



HEALTH AND WELLNESS STANDARDS

GRADE 8



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 8**

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 ways to reduce or prevent injuries and other adolescent health problems (for example: safety steps in physical activity and equipment use, injury or illness if engaging in alcohol, tobacco and other drug use; required: sun safety). • Describe the interrelationships of emotional, intellectual/mental, physical, and social health in adolescence (for example: body's response to stress and its effect on overall health, how positive relationships with others helps develop a positive self-concept). • Describe how physical activity contributes to disease prevention (for example: health issues that are affected by physical activity and why). [Connect to Physical Education] • Describe the relationship between poor nutrition and health risk factors. [Connect to Physical Education] <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> • predict the risk of injury or illness if I engage in unhealthy practices or behaviors. • identify examples of healthy and unhealthy behaviors from the four domains of health. • identify examples of physical activity that may prevent or reduce disease. • compare good nutrition with poor nutrition.
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 health-related behaviors that may lead to injury or illness ○ identify the four domains of health ○ identify examples of good nutrition ○ identify examples of poor nutrition • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ health domains: physical, intellectual/mental, emotional, social ○ nutrition ○ disease, illness ○ 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): Personal choices impact current and long-term health outcomes. A person's health is related to many factors.</p> <p>Essential Question(s): How can I make good decisions and stay healthy? What can I do to avoid health risks?</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><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Examine the relationship of engaging in regular physical activity and healthy eating to maintain and/or enhance personal health. • Describe how heredity, family dietary behaviors and the mental and emotional health of family environments can impact the quality of life and health. • Illustrate how family change (e.g., moving, divorce, addiction, death, etc.) can impact emotional, social and physical health of an adolescent. • Examine the potential health risks related to one or more of the following behaviors (e.g., physical inactivity, sexual activity, tobacco use, alcohol or other drug use, violence, etc.). • Describe health behaviors that reduce the risk of cardiovascular 	<p>Skill: Systems Thinking Trait: Interdependencies</p>

	<p>disease and identify barriers for practicing these behaviors.</p> <ul style="list-style-type: none"> • Research the detection and treatment of lifestyle health issues (e.g., type 2 diabetes, hypertension, heart disease, obesity). • Research genetic tendencies toward health issues (e.g., alcoholism cardiovascular disease, etc.). • Form a medical panel to discuss options for dealing with the growing number of patients diagnosed with lifestyle health issues. • Create and present a public service announcement for decreasing the number of Americans suffering from a lifestyle health issue. • Compare and contrast healthy and risky behaviors of young adults. • Investigate fast food restaurants in your area, make a menu of healthy foods from each restaurant, and explain why they are healthy. 	
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**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 8**

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"> ○ media messages (for example: eating behaviors/good choices, smoking, alcohol use, body image, stereotypes of masculinity and femininity, put-downs, disrespectful communication) ○ technology (for example: blood/glucose monitors, home cholesterol kits, fitness and nutrition apps, heart rate monitors, pedometers) ○ perceptions of norms (“everybody is doing it,” teenagers are risk takers; wearing seat belts, alcohol and drug use, smoking) <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> • explain how current media messages are positively or negatively promoting health behaviors. • describe how common sources of technology (Internet, radio, television, phone apps) provide health-related information to reduce health risks • describe how new types of technological equipment are being used to detect and monitor illnesses and diseases. • identify examples of norms, which can result in healthy and/or unhealthy behaviors.
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 examples of how the media sends mixed messages about health behavior (for example: nutrition) ○ identify various technologies that that can help people learn about and monitor individual health ○ recognize that perceptions of norms can positively or negatively influence behaviors ○ identify examples of poor nutrition • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ stereotype ○ perception ○ norm
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 8th grade, the focus is on analyzing media, technology, and the perception of norms.</p> <p>http://www.cdc.gov/healthyyouth/sher/standards/2.htm</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Describe how the media sends mixed messages about nutrition (e.g., indulging in foods vs. thin is in). • Analyze the approaches used to convey messages through media to influence eating behaviors and food selections. • Give examples of adolescent perceived norms which can result in healthy and/or unhealthy behaviors. • Interpret how new forms of technology can help people monitor individual health (e.g., blood-glucose monitors, home cholesterol tests, blood pressure kits, etc.). 	<p>Systems Thinking Tool: Mental Models</p> <p>http://watersfoundation.org/resources/going-below-the-surface-level-of-a-system/</p>

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HEALTH AND WELLNESS: GRADE 8	
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"> • Locate valid and reliable health information (Center for Disease Control, Food and Drug Administration, American Heart Association), products (acne medication, weight loss/gain, vitamin and mineral supplements), and services (for example: doctor, pharmacist, dietitian). • Analyze the validity of health information, products, and services (for example: recognize when health information is accurate). <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> • explain how I know a health-related resource is valid and reliable. • identify how to access 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 examples of valid and reliable sources of information • The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> ○ valid ○ reliable ○ Food and Drug Administration (FDA) ○ American Heart Association (AHA) ○ Center for Disease Control (CDC) ○ 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): 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>At 8th grade, students will be able to access and evaluate the validity of health care products.</p> <p>http://www.cdc.gov/healthyyouth/sher/standards/3.htm</p> <p>The National Institutes of Health provide a link to evaluating health information on the internet with a focus on dietary supplements.</p> <p>http://ods.od.nih.gov/Health_Information/How_To_Evaluate_Health_Information_on_the_Internet_Questions_and_Answers.aspx</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • Analyze the quality of weight loss programs by determining whether the programs promote gradual weight loss, have qualified staff, and promote healthy eating and/or physical activity. • Access valid information related to the cause and prevention of injuries by using the Internet. (e.g., National Center for Injury Prevention and Control, etc.). • Compare and contrast the services of two community health agencies. • Compare product effectiveness to the claims made by the ads (e.g., using web pop-ups, teen magazines, etc.). • Identify common advertising techniques geared toward teens and analyze how it impacts recent decisions. • Analyze cigarette and alcohol ads for the messages that influence teens. 	<p>Self-regulation: Resources</p>

**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; between friends when no wanting to cheat on homework, unsafe situations such as bullying/cyberbullying). <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, 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"> • demonstrate effective communication skills in selected situations. • 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"> ○ verbal and nonverbal communication ○ 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>http://www.cdc.gov/healthyyouth/sher/standards/4.htm</p> <p>At 8th grade students will apply effective refusal and negotiation skills to avoid or reduce health risks and model conflict management or resolution strategies.</p> <p><u>Suggestions for Instructional Tasks/Activities</u></p> <ul style="list-style-type: none"> • View media examples of effective and ineffective communication methods. Rewrite the ineffective methods. • Develop a checklist of healthy family communication characteristics. • Role-play a group intervention to express concern and caring. • Role-play a situation where a teen has just learned that a close friend or relative has experienced a personal loss. • Role-play a situation promoting an alternative to a risky situation. • Write a play, rap, skit, song, or public service announcement demonstrating refusal/negotiation skills for a real-life situation. • Prepare a conversation, which includes both verbal and non-verbal communication skills, between friends when not wanting to cheat on homework. • Practice conflict management or resolution strategies when a student is 	<p>Skill: Collaboration/Teamwork</p> <p>Trait: Responding to Others</p>

	<p>concerned about a rumor or a hurtful comment made (e.g., how to stay calm, assess risk of violence, seek the assistance of mediator, offer a way out, identify choices to resolve the conflict, compromise on a choice that is fair to all persons, etc.).</p> <ul style="list-style-type: none">• Demonstrate how a teen can ask for help when faced with a stressful situation (e.g., overwhelmed at home, school, suicide, relationships).	
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**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 8**

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. • 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"> • Explain how parents setting curfews or chaperones at a dance can assist teens in making health-enhancing decisions. • Determine the best actions to take to assist a friend when they communicate that they are being bullied. • Analyze the different options for addressing a friend who has recently started smoking. • Determine the potential outcomes of different ways of supporting a friend in being alcohol-, tobacco- and drug-free. • Create a decision tree using real-life situations, with alternative healthy solutions. • Work together to solve a situation facing the school. Apply the decision-making process. 	<p>Skill: Collaboration/Teamwork</p> <p>Trait: Responding to Others</p>

**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 8**

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"> • Assess personal health practices or behaviors (for example: level of personal activity, stress management). <ul style="list-style-type: none"> ○ develop a goal to adopt, maintain, or improve a personal health practice. [Connect to Physical Education] ○ apply strategies and skills needed to attain a personal health goal. ○ describe how personal health goals can vary with changing abilities, priorities, and responsibilities (for example: physical activity program based on life changes). <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. • describe how my performance has improved or changed over time.
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 ○ recognize that over time, an individual's health needs and priorities may change which requires new goals • 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>At 8th 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"> • Develop a personal action plan with goals to: <ul style="list-style-type: none"> ○ Prevent yourself from becoming a victim ○ Balance health triangle ○ Improve a personal grooming task ○ Improve emotional and mental health ○ Improve social health ○ Improve consumer skills ○ Improve physical fitness ○ Improve nutritional practices • Develop a goal to adopt, maintain or improve a plan for achieving a short-term personal health goal for stress management (e.g., time management, communication techniques, relaxation techniques, etc.). • Apply strategies and skills to replace 30 minutes of television and/or technology screen time with physical activity every day (e.g., develop a vision, set achievable short-term and long-term goals, develop an action plan, establish a support network, and set up a reward system, etc.). • Describe how physical activity goals need to be modified due to an injury or a major illness. 	<p>Skill: Self-regulation</p> <p>Trait: Relevant and realistic goals</p>

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HEALTH AND WELLNESS: GRADE 8	
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"> Explain the importance of assuming responsibility for personal health behaviors. [Connect to MT 1 and 2] <p>Learning Goals:</p> <p>I can:</p> <ul style="list-style-type: none"> demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 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>At 8th grade, students will be able to demonstrate the importance of being accountable for personal health behaviors and to describe 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"> • Predict how today’s choices can influence one’s health (e.g., exercise – obesity, diet – diabetes, smoking – heart disease, etc.). • Compare healthy and unhealthy behaviors in relationships. • Utilizing scenarios, recognize safe or risky behaviors in relationships. 	<p>Skill: Systems Thinking</p> <p>Trait: Leverage</p>

**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HEALTH AND WELLNESS: GRADE 8**

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: regular medical check-ups, 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) • Identify ways in which health messages and communication techniques can be altered for different audiences (for example: positive and negative health product advertising) <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>At 8th 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 a brochure encouraging regular check-ups (e.g., dental, physical, vision, etc.). • Work with peers to create a website that encourages smokers to seek resources to aid them in quitting. • Write an “I” message to effectively communicate about a health issue. • Select a topic and compare the information presented through a variety of media and resources. 	<p>Skill: Critical and Creative Thinking</p> <p>Trait: Constructing Support</p>