
 - ii. Lessons shall be ungraded, require no homework, and any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.
 - iii. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.
2. High Schools: Course offering; approval; format.
- a. A course in sex education may be provided in the high schools of Arizona.
 - b. The local governing board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.
 - c. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.
 - d. Local governing boards shall maintain for viewing by the public the total instructional materials to be used in all sex education courses to be offered in high schools within the district.
3. Content of instruction: Common schools and high schools.
- a. All sex education materials and instruction shall be age appropriate, recognize the needs of exceptional students, meet the needs of the district, recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:
 - i. Emphasis upon the power of individuals to control their own personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations such as respect for self and others; and

- ii. Instruction on how to say “no” to unwanted sexual advances and to resist negative peer pressure. Pupils shall be taught that it is wrong to take advantage of, or to exploit, another person.
 - b. All sex education materials and instruction which discuss sexual intercourse shall:
 - i. Stress that pupils should abstain from sexual intercourse until they are mature adults;
 - ii. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is 100 percent effective;
 - iii. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem;
 - iv. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy;
 - v. Promote honor and respect for monogamous heterosexual marriage; and
 - vi. Advise pupils of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.
- B. Certification of compliance. All districts offering a local governing board-approved sex education course of lesson shall certify, under the notarized signature of both the president of the local governing board and the chief administrator of the school district, compliance with this rule except as specified in paragraph (C). Acknowledgment of receipt of the compliance certification from the state Board of Education is required as a prerequisite to the initiation of instruction. Certification of compliance shall be in a format and with such particulars as shall be specified by the Department of Education.
- C. All districts offering state Board approved sex education lessons or courses prior to the effective date of this rule shall comply with this rule on or before June 30, 1990.

§ 15-716. Instruction on acquired immune deficiency syndrome; department assistance

- A. Each common, high and unified school district may provide instruction to kindergarten programs through the twelfth grade on acquired immune deficiency syndrome and the human immunodeficiency virus.
- B. Each district is free to develop its own course of study for each grade. At a minimum, instruction shall:
 - 1. Be appropriate to the grade level in which it is offered.
 - 2. Be medically accurate.
 - 3. Promote abstinence.
 - 4. Discourage drug abuse.
 - 5. Dispel myths regarding transmission of the human immunodeficiency virus.
- C. No district shall include in its course of study instruction which:
 - 1. Promotes a homosexual life-style.
 - 2. Portrays homosexuality as a positive alternative life-style.
 - 3. Suggests that some methods of sex are safe methods of homosexual sex.

- D. At the request of a school district, the department of health services or the department of education shall review instruction materials to determine their medical accuracy.
- E. At the request of a school district, the department of education shall provide the following assistance:
 - 1. A suggested course of study.
 - 2. Teacher training
 - 3. A list of available films and other teaching aids.
- F. At the request of a parent, a pupil shall be excused from instruction on the acquired immune deficiency syndrome and the human immunodeficiency virus as provided in subsection A of this section. The school district shall notify all parents of their ability to withdraw their child from the instruction.

Table 1. Comprehensive Health Education Standards

STANDARD 1:	Students comprehend concepts related to health promotion and disease prevention.
STANDARD 2:	Students demonstrate the ability to access accurate health information.
STANDARD 3:	Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
STANDARD 4:	Students analyze the influence of culture, media, technology and other factors on health.
STANDARD 5:	Students demonstrate the ability to use interpersonal skills to enhance health.
STANDARD 6:	Students demonstrate the ability to use goal setting and decision-making skills to enhance health.
STANDARD 7:	Students demonstrate the ability to advocate for personal, family and community health.
<i>Physical Activity Standards</i>	
STANDARD 1:	Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
STANDARD 2:	Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
STANDARD 3:	Students exhibit a physically active lifestyle.
STANDARD 4:	Students achieve and maintain a health-enhancing level of physical fitness.
STANDARD 5:	Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
STANDARD 6:	Students demonstrate understanding and respect for difference among people in physical activity settings.
STANDARD 7:	Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

ADDENDUM
A Brief Description of Ten Major Content Areas in
Comprehensive School Health Education

1. **Community Health** includes topics such as individual responsibility; healthful school, home and community environments; community health resources and facilities; official and nonofficial health agencies; health service careers; pollution control; community involvement; current issues; and trends in medical care.
2. **Consumer Health** addresses health care resources i.e., knowing what is available and how to be an educated consumer.
3. **Environmental Health** addresses individual and community responsibility, pollution, effects of environment on health, environmental protection agencies, population density, world health, waste disposal, sanitation, laws and career choices.
4. **Family Life Education** covers information about family dynamics, building relationships, child abuse, choices about relationships, family planning, parenting skills, sex education, and sexually transmitted diseases such as HIV infection and AIDS.
5. **Injury Prevention and Safety** includes learning about first aid and emergency health care and addresses the prevention of unintentional injuries. (Many schools include violence prevention and homicide as health issues within this content area.)
6. **Mental and Emotional Health** includes building self-esteem, effectively coping with stress, and communication skills, among others.
7. **Nutrition** addresses a balanced diet, food preparation, reading and understanding food labels, differences in nutritional needs for pregnant women, and more.
8. **Personal Health** includes physical fitness and lifetime activities, cardiovascular health, sleep, rest, relaxation, recreation, growth and development, oral health, vision and hearing, body systems and their functions, aging, personal wellness plans, and positive health habits and choices.
9. **Prevention and Control of Disease** addresses heart disease, stroke, diabetes, cancer, HIV/AIDS and others.
10. **Substance Use and Abuse** refers to the use and misuse of tobacco, alcohol, and other drugs and often includes topics such as positive decision-making, individual responsibility, substances beneficial to humankind, the classification of substances and their effects on the body, and the formation of habits and their influence.

The ten major content areas in this addendum are provided to assist local school districts in developing sequential curricula. It will be left to the discretion of the local district to determine the emphasis of each of the content areas. The Comprehensive Health Education and Physical Activity Standards are the required competency indicators, while the addendum is a tool to be used by school districts as a cross-reference.

COMPREHENSIVE HEALTH STANDARDS

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

READINESS (Kindergarten)

Students know and are able to do the following:

- **1CH-R1. Identify personal well-being health behaviors**

PO 1. Name healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

PO 2. Demonstrate healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

- **1CH-R2. Identify basic emotions (e.g., love, fear, anger) that affect physical health**

PO 1. Recognize different feelings (emotions) (e.g., mad, sad, happy, frustration, fear, pride)

PO 2. Describe, through pictures, a variety of emotions experienced daily

- **1CH-R3. Identify basic anatomy (e.g., legs, arms, hands, feet)**

PO 1. Name body parts by teacher illustration

PO 2. Locate at least five out of seven body parts illustrated

- **1CH-R4. Describe how the family influences personal health**

PO 1. Describe healthy family activities (e.g., preparing meals, doctor visits)

PO 2. Describe how families share time together

- **1CH-R5. Identify elements of the environment (air, water, ground and pollutants) that affect personal health**

PO 1. Identify different types of pollution

PO 2. Describe something in the air, water, and ground that affect personal health

- **1CH-R6. Identify basic symptoms of, and prevention strategies for, common illnesses and diseases**

PO 1. List signs and symptoms of common illnesses

PO 2. Name common communicable diseases

- **1CH-R7. Describe why the body needs nutrients for energy, growth and body maintenance**

PO 1. Describe why the body needs food

PO 2. Identify healthy snack choices

- **1CH-R8. Identify safe and healthy eating habits**

PO 1. Select foods that contribute to good health

PO 2. State the importance of breakfast

PO 3. List safe eating habits

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **1CH-F1. Describe relationships between personal health behavior (e.g., sleep, diet, fitness and personal hygiene) and individual well-being**

PO 1. Explain positive effects of a balanced, healthy lifestyle (e.g., being alert, rested, energetic, healthy)

PO 2. Explain importance of personal health-promoting behaviors (e.g., covering sneezes and coughs, proper hand washing, adequate sleep, healthy diet, physical activity)

- **1CH-F2. Identify indicators of mental, emotional, social and physical health during childhood**

PO 1. Describe how feelings affect behavior (e.g., anger, fear, pride, happiness, sadness, frustration)

PO 2. Recognize the importance of developing friendships

PO 3. Describe at least three ways to prevent the spread of germs

- **1CH-F3. Describe the basic structure and functions of the human body systems**

PO 1. Identify the parts of the digestive and circulatory system

PO 2. Describe the functions of the digestive and circulatory systems

- **1CH-F4. Describe how heredity, family life and individual lifestyle affect personal health**

PO 1. Explain how hereditary traits are passed on from parents to children (e.g., high blood pressure, diabetes, poor eyesight)

PO 2. Explain how eating/activity habits effect lifestyle

- **1CH-F5. Describe how environmental health and personal health are related**

PO 1. Show relationships of behavior to environment (e.g., weather and appropriate dress, pollen and allergies/asthma, pollution and respiration, pollution and skin)

- **1CH-F6. Identify health problems that should be detected and treated early and the reasons why**

PO 1. Describe health problems and early detection

PO 2. Describe the benefits of early treatment

- **1CH-F7. Identify the characteristics, causes, prevention and treatment of common childhood injuries and illnesses**

PO 1. List common childhood illnesses, their causes and prevention

PO 2. List common childhood injuries, their causes, prevention and treatment

PO 3. Illustrate ways to keep germs from spreading

PO 4. Illustrate ways to prevent injuries

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **1CH-E1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability and premature death**

(Grades 4-5)

PO 1. Describe positive health behaviors which can prevent common injuries, diseases and other conditions

PO 2. Describe harmful effects of substance use

(Grades 6-8)

PO 1. Illustrate how positive health behaviors can prevent common injuries, diseases and conditions

PO 2. Illustrate the harmful effects of use of tobacco, alcohol and other drugs

- **1CH-E2. Describe the interrelationship of mental, emotional, social and physical health during adolescence**

(Grades 4-5)

PO 1. Draw how thoughts, feelings, being with people and being healthy are all related

(Grades 6-8)

PO 1. Describe how thoughts, feelings, dealing with people and being physically healthy are all interconnected

PO 2. Illustrate how the variables stated above (in PO 1) interact as seen in case studies, movies, etc.

- **1CH-E3. Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle**

(Grades 4-5)

PO 1. Contrast healthy and unhealthy lifestyles

PO 2. Describe the effects on healthy and unhealthy lifestyles on health, growth and development

(Grades 6-8)

PO 1. Develop a plan for a healthy environment and lifestyle and apply it to health, growth and development

- **1CH-E4. Describe how family and peers influence the health of adolescents**
(Grades 4-5)
 PO 1. Classify healthy and unhealthy choices that you have learned from family and peers

(Grades 6-8)
 PO 1. Illustrate how family and peers effect the choices you make regarding health
- **1CH-E5. Explain how environmental health and personal health are interrelated**
(Grades 4-5)
 PO 1. Describe the relationship between healthy people and a healthy environment

(Grades 6-8)
 PO 1. Compare healthy environments and healthy people with unhealthy environments and unhealthy people
- **1CH-E6. Describe ways to reduce risks related to adolescent health problems**
(Grades 4-5)
 PO 1. Identify changes adolescents can make in their lifestyle to reduce health risks

(Grades 6-8)
 PO 1. Identify personal health behaviors that reduce health problems
- **1CH-E7. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems**
(Grades 4-5)
 PO 1. Explain how an individual lifestyle and family history can prevent or cause health problems

(Grades 6-8)
 PO 1. Describe how living a healthy lifestyle and knowing family health history can help a person live a more healthy life
- **1CH-E8. Explain how basic nutrients are utilized by the body and the relationship of a balanced diet and essential nutrients to appropriate weight, appearance and wellness**
(Grades 4-5)
 PO 1. Identify the basic nutrients and identify their uses in the body
 PO 2. Describe how a balanced and nutritious diet is related to weight, appearance and wellness

(Grades 6-8)
 PO 1. Classify nutrients and their uses in the body
 PO 2. Apply this knowledge of nutrients and balanced diets to your weight, appearance and wellness

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **1CH-P1. Explain how behavior impacts health maintenance and disease prevention (e.g., ability to prevent homicide, suicide, accident and illness)**

PO 1. Identify the positive and negative choices for a balanced, healthy lifestyle (e.g., poor eating habits vs. good eating habits)

PO 2. Identify personal stress management techniques

PO 3. Formulate methods of prevention for each of the identified causes of death among teens

PO 4. Identify teen death statistics

- **1CH-P2. Explain the interrelationships among the mental, emotional, psychological and physical realities that occur throughout the life cycle**

PO 1. Identify the different stages of the human life cycle (conception, prenatal, infant, toddler, preschool, school)

PO 2. Identify the characteristics and developmental needs related to each stage of the life cycle

PO 3. Relate the principles of healthy living to each stage of the life cycle

- **1CH-P3. Explain the impact of personal health behaviors on the functioning of body systems and describe how to delay onset and reduce risks of potential health problems**

PO 1. Identify personal health behaviors that promote and/or detract from the functioning of body systems

PO 2. Predict the impact of personal health behaviors that promote and or detract from the functioning of body systems (to include sleep, nutrition, exercise, sexual and substance abuse)

PO 3. Construct a personalized continuum of health behaviors that range from more healthy to less healthy and defend rationale

PO 4. Determine strategies to reduce health risk for more healthy behavior

- **1CH-P4. Explain how the family, peers and community influence the health of individuals**

PO 1. Describe how problem solving skills relate to the influence that family, peers and the community have on a person's health

PO 2. Develop a plan of how the family, peers and the community influence a person's attitudes, beliefs and feelings about health

PO 3. Rank order from most to least influential group (family, peers, community), that impacts a person's health

- **1CH-P5. Explain how environmental health influences the community and the functions of local, state and federal resources in addressing health issues**

PO 1. Summarize major environmental health concerns

PO 2. List the roles and functions of agencies that address areas of environmental concern

- **1CH-P6. Identify the physiological effects of drug usage**

PO 1. Describe major physiological effects of different classes of drugs such as the following: depressants, stimulants, hallucinogens, and inhalants

PO 2. Cite effects of drug usage on the unborn child at various stages of development

PO 3. List specific communicable diseases which may be transmitted by substance abuse behaviors

- **1CH-P7. Describe the relationship among an individual's abuse of substances and the impact on self, the family system, the economy and society as a whole**

PO 1. Identify the effect of substance abuse on the individual

PO 2. Describe the relationship between family members in a substance-abusing household

PO 3. Describe the economic impact of substance abuse on worker productivity and national health care cost

PO 4. Explain the relationship between substance abuse and its impact on society related to violence, to include rape and domestic violence, crime and vehicular accidents

- **1CH-P8. Identify the location and function of the reproductive organs, the fertility cycle, and the process of conception, and emphasize factors that contribute to the birth of a healthy child**

PO 1. Describe male and female reproductive organs and understand the location and basic function of each (to include menstrual cycle)

PO 2. Describe the association of conception to the fertility cycle

PO 3. Describe the economic impact of substance abuse on worker productivity and national health care cost

PO 4. Describe the major factors in family planning (e.g., personal goal setting, number of children desired, importance of timing of pregnancy, identification of available resources and family education)

- **1CH-P9. Describe proper food selection, preparation, and handling for self and others, taking into consideration that nutrient needs vary according to age, development, activity level and body type**

PO 1. Illustrate the process of human digestion

- a) Describe how nutrients are released, absorbed, utilized and excreted by the body
- b) Classify dietary nutrients as to their function in producing energy, in growth or in the maintenance/repair of body tissue

PO 2. Predict how excesses or deficiencies of nutrients impact on health and disease

- a) Correlate the relationship between food consumption patterns and dietary-related health problems (e.g., diabetes, obesity, some cancers, osteoporosis, anemia, dental caries, cardiovascular disease)
- b) Identify the proper food/nutrient adjustments required due to physical exertion, sports/fitness training, etc.

PO 3. Identify the most common errors made which result in food borne infections (person to food, equipment to food, and food to food)

PO 4. Identify those behaviors which are characteristically associated with anorexia and bulimia

- a) Identify the psychosocial factors that lead to eating disorders
- b) Identify the harmful effects of eating disorders
- c) Critique the differences between a fad diet and a well-balanced diet

PO 5. Describe the influence of advertising, peer pressure and food fads on proper diet, food selection and eating habits

- **1CH-P10. Explain the association of personal risk factors of chronic and communicable diseases, risk reduction and disease prevention components**

PO 1. Define and provide examples of acute, chronic, communicable, noncommunicable, degenerative, metabolic, hereditary and congenital diseases

PO 2. Describe how race, culture and hereditary factors impact disease susceptibility

- a) List environmental influences that affect disease susceptibility
- b) Describe the impact of fitness, diet, rest and other lifestyle issues related to disease

PO 3. Evaluate disease prevention and control practices (e.g., immunization, pollution control and smoking cessation)

- a) Identify methods of early recognition of health problems
- b) Identify their responsibility as active participants in treatment and rehabilitation

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **1CH-D1. Form hypotheses regarding the influence of physical, mental, social and environmental health on the growth and development of members of select populations**

PO 1. Describe the effectiveness of current prevention programs related to members of select populations (e.g., tobacco-use cessation, abstinence-only curriculum)
- **1CH-D2. Describe the nutritional status and needs of the members of a population by examining the age, gender, physical activity, eating patterns, diet, pregnancy, substance use and disease associated with that population**

PO 1. Create a food plan for a specific population taking into consideration age, gender, physical activity, eating patterns, health condition (pregnancy, substance use, disease)
- **1CH-D3. Describe the impact of personal histories, health care choices and the aging process on the health and wellness of individuals**

PO 1. Critique the personal histories of individuals, from adolescence through late life, in relation to the health choices they made and the impact on their health status
- **1CH-D4. Explain conclusions drawn from current worldwide health issues**

PO 1. Form a hypothesis related to current worldwide issues which is grounded in a search on the topic (e.g., HIV, poverty, substance abuse)
- **1CH-D5. Identify the problems of malnutrition in relation to population distribution, economics, food consumption and politics**

PO 1. Design a program to address reduction in malnutrition among a target population, keeping in mind the population distribution, economics, food consumption and politics
- **1CH-D6. Explain ways in which American families accommodate and care for their elderly**

PO 1. Identify effective and ineffective ways that American families accommodate and care for their elderly

- **1CH-D7. Explain how public health policies, safety-related legislation, and government regulations influence health promotion and disease prevention**

PO 1. Describe agreements related to the relationship between publications, safety-related legislation and government regulations concerning their influence on health promotion and disease prevention

- **1CH-D8. Explain how the prevention and control of health problems are influenced by research and medical advances**

PO 1. Review NIH (National Institute of Health), CDC (Centers for Disease Control) or WHO (World Health Organization) research on a specific health issue and explain how the publication of the research changed public policy (e.g., HIV/AIDS, Breast Cancer, TB, Hepatitis B)

STANDARD 2

Students demonstrate the ability to access accurate health information.

READINESS (Kindergarten)

Students know and are able to do the following:

- **2CH-R1. Identify resources and health helpers from home and school that provide health and emergency information**

PO 1. Name who are health helpers

PO 2. Identify emergency medical service (e.g., dial 911)

PO 3. Illustrate access to emergency medical service

- **2CH-R2. Demonstrate the ability to locate home and school health helpers**

PO 1. State your name, physical address and phone number

PO 2. Describe resources (health helpers) available at home and at school

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **2CH-F1. Identify characteristics of accurate health information (e.g., research-based, current) and health promoting products (e.g., weight scales, thermometers, eye glasses) and services (e.g., school meal program, school nurse, after school activities)**

PO 1. List sources of accurate/reliable health information

PO 2. List health promoting products

PO 3. Name health promoting services that contribute to health

- **2CH-F2. Demonstrate the ability to locate resources from home, school and community that provide accurate health information**

PO 1. Describe health/emergency agencies that provide services (e.g., community health agencies, schools, poison control centers, Web sites)

- **2CH-F3. Explain how media influences the selection and use of health information, products and services**

PO 1. Describe how advertisement affects choices

PO 2. Identify ways media (movies) influence health decisions

- **2CH-F4. Demonstrate the ability to locate home and school health helpers**
 PO 1. Convey how to access appropriate health/emergency services
- **2CH-F5. Locate and describe the roles of resources (health workers and organizations) from the school and community**
 PO 1. State appropriate agencies to contact
 PO 2. Identify resources (e.g., parents, health department, fire department)
- **2CH-F6. Describe the consequences of appropriate and inappropriate use of drugs and medicine**
 PO 1. Identify safe practices of taking medicine and storing it properly
 PO 2. Identify the harmful affects of inappropriate use of drugs and medicine
- **2CH-F7. Identify when and how to seek emergency medical assistance and shelter**
 PO 1. Demonstrate how to contact parents and/or emergency services in emergency situations
 PO 2. Recall emergency numbers

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **2CH-E1. Obtain and utilize accurate health resources from home, school and community**

(Grades 4-5)

- PO 1. List accurate health information from home, school and community
- PO 2. Utilize accurate health information

(Grades 6-8)

- PO 1. Apply health information from home, school and community

- **2CH-E2. Describe how media influences the selection of health information and products (e.g., exercise equipment, cosmetics)**

(Grades 4-5)

PO 1. Explain how media influences the selection of health information and products

(Grades 6-8)

PO 1. Illustrate how the media affects what you know about health and health products

- **2CH-E3. Compare the costs and effectiveness of health products**

(Grades 4-5)

PO 1. Demonstrate effectiveness of a specific health product (e.g., shampoo, soap)

PO 2. Compare cost of products

(Grades 6-8)

PO 1. Describe similar health products' cost and effectiveness in treating health problems

- **2CH-E4. Describe situations requiring professional health services**

(Grades 4-8)

PO 1. Same as concept

- **2CH-E5. Identify emergency preparedness and emergency resources (e.g., first aid, CPR)**

(Grades 4-5)

PO 1. List what you need to be prepared for a medical emergency

PO 2. List emergency resources

(Grades 6-8)

PO 1. Describe a variety of emergency situations

PO 2. List emergency resources

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **2CH-P1. Explain the effectiveness of health information from home, school and community**

PO 1. Compile documents that are sources of health given in the home, at the school and from community health agencies

PO 2. Evaluate each document for its age appropriateness, content and its ability to influence health behavior

- **2CH-P2. Evaluate factors (e.g., peer pressure, media) that influence personal selection of health products and services)**

PO 1. Rank personal and social factors (e.g., peer pressure, family, media, culture, economics) that influence selection of health products and services for their level of influence

- **2CH-P3. Describe situations requiring professional health services and the cost and accessibility of health care services**

PO 1. Select a health situation requiring professional health services

PO 2. Compare the cost and accessibility of those services through multiple service providers (no private insurance, private insurance, indigent care and those that don't qualify for indigent care [KidCARE]) e.g., broken arm, pregnancy, leukemia, pneumonia, hernia, wound needing stitches

- **2CH-P4. Demonstrate how to access appropriate organizations (e.g., paramedics, law enforcement and physicians) useful in reducing threatening situations**

PO 1. Same as concept

- **2CH-P5. Identify the licensing and certification standards for health professions**

PO 1. Review local, state and federal regulations, and create a chart that reflects the licensing and certification standards for specific health professionals (e.g., physical therapist, nurse, nurse assistant, physician, dietitian, dentist, dental hygienist, X-ray technician, phlebotomist)

- **2CH-P6. Explain the role of local, state, federal and international agencies in providing health services and protecting and informing consumers**

PO 1. Describe local, state, federal and international agency involvement in providing health services and protecting and informing consumers (use a specific service or health issue)

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **2CH-D1. Describe the effectiveness, accessibility and inclusiveness of a health program in supporting individual and public health**

PO 1. Critique a public health program in relation to its accessibility, effectiveness, and inclusiveness for individuals as well as the public (e.g., STD's, campaigns to address risk behavior, violence intervention)

- **2CH-D2. Describe health promotion and disease prevention efforts in developing measures to reduce risks and protect against the spread of disease**

PO 1. Compare multi-state programs on their effectiveness in reducing and preventing the spread of disease (e.g., immunizations)

PO 2. Evaluate the contributing factors that account for the differences in effectiveness of public health programs

- **2CH-D3. Identify the changing trends in the health care delivery system and individual rights and responsibilities within the health care system**

PO 1. Track the health care delivery system over the past 20 years and the changing trends related to individual rights and responsibilities for a specific health issue (e.g., formation of managed care systems vs. private health insurance vs. indigent health care system)

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

READINESS (Kindergarten)

Students know and are able to do the following:

- **3CH-R1. Identify basic personal health needs and the roles exercise, nutrition, hygiene and relationships play in maintaining them**

PO 1. Discuss the value of good health habits (e.g., adequate sleep, exercise, nutrition)

PO 2. Demonstrate universal precautions through examples (e.g., not touching blood/bodily fluids, hand washing)

- **3CH-R2. Identify behaviors that are safe and those that are harmful**

PO 1. List safe behaviors and harmful behaviors

PO 2. Name safety rules for walking, riding in a car and on a bike

- **3CH-R3. Identify types of injuries and their causes**

PO 1. List injuries and causes

PO 2. Draw a picture of someone injured and show the cause of the injury

- **3CH-R4. Identify stressful situations, feelings and physical responses**

PO 1. Recognize stressful situations

PO 2. Recognize feelings and physical responses to stress

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **3CH-F1. Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)**

PO 1. Discuss responsible health behavior vs. risky or harmful behaviors

- **3CH-F2. Identify personal health needs and strategies to maintain or improve one's well-being**

PO 1. Discuss good health habits

PO 2. Discuss ways to promote and maintain good health habits

PO 3. Establish a plan for personal health standards

- **3CH-F3. Identify hazards found in the home, school and community and demonstrate ways to avoid or reduce the threats**

PO 1. List hazards found in the home, school, and community

PO 2. Discuss ways to avoid and/or reduce the threats

- **3CH-F4. Apply skills to manage stress**

PO 1. Identify causes of stress

PO 2. Describe ways to reduce stress

- **3CH-F5. Demonstrate first aid procedures and appropriate responses to common emergencies in the home, school and community**

PO 1. Describe a minimum of three first aid procedures

PO 2. Determine correct response in case of accident or sudden illness

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **3CH-E1. Explain the importance of assuming responsibility for personal health behaviors**

(Grades 4-8)

PO 1. Illustrate examples of responsible healthy behavior

- **3CH-E2. Identify strengths of, and risks to, one's personal and family health (e.g., heart disease, diabetes, high blood pressure) and implement strategies to improve or maintain both**

(Grades 4-5)

PO 1. Compare personal and family health risks and strengths

PO 2. Explain ways to reduce risks and increase strengths

(Grades 6-8)

PO 1. Rank personal and family strengths and risks

PO 2. Develop a plan that would improve health and reduce risks

PO 3. Explain plan's effectiveness

- **3CH-E3. Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)**

(Grades 4-5)

PO 1. List differences between responsible and risky behaviors

(Grades 6-8)

PO 1. Identify responsible and risky behaviors

- **3CH-E4. Develop injury prevention and management strategies for personal and family health including ways to avoid and reduce threatening situations**

(Grades 4-5)

PO 1. Identify ways to prevent personal and family injuries

PO 2. Identify ways to avoid dangerous situations for yourself and your family

(Grades 6-8)

PO 1. Identify existing prevention and management strategies regarding personal and family health

PO 2. Identify ways to avoid threatening situations

- **3CH-E5. Demonstrate strategies to manage stress**

(Grades 4-8)

PO 1. Choose five ways to reduce stress

- **3CH-E6. Perform basic safety, first aid and life saving techniques**

(Grades 4-5)

PO 1. Demonstrate basic safety techniques

(Grades 6-8)

PO 1. Apply basic first aid and basic life saving techniques

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **3CH-P1. Describe the role of individual responsibility for health-enhancement and wellness**

PO 1. Describe the role of individual responsibility for the individual's physical, social, spiritual and psychological growth and development (e.g., adequate nutrition, recreation and fitness, eating disorders, sexual involvement, and alcohol, tobacco and other drug use)

- **3CH-P2. Conduct a personal health assessment to determine strategies for health enhancement, risk reduction and stress management**

PO 1. Conduct a personal health assessment

PO 2. Establish personal goals related to personal health assessment (include strengths and weaknesses identified in the areas of health enhancement, risk-taking and stress)

- **3CH-P3. Explain the short-term and long-term consequences of responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)**

PO 1. Identify the decision-making process

PO 2. Identify the short-term and long-term consequences of responsible and risky/harmful behaviors

PO 3. Design a flow chart that distinguishes on a continuum most responsible vs. most risky/harmful behaviors (e.g., exercise, sleep, nutrition, use of tobacco, alcohol, and other drugs, sexual involvement)

- **3CH-P4. Develop injury prevention and management strategies to improve and maintain personal, family and community health**

PO 1. Describe responsible and safe behavior (personal, family and community) such as driving, sports, recreation, interpersonal relationships

PO 2. Construct self-protection techniques to use in various personal, family, social/community environments

- **3CH-P5. Perform advanced first aid procedures**

PO 1. Demonstrate basic first aid procedures for unconsciousness, shock, fractures, burns, cuts, choking, poisoning, etc.

PO 2. Demonstrate correct CPR procedures

- **3CH-P6. Explain how to survive in adverse environmental situations**

PO 1. Develop a plan for surviving in adverse environmental situations (e.g., extreme weather conditions)

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **3CH-D1. Conduct a personal health assessment to determine strategies for health-enhancement, risk reduction and stress management**

PO 1. Design a personal health assessment tool

PO 2. Develop strategies for personal health enhancement, risk reduction and stress management

- **3CH-D2. Describe consequences of responsible and risky/harmful behaviors throughout the life cycle**

PO 1. Identify the short-term and long-term consequences of responsible and risky/harmful behaviors during pregnancy, infancy, childhood, adolescence, adulthood and for the elderly

- **3CH-D3. Apply injury prevention and management strategies to improve and maintain personal, family and community health**

PO 1. Create a presentation to teach injury prevention and management strategies to improve or maintain either personal, family and/or community health

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

READINESS (Kindergarten)

Students know and are able to do the following:

- **4CH-R1. Identify the different foods of various cultures**
 - PO 1. List different foods from various cultures
 - PO 2. Use foods from various cultures to make a meal (using the food guide pyramid)
- **4CH-R2. Identify media influences on health behaviors**
 - PO 1. List at least two health behaviors that are influenced by the media
 - PO 2. List how media influences health behaviors

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **4CH-F1. Describe personal health behaviors (e.g., nutrition, exercise) in a variety of cultures**
 - PO 1. Demonstrate awareness of individual and ethnic variation of food choices and exercise
- **4CH-F2. Explain how the media influence health behaviors**
 - PO 1. Describe how advertising influences health behavior
 - PO 2. Describe how movies and cartoons influence health behavior
- **4CH-F3. Describe ways technology can influence personal health**
 - PO 1. Explain how technology has influenced personal health (e.g., 911 system, X-rays, blood pressure cuffs, thermometers)
- **4CH-F4. Explain how information from school and family influences health**
 - PO 1. Same as concept

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **4CH-E1. Describe health behaviors and the use of health services in different cultures and explain the factors responsible for the differences**

(Grades 4-5)

PO 1. Compare how different cultures regard health

PO 2. Distinguish the ways health services are used by different cultures

(Grades 6-8)

PO 1. Distinguish how different cultures utilize health services

PO 2. Describe the factors responsible for the differences in health care

- **4CH-E2. Explain how messages from media and other sources influence health behaviors**

(Grades 4-5)

PO 1. Determine the way media messages influence your health

(Grades 6-8)

PO 1. Identify a variety of media messages and determine how they influence your health

- **4CH-E3. Describe the influence of technology on personal and family health**

(Grades 4-5)

PO 1. Specify five ways that technology affects your health

(Grades 6-8)

PO 1. Describe five ways that technology can hurt or improve your health

- **4CH-E4. Describe how information from peers influences health**

(Grades 4-8)

PO 1. Same as concept

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **4CH-P1. Explain how cultural diversity enriches and challenges health behaviors**

PO 1. Identify the benefits and challenges that different cultures provide in relation to health behaviors through development of a written project (e.g., table, graph, artistic interpretation)

- **4CH-P2. Describe the impact of media and technology on personal, family and community health**

PO 1. Produce a presentation that compares media and technology modalities (e.g., television, movies, advertisements, Internet, music, MTV) in terms of their influence on personal, family and community health

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **4CH-D1. Use primary and secondary source information and government regulations to assess the impact of the production, promotion and distribution of products and services on consumer health**

PO 1. Contact government agencies to obtain information

PO 2. Compile documents from health agencies to create an assessment of an agency's impact on production, promotion and distribution of products and services on consumer health (e.g., exercise equipment, fitness centers, safety features on automobiles)

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

READINESS (Kindergarten)

Students know and are able to do the following:

- **5CH-R1. Identify verbal and nonverbal communication**

PO 1. Differentiate between nonverbal and verbal communication

- **5CH-R2. Describe characteristics of responsible individuals, friends and family**

PO 1. List what makes a person responsible

PO 2. Practice responsible health behavior

- **5CH-R3. Identify a need, want and feeling**

PO 1. Same as concept

- **5CH-R4. Identify how to communicate care, consideration, and respect of self and others**

PO 1. Demonstrate (show) how to communicate care, consideration, and respect of self and others

- **5CH-R5. Identify characteristics of attentive listening skills that build and maintain healthy relationships**

PO 1. List characteristics of attentive listening skills

PO 2. Illustrate behavior that demonstrates active listening

- **5CH-R6. Identify refusal skills that enhance health**

PO 1. List refusal skills

PO 2. Identify when to use refusal skills (when to say "no")

- **5CH-R7. Identify behaviors in conflict situations**

PO 1. Name behaviors seen in conflicts

- **5CH-R8. Differentiate between negative and positive behaviors used in conflict situations**

PO 1. Identify negative and positive behaviors in conflict situations

- **5CH-R9. Demonstrate nonviolent strategies to resolve conflict**

PO 1. Same as concept

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **5CH-F1. Distinguish between verbal and nonverbal communication**

PO 1. Describe differences between nonverbal and verbal communication

- **5CH-F2. Describe characteristics needed to be a responsible friend and family member**

PO 1. Explain what it means to care and be a friend

PO 2. List characteristics needed to be responsible

- **5CH-F3. Describe ways to communicate care, consideration, and respect of self and others**

PO 1. Explain how one communicates feelings (nonverbal and verbal)

PO 2. Show use of effective "I" messages

- **5CH-F4. Demonstrate healthy ways to express needs, wants and feelings, and identify a variety of ways to deal with them constructively and appropriately**

PO 1. Resolve conflict in socially acceptable ways

PO 2. Formulate self-esteem building skills

- **5CH-F5. Demonstrate attentive listening skills to build and maintain healthy relationships**

PO 1. Explain characteristics of attentive listening

PO 2. Illustrate effective listening skills

- **5CH-F6. Describe refusal skills to enhance mental, emotional and physical health**

PO 1. Explain how refusal skills enhance mental, emotional and physical health

PO 2. Practice positive behavior towards others

- **5CH-F7. Identify negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict**

PO 1. List negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict

PO 2. Explain the difference between negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **5CH-E1. Demonstrate ways to communicate care, consideration and respect of self and others**

(Grades 4-5)

PO 1. Choose five ways to show that you care about self and others

(Grades 6-8)

PO 1. Choose five ways you can show respect for self and others

- **5CH-E2. Identify the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health**

(Grades 4-5)

PO 1. Explain what influences individuals to engage in conflict

PO 2. List two problem solving strategies to avoid conflict

(Grades 6-8)

PO 1. Identify a minimum of two reasons for conflict among young people

PO 2. Apply two ways to let the other person know that you mean “no” to something you do not want

PO 3. Apply two things you can use to come to an agreement in a conflict and foster health

- **5CH-E3. Demonstrate strategies to manage conflict in healthy ways**

(Grades 4-5)

PO 1. Classify techniques that will promote conflict resolution

PO 2. Choose five healthy ways to control conflict

(Grades 6-8)

PO 1. Determine which ways can control conflict

PO 2. Apply five healthy ways to control conflict

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **5CH-P1. Select ways to communicate care, consideration and respect of self and others to enhance health**

PO 1. Demonstrate the ability to:

- a) send clear and direct messages, verbally and nonverbally
- b) listen to others, receiving and understanding their communication
- c) ask for clarification when needed
- d) respond verbally and nonverbally

PO 2. Demonstrate effective techniques, including refusal skills, for handling conflict and solving problems

PO 3. Demonstrate effective techniques for resisting negative peer pressure, while maintaining positive interpersonal relationships

- **5CH-P2. Identify the causes of conflict among youth and adults in school and community, and demonstrate refusal, negotiation and collaboration skills to manage the conflict**

PO 1. Explain conflict and its root causes

PO 2. Explain effective conflict resolution techniques

PO 3. Participate in role plays that demonstrate refusal, negotiation, mediation and collaboration skills to resolve conflict

DISTINCTION (Honors)

- **5CH-D1. Describe the social, economic and physical characteristics that influence family structures and interpersonal relations**

PO 1. Explain the factors that influence family structures and interpersonal relations

PO 2. Conduct a study of an actual (or fictitious from literature or media) family to assess the social, economic and physical characteristics that have influenced this family structure and its interpersonal relations

- **5CH-D2. Identify the causes of conflict in schools, families and communities; model strategies for solving interpersonal conflicts through refusal, negotiation and collaboration skills to avoid potentially harmful situations**

PO 1. Construct a presentation that models effective refusal, negotiation, mediation and collaboration skills to resolve conflict

PO 2. Present role plays, demonstrations or other means of effective conflict resolution

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

READINESS (Kindergarten)

Students know and are able to do the following:

- **6CH-R1. Identify the decision-making process**
 - PO 1. List steps in the decision-making process
- **6CH-R2. Set a personal health goal and record progress toward achievement**
 - PO 1. List your personal health goals
 - PO 2. Record progress toward achievement

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **6CH-F1. Apply a sound decision-making process to resolve health issues and problems**
 - PO 1. Explain positive strategies to resolve problems
 - PO 2. Describe positive strategies to resolve health issues
 - PO 3. Demonstrate positive decision-making to resolve a health issue or problem
- **6CH-F2. Explain the effects of personal health care choices**
 - PO 1. Identify the effects of personal health choices (positive and negative)
- **6CH-F3. Set a personal health goal and track progress toward its achievement**
 - PO 1. List a personal health goal
 - PO 2. Chart progress toward achievement

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **6CH-E1. Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively**

(Grades 4-5)

PO 1. Demonstrate the decision-making process

PO 2. Choose three alternatives and consequences regarding a health issue

(Grades 6-8)

PO 1. Describe collaboratively the decision-making process

PO 2. List three alternatives and consequences regarding a health issue

PO 3. Collectively choose which solution best fits the health issue

- **6CH-E2. Explain how decisions regarding health behaviors have consequences for self and others**

(Grades 4-5)

PO 1. Identify five (positive or negative) health behaviors

PO 2. Define the consequences of the above health behaviors

(Grades 6-8)

PO 1. Identify five (positive or negative) health behaviors that relate to adolescence

PO 2. Explain the consequences of the above health behaviors

- **6CH-E3. Describe how personal health goals are influenced by information, abilities, priorities and responsibilities**

(Grades 4-5)

PO 1. List five behaviors that maintain personal health

PO 2. List five strategies for the above information that can impact personal health goals

PO 3. List five health priorities and responsibilities based on the above list

PO 4. Describe how these strategies affect health goals

(Grades 6-8)

PO 1. Identify three personal health goals

PO 2. Correlate the relationship between knowledge of health and personal selected goals

- **6CH-E4. Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals**

(Grades 4-8)

PO 1. Develop three personal health goals

PO 2. Design a plan to improve strengths, realize needs, and reduce health risks

PO 3. Describe attainment of personal health goals

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **6CH-P1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults**

PO 1. Demonstrate at least one effective strategy for reducing the probability of involvement in a risk behavior

- **6CH-P2. Describe health issues that require collaborative decision-making**

PO 1. Prepare a discussion analyzing health issues that require a collaborative decision (e.g., communicable disease, violence, environmental issues, sexual involvement)

- **6CH-P3. Explain immediate and long-term impact of health decisions on the individual**

PO 1. Demonstrate the impact (immediate and long-term) of health decisions on the individual (e.g., use of tobacco, alcohol and other drugs, sexual behavior, nutrition, exercise, sleep)

- **6CH-P4. Develop an effective plan for achieving and maintaining personal health goals for lifelong health-enhancement and wellness which recognizes the importance of goal setting and time management skills**

PO 1. Construct a health and wellness personal activities log for at least one week

PO 2. Construct a long-term plan for improving personal health and wellness that will include the goal setting procedures used and time management skills needed to accomplish this plan

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **6CH-D1. Describe immediate and long-term impact of health decisions on the individual, family and community**

PO 1. Interview an individual who has made healthy vs. unhealthy life choices and describe how their choices have impacted them individually, within their family and in the community (e.g., use tobacco or not, violence and incarceration or not, obesity or not, Type A vs. Type B personalities)

- **6CH-D2. Formulate an effective plan for lifelong health enhancement and wellness**

PO 1. Develop a strategic plan of personal, lifelong health and wellness

STANDARD 7

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

READINESS (Kindergarten)

Students know and are able to do the following:

- **7CH-R1. Identify accurate health information**

PO 1. Describe accurate health information (hygiene, safety, environmental, disease prevention, nutrition, self-care, conflict resolution)

- **7CH-R2. Identify positive health choices**

PO 1. List positive health choices

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **7CH-F1. Describe a variety of methods to convey accurate health information and ideas**

PO 1. Same as concept

- **7CH-F2. Collect information about health issues**

PO 1. State health issues (safety, personal care, disease prevention, substance abuse prevention, nutrition, emotional and family life)

- **7CH-F3. List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing)**

PO 1. Same as concept

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **7CH-E1. Research various media for language, subject matter and visual techniques used to influence health-related information and decision-making**

(Grades 4-5)

PO 1. Compare three different types of health information found in the media

PO 2. Identify which visual techniques used above (in PO 1) about health information is the most dramatic and why

(Grades 6-8)

PO 1. Compare three different types of health information found in the media

PO 2. Select which language, subject matter and visual techniques did the best job of informing you about health

- **7CH-E2. Present information about health issues**

(Grades 4-5)

PO 1. Choose a health issue of personal interest

PO 2. Present the positive and negative aspects about your health issue

(Grades 6-8)

PO 1. Choose two health issues

PO 2. Present positive and negative aspects of selected health issues

- **7CH-E3. Identify barriers to effective communication of information about health issues**

(Grades 4-8)

PO 1. Name three barriers of communication about a health issue

- **7CH-E4. Demonstrate the ability to support others in making positive health choices**

(Grades 4-8)

PO 1. Distinguish three positive strategies to support someone making health choices

- **7CH-E5. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools**

(Grades 4-8)

PO 1. Identify the various roles in a cooperative setting

PO 2. Construct a cooperative group where everyone has a role toward promoting health awareness for a person, family or school

PO 3. Determine ways to make this cooperative group successful

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **7CH-P1. Describe the effectiveness of communication methods for accurately expressing health information and ideas**
 - PO 1. Select a variety of communication modalities/methods (e.g., visual, verbal, written) for those most effective at presenting health information and ideas
- **7CH-P2. Research and present information about health issues**
 - PO 1. Present information about health issues (e.g., nutrition, eating disorders, exercise, athletic needs, the environment, disease control, human sexuality, substance abuse, mental health, stress management)
- **7CH-P3. Utilize strategies to overcome barriers when communicating information about health issues**
 - PO 1. Develop a presentation to a select group involved in unhealthy behavior that would encourage the choice of health-enhancing behavior (e.g., cessation information to smokers, conflict resolution)
- **7CH-P4. Demonstrate the ability to influence and support others in making positive health choices**
 - PO 1. Participate in a peer mediation, peer education, peer leadership, or peer counseling program, or create one on your campus
 - PO 2. Participate in a school or community services learning activity
- **7CH-P5. Demonstrate the ability to work cooperatively when advocating for healthy communities**
 - PO 1. Participate as a volunteer for a school/community health promotion program

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **7CH-D1. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience**
 - PO 1. Create age-appropriate presentations that promote healthy behavior (e.g., tobacco use prevention presentations to sixth grade classes; dating violence prevention to ninth graders; diabetes management for senior citizens)

PHYSICAL ACTIVITY STANDARDS RATIONALE

A wealth of information has been accumulated to point to the importance of physical activity in promoting health and wellness. Evidence also indicates that habits (lifestyles) established in youth are likely to influence adult lifestyles and associated health and wellness. Physical activity, a primary risk factor for many chronic health conditions, is an integral part of comprehensive school health education but also must be promoted as an important educational goal. Meeting physical activity standards includes both promotion of physical activity among youth and promotion of lifelong physical activity that will enhance workplace skills, fitness and wellness associated with quality of life. Achieving lifetime physical activity standards results in learning real life skills. Higher order skills include decision-making and problem solving required to become informed, lifetime physical activity consumers.

Rationale for Standard 1: Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Movement competence implies the development of sufficient ability to enjoy participation in physical activities and re-establish a foundation to facilitate continued motor skill acquisition and increased ability to engage in developmentally appropriate daily physical activities. In addition to achieving competence in a few movement forms, which increases the likelihood of lifetime activity participation, the students apply concepts from exercise science disciplines that will help them achieve independence in developing movement competence in new movement forms. The focus is on movement forms appropriate for lifetime activity involvement and the establishment of personal competence.

Rationale for Standard 2: Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and become self-directed lifelong learners who are informed physical activity consumers.

Accessing accurate physical activity information, products and services is important to become informed, responsible physical activity consumers.

Rationale for Standard 3: Students exhibit a physically active lifestyle.

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard connects what is taught in school with students' choices for physical activity outside of school. Students are more likely to participate in physical activities if they have had opportunities to develop interests that are personally meaningful to them.

Rationale for Standard 4: Students achieve and maintain a health-enhancing level of physical fitness.

The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop personal fitness levels above those necessary for health-enhancement, based on unique personal needs and interests and necessary for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level.

Rationale for Standard 5: Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. Behaviors such as safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sports, and positive social interaction are necessary for all students to develop effective communication skills.

Rationale for Standard 6: Students demonstrate understanding and respect for differences among people in physical activity settings.

The intent of this standard is to develop respect for similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race and socioeconomic status.

Rationale for Standard 7: Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

The intent of this standard is for students to develop an awareness of the intrinsic benefits of participation in lifelong physical activity. Physical activity can provide opportunities for enjoyment, physical fitness and personal challenge.

PHYSICAL ACTIVITY STANDARDS (Comprehensive Health Standards)

STANDARD 1

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

READINESS (Kindergarten)

Students know and are able to do the following:

- **1PA-R1. Demonstrate progress toward the mature form of selected manipulative, locomotor and nonlocomotor skills**

PO 1. Demonstrate a variety of manipulative skills (e.g., strike, throw, dribble, kick, roll, catch, trap, punt and volley)

PO 2. Demonstrate locomotor skills (e.g., walk, run, hop, jump, skip, slide, gallop and leap)

PO 3. Demonstrate a variety of nonlocomotor skills (e.g., bend, turn, twist, balance, stretch, push, pull, rock and sway)

- **1PA-R2. Demonstrate mature form in walking and running**

PO 1. Same as concept

- **1PA-R3. Identify fundamental movement patterns (e.g., skip, strike)**

PO 1. Recognize movement patterns of manipulative, locomotor, and nonlocomotor skills

- **1PA-R4. Identify a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist)**

PO 1. Demonstrate an understanding of movement concepts in physical activity (space awareness, body awareness, qualities of movement, and relationships)

- **1PA-R5. Describe appropriate concepts to performance (e.g., change direction while running)**

PO 1. Perform movement concepts in physical activity

a) *space awareness*: personal space, direction, level, pathways, planes

b) *body awareness*: shapes, balance, body weight transfer, flight

c) *qualities of movement*: time, speed, force, flow

d) *relationships*: among body parts, objects and people with people

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **1PA-F1. Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills**
 - PO 1. Perform all eight locomotor skills with mature form (walk, run, hop, jump, skip, slide, gallop and leap)
 - PO 2. Perform four manipulative skills with mature form
 - PO 3. Perform four nonlocomotor skills with mature form
 - PO 4. Perform movement skills to a rhythm

- **1PA-F2. Adapt a skill area (e.g., dribbling, passing, dance sequence) to the demands of a game-like situation**
 - PO 1. Demonstrate the ability to adapt movement skills to changing environmental conditions and expectations (e.g., partner needs for force production, tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms)
 - PO 2. Combine a variety of physical activities (e.g., various travel patterns in relation to music, locomotor and nonlocomotor combinations)

- **1PA-F3. Demonstrate beginning skills of a few specialized movement forms**
 - PO 1. Dribble and pass a variety of objects to self and around stationary objects (hands, feet and equipment)
 - PO 2. Throw and kick using mature form
 - PO 3. Strike a ball repeatedly with hand or object
 - PO 4. Toss and catch a ball alone or with a partner

- **1PA-F4. Combine movement skills in applied settings**
 - PO 1. Demonstrate control in traveling activities, weight bearing, and balance activities on a variety of body parts
 - PO 2. Demonstrate skills of chasing, fleeing, dodging to avoid others

- **1PA-F5. Apply critical elements to improve personal performance in fundamental and selected specialized movement skills**
 - PO 1. Demonstrate critical elements of a fundamental skill (e.g., throwing, kicking, striking)
 - PO 2. Use concepts of space, effort, and relationships that vary the quality of movement

- **1PA-F6. Use critical elements of fundamental and specialized movement skills to provide feedback to others**
 - PO 1. Use feedback to improve personal performance
 - PO 2. Recognize the critical elements of a fundamental movement or skill performed by a fellow student and provide feedback to that student
- **1PA-F7. Apply concepts that impact the quality of increasingly complex movement performance (e.g., maintaining a wide base of support in a balance activity)**
 - PO 1. Understand that appropriate practice improves performance (e.g., a ball must be passed in front of a moving player; the lower the center of gravity, the more stable an object)

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **1PA-E1. Demonstrate competence in a variety of movement forms**

(Grades 4-5)

- PO 1. Throw, catch, strike and kick using mature form in a variety of physical activity settings
- PO 2. Dribble and pass a variety of objects to a stationary target/receiver (e.g., hands, feet, equipment)
- PO 3. Balance with control on a variety of objects
- PO 4. Transfer weight from feet to hand at fast and slow speeds, using large extensions (e.g., mule kick, handstand, cartwheel)
- PO 5. Travel, changing speeds and directions, in response to a variety of rhythms

(Grades 6-8)

- PO 1. Throw, strike and kick a variety of objects demonstrating both accuracy and force
- PO 2. Dribble and pass a variety of objects to a moving target/receiver (e.g., hands, feet, equipment)
- PO 3. Perform a variety of rhythmic movements

- **1PA-E2. Apply more advanced movement and game strategies**

(Grades 4-5)

- PO 1. Use basic offensive and defensive strategies in small group games

(Grades 6-8)

- PO 1. Utilize basic offensive and defensive skills in a modified version of a team sport
- PO 2. Adapt and combine locomotor and nonlocomotor and manipulative skills to meet the demands of increasingly complex movement activities

- **1PA-E3. Identify the critical elements of more advanced movement skills**

(Grades 4-5)

PO 1. Identify the critical elements of a basic movement made by a fellow student and provide feedback to that student

(Grades 6-8)

PO 1. Identify the critical elements of a more advanced movement (e.g., golf swing, cartwheel, tennis serve) made by a fellow student and provide feedback to that student

- **1PA-E4. Identify the characteristics of highly skilled performance in a few movement forms**

(Grades 4-5)

PO 1. Identify the characteristics of a highly skilled performer in a few movement forms

(Grade 6-8)

PO 1. Identify the characteristics which differentiate a highly skilled performer from other performers

- **1PA-E5. Apply more advanced discipline-specific knowledge (e.g., conditioning and fitness in a selected sport)**

(Grade 4-5)

PO 1. Demonstrate specialized movement skills

(Grades 6-8)

PO 1. Apply specialized movement skills that use similar patterns and transfer concepts from one to another (e.g., follow-through, opposition, force)

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **1PA-P1. Demonstrate competency in at least three different types of movement forms (e.g., aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics, dance)**

PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms

- **1PA-P2. Use specialized knowledge to develop movement competence/proficiency**

PO 1. Demonstrate improved skills by applying the critical elements to competent performance

- **1PA-P3. Identify and apply critical elements to enable the development of movement competence/proficiency**

PO 1. Identify the critical elements of a skill

PO 2. Demonstrate and apply the biomechanical concepts and principles to the skills

- **1PA-P4. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency**

PO 1. Identify strengths and weaknesses of highly skilled performances

PO 2. Identify skills needed to improve performance

- **1PA-P5. Apply discipline-specific information to individual performance**

PO 1. Same as concept

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **1PA-D1. Demonstrate proficiency in at least three movement forms (e.g., aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics, dance)**

PO 1. Demonstrate proficiency (basic skills, strategies and rules) in at least three different movement forms

- **1PA-D2. Explain pertinent scientifically-based information regarding movement performance**

PO 1. Demonstrate improved skills by applying the critical elements to proficient performance

PO 2. Research highly skilled performers or performances and critique the research

- **1PA-D3. Apply advanced movement-specific information in the development of movement proficiency**

PO 1. Use coaching information (self, peer, teacher, video) to improve performance

- **1PA-D4. Use discipline-specific knowledge to enable the independent learning of movement skills**

PO 1. Design a plan for self-improvement of a specific movement skill

STANDARD 2

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

READINESS (Kindergarten)

Students know and are able to do the following:

- **2PA-R1. Identify that physical activity is necessary to build good physical fitness**

PO 1. Explain that physical fitness is the ability to work and play with energy to spare

PO 2. Identify feelings that result from participation in fitness activities

- **2PA-R2. Identify that there are different parts of physical fitness**

PO 1. Explain that warm-up activity and cool-down are essential parts of a fitness activity

- **2PA-R3. Identify the different parts of physical fitness**

PO 1. Demonstrate aerobic, muscular strength, muscular endurance and flexibility activities

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **2PA-F1. Identify several activities related to each component of health-related physical fitness**

PO 1. Identify the components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition)

PO 2. Identify and demonstrate several activities related to each component of physical fitness

- **2PA-F2. Explain that muscles produce movement and begin to identify muscles**

PO 1. Name and locate large muscle groups

PO 2. Demonstrate activities that utilize specific muscle groups

- **2PA-F3. Demonstrate how to perform physical fitness tests**

PO 1. Demonstrate correct form when performing physical fitness activities

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **2PA-E1. Describe the relationship between a healthy lifestyle and feeling good**

(Grades 4-5)

PO 1. Give examples of the benefits derived from regular physical activity

PO 2. Identify several moderate to vigorous physical activities that provide personal pleasure

(Grades 6-8)

PO 1. Explain that success in physical activities leads to recognition

PO 2. Explain the value of exercise in relieving stress

- **2PA-E2. Apply basic principles of training to improve physical fitness**

(Grades 4-5)

PO 1. Engage in appropriate activity that results in the development of muscular strength and endurance

PO 2. Apply the concepts that impact the quality of physical fitness

(Grades 6-8)

PO 1. Participate in physical activities at home for personal enjoyment and benefit

PO 2. Describe principles of training and conditioning for specific physical activities

- **2PA-E3. Describe physiological indicators of exercise during and after physical activity**

(Grades 4-5)

PO 1. Demonstrate ability to calculate heart rate

PO 2. Monitor intensity of exercise (e.g., heart rate, respiration, body temperature)

(Grades 6-8)

PO 1. Demonstrate ability to calculate resting and target heart rate

PO 2. Maintain a record of moderate to vigorous physical activity

PO 3. Monitor heart rate before, during and after vigorous physical activity

- **2PA-E4. Explain the concept of target zones for health-related physical fitness**

(Grades 4-8)

PO 1. Same as concept

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **2PA-P1. Explain the difference between facts and myths (e.g., the validity of marketing claims promoting fitness products and services) related to physical activity**

PO 1. Identify various products and their marketing claims

PO 2. Explain value of consumer items

- **2PA-P2. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment**

PO 1. Identify personal needs

PO 2. Identify similarities and differences among products

PO 3. Identify use

PO 4. Explain cost quality

- **2PA-P3. Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression**

PO 1. Explain principles of training

PO 2. Apply principles of training

- **2PA-P4. Demonstrate ability to self-assess each area of health-related physical fitness and interpret test scores**

PO 1. Match fitness components and tests

PO 2. Administer self-tests

PO 3. Explain results

PO 4. Prescribe needs and identify strengths

- **2PA-P5. Identify different sports and activities and their contributions to specific health-related physical fitness components**

PO 1. Explain the value of various sports/activities on fitness components

- **2PA-P6. Demonstrate a knowledge of physiological changes that result from physical activity participation**

PO 1. Identify positive physical changes that affect the heart, circulatory, respiratory and other systems as a result of active participation in sports

- **2PA-P7. Identify safety principles associated with physical fitness development**

PO 1. Same as concept

- **2PA-P8. Design a personal fitness program that 1) will lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources**

PO 1. Write program goals

PO 2. Design a program

PO 3. Follow the program

PO 4. Monitor and adjust

PO 5. Complete the program

PO 6. Design a personal fitness program

PO 7. Participate regularly in a personal fitness program

PO 8. Complete a personal fitness program

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **2PA-D1. Explain how each part of health-related physical fitness contributes to lifelong health and wellness**

PO 1. Same as concept

- **2PA-D2. Design a personal fitness program that will 1) lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources**

PO 1. Write program goals

PO 2. Design a program

PO 3. Follow the program

PO 4. Monitor and adjust

PO 5. Complete the program

PO 6. Design a personal fitness program

PO 7. Participate regularly in a personal fitness program

PO 8. Complete a personal fitness program

- **2PA-D3. Identify sound nutritional practices and stress management skills associated with physical activity and fitness**

PO 1. Same as concept

STANDARD 3

Students exhibit a physically active lifestyle.

READINESS (Kindergarten)

Students know and are able to do the following:

- **3PA-R1. Engage in moderate to vigorous physical activity**

PO 1. Participate regularly in moderate to vigorous physical activity

PO 2. Participate in gross motor activity of a moderate to vigorous nature

- **3PA-R2. Select and participate in activities that require some physical exertion during personal choice times**

PO 1. Explain how some physical exertion is good for personal well-being

PO 2. Participate in a wide variety of activities outside of physical education class

- **3PA-R3. Identify likes and dislikes connected with participation in physical activity**

PO 1. Explain how exercise is good for one's health

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **3PA-F1. Select and participate regularly in physical activities for the purpose of improving skill and health**

PO 1. Participate regularly in physical activity for the purpose of improving skill performance

PO 2. Participate regularly in physical activity for the purpose of developing a healthy lifestyle

- **3PA-F2. Identify the benefits derived from regular physical activity**

PO 1. Describe health benefits that result from regular and appropriate participation in physical activity

PO 2. Identify benefits of at least one activity they regularly participate in

- **3PA-F3. Identify several moderate to vigorous physical activities that provide personal pleasure**

PO 1. Same as concept

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **3PA-E1. Participate regularly in health-enhancing physical activities to accomplish personal health goals**

(Grades 4-5)

- PO 1. Participate regularly in a physical activity that develops a healthy lifestyle
- PO 2. Describe health benefits that result from regular and appropriate participation in physical activity

(Grades 6-8)

- PO 1. Participate in an individualized physical activity program designed with the help of the teacher
- PO 2. List long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity

- **3PA-E2. Participate in a variety of physical activities of personal interest**

(Grades 4-5)

- PO 1. Identify at least one enjoyable activity he/she participates in daily (formal or informal)
- PO 2. Identify opportunities for more formal participation in physical activities in the community
- PO 3. Design games, gymnastics, and dance sequences based on personal interests

(Grades 6-8)

- PO 1. Participate in activities both in and out of school based on individual interests and capabilities (e.g., aquatics, self-defense, gymnastics, games, sports, dance and outdoor pursuits)
- PO 2. Design a program to improve skills in a favorite activity

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **3PA-P1. Participate regularly in health-enhancing and personally rewarding physical activity**

PO 1. Complete a program in cardiorespiratory fitness
PO 2. Complete a developmental program in muscular strength and muscular endurance
PO 3. Complete a flexibility program

- **3PA-P2. Select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment**

PO 1. Complete a program in cardiorespiratory fitness
PO 2. Complete a developmental program in muscular strength and muscular endurance
PO 3. Complete a flexibility program

- **3PA-P3. Develop a personal physical activity program meeting individual needs**

PO 1. Design a program
PO 2. Follow the program
PO 3. Monitor and adjust the program

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **3PA-D1. Participate regularly in health-enhancing and personally challenging physical activity**

PO 1. Complete a semester or season in a chosen extracurricular sport or activity

- **3PA-D2. Participate in aquatics, self-defense, gymnastics, games, sports, dance, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and the maintenance of wellness**

PO 1. Same as concept

- **3PA-D3. Explain how activity participation patterns will change throughout life and have some strategies to deal with those changes**

PO 1. Develop a plan for lifelong activity

STANDARD 4

Students achieve and maintain a health-enhancing level of physical fitness.

READINESS (Kindergarten)

Students know and are able to do the following:

- **4PA-R1. Sustain moderate to vigorous physical activity for short periods of time**
PO 1. Same as concept
- **4PA-R2. Identify the physiological signs (e.g., fast heart rate, increased breathing) of moderate physical activity**
PO 1. Recognize that moderate physical activity increases heart rate and breathing rate

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **4PA-F1. Accomplish the health-related fitness standards as defined by Fitnessgram**
PO 1. Identify the components of health-related physical fitness, (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition)
PO 2. Identify and demonstrate several activities related to each component of physical fitness
- **4PA-F2. Participate regularly in physical activity for the purpose of improving physical fitness (goal setting)**
PO 1. Engage in appropriate physical activity that results in the improvement of health-related physical fitness

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **4PA-E1. Accomplish the health-related fitness standards as defined by Fitnessgram**

(Grades 4-5)

PO1. Engage in appropriate activities that result in the development of muscular strength and endurance, flexibility, appropriate body composition, and aerobic endurance

(Grades 6-8)

PO 1. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition

- **4PA-E2. Apply basic principles of training to improve or maintain health-related physical fitness**

(Grades 4-5)

PO 1. Participate in moderate to vigorous physical activities at least four days per week

PO 2. Accumulate 30-60 minutes of moderate activity per day at least four days per week

PO 3. Maintain continuous aerobic activity for a specified time and activity (e.g., 10 minutes or more)

PO 4. Demonstrate how to balance food intake with physical activity

(Grades 6-8)

PO 1. Demonstrate proper warm-up and cool-down techniques and the reasons for using them

PO 2. Engage in physical activity at the target heart rate for a minimum of 10 minutes

PO 3. Calculate heart rate before, during and after vigorous physical activity

PO 4. Examine the impact of such factors as nutrition, relaxation, stress and substance abuse on the body

PO 5. Incorporate the FITT principle into a regular activity program to improve or maintain fitness

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **4PA-P1. Accomplish the health-related physical fitness standards as designed by Fitnessgram**

PO 1. Identify a personal level of fitness on:

- (a) cardiorespiratory performance
- (b) muscular strength
- (c) muscular endurance
- (d) flexibility
- (e) body composition

- **4PA-P2. Use principles of training for the purpose of modifying levels of health fitness**

PO 1. Identify the results of the Fitnessgram

PO 2. Apply the information to develop personal fitness goals/plans

- **4PA-P3. Design a personal health-related fitness program based on an accurately assessed fitness profile**

PO 1. Design and participate in a personal fitness program incorporating the FITT principle

- **4PA-P4. Identify safe and risky exercises and demonstrate safe exercise alternatives**

PO 1. Describe unsafe practices and the appropriate safe alternative

PO 2. Devise a plan to reduce risk and possible injury

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **4PA-D1. Accomplish the health-related fitness standards as designed by Fitnessgram**

PO 1. Explain the results of the Fitnessgram

PO 2. Apply the information to develop personal fitness goals/plans

PO 3. Monitor Fitnessgram results and adjust the personal fitness plan as necessary for continuous improvement

- **4PA-D2. Demonstrate the skill, knowledge and desire to monitor and adjust levels of fitness to meet personal goals**

PO 1. Same as concept

- **4PA-D3. Design a personal health-related fitness program based on an accurately assessed fitness profile**

PO 1. Design a personal fitness program

PO 2. Participate regularly in a personal fitness program

PO 3. Complete a personal fitness program and re-evaluate using the Fitnessgram

STANDARD 5

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

READINESS (Kindergarten)

Students know and are able to do the following:

- **5PA-R1. Apply, with teacher reinforcement, classroom rules and procedures and safe practices**

- PO 1. Follow identified rules and procedures
- PO 2. Work in a group setting without interfering with others
- PO 3. Handle and care for equipment safely and responsibly

- **5PA-R2. Share space and equipment with others**

- PO 1. Take turns using a piece of equipment
- PO 2. Participate in physical activity, respecting others' personal space

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **5PA-F1. Follow, with few reminders, activity-specific rules, procedures and etiquette**

- PO 1. Respond positively to an occasional reminder about a rule/infraction
- PO 2. Use expected behaviors in physical activity settings

- **5PA-F2. Utilize safety principles in activity situations**

- PO 1. Stop activity immediately at the signal to do so
- PO 2. Demonstrate and use equipment safely and responsibly
- PO 3. Use the rules of physical education on the playground

- **5PA-F3. Work cooperatively and productively with a partner or small group**

- PO 1. Use respect during all physical activity
- PO 2. Work cooperatively with another to complete an assigned task

- **5PA-F4. Work independently and on-task for short periods of time**

PO 1. Demonstrate specific teacher-directed skills until a signal is given to end task

PO 2. Demonstrate the ability to share equipment with other students before repeating a turn

- **5PA-F5. Interact with peers while participating in group activities**

PO 1. Treat others with respect during physical activity

PO 2. Resolve conflicts in socially acceptable ways

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **5PA-E1. Explain the influence of peer pressure in physical activity settings**

(Grades 4-5)

PO 1. Explain the difference between acts of courage and reckless acts

PO 2. Demonstrate responsibility when teaching or learning an activity with a partner or small group

(Grades 6-8)

PO 1. Identify positive and negative peer influence

PO 2. List positive ways to exert independence

- **5PA-E2. Identify potential consequences when confronted with a behavior choice**

(Grades 4-5)

PO 1. Act in a safe manner during physical activity

(Grades 6-8)

PO 1. Remain on task without close teacher monitoring

PO 2. Solve problems by analyzing causes and potential solutions

- **5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings**

(Grades 4-5)

- PO 1. Work independently and on task for partner, small or large group activities
- PO 2. Participate in establishing rules and procedures that are safe and effective for specific activities

(Grades 6-8)

- PO 1. Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations
- PO 2. Resolve interpersonal conflicts with a sensitivity to rights and feelings of others

- **5PA-E4. Identify the social benefits of participation in physical activity**

(Grades 4-5)

- PO 1. Explain the difference between compliance and noncompliance of game rules and demonstrate compliance
- PO 2. Identify one's own performance problems without blaming others

(Grades 6-8)

- PO 1. Demonstrate appropriate sportsmanship

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **5PA-P1. Apply safe practices, rules, procedures and etiquette in all physical activity settings**

- PO 1. Follow safety rules
- PO 2. Behave appropriately
- PO 3. Show respect and consideration for oneself and others

- **5PA-P2. Act independently of peer pressure**

- PO 1. Same as concept

- **5PA-P3. Resolve conflict in appropriate ways**

- PO 1. Identify and discuss conflict in physical education and sports
- PO 2. Construct a conflict resolution plan
- PO 3. Demonstrate conflict resolution skills

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **5PA-D1. Initiate independent and responsible personal behavior in physical activity settings**

PO 1. Demonstrate exemplary standards of behavior

- **5PA-D2. Take a leadership role and follow through, as appropriate, in order to accomplish group goals**

PO 1. Demonstrate leadership skills

PO 2. Apply leadership skills

- **5PA-D3. Explain a safe environment for self and others in physical activity settings**

PO 1. Identify and recognize unsafe conditions and behaviors

- **5PA-D4. Identify potentially dangerous outcomes and consequences of participation in physical activities**

PO 1. Discuss the level of risk in various sports and activities

STANDARD 6

Students demonstrate understanding and respect for differences among people in physical activity settings.

READINESS (Kindergarten)

Students know and are able to do the following:

- **6PA-R1. Interact positively with students in class regardless of personal differences (e.g., race, gender, disability)**

PO 1. Participate with peers without regard to personal differences (e.g., race, gender, ability)

- **6PA-R2. Demonstrate cooperation with others in group tasks**

PO 1. Demonstrate willingness to participate in all group activities

PO 2. Explain how sharing with others can lead to positive feelings (e.g., acceptance, belonging to the group)

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **6PA-F1. Participate in multicultural physical activities**

PO 1. Identify one's own cultural/ethnic roots

PO 2. Apply variations in activities and games enjoyed in classmates' homes and neighborhoods

- **6PA-F2. Explain the attributes that individuals with differences can bring to group activities**

PO 1. Display consideration of others' abilities in physical activity settings

- **6PA-F3. Describe differences and similarities among the activities of a variety of national, cultural and ethnic backgrounds**

PO 1. Share with peers an activity, dance or game in which he/she has participated with family or friends

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **6PA-E1. Explain the role of sports, games and dance in modern culture**

(Grades 4-5)

PO 1. Explain the validity of games and activities reflecting one's own and others' heritage

(Grades 6-8)

PO 1. Explain the role of games, sports and dance in getting to know and understand others of like and different backgrounds

PO 2. Demonstrate an understanding of the ways sport and dance influence American culture

- **6PA-E2. Identify behaviors that are supportive and inclusive in physical activity settings**

(Grades 4-5)

PO 1. Demonstrate fairness in games and activities

PO 2. Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior

(Grades 6-8)

PO 1. Display sensitivity to the feelings of others during interpersonal interaction

PO 2. Demonstrate cooperation (through verbal and nonverbal behaviors) with peers of different gender, race and ethnicity in a physical activity setting

- **6PA-E3. Participate in physical activities with others regardless of diversity and ability**

(Grades 4-5)

PO 1. Identify the attributes that individual differences can bring to group activities

(Grades 6-8)

PO 1. Same as concept

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **6PA-P1. Explain the value of sport and physical activity in understanding multiculturalism**

PO 1. Identify sports and activities that appeal to people of different genders, race, ethnic and religious backgrounds

- **6PA-P2. Invite others with differences to join in personally enjoyable physical activity**

PO 1. Team up with people of diverse backgrounds

PO 2. Complete an activity with a diverse team

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **6PA-D1. Explain the role of physical activity in a diverse society**

PO 1. Explain how sports and physical activities can remove boundaries and improve understanding between people

- **6PA-D2. Develop strategies for including persons from diverse backgrounds and abilities in physical activities**

PO 1. Design a sports or fitness activity for a specific individual or group from a different ethnic, racial or ability background

PO 2. Instruct a sport or activity to a diverse group or person

STANDARD 7

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

READINESS (Kindergarten)

Students know and are able to do the following:

- **7PA-R1. Engage in physical activities**

PO 1. Explain that activity is good for one's health

PO 2. Identify feelings that result from participation in physical activities

PO 3. Participate in a variety of activities that require varying degrees of physical exertion (e.g., large group games, aerobic activities, fine motor)

- **7PA-R2. Try new movement activities and skills**

PO 1. Participate in a wide variety of physical activities

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **7PA-F1. Practice activities to increase skill and fitness competence (goal setting)**

PO 1. Select activities that are personally challenging and rewarding

PO 2. Explain how repeated practice will lead to skill and fitness success

PO 3. Explain how gained competence provides increased enjoyment in movement and fitness activities

- **7PA-F2. Associate results of fitness testing to personal health status and ability to perform various activities**

PO 1. Same as concept

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **7PA-E1. Establish personal physical activity goals**

(Grades 4-5)

PO 1. Explain how appropriate practice improves performance

PO 2. Use information from internal (self-evaluation) and external sources to set physical activity goals to improve performances

(Grades 6-8)

PO 1. Establish personal health-related fitness status and develop goals to meet health-related fitness

PO 2. Participate daily in some sort of physical activity

- **7PA-E2. Explore a variety of new physical activities for personal interest**

(Grades 4-5)

PO 1. Identify opportunities for participation in physical activity in the school

(Grades 6-8)

PO 1. Identify opportunities for participation in physical activity in the community

- **7PA-E3. Participate in new and challenging activities**

(Grade 4-8)

PO 1. Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **7PA-P1. Demonstrate knowledge of goal setting and the ability to apply this knowledge to personal physical fitness and activity goals**

PO 1. List goal setting steps

PO 2. Apply goal setting strategies to a personal fitness plan

- **7PA-P2. Identify attitudes associated with regular participation in physical activity and/or fitness development activities**

PO 1. List the rewards of regular participation

PO 2. Identify obstacles to regular participation

PO 3. Explain the importance of motivation, prioritizing, dedication and self-discipline in fitness development

- **7PA-P3. Organize time management skills associated with regular physical activity participation**

PO 1. Complete and document regular physical activity outside of class at least 3 times per week

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **7PA-D1. Describe common barriers to regular activity participation and methods of overcoming these barriers**

PO 1. Create a diary recording one's own workouts and their feelings about them

PO 2. Evaluate the diary

- **7PA-D2. Explain how an understanding of self-efficacy and self-esteem is related to physical activity and the ability to use self-management skills necessary for developing both**

PO 1. Describe the mental benefits of participation in lifelong fitness and sports

PO 2. Describe one's own feelings having accomplished personal fitness goals or failed to reach such goals

PO 3. Organize a fitness program into a busy lifestyle (time management)

PO 4. Create rewards for achieving personal goals



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