



HEALTH AND WELLNESS STANDARDS

GRADE 6



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on August 5, 2014

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It is health that is real wealth, and not pieces of gold and silver.

-Ghandi

ENVISION ²¹

Deep Learning

CATALINA FOOTHILLS SCHOOL DISTRICT

Our Mission

Catalina Foothills School District, a caring and collaborative learning community, ensures that each student achieves intellectual and personal excellence, and is well prepared for college and career pathways.

Our Vision

Learning transfers to life beyond the Catalina Foothills School District experience, enabling each student to flourish as a responsible citizen in the global community.

Our Shared Core Values

We believe that the human capacity to learn is boundless. Therefore, we embrace the obligation to actualize the following shared core values to create a learning environment that supports maximum achievement.

<i>Excellence</i>	We invest in the intellectual and personal achievement of each student, set high expectations, and focus on continuous improvement.
<i>Equity</i>	We accept and value the unique needs of all students, and allocate resources to provide the learning environment necessary to reach each student's potential.
<i>Commitment</i>	We believe in one's personal capacity to make a difference, invest in the hard work needed to realize goals, and seek ways to continuously improve.
<i>Belonging</i>	We create a culture in which each student feels safe, welcome, supported, included, and connected.
<i>Compassion</i>	We care about others; express kindness, concern, and empathy; and help others through action.
<i>Responsibility</i>	We understand and accept the impact and consequences of personal actions and decisions, and recognize and fulfill obligations to self, others, and the community.
<i>Respect</i>	We appreciate the unique qualities of others, seek to understand perspectives, and display courtesy and consideration for all.

<i>Integrity</i>	We meet high ethical standards and practice honesty and sincerity in relationships and actions.
<i>Curiosity</i>	We inspire inquisitive thinking, exploration, investigation, a thirst for knowledge, and a desire to learn.
<i>Innovation</i>	We encourage critical thinking and problem solving so that students explore and generate new ideas to create something valuable and unique.
<i>Risk Taking</i>	We develop an environment where errors and questions are welcomed as opportunities to learn.
<i>Perseverance</i>	We help students focus, follow through on tasks to completion, and seek ways to reach goals when faced with obstacles.
<i>Resilience</i>	We build the capacity to face, overcome, and ultimately be strengthened by challenges.

<i>Our Deep Learning Goals</i>	
<i>Goal #1</i>	<p>Reduce the gap between current and desired student academic achievement.</p> <ul style="list-style-type: none"> ★ Increase the achievement of literacy and numeracy in all academic content areas by addressing students' diverse needs and abilities. ★ Develop knowledge and skills that transfer to college, careers, and civic life.
<i>Goal #2</i>	<p>Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.</p> <ul style="list-style-type: none"> ★ Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work. ★ Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.
<i>Goal #3</i>	<p>Partner with families and community to achieve our strategic priorities.</p> <ul style="list-style-type: none"> ★ Engage in regular meaningful communication about student learning. ★ Foster strong relationships with and among CFSD alumni.

Introduction to the Health and Wellness Standards

Health education is an integral component of a comprehensive program of study for all students in the Catalina Foothills School District (CFSD). A health education program that addresses the physical, intellectual/mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; develop health knowledge, skills, and attitudes that foster academic performance at school; and become healthy, successful adults who are productive members of their communities. CFSD Health and Physical Education educators embrace the following Mission, Vision, and Core Values:

MISSION

Inspiring others to pursue a healthy and physically active lifestyle

VISION

A community of fit, skilled, and knowledgeable students, who value an active and healthy lifestyle, embody the spirit of teamwork and sportsmanship, and pursue physical activity for a lifetime.

CORE VALUES

- Health and Physical Education are integral to the total educational program.
- Highly qualified educators are essential for delivering a standards-referenced physical education and health curriculum.
- Student safety is paramount.
- A sequential [developmental] program provides a continuum of movement skills/experiences and promotes optimal growth.
- A high quality program includes a balance of knowledge, skills, games, sports, fitness activities, and lifetime recreational experiences.
- A positive and safe learning environment builds confidence and success.
- The curriculum must be diverse enough to provide all students with the opportunity to participate in activities, which provide enjoyment and success.
- Focus is on total participation in an effort to grow and reach one's personal best.
- Participating in regular physical activity is necessary to achieve and maintain fitness and lifelong health.
- Assessment practices must guide and support the learning and growth of each student.
- An ongoing process of self-assessment and personal goal setting is integral to improvement.
- The ultimate goal is to inspire students to value healthy choices and daily physical activity in their lives.

Overview of the Curriculum Framework

The CFSD Health and Wellness curriculum framework presents an organized, sequential K-12 plan for teaching students the information and skills they need to become health literate and maintain and improve their health. The Health standards were developed jointly with the Physical Education standards as part of a comprehensive revision process. Both are aligned to national and state standards, but have been written to reflect the local needs, time, resources, and environment of the district. Although this clear connection is recognized, the district separates these content areas into different documents in order to emphasize the unique importance of each one.

The Health and Wellness standards and benchmarks are aligned to the Arizona Health Education Standards and the National Health Education Standards. The standards are the same for all grade levels, providing a comprehensive vision of what students need to know and be able to do. They are designed to help students develop and demonstrate increasingly sophisticated health-related knowledge, skills, and practices. Each of the eight standards is articulated by grade level with related benchmarks that serve as performance indicators. Knowledge of essential concepts and underlying principles of health promotion and disease prevention are included in Standard 1. Standards 2-8 identify key processes and skills that are applicable to healthy living.

The Health and Wellness standards, also referenced as “measurement topics” (MT) for reporting purposes, summarize the overall content of the standards and their related benchmarks. CFSD teachers use the Health and Wellness standards/measurement topics and benchmarks to design specific curriculum units and lessons that motivate students to engage in and maintain a healthy and physically active lifestyle. The eight Health and Wellness standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard [MT] 1: Essential Health Concepts

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

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services. This standard focuses on concepts that emphasize both health promotion and risk reduction

Concepts for Standard 1:

- Relationship Between Health Behaviors and Health
- Multiple Dimensions of Health (emotional, intellectual, physical, and social health)
- Personal Health
- Prevention of Injuries and Health Problems
- Healthy vs. Unhealthy Behaviors
- Use of Health Care

Standard [MT] 2: Analyzing Health Influences

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

Rationale: Health choices are affected by a variety of positive and negative influences. This standard focuses on the ability to identify, analyze, and evaluate internal and external influences that are essential to protecting and enhancing health.

Concepts for Standard 2:

- External Influences on Personal Health
- Internal Influences on Personal Health
- Influence of Public Policy on Health

Standard [MT] 3: Accessing Valid Information and Services

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Rationale: Students are exposed to numerous sources of information, products, and services. This standard focuses on how to identify and access valid health resources and to reject unproven sources. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Concepts for Standard 3:

- Knowledge of Sources of Help
- Accessing Help

Standard [MT] 4: Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal communication skills to develop and maintain healthy personal relationships. The ability to appropriately convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Concepts for Standard 4:

- Communication to Enhance Help
- Self Protection and Dealing with Conflict
- Asking for Help

Standard [MT] 5: Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Concepts for Standard 5:

- Influences on Health Decision Making
- Application of Decision-Making Skills to Health

Standard [MT] 6: Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Concepts for Standard 6:

- Assessment of Health
- Health-Related Goal Setting

Standard [MT] 7: Practicing Health-Enhancing Behaviors

Students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Concepts for Standard 7:

- Personal Responsibility for Health
- Healthy Practices and Behaviors

Standard [MT] 8: Health Promotion

Students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Concepts for Standard 8:

- Personal Advocacy
- Collective Advocacy
- Tailoring Advocacy Message to Audience

Proficiency Scales

The standards/measurement topics in this document are presented as proficiency scales for planning, instruction, and assessment. To understand this format, consider the generic proficiency scale below.

Generic Proficiency Scale for Creating Standards

Score 4.0	More complex content – demonstrates in-depth inferences and applications	
	Score 3.5	<i>In addition to Score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	Targeted learning standard/goal – demonstrates proficiency by successfully meeting the standard/goal	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	Simpler content	
	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

(Proficiency scale used with permission. Marzano, 2007-2014)

Curriculum revision teams in CFSD customize the generic proficiency scale with subject matter content/skills by inserting specific targeted benchmarks and learning goals at score 3.0, basic or simpler learning targets at 2.0, and complex learning targets at 4.0. Score 3.0 in each scale represents the “target level” of knowledge and/or skills (expected proficiency(ies)) for each standard/measurement topic. The descriptors for these scores do not change from scale to scale. It is only the 2.0, 3.0, and 4.0 content that changes from one scale to the next.

The half-point scores are used to indicate that a student has moved beyond one whole-point score on the scale, but is not yet demonstrating proficiency at the next whole-point score. For example, a score of 3.5 indicates that a student correctly performed 2.0 and 3.0 items/tasks, but only had partial success on score 4.0 items/tasks.

A score of 2.5 indicates that a student has correctly performed all the items/tasks regarding the 2.0 content, but has only correctly performed some of the items/tasks regarding the 3.0 content. A score of 1.5 indicates that a student has demonstrated partial success on items or tasks involving 2.0 content, but missed all other types of items.

A score of 1.0 indicates that a student missed all the items and tasks on an assessment when working on it independently, but was able to demonstrate partial proficiency on 2.0 and 3.0 content with help from the teacher. That is, the first time the student completed the assessment/task, s/he was unable to correctly perform any items/tasks. However, when the teacher provided the student with cues, prompts, questions, or other supports, the student was able to complete some of the 2.0 and 3.0 items or tasks.

Students earn scores or grades that correspond precisely to how well they can demonstrate the targeted benchmarks/learning goals described in the scales. In some cases, the curriculum revision teams provide examples of learning targets for score 4.0, but it should be noted that teachers can and should develop complex (4.0) learning targets for and along with their students based on demonstrated progress and proficiencies.

The standards/measurement topics and benchmarks have been coded in an abbreviated (short form) version of the standards so that they can be easily referenced. The numbering system begins with the subject area of Health (H). The first numeral in the code indicates the grade level (K-9). The second numeral identifies the standard/measurement topic. The last numeral indicates the benchmark. For example, H6.1.3 references Health at Grade 6, Standard 1, Benchmark 3. When planning for instruction, the benchmarks with items indicated as “required” must be taught. “For example” is used to indicate possible examples for teaching content and skills within the benchmarks. To enhance the quality and depth of health instruction, some health content is not included at every grade level.

Please Note: The explanations/instructional examples that follow each standard are provided as examples of teaching strategies and student activities, and are not intended to endorse any one specific idea or concept. The examples are not intended to be used exclusively for instruction. There are a number of health lessons that may be used to meet the standards and benchmarks.

The next section of this document contains the Health and Wellness proficiency scales for each of the eight standards/measurement topics.

**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 6**

MT1: Essential Health Concepts

Comprehend concepts related to health promotion and disease prevention to enhance health.

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Compare how healthy and unhealthy behaviors are linked with personal health (required: sun safety; for example: healthy: eating a balanced diet; unhealthy; using alcohol, tobacco, and drugs; consuming too much sugar and fat; regular physical activity/personal fitness plan). • Explain how appropriate health care can promote personal health (for example: regular physicals and vision/dental checkup; first aid procedures; medical emergencies). • Explain how food provides energy and nutrients for growth and development and how food intake affects health. <ul style="list-style-type: none"> ○ Identify foods within each of the basic food groups (MyPlate Food Guidance System) and select appropriate servings and portions for his or her age and physical activity levels. [Connect to Physical Education] <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> • explain how healthy behaviors have an affect on my health. • explain how unhealthy behaviors have an affect on my health. • determine when health care or further medical help is needed. • explain the current guidelines related to healthy eating. • use the current nutrition guidelines to plan healthy meals and snacks.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes: <ul style="list-style-type: none"> ○ recognize that healthy behaviors prevent or reduce the risk of injury and/or illness ○ recognize that unhealthy behaviors may lead to injury and/or illness ○ identify healthy and unhealthy behaviors ○ identify examples of when treatment of illness is appropriate at home ○ identify the benefits of healthy eating • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ healthy vs. unhealthy behavior ○ health care ○ nutrient, energy ○ MyPlate Food Guidance System
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

	<p>responses to social pressures.</p> <ul style="list-style-type: none">• Research the lifestyle factors associated with various disease conditions e.g., diabetes, cardiovascular)• Explain possible consequences of disordered eating patterns• Describe possible healthy and unhealthy influences of being a member of various social groups.• Compare and contrast ways to resist pressure to use alcohol, tobacco, or other drugs. Discuss the short and long-term effects of use.• Identify healthcare products and good personal hygiene practices that promote personal health for adolescents.• Discuss choices that could lead to incidences of conflict, harassment, bullying, and vandalism, and potential results.	
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**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 6**

MT2: Analyzing Influences	
Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze the influence of various factors on healthy and unhealthy behaviors of adolescents. <ul style="list-style-type: none"> ○ family practices (for example: meal patterns, body image, physical activity, social guidelines) ○ peers or friends (for example: eating behaviors, alcohol/tobacco, exercise habits, accepting or not accepting differences) <p><u>Learning Goals:</u></p> <p>I can:</p> <ul style="list-style-type: none"> • explain family guidelines and rules that enhance my health. • explain how my friends and/or classmates impact my self-image/self-esteem.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes: <ul style="list-style-type: none"> ○ describe how families communicate and model behaviors which can influence health ○ describe how friends or peers may influence health behaviors • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ healthy vs. unhealthy behavior ○ peer
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

<u>Understanding(s) and Essential Question(s)</u>	<u>Explanations and Examples</u>	<u>Strategies and Resources for Integrating Deep Learning Proficiencies</u>
<p>Understanding(s): Being able to identify the factors that influence our decisions is an important step in making healthy decisions.</p> <p>Essential Question(s): What influences my behavior and decisions?</p>	<p>Health is impacted by a variety of positive and negative influences within society.</p> <p>This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms. Students examine how the family, peers, culture, media, and technology influence personal, family and community health. Students analyze how policies and regulations influence health promotion and risk reduction. At 6th grade the focus is on analyzing the effect of family practices and peers.</p> <p>http://www.cdc.gov/healthyyouth/ser/standards/2.htm</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Define peer pressure and how it can promote positive health choices. • Demonstrate how valuing personal health can resist pressure to experiment with alcohol, tobacco, and drugs. • Explore reasons families may or may not follow healthful patterns. • Outline a list of family guidelines and rules in the home that enhance health. • Show ways to be assertive regarding personal health choices. 	<p>Systems thinking - Change over time</p> <p>http://watersfoundation.org/resources/smoking-simulation/</p>

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HEALTH AND WELLNESS: GRADE 6	
MT3: Accessing Valid Information and Services	
Demonstrate the ability to access valid information and products or services to enhance health.	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> Describe situations that may require professional health services (for example: emergency situations and injuries: heart attack, asthma attack, head injury, third degree burns, broken bone; situations that require a trip to the doctor, school nurse; when to call 911). Find valid and reliable health information from home, school, and community (for example: valid and non-valid internet health information source). Apply resources to investigate valid health information. <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> identify emergency situations and injuries that will require professional health care. find a government health agency that could be used to find out more information on a health topic. explain how I know a health-related resource is valid.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> The student will perform basic processes: <ul style="list-style-type: none"> recognize circumstances that may require professional health care services (for example: someone is not breathing) recognize the importance of finding and using valid health resources and rejecting sources that are unproven The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> valid reliable citation .gov, .org
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

<u>Understanding(s) and Essential Question(s)</u>	<u>Explanations and Examples</u>	<u>Strategies and Resources for Integrating Deep Learning Proficiencies</u>
<p>Understanding(s):</p> <p>It is important to evaluate health information found on the internet.</p> <p>Some injuries/illnesses require immediate medical attention.</p> <p>Essential Question(s):</p> <p>When should I see a doctor or other health professional?</p> <p>How do I know if health information I find on the internet is reliable?</p>	<p>Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems.</p> <p>This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy. Students access valid health information, health-promoting products, and services to prevent, detect, and treat health problems.</p> <p>At 6th grade students learn when a health situation/question requires professional help and how to access valid health information on the internet.</p> <p>http://www.cdc.gov/healthyyouth/ser/standards/3.htm</p> <p>As is the case in other subject areas, websites with .org, .gov, and .edu are generally considered to be more reliable. Some examples are below:</p> <p>http://www.nlm.nih.gov/medlineplus/</p> <p>www.familydoctor.org</p> <p>www.hopkinsmedicine.org</p> <p>http://www.cdc.gov</p> <p>www.fda.gov</p> <p>According to the Food and Drug Administration you can use the following checklist to help make sure that the health information you are reading online can be trusted.</p> <ul style="list-style-type: none"> • Can you easily see who sponsors the website? • Is the sponsor a government agency, a medical school, or a reliable health-related organization, or is it related to one of these? • Is there contact information? • Can you tell when the information was written? • Is your privacy protected? • Are quick, miraculous cures promised? 	

	<ul style="list-style-type: none">• Does the website make claims that seem too good to be true? <p>http://www.fda.gov/drugs/resourcesforyou/consumers/buyingusingmedicinesafely/buyingmedicinesovertheinternet/ucm202863.htm</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none">• Create a collage of advertisements utilizing valid health information.• Analyze advertisements to identify strategies used to sell products and services.• Design a heart-healthy meal using the MyPlate nutritional guidelines.• Develop a local map of community and school health information resources.• Find a government health agency on the Internet or in a telephone directory that could be used to find out more information about [insert].• Find services provided by voluntary health organizations such as the American Red Cross, American Heart Association, American Lung Association, American Cancer Society, etc.	
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**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 6**

MT4: Interpersonal Communication

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

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Apply effective communication skills to enhance health (for example: body language matches words, show care and concern, use verbal communication skills to show what to do in an unsafe situation). <ul style="list-style-type: none"> ○ refusal and negotiation skills that avoid or reduce health risks (for example: effective ways to say no to negative peer pressure-cheating, bullying/cyberbullying, harassment, disrespectful behavior toward adults; walk away, contact a trusted adult, delay, say no again, change the subject, give a reason or excuse) ○ ways to ask for assistance to enhance the health of self and others (for example: harmful situations that require assistance from an adult) • Model effective conflict management or resolution strategies (for example: peer mediation skills; stay calm, listen, seek the assistance of a mediator, apologize or accept an apology, work together to resolve the conflict, compromise on a choice that is fair to all persons, etc.). <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> • identify effective conflict management or resolution strategies. • demonstrate how to ask for assistance when faced with a stressful situation.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes: <ul style="list-style-type: none"> ○ recognize that responsible individuals communication skills to enhance health ○ recognize that there are certain skills that can be used to avoid or reduce health risks ○ recognize that there are strategies and skills that can be used to reduce or avoid conflict • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ refusal ○ negotiation ○ conflict management ○ conflict resolution ○ peer mediation
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

<u>Understanding(s) and Essential Question(s)</u>	<u>Explanations and Examples</u>	<u>Strategies and Resources for Integrating Deep Learning Proficiencies</u>
<p>Understanding(s):</p> <p>When conflicts arise, there are effective strategies for dealing with the conflict.</p> <p>Good communication skills can lead to healthy behaviors.</p> <p>Essential Question(s):</p> <p>When conflicts arise, what are effective ways to resolve them?</p> <p>How do use communicate in a way that helps me stay safe and healthy?</p>	<p>Effective communication enhances personal, family, and community health.</p> <p>This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Students organize and convey information and feelings for strengthening interpersonal interactions and reduce or avoid conflict. They access resources to enhance the health of self and/or others.</p> <p>Teach students the steps to peer mediation (e.g., agree to mediate, gather points of view, focus on interests, create win-win points, evaluate options, and create an agreement) and have students demonstrate application through role-playing.</p> <p>6th grade students model effective communication skills and conflict management or resolution strategies. They will be able to identify when it is appropriate to ask for the help of an adult.</p> <p>Provide opportunities for students to practice the steps in assertive communication, which include stating a position, offering a reason, and acknowledging others' feelings.</p> <p>Some suggestions of conflict resolution strategies:</p> <p>http://www.playworks.org/blog/four-conflict-resolution-techniques-school-children</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> Practice refusal skills and effective communication in role-play situations. Present how to say “no,” give a reason or excuse, suggest another activity, use humor, change the subject, delay, say no again, and walk away, to refuse the pressure of alcohol, tobacco, and/or drugs. Role-play the difference between verbal and nonverbal 	<p>Collaboration: Responding to Others</p>

	<p>communication showing how it can enhance or compromise one's health.</p> <ul style="list-style-type: none"> • Interview parents, counselor, teachers, and peers about bullying at schools. • Identify situations that lead to conflict among students. • Create examples of "I" statements and discuss assertiveness techniques with friends/peers. • Brainstorm ways to eliminate name calling in schools and how to promote kindness and respect. • Role-play nonviolent means of solving conflicts. • Select movies, magazines, books, or other media to identify interpretations of verbal and nonverbal communication skills that are promoting positive relationships. • Model how to ask for assistance (e.g., sadness due to terminal illness of family member or close friend, partner not working on a project, sibling conflict) to enhance health. 	
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**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 6**

MT5: Decision Making	
Demonstrate the ability to use decision-making skills to enhance health.	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Determine when health-related situations require the application of a thoughtful decision-making process (for example: how one might decide not to smoke despite influences of peers or family, what to do when someone is teased or bullied). <ul style="list-style-type: none"> ○ distinguish when an individual or collaborative decision-making is appropriate (for example: when experiencing sadness requires support from an adult) • Analyze the outcomes of a health-related decision (for example: substance abuse). [Students will conduct research on a different topic each year.] <ul style="list-style-type: none"> ○ predict the potential short-term impact of healthy and unhealthy decisions (for example: drug abuse, choosing to be drug-free, supporting a friend who has decided to be alcohol, tobacco, and drug-free) <p><u>Learning Goals:</u></p> <p>I can:</p> <ul style="list-style-type: none"> • identify a health-related decision. • describe the consequences of a health-related decision. • present convincing reasons to refrain from unhealthy behaviors or practices. • explain when an individual or adult supported decision-making is appropriate.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes: <ul style="list-style-type: none"> ○ identify healthy and unhealthy alternatives to health-related issues (for example: a friend has just recently started smoking, managing weight and healthy approaches to weight loss) ○ name conditions that can help or hinder healthy decision making ○ list the steps to responsible decision making • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ decision, decision making process ○ short-term impact ○ individual or collaborative decision making
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

<u>Understanding(s) and Essential Question(s)</u>	<u>Explanations and Examples</u>	<u>Strategies and Resources for Integrating Deep Learning Proficiencies</u>
<p>Understanding(s): The use of decision-making skills helps a person to weigh different options and choose the best one.</p> <p>Essential Question(s): How can using decision-making skills help me to be healthier?</p>	<p>Decision-making skills are needed in order to identify, implement, and sustain health-enhancing behaviors.</p> <p>This standard includes the essential steps needed to make healthy decisions. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life. Students apply a comprehensive decision-making process, which enables them to collaborate with others to improve quality of life now and in the future.</p> <p>Students will identify a health related behavior (e.g., tobacco use), describe the consequences of that behavior, give reasons to refrain from unhealthy behaviors, and know when it is important to get the support of an adult. Students will conduct research on a different topic each year.</p> <p>The Centers for Disease Control provides current information about a variety of topics. http://www.cdc.gov/healthyyouth/sher/standards/5.htm</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Use a decision-making model and explain how effective decisions are made. • Role-play various situations to practice the ability to make safe, legal, and healthy decisions. • Describe various options for dealing with an offer by a best friend to try cigarettes or alcohol. • Explain how family meal plans/eating practices include individual and family decisions. <p><u>Sample Decision-Making Model (Eight Steps)</u></p> <ol style="list-style-type: none"> 1. <i>Define the problem.</i> Figure out and define the specific decision to be made. 2. <i>Identify a support group.</i> Make a list of people who may be able to 	<p>Critical and Problem Solving:</p> <p>Decision making Investigation</p>

	<p>help in making the decision. Include at least one adult on the list.</p> <p>3. <i>List alternatives.</i> Brainstorm a list of all possible alternatives. Try to think of all of the different ways this situation could be handled. The more ideas to choose from, the better the chance of finding the one that works best. Questions for brainstorming include:</p> <ul style="list-style-type: none"> • What has worked in the past in a similar situation? • What would an adult I respect do to solve this problem? • What are some things I haven't tried that might work? <p>4. <i>Identify pros and cons.</i> List the pros and cons(positive and negative consequences) of each alternative. Consider both short- and long-term outcomes. Ask questions about each alternative.</p> <ul style="list-style-type: none"> • What are my responsibilities to my family? • What are my feelings and fears about each alternative? • How does each alternative fit into my value system? <p>5. <i>Eliminate alternatives.</i> Cross out the alternatives that no longer seem acceptable.</p> <p>6. <i>Rank the remaining alternatives.</i> List the remaining solutions in the order you want to try them. (Eliminate this step if only one solution remains.)</p> <p>7. <i>Try the chosen alternative.</i></p> <p>8. <i>Evaluate the choice.</i> If the alternative didn't work well, try another from the list.</p>	
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**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 6**

MT6: Goal Setting

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

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Examine personal health practices or behaviors (for example: type of physical activity, frequency of activity, etc.). <ul style="list-style-type: none"> ○ identify a goal to adopt, maintain, or improve a personal health practice (for example: replacing 30 minutes of television and/or technology screen time with physical activity every day) [Connect to Physical Education] ○ develop strategies to attain a personal health goal (for example: drinking 8 glasses of water a day may include a substitution of water for beverages that have little or no nutritional value) <p><u>Learning Goals:</u></p> <p>I can:</p> <ul style="list-style-type: none"> • brainstorm possible goals based on a self-assessment. • identify an achievable health-related practice or behavior that I want to change or improve. • identify strategies to meet my goal. • monitor and track progress toward my goal. • revise strategies, as needed, to reach my goal.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes: <ul style="list-style-type: none"> ○ recognize that setting personal health goals is important to improving overall health and wellness • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ goal ○ SMART goal
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

<u>Understanding(s) and Essential Question(s)</u>	<u>Explanations and Examples</u>	<u>Strategies and Resources for Integrating Deep Learning Proficiencies</u>
<p>Understanding(s): Setting goals is an effective way to improve health.</p> <p>Essential Question(s): How can goal setting enhance and improve my health?</p>	<p>Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors.</p> <p>This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future. Students construct health goals based upon personal needs. Students design, implement, and evaluate critical steps to achieve short-term and long-term health goals.</p> <p>6th grade students will identify a health enhancing behavior that they would like to improve, develop a goal to improve the behavior, and identify strategies that will help them to reach the goal.</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Set realistic goals concerning eating habits to achieve a healthy energy balance. • Examine current physical activity behaviors (type of physical activity, frequency of activity, intensity of activity, etc.). • Develop strategies to achieve a personal health goal. For example, develop a plan to drink at least 8 glasses of water a day that includes the use of substitution of water for beverages that have little or no nutritional value and/or contain large amounts of caffeine. Set achievable short and long-term goals, develop an action plan, establish a support network, and set up a reward system, etc.). <p><u>Goal-Setting Steps</u></p> <p><i>Set a long-term goal.</i> What do you want to accomplish?</p> <ul style="list-style-type: none"> • Think about something specific you want to improve or do better. • Be sure your goal is SMART (specific, measurable, attainable, realistic, and time-bound). <p><i>Assess your situation.</i> Where are you now, and where do you want to be in the future?</p>	<p>Skill: Self-direction Trait: Relevant and realistic goals</p>

	<ul style="list-style-type: none"> • How are you doing now? • How do you want to change? <p><i>Make a plan.</i> What steps do you need to take to achieve your goal?</p> <ul style="list-style-type: none"> • What resources will you need? • Who will support your efforts? • What short-term goals should you set to meet your long-term goal? • What obstacles will you need to overcome? • How long will it take to meet your goal? Develop a timeline. <p><i>Evaluate progress toward your goal.</i> How did you do?</p> <ul style="list-style-type: none"> • If you reached your overall goal, celebrate your success and thank those who helped. • If you had difficulty reaching your goal, rethink the goal-setting steps. Celebrate your successes along the way and make plans to try again. 	
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CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HEALTH AND WELLNESS: GRADE 6	
MT7: Practicing Health-Enhancing Behaviors	
Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> Describe the importance of being responsible for health behaviors (for example: how present health behaviors impact one’s future health – eating practices, physical activity, dental care, regular physical exams). [Connect to MT 1 and 2] <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> identify healthy behaviors that will maintain or improve the health of self and others. identify practices to avoid or reduce health risks to self and others.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> The student will perform basic processes: <ul style="list-style-type: none"> recognize that practicing healthy behaviors can contribute to a better quality of life recognize that one has a personal responsibility for his/her health The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> health risk
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

<u>Understanding(s) and Essential Question(s)</u>	<u>Explanations and Examples</u>	<u>Strategies and Resources for Integrating Deep Learning Proficiencies</u>
<p>Understanding(s):</p> <p>Practicing healthy behaviors contributes to a good quality of life.</p> <p>Many diseases and injuries can be prevented by practicing healthy behaviors.</p> <p>Essential Question(s):</p> <p>Why is it important to assume responsibility for my own health?</p>	<p>This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risky behaviors. Students display health-enhancing behaviors to prevent injuries, diseases, and disorders.</p> <p>6th grade students will be able to describe the importance of being responsible for health behaviors and to identify both healthy and unhealthy/risky behaviors.</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Discuss how present health behaviors impact one's future health (e.g., eating practices, physical activity, dental care, regular physical exams). • Identify behaviors that will maintain or improve health of self and others (e.g., behaviors that increase the likelihood of being a nonsmoker – being physically active, saying no, etc.). • Discuss the unhealthy effects of power and control in personal relationships. • Discuss practices that reduce the possibility of misusing a prescription or over-the-counter (OTC) medication (follow directions for appropriate use, dosage, storage, etc.). 	<p>Skill: Systems Thinking</p> <p>Trait: Leverage</p>

**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 6**

MT8: Health Promotion

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

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> • State a health enhancing position on a topic and support it with accurate information (for example: sport enhancing nutritional supplements, importance of physical activity). <ul style="list-style-type: none"> ○ demonstrate how to influence and support others to make positive health choices (for example: use of technology) <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> • identify health topics of interest and choose one to advocate. • identify ways to influence and/or support others about the topic.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes: <ul style="list-style-type: none"> ○ recognize the importance of developing advocacy skills around health-related issues • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ influence
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

<u>Understanding(s) and Essential Question(s)</u>	<u>Explanations and Examples</u>	<u>Strategies and Resources for Integrating Deep Learning Proficiencies</u>
<p>Understanding(s): Advocating for others to make healthy decisions is good for yourself and others.</p> <p>Essential Question(s): How can I encourage others to make healthy decisions?</p>	<p>This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Advocacy skills help students promote healthy norms and healthy behaviors. Students communicate valid information and convey opinions about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.</p> <p>6th grade students will choose a health topic to advocate, support it with accurate information, and influence others to choose that healthy behavior.</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Write a public service announcement that supports healthy eating. • Work with others to plan a skit to advocate for resolving conflict in healthy ways. • Describe how to obtain help in high-risk situations that pose an immediate threat to oneself, family, or friends (e.g., drunk or drugged driver, violent arguments, guns, knives, other weapons). • Discuss how health messages can be altered. • Consult with school health personnel to for guidelines on how individuals with asthma, allergies, or other chronic conditions can participate safely in physical activity. 	<p>Skill: Critical and Creative Thinking</p> <p>Trait: Constructing Support</p>