

Comprehensive Health Rationale

Parents and Guardians

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

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

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

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

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

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

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

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

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: PROFICIENCY (Grades 9-12) and DISTINCTION (Honors)

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

(Proficiency Grades 9-12)

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

- PO 1. Identify the positive and negative choices for a balanced, healthy lifestyle (e.g., poor eating habits vs. good eating habits)
- PO 2. Identify personal stress management techniques
- PO 3. Formulate methods of prevention for each of the identified causes of death among teens
- PO 4. Identify teen death statistics

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

- PO 1. Identify the different stages of the human life cycle (conception, prenatal, infant, toddler, preschool, school)
- PO 2. Identify the characteristics and developmental needs related to each stage of the life cycle
- PO 3. Relate the principles of healthy living to each stage of the life cycle

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

- PO 1. Identify personal health behaviors that promote and/or detract from the functioning of body systems
- PO 2. Predict the impact of personal health behaviors that promote and or detract from the functioning of body systems (to include sleep, nutrition, exercise, sexual and substance abuse)
- PO 3. Construct a personalized continuum of health behaviors that range from more healthy to less healthy and defend rationale
- PO 4. Determine strategies to reduce health risk for more healthy behavior

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

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

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

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

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

PO 1. Summarize major environmental health concerns

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

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

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

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

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

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

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

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

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

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

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

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

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

- PO 3. Describe the economic impact of substance abuse on worker productivity and national health care cost
- PO 4. Describe the major factors in family planning (e.g., personal goal setting, number of children desired, importance of timing of pregnancy, identification of available resources and family education)

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

- PO 1. Illustrate the process of human digestion
 - a) Describe how nutrients are released, absorbed, utilized and excreted by the body
 - b) Classify dietary nutrients as to their function in producing energy, in growth or in the maintenance/repair of body tissue
- PO 2. Predict how excesses or deficiencies of nutrients impact on health and disease
 - a) Correlate the relationship between food consumption patterns and dietary-related health problems (e.g., diabetes, obesity, some cancers, osteoporosis, anemia, dental caries, cardiovascular disease)
 - b) Identify the proper food/nutrient adjustments required due to physical exertion, sports/fitness training, etc.
- PO 3. Identify the most common errors made which result in food borne infections (person to food, equipment to food, and food to food)
- PO 4. Identify those behaviors which are characteristically associated with anorexia and bulimia
 - a) Identify the psychosocial factors that lead to eating disorders
 - b) Identify the harmful effects of eating disorders
 - c) Critique the differences between a fad diet and a well-balanced diet
- PO 5. Describe the influence of advertising, peer pressure and food fads on proper diet, food selection and eating habits

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

- PO 1. Define and provide examples of acute, chronic, communicable, noncommunicable, degenerative, metabolic, hereditary and congenital diseases
- PO 2. Describe how race, culture and hereditary factors impact disease susceptibility
 - a) List environmental influences that affect disease susceptibility
 - b) Describe the impact of fitness, diet, rest and other lifestyle issues related to disease
- PO 3. Evaluate disease prevention and control practices (e.g., immunization, pollution control and smoking cessation)
 - a) Identify methods of early recognition of health problems
 - b) Identify their responsibility as active participants in treatment and rehabilitation

(Distinction – Honors)

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

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

PO 1. Describe the effectiveness of current prevention programs related to members of select populations (e.g., tobacco-use cessation, abstinence-only curriculum)

- **1CH-D2. Describe the nutritional status and needs of the members of a population by examining the age, gender, physical activity, eating patterns, diet, pregnancy, substance use and disease associated with that population**

PO 1. Create a food plan for a specific population taking into consideration age, gender, physical activity, eating patterns, health condition (pregnancy, substance use, disease)

- **1CH-D3. Describe the impact of personal histories, health care choices and the aging process on the health and wellness of individuals**

PO 1. Critique the personal histories of individuals, from adolescence through late life, in relation to the health choices they made and the impact on their health status

- **1CH-D4. Explain conclusions drawn from current worldwide health issues**

PO 1. Form a hypothesis related to current worldwide issues which is grounded in a search on the topic (e.g., HIV, poverty, substance abuse)

- **1CH-D5. Identify the problems of malnutrition in relation to population distribution, economics, good consumption and politics**

PO 1. Design a program to address reduction in malnutrition among a target population, keeping in mind the population distribution, economics, food consumption and politics

- **1CH-D6. Explain ways in which American families accommodate and care for their elderly**

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

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

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

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

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

STANDARD 2

Students demonstrate the ability to access accurate health information.

(Proficiency Grades 9-12)

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

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

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

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

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

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

PO 1. Select a health situation requiring professional health services

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

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

PO 1. Same as concept

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

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

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

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

(Distinction – Honors)

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

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

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

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

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

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

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

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

STANDARD 3

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

(Proficiency Grades 9-12)

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

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

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

PO 1. Conduct a personal health assessment

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

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

PO 1. Identify the decision-making process

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

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

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

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

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

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

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

PO 2. Demonstrate correct CPR procedures

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

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

(Distinction – Honors)

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

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

PO 1. Design a personal health assessment tool

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

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

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

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

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

STANDARD 4

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

(Proficiency Grades 9-12)

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

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

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

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

(Distinction – Honors)

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

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

PO 1. Contact government agencies to obtain information

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

STANDARD 5

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

(Proficiency Grades 9-12)

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

PO 1. Demonstrate the ability to:

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

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

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

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

PO 1. Explain conflict and its root causes

PO 2. Explain effective conflict resolution techniques

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

(Distinction – Honors)

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

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

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

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

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

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

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

STANDARD 6

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

(Proficiency Grades 9-12)

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

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

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

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

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

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

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

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

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

(Distinction – Honors)

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

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

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

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

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

STANDARD 7

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

(Proficiency Grades 9-12)

- **7CH-P1. Describe the effectiveness of communication methods for accurately expressing health information and ideas**

PO 1. Select a variety of communication modalities/methods (e.g., visual, verbal, written) for those most effective at presenting health information and ideas

- **7CH-P2. Research and present information about health issues**

PO 1. Present information about health issues (e.g., nutrition, eating disorders, exercise, athletic needs, the environment, disease control, human sexuality, substance abuse, mental health, stress management)

- **7CH-P3. Utilize strategies to overcome barriers when communicating information about health issues**

PO 1. Develop a presentation to a select group involved in unhealthy behavior that would encourage the choice of health-enhancing behavior (e.g., cessation information to smokers, conflict resolution)

- **7CH-P4. Demonstrate the ability to influence and support others in making positive health choices**

PO 1. Participate in a peer mediation, peer education, peer leadership, or peer counseling program, or create one on your campus

PO 2. Participate in a school or community services learning activity

- **7CH-P5. Demonstrate the ability to work cooperatively when advocating for healthy communities**

PO 1. Participate as a volunteer for a school/community health promotion program

(Distinction – Honors)

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

- **7CH-D1. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience**

PO 1. Create age-appropriate presentations that promote healthy behavior (e.g., tobacco use prevention presentations to sixth grade classes; dating violence prevention to ninth graders; diabetes management for senior citizens)

PHYSICAL ACTIVITY STANDARDS

STANDARD 1

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

(Proficiency Grades 9-12)

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

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

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

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

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

PO 1. Identify the critical elements of a skill

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

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

PO 1. Identify strengths and weaknesses of highly skilled performances

PO 2. Identify skills needed to improve performance

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

PO 1. Same as concept

(Distinction – Honors)

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

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

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

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

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

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

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

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

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

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

STANDARD 2

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

(Proficiency Grades 9-12)

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

PO 1. Identify various products and their marketing claims

PO 2. Explain value of consumer items

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

PO 1. Identify personal needs

PO 2. Identify similarities and differences among products

PO 3. Identify use

PO 4. Explain cost quality

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

PO 1. Explain principles of training

PO 2. Apply principles of training

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

PO 1. Match fitness components and tests

PO 2. Administer self-tests

PO 3. Explain results

PO 4. Prescribe needs and identify strengths

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

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

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

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

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

PO 1. Same as concept

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

PO 1. Write program goals

PO 2. Design a program

PO 3. Follow the program

PO 4. Monitor and adjust

- PO 5. Complete the program
- PO 6. Design a personal fitness program
- PO 7. Participate regularly in a personal fitness program
- PO 8. Complete a personal fitness program

(Distinction – Honors)

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

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

PO 1. Same as concept

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

PO 1. Write program goals

PO 2. Design a program

PO 3. Follow the program

PO 4. Monitor and adjust

PO 5. Complete the program

PO 6. Design a personal fitness program

PO 7. Participate regularly in a personal fitness program

PO 8. Complete a personal fitness program

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

PO 1. Same as concept

STANDARD 3

Students exhibit a physically active lifestyle.

(Proficiency Grades 9-12)

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

PO 1. Complete a program in cardiorespiratory fitness

PO 2. Complete a developmental program in muscular strength and muscular endurance

PO 3. Complete a flexibility program

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

PO 1. Complete a program in cardiorespiratory fitness

PO 2. Complete a developmental program in muscular strength and muscular endurance

PO 3. Complete a flexibility program

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

PO 1. Design a program

PO 2. Follow the program

PO 3. Monitor and adjust the program

(Distinction – Honors)

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

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

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

Same as concept

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

PO 1. Develop a plan for lifelong activity

STANDARD 4

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

(Proficiency Grades 9-12)

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

PO 1. Identify a personal level of fitness on:

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

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

PO 1. Identify the results of the Fitnessgram

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

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

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

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

PO 1. Describe unsafe practices and the appropriate safe alternative

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

(Distinction – Honors)

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

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

PO 1. Explain the results of the Fitnessgram

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

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

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

PO 1. Same as concept

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

PO 1. Design a personal fitness program

PO 2. Participate regularly in a personal fitness program

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

STANDARD 5

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

(Proficiency Grades 9-12)

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

PO 1. Follow safety rules

PO 2. Behave appropriately

PO 3. Show respect and consideration for oneself and others

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

PO 1. Same as concept

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

PO 1. Identify and discuss conflict in physical education and sports

PO 2. Construct a conflict resolution plan

PO 3. Demonstrate conflict resolution skills

(Distinction – Honors)

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

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

PO 1. Demonstrate exemplary standards of behavior

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

PO 1. Demonstrate leadership skills

PO 2. Apply leadership skills

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

PO 1. Identify and recognize unsafe conditions and behaviors

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

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

STANDARD 6

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

(Proficiency Grades 9-12)

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

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

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

PO 1. Team up with people of diverse backgrounds

PO 2. Complete an activity with a diverse team

(Distinction – Honors)

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

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

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

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

- PO 1. Design a sports or fitness activity for a specific individual or group from a different ethnic, racial or ability background
- PO 2. Instruct a sport or activity to a diverse group or person

STANDARD 7

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

(Proficiency Grades 9-12)

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

- PO 1. List goal setting steps
- PO 2. Apply goal setting strategies to a personal fitness plan

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

- PO 1. List the rewards of regular participation
- PO 2. Identify obstacles to regular participation
- PO 3. Explain the importance of motivation, prioritizing, dedication and self-discipline in fitness development

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

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

(Distinction – Honors)

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

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

- PO 1. Create a diary recording one's own workouts and their feelings about them
- PO 2. Evaluate the diary

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

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

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

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

PO 4. Create rewards for achieving personal goals