



HEALTH AND WELLNESS STANDARDS

GRADE 7



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 7**

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"> • Describe the benefits of and barriers to practicing healthy behaviors (for example: health behaviors that reduce the risk of cardiovascular disease and barriers for practicing them; barriers to good nutrition at home, school, and in social situations; required: sun safety). • Analyze various factors that affect personal health <ul style="list-style-type: none"> ○ environment (for example: pollutants, food contamination, how safety of the school and local environment affects walking to school) ○ family history (for example: heredity; for example: dietary behaviors, cardiovascular disease, cancer, obesity, alcoholism) • Explain why and how nutrition requirements may vary from person to person, (for example: personal needs, family history of disease). [Connect to Physical Education] • Develop strategies to balance healthy food and water intake along with daily physical activity. [Connect to Physical Education] <p><u>Learning Goals:</u></p> <p>I can:</p> <ul style="list-style-type: none"> • identify the benefits of healthy behaviors (for example: eating a healthy diet, daily dental care). • explain why I am not able to choose healthy practices. • identify environmental situations in the home, school, and community that may impact personal health and wellness. • identify examples of family diseases and/or practices that may affect long-term health. • select appropriate servings and portions of food for my age and personal needs. • identify strategies for developing and maintaining a healthy diet and regular physical activity.
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"> ○ explain the current guidelines (MyPlate) related to healthy eating ○ identify the benefits of healthy eating ○ list factors that influence a person’s nutritional choices • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ heredity ○ MyPlate Food Guidance System ○ disease, injury
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>There are often barriers to choosing a healthy lifestyle.</p> <p>Environmental factors can affect a person's health.</p> <p>Essential Question(s):</p> <p>How do the personal choices I make impact my health?</p> <p>What strategies can I use to overcome barriers?</p> <p>How can environmental factors affect a person's health?</p> <p>What strategies can I use to overcome the negative impact family history has on my health?</p>	<p>The acquisition of basic health concepts and functional health knowledge provides a foundation for promotion of health-enhancing behaviors among youth.</p> <p>This standard includes essential concepts that are based on established health behavior theories and models. Students apply knowledge of personal responsibility for health promotion and/or risk reduction. They develop patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students describe the interrelationships of emotional, physical, social, and intellectual health and how they can be impacted by their surroundings.</p> <p>The Nutrition.gov website contains more than 1000 links to current and reliable nutrition information. The homepage can be accessed by going to: http://www.nutrition.gov</p> <p>Centers for Disease Control and Prevention: http://www.cdc.gov/healthyyouth/ser/standards/1.htm</p> <p>Barriers to a healthy lifestyle can include:</p> <ul style="list-style-type: none"> • Time constraints • Access to facilities • Unhealthy habits (high fatty/sugary snacks, smoking) • Self-esteem • Perceptions (tans look good, models have the ideal figure, junk food is less expensive, "everybody is doing it") • Financial constraints • Environment <p>The MyPlate Food Guidance System website provides practical information to individuals, health professionals, nutrition educators, and the food industry to help consumers build healthier diets with resources and tools for dietary assessment, nutrition education, and other user-friendly nutrition information.</p> <p>http://www.choosemyplate.gov</p>	<p>Skill: Systems Thinking</p> <p>Traits: Big Picture System as Cause</p> 

	<p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none">• Compare life expectancy of people living in various cultures. Speculate the reasons for the variations.• Research hereditary factors that influence health. Include symptoms, course of disease/disorder and whether personal habits can decrease the severity of the condition.• Draw your own health triangle and identify how each side is interrelated.• List protective factors and risk factors associated with health issues.• Identify environmental issues conditions that are potentially harmful to personal health.• Determine the barriers to good nutrition at home, school, and in social situations.• Take a personal wellness inventory and make an action for improvement.• Compare cost and nutritional value of your favorite snack foods. Determine which snacks are healthiest for teens.	
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**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 7**

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"> ○ school, community, and public health policies (for example: counselors, nurses, and community enforcement personnel/agencies, school and public wellness policies – school nutrition/lunch menu guidelines, immunizations, water and air quality, sun safety) ○ cultural beliefs and practices (for example: family roles and structures, dress – body piercing, traditions/norms) ○ risky behaviors (for example: dieting, eating disorders, illegal drug use, breaking curfew, lying to adults) <p><u>Learning Goals:</u></p> <p>I can:</p> <ul style="list-style-type: none"> • describe how school and public health policies have helped make communities healthier. • describe how school and community personnel can help students report or obtain assistance when faced with unsafe situations. • identify examples of beliefs and practices from cultures that may impact health and wellness. • identify some risky choices that may impact my health.
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 health is impacted by positive and negative influences ○ recognize that policies and regulations are created to reduce health risks ○ give examples of school and public health policies or regulations that have helped to make communities healthier • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ healthy vs. unhealthy behavior ○ enforcement ○ agency ○ policy ○ risky behavior
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.</p> <p>At 7th grade, the focus is on analyzing the effect of health and wellness policies, cultural beliefs and practices, and risky behaviors.</p> <p>http://www.cdc.gov/healthyyouth/sher/standards/2.htm</p> <p>School lunch standards: http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals</p> <p>Sunwise Sun Safety Program – A curriculum is available at both middle schools.</p> <p>The Environmental Protection Agency also provides resources: http://www2.epa.gov/sunwise/free-sun-safety-resources</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Investigate the food products available and the opportunities for positive nutritional behaviors in a variety of countries. • Research recent medical breakthroughs and predict their influence on personal health. • Interview a health care professional about major medical advances which have eliminated or reduced the risk of life-threatening diseases. • Discuss how culture conveys accurate and inaccurate messages about appearance and body image. • Discuss how using tobacco can increase the risk of using marijuana 	<p>Systems Thinking Tool:</p> <p>Mental Models http://watersfoundation.org/resources/going-below-the-surface-level-of-a-system/</p>

	<p>and other gateway drugs.</p> <ul style="list-style-type: none">• Cite examples of public health policies and how they help keep communities healthy (e.g., policies on water and air quality, tobacco related policies, immunizations for school-aged children, etc.).• Describe the changes in the lunch menu and vending machines as a result of implementing a School or District Wellness Policy.	
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CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HEALTH AND WELLNESS: GRADE 7	
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 how to access products that enhance health (for example: generic and name brand health products; recommendations from health professionals, products approved by the Food and Drug Administration/FDA). • Analyze sources of information on a self- or teacher-selected topic. <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> • indicate the validity of health products from health professionals and the product's price, ingredients, benefits, and warranty information. • access information about products that enhance health.
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 valid and reliable health products • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ valid ○ reliable ○ warranty ○ Food and Drug Administration (FDA)
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): It is important to know how to access valid health care products.</p> <p>Essential Question(s): How do I find health care products and how do I know if they are good?</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>http://www.cdc.gov/healthyyouth/sher/standards/3.htm</p> <p>At 7th grade, students will be able to access and evaluate the validity of health care products.</p> <p>The Federal Trade Commission has produced a document entitled, <i>Who Cares: Sources of Information about Health Care Products and Services</i></p> <p>https://www.consumer.ftc.gov/articles/pdf-0050-who-cares.pdf</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Locate valid health information from school and community resources. • Compare the cost of generic and brand name over the counter products. • Find the criteria the FDA uses to regulate a drug. 	

**CATALINA FOOTHILLS SCHOOL DISTRICT
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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 verbal and nonverbal communication skills to enhance health (for example: body language matches words, show care and concern). <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, disrespectful behavior toward adults; walk away, contact a trusted adult, delay, say no again, change the subject, give a reason or excuse) • 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><u>Learning Goals:</u></p> <p>I can:</p> <ul style="list-style-type: none"> • identify effective conflict management or resolution strategies. • demonstrate refusal and negotiation skills to avoid or reduce health risks.
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 use verbal and nonverbal 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>At 7th grade students will be able to apply effective communication skills to avoid or reduce health risks and model conflict management or resolution strategies.</p> <p>http://www.cdc.gov/healthyyouth/ser/standards/4.htm</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Using verbal communication skills, perform what to do in an unsafe situation, such as bullying, harassment, etc. that will show care and concern. • Perform a skit depicting teens negotiating when jealousy or hurt pride are an issue. • Show conflict resolution skills (e.g., how to stay calm, listen, try to see opposing point of view offer a way out, apologize or accept an apology, work together to identify choices to resolve the conflict, seek the assistance of a mediator, compromise on a choice that is fair to all persons, etc.) used in a situation in which peers are not getting along. • Demonstrate how to ask for assistance when feeling overwhelmed by feelings (e.g., depression, sadness, anger, rejection, grief, etc.). • Create skits that demonstrate effective interpersonal communication. 	<p>Skill: Collaboration/Teamwork</p> <p>Trait: Responding to Others</p>

	<ul style="list-style-type: none">• Describe anger-management techniques.• Role-play effective ways to cope with risky situations.• Rewrite the lyrics of a song to demonstrate refusal skills.• Write an article about ways teens can resist pressure to do something harmful (e.g., trying to have the perfect body, using drugs or alcohol).• Illustrate the following conflict styles: the button pusher, the time bomb, the sulkers, etc., and share with the class how you would deal with each conflict style.• Explain why the “silent treatment” prohibits communication.	
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**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 7**

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>Learning Goals:</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. • identify factors that would determine making individual or group decisions 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>http://www.cdc.gov/healthyyouth/sher/standards/5.htm</p> <p>Students will identify a health related behavior (e.g., tobacco or alcohol 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><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Examine scenarios depicting risky behaviors and predict the consequences of those behaviors. • Examine ways of dealing with being bullied. • Determine nutrition decisions that a person can make independently and those that require input from others. • Illustrate different strategies for removing oneself from an environment where peers are smoking (e.g., party, city park, etc.) or going to a party where friends are likely using drugs. 	<p>Skill: Critical Thinking and Problem Solving</p> <p>Traits: Decision making, Investigation</p>

**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 7**

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"> • Analyze the effectiveness of personal health practices. <ul style="list-style-type: none"> ○ develop a goal to adopt, maintain, or improve a personal health practice [Connect to Physical Education] ○ develop strategies and skills needed to attain a personal health goal <p>Learning Goals:</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>7th 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>http://www.cdc.gov/healthyyouth/sher/standards/6.htm</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Interview different generations regarding their health goals as an adult. Compare their current health status with their goals as a teen. • Write a paragraph about an achieved goal and state reasons for success. • Select a goal to improve a plan for achieving abstinence from alcohol, tobacco, and other drugs, etc. (e.g., identifying a variety of refusal skills/techniques, having an action plan, establishing a support system, etc.). 	<p>Skill: Self-regulation</p> <p>Trait: Relevant and realistic goals</p>

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HEALTH AND WELLNESS: GRADE 7	
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"> • Demonstrate the importance of being accountable for personal health behaviors. [Connect to MT 1 and 2] <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> • describe how personal health practices and behaviors impact future health. • describe health practices and behaviors that are likely to improve my current and future health. • describe behaviors 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 (for example: injury and disease reduction) ○ 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>7th grade students will be able to describe the importance of being responsible for personal health behaviors and to identify both healthy and unhealthy/risky behaviors.</p> <p>http://www.cdc.gov/healthyyouth/sher/standards/7.htm</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Describe a personal fitness program and the benefits of such program (e.g., improves cardiovascular endurance, muscular strength and endurance, flexibility, frequency, intensity, and time). • Illustrate behaviors that can/should be avoided to reduce the risk of cancer (e.g., tobacco use, high-fat diet, sedentary lifestyle, high stress level, etc.). • Log 10 personal health behaviors. Self-assess and identify a healthy behavior goal. • Brainstorm a list of health risk factors unique to your school or community and develop strategies to protect against these factors. • Create a 30-second public service announcement to inform families of signs of drug use (or insert another risky or unhealthy behavior). • Create a pamphlet or media message with risky behaviors and preventions. 	<p>Skill: Systems Thinking</p> <p>Trait: Leverage</p>

**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 7**

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"> • Select 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"> ○ identify ways to advocate for healthy individuals, families, and schools (for example: volunteer opportunities in health related organizations, food drive, blood drive, letter writing campaign) <p><u>Learning Goals:</u></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 ○ supplement
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>At 7th grade, students will choose a health topic to advocate, support it with accurate information, and influence others to choose that healthy behavior.</p> <p>http://www.cdc.gov/healthyyouth/sher/standards/8.htm</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Create health education materials for a targeted audience. • Volunteer to work with an elderly person. • Present a school campaign with a partner to reduce pressure on teens to have a perfect body (or insert another topic/issue). • Work with others to create a video to encourage peers to abstain from _____. • Write a letter to the principal or a community official expressing the need for enforcement of tobacco- (or other) related policies. 	<p>Skill: Critical and Creative Thinking</p> <p>Trait: Constructing Support</p>