

Comprehensive Health Standards Rationale

Parents and Guardians

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

R7-2-303. Sex Education

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

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

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

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

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

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

Physical Activity Standards Rationale

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

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

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

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

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

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

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

Rationale for Standard 4: Students achieve and maintain a health-enhancing level of physical fitness. The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop personal fitness levels above those necessary for health-enhancement, based on unique personal needs and interests and necessary for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level.

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

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

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

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

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

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

Table 1. Comprehensive Health Education Standards

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

STANDARD 2

Students demonstrate the ability to access accurate health information.

STANDARD 3

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

STANDARD 4

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

STANDARD 5

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

STANDARD 6

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

STANDARD 7

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

Table 2. Physical Activity Standards

STANDARD 1

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

STANDARD 2

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

STANDARD 3

Students exhibit a physically active lifestyle.

STANDARD 4

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

STANDARD 5

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

STANDARD 6

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

STUDENT 7

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

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

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

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

COMPREHENSIVE HEALTH STANDARDS

BY LEVEL: ESSENTIALS (Grades 4-8)

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

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

(Grades 4-5)

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

PO 2. Describe harmful effects of substance use

(Grades 6-8)

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

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

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

(Grades 4-5)

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

(Grades 6-8)

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

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

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

(Grades 4-5)

PO 1. Contrast healthy and unhealthy lifestyles

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

(Grades 6-8)

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

- **1CH-E4. Describe how family and peers influence the health of adolescents**

(Grades 4-5)

PO 1. Classify healthy and unhealthy choices that you have learned from family and peers

(Grades 6-8)

PO 1. Illustrate how family and peers effect the choices you make regarding health

- **1CH-E5. Explain how environmental health and personal health are interrelated**

(Grades 4-5)

PO 1. Describe the relationship between healthy people and a healthy environment

(Grades 6-8)

PO 1. Compare healthy environments and healthy people with unhealthy environments and unhealthy people

- **1CH-E6. Describe ways to reduce risks related to adolescent health problems**

(Grades 4-5)

PO 1. Identify changes adolescents can make in their lifestyle to reduce health risks

(Grades 6-8)

PO 1. Identify personal health behaviors that reduce health problems

- **1CH-E7. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems**

(Grades 4-5)

PO 1. Explain how an individual lifestyle and family history can prevent or cause health problems

(Grades 6-8)

PO 1. Describe how living a healthy lifestyle and knowing family health history can help a person live a more healthy life

- **1CH-E8. Explain how basic nutrients are utilized by the body and the relationship of a balanced diet and essential nutrients to appropriate weight, appearance and wellness**

(Grades 4-5)

PO 1. Identify the basic nutrients and identify their uses in the body

PO 2. Describe how a balanced and nutritious diet is related to weight, appearance and wellness

(Grades 6-8)

PO 1. Classify nutrients and their uses in the body

PO 2. Apply this knowledge of nutrients and balanced diets to your weight, appearance and wellness

STANDARD 2

Students demonstrate the ability to access accurate health information.

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

(Grades 4-5)

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

PO 2. Utilize accurate health information

(Grades 6-8)

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

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

(Grades 4-5)

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

(Grades 6-8)

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

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

(Grades 4-5)

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

PO 2. Compare cost of products

(Grades 6-8)

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

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

(Grades 4-8)

PO 1. *Same as concept*

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

(Grades 4-5)

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

PO 2. List emergency resources

(Grades 6-8)

PO 1. Describe a variety of emergency situations

PO 2. List emergency resources

STANDARD 3

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

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

(Grades 4-8)

PO 1. Illustrate examples of responsible healthy behavior

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

(Grades 4-5)

PO 1. Compare personal and family health risks and strengths

PO 2. Explain ways to reduce risks and increase strengths

(Grades 6-8)

PO 1. Rank personal and family strengths and risks

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

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

(Grades 4-5)

PO 1. List differences between responsible and risky behaviors

(Grades 6-8)

PO 1. Identify responsible and risky behaviors

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

(Grades 4-5)

PO 1. Identify ways to prevent personal and family injuries

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

(Grades 6-8)

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

PO 2. Identify ways to avoid threatening situations

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

(Grades 4-8)

PO 1. Choose five ways to reduce stress

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

(Grades 4-5)

PO 1. Demonstrate basic safety techniques

(Grades 6-8)

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

STANDARD 4

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

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

(Grades 4-5)

PO 1. Compare how different cultures regard health

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

(Grades 6-8)

PO 1. Distinguish how different cultures utilize health services

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

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

(Grades 4-5)

PO 1. Determine the way media messages influence your health

(Grades 6-8)

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

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

(Grades 4-5)

PO 1. Specify five ways that technology affects your health

(Grades 6-8)

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

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

(Grades 4-8)

PO 1. *Same as concept*

STANDARD 5

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

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

(Grades 4-5)

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

(Grades 6-8)

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

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

(Grades 4-5)

PO 1. Explain what influences individuals to engage in conflict

PO 2. List two problem solving strategies to avoid conflict

(Grades 6-8)

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

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

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

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

(Grades 4-5)

PO 1. Classify techniques that will promote conflict resolution

PO 2. Choose five healthy ways to control conflict

(Grades 6-8)

PO 1. Determine which ways can control conflict

PO 2. Apply five healthy ways to control conflict

STANDARD 6

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

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

(Grades 4-5)

PO 1. Demonstrate the decision-making process

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

(Grades 6-8)

PO 1. Describe collaboratively the decision-making process

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

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

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

(Grades 4-5)

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

PO 2. Define the consequences of the above health behaviors

(Grades 6-8)

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

PO 2. Explain the consequences of the above health behaviors

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

(Grades 4-5)

- PO 1. List five behaviors that maintain personal health
- PO 2. List five strategies for the above information that can impact personal health goals
- PO 3. List five health priorities and responsibilities based on the above list
- PO 4. Describe how these strategies affect health goals

(Grades 6-8)

- PO 1. Identify three personal health goals
- PO 2. Correlate the relationship between knowledge of health and personal selected goals

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

(Grades 4-8)

- PO 1. Develop three personal health goals
- PO 2. Design a plan to improve strengths, realize needs, and reduce health risks
- PO 3. Describe attainment of personal health goals

STANDARD 7

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

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

(Grades 4-5)

- PO 1. Compare three different types of health information found in the media
- PO 2. Identify which visual techniques used above (in PO 1) about health information is the most dramatic and why

(Grades 6-8)

- PO 1. Compare three different types of health information found in the media
- PO 2. Select which language, subject matter and visual techniques did the best job of informing you about health

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

(Grades 4-5)

- PO 1. Choose a health issue of personal interest
- PO 2. Present the positive and negative aspects about your health issue

(Grades 6-8)

PO 1. Choose two health issues

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

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

(Grades 4-8)

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

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

(Grades 4-8)

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

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

(Grades 4-8)

PO 1. Identify the various roles in a cooperative setting

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

PO 3. Determine ways to make this cooperative group successful

PHYSICAL ACTIVITY STANDARDS

STANDARD 1

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

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

(Grades 4-5)

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

(Grades 6-8)

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

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

(Grades 4-5)

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

(Grades 6-8)

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

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

(Grades 4-5)

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

(Grades 6-8)

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

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

(Grades 4-5)

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

(Grade 6-8)

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

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

(Grade 4-5)

PO 1. Demonstrate specialized movement skills

(Grades 6-8)

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

STANDARD 2

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

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

(Grades 4-5)

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

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

(Grades 6-8)

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

PO 2. Explain the value of exercise in relieving stress

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

(Grades 4-5)

- PO 1. Engage in appropriate activity that results in the development of muscular strength and endurance
- PO 2. Apply the concepts that impact the quality of physical fitness

(Grades 6-8)

- PO 1. Participate in physical activities at home for personal enjoyment and benefit
- PO 2. Describe principles of training and conditioning for specific physical activities

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

(Grades 4-5)

- PO 1. Demonstrate ability to calculate heart rate
- PO 2. Monitor intensity of exercise (e.g., heart rate, respiration, body temperature)

(Grades 6-8)

- PO 1. Demonstrate ability to calculate resting and target heart rate
- PO 2. Maintain a record of moderate to vigorous physical activity
- PO 3. Monitor heart rate before, during and after vigorous physical activity

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

(Grades 4-8)

- PO 1. *Same as concept*

STANDARD 3

Students exhibit a physically active lifestyle.

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

(Grades 4-5)

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

(Grades 6-8)

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

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

(Grades 4-5)

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

(Grades 6-8)

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

STANDARD 4

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

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

(Grades 4-5)

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

(Grades 6-8)

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

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

(Grades 4-5)

- PO 1. Participate in moderate to vigorous physical activities at least four days per week
- PO 2. Accumulate 30-60 minutes of moderate activity per day at least four days per week
- PO 3. Maintain continuous aerobic activity for a specified time and activity (e.g., 10 minutes or more)
- PO 4. Demonstrate how to balance food intake with physical activity

(Grades 6-8)

- PO 1. Demonstrate proper warm-up and cool-down techniques and the reasons for using them
- PO 2. Engage in physical activity at the target heart rate for a minimum of 10 minutes
- PO 3. Calculate heart rate before, during and after vigorous physical activity

- PO 4. Examine the impact of such factors as nutrition, relaxation, stress and substance abuse on the body
- PO 5. Incorporate the FITT principle into a regular activity program to improve or maintain fitness

STANDARD 5

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

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

(Grades 4-5)

- PO 1. Explain the difference between acts of courage and reckless acts
- PO 2. Demonstrate responsibility when teaching or learning an activity with a partner or small group

(Grades 6-8)

- PO 1. Identify positive and negative peer influence
- PO 2. List positive ways to exert independence

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

(Grades 4-5)

- PO 1. Act in a safe manner during physical activity

(Grades 6-8)

- PO 1. Remain on task without close teacher monitoring
- PO 2. Solve problems by analyzing causes and potential solutions

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

(Grades 4-5)

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

(Grades 6-8)

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

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

(Grades 4-5)

PO 1. Explain the difference between compliance and noncompliance of game rules and demonstrate compliance

PO 2. Identify one's own performance problems without blaming others

(Grades 6-8)

PO 1. Demonstrate appropriate sportsmanship

STANDARD 6

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

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

(Grades 4-5)

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

(Grades 6-8)

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

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

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

(Grades 4-5)

PO 1. Demonstrate fairness in games and activities

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

(Grades 6-8)

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

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

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

(Grades 4-5)

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

(Grades 6-8)

PO 1. *Same as concept*

STANDARD 7

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

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

(Grades 4-5)

PO 1. Explain how appropriate practice improves performance

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

(Grades 6-8)

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

PO 2. Participate daily in some sort of physical activity

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

(Grades 4-5)

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

(Grades 6-8)

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

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

(Grade 4-8)

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