

**ELEMENTARY
HEALTH CURRICULUM
STANDARDS**

Catholic Schools Office

Diocese of Phoenix

Fall 2015

HEALTH CURRICULUM STANDARDS

**Diocese of Phoenix
Fall 2015**

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Fall 2015

The Catholic Schools Office of the Diocese of Phoenix expresses gratitude to the Elementary Health Curriculum Committee for its work in developing Health Curriculum Standards for the Diocese of Phoenix.

The Health Standards are designed to promote the development of healthy emotional, nutritional, and physical lifestyles for our students. These standards align with the Wellness Policy of the Catholic Schools of the Diocese of Phoenix.

These standards have been developed to provide specific information regarding course content for grades K through 8. Topics listed may be emphasized at another grade level in a school, but it is imperative that articulation between grade levels take place to avoid duplication and to insure that the necessary skills and content are emphasized.

It is the hope of the committee that with these standards, we will be better able to foster an atmosphere in which students develop healthy lifestyles and understand environmental issues that impact individual and community health.

Gratefully,

A handwritten signature in cursive script that reads "MaryBeth Mueller".

MaryBeth Mueller
Executive Director
Division of Education and Evangelization
and Superintendent of Catholic Schools

Special Thanks to the Dominican Sisters of Mary, Mother of the Eucharist. Their Education in Virtue program is the basis for the Catholic Identity focus for each PE standard.

The program can be found at <https://educationinvirtue.com/>.

ELEMENTARY PHYSICAL EDUCATION CURRICULUM COMMITTEE

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HEALTH CURRICULUM

Catholic Schools Office

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HEALTH EDUCATION CURRICULUM
CATHOLIC SCHOOLS OFFICE
DIOCESE OF PHOENIX

Philosophy

Health education is a sequential, instructional program which students develop healthy lifestyles that promote and maintain personal and emotional health. The planned curriculum of skills and concepts promotes optimal development of wellness among youth – with emphasis on positive self-esteem, prevention of disease, understanding of Catholic teachings and moral development.

Health education is an integral part of the Catholic Schools total education program, and is taught in cooperation with other curriculum areas.

Goals

The Health Education Curriculum will provide an opportunity for students to:

- understand their responsibilities to their body as a gift from God
- understand that helping others to take care of themselves is a Christian duty
- develop a healthy emotional, nutritional and physical lifestyle
- develop positive relationships with themselves and others; including self-esteem coping skills, adaptability to change and making/maintaining friends
- develop life-saving skills
- understand the relationship between decisions and consequences
- apply prevention and treatment strategies for accidents, injuries and infectious diseases
- understand the risks associated with and prevention behavior for harmful substances and risky behaviors
- know the availability and effective use of health services, products, and information
- know the environment and external factors that impact individual and community health

Standards Code Key

Identify resources to assist in achieving a personal health goal. (6.5.2)	6.5.2 means: 6= Standard 6, 5=highest grade level applicable (our indicators are grouped K-2, 3-5, 6-8, and apply to multiple grade levels), 2=performance indicator (there are multiple indicators for each standard)
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Diocese of Phoenix Health Education Curriculum Standards

The Diocese of Phoenix Health Education curriculum for Kindergarten through eighth grade is the document adopted to reflect the desired outcomes of our students. The curriculum document provides teachers with the content and processes taught at each grade level. The performance indicators are for all students unless a differentiated curriculum is defined through a Student Service Plan. The adopted curriculum supports all students in receiving a common knowledge base through their education in the Diocese of Phoenix. The curriculum content is aligned to the Centers for Disease Control and Prevention National Health Education Standards, and each includes a guiding Catholic identity standard to focus on alongside each NHE standard.

Standards and Performance Indicators

The NHES are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education.

Standard 1	Students will comprehend concepts related to health promotion and disease prevention enhance health.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3	Students will demonstrate the ability to access valid information, products, and services enhance health.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.
http://www.cdc.gov/healthyschools/sher/standards/index.htm	

Diocesan Standards:

Designed by the Diocesan Curriculum Committee to exceed the National Standards and include a Catholic identity focus.

Health		
Standard 1: Students comprehend concepts related to health promotion and disease prevention.		
Virtue Focus:		
Students will understand that good health is a gift from God that is to be nurtured by demonstrating responsibility, self-control and moderation.		
Grades K-2	Grades 3-5	Grades 6-8
Identify that healthy behaviors impact personal health. (1.2.1)	Describe the relationship between healthy behaviors and personal health. (1.5.1)	Analyze the relationship between healthy behaviors and personal health. (1.8.1)
Recognize that there are multiple dimensions of health. (1.2.2)	Identify examples of emotional, intellectual, physical, and social health. (1.5.2)	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. (1.8.2)
Describe ways to prevent communicable diseases. (1.2.3)	Describe ways in which safe and healthy school and community environments can promote personal health. (1.5.3)	Analyze how the environment affects personal health. (1.8.3)
List ways to prevent common childhood injuries. (1.2.4)	Describe ways to prevent common childhood injuries and health problems. (1.5.4)	Describe how family history can affect personal health. (1.8.4)
Describe why it is important to seek health care. (1.2.5)	Describe when it is important to seek health care. (1.5.5)	Describe ways to reduce or prevent injuries and other adolescent health problems. (1.8.5)
		Explain how appropriate health care can promote personal health. (1.8.6)
		Describe the benefits of and barriers to practicing healthy behaviors. (1.8.7)

Standard 1 - Continued		
Grades K-2	Grades 3-5	Grades 6-8
		Examine the likelihood of injury or illness if engaging in unhealthy behaviors. (1.8.8)
		Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. (1.8.9)

Health		
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
Virtue Focus:		
Students will exercise prudence in decision making with regard to outside influence that impacts personal health and well-being.		
Grades K-2	Grades 3-5	Grades 6-8
Identify how the family influences personal health practices and behaviors. (2.2.1)	Describe how family influences personal health practices and behaviors. (2.5.1)	Examine how the family influences the health of adolescents. (2.8.1)
Identify what the school can do to support personal health practices and behaviors. (2.2.2)	Identify the influence of culture on health practices and behaviors. (2.5.2)	Describe the influence of culture on health beliefs, practices, and behaviors. (2.8.2)
Describe how the media can influence health behaviors. (2.2.3)	Identify how peers can influence healthy and unhealthy behaviors. (2.5.3)	Describe how peers influence healthy and unhealthy behaviors. (2.8.3)
	Describe how the school and community can support personal health practices and behaviors. (2.5.4)	Analyze how the school and community can affect personal health practices and behaviors. (2.8.4)
	Explain how media influences thoughts, feelings, and health behaviors. (2.5.5)	Analyze how messages from media influence health behaviors. (2.8.5)
	Describe ways that technology can influence personal health. (2.5.6)	Analyze the influence of technology on personal and family health. (2.8.6)
		Explain how the perceptions of norms influence healthy and unhealthy behaviors. (2.8.7)

Standard 2: (Continued)		
Grades K-2	Grades 3-5	Grades 6-8
		Explain the influence of personal values and beliefs on individual health practices and behaviors. (2.8.8)
		Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. (2.8.9)
		Explain how school and public health policies can influence health promotion and disease prevention. (2.8.10)

Health		
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Virtue Focus:		
Students will use foresight when accessing information on health, and health services while using good judgment and seeking sound advice from trustworthy sources.		
Grades K-2	Grades 3-5	Grades 6-8
Identify trusted adults and professionals who can help promote health. (3.2.1)	Identify characteristics of valid health information, products, and services. (3.5.1)	Analyze the validity of health information, products, and services. (3.8.1)
Identify ways to locate school and community health helpers. (3.2.2)	Locate resources from home, school, and community that provide valid health information. (3.5.2)	Access valid health information from home, school, and community. (3.8.2)
		Determine the accessibility of products that enhance health. (3.8.3)
		Describe situations that may require professional health services. (3.8.4)
		Locate valid and reliable health products and services. (3.8.5)

Health

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Virtue Focus:

Students will demonstrate respect, and sound judgment when communicating with others.

Students will establish healthy boundaries when reflecting upon circumstances and consequences of one's own actions.

Grades K-2	Grades 3-5	Grades 6-8
Demonstrate healthy ways to express needs, wants, and feelings. (4.2.1)	Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.1)	Apply effective verbal and nonverbal communication skills to enhance health. (4.8.1)
Demonstrate listening skills to enhance health. (4.2.2)	Demonstrate refusal skills that avoid or reduce health risks. (4.5.2)	Demonstrate refusal and negotiation skills that avoid or reduce health risks. (4.8.2)
Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. (4.2.3)	Demonstrate nonviolent strategies to manage or resolve conflict. (4.5.3)	Demonstrate effective conflict management or resolution strategies. (4.8.3)
Demonstrate ways to tell a trusted adult if threatened or harmed. (4.2.4)	Demonstrate how to ask for assistance to enhance personal health. (4.5.4)	Demonstrate how to ask for assistance to enhance the health of self and others. (4.8.4)

Health

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Students will be able to predict the potential short-term impact of each alternative on self and others.

Virtue Focus:

Students will understand that one's body is a temple of God and therefore self-respect and personal responsibility are required to care for it appropriately.

Grades K-2	Grades 3-5	Grades 6-8
Identify situations when a health-related decision is needed. (5.2.1)	Identify health-related situations that might require a thoughtful decision. (5.5.1)	Identify circumstances that can help or hinder healthy decision making. (5.8.1)
Differentiate between situations when a health-related decision can be made individually or when assistance is needed. (5.2.2)	Analyze when assistance is needed in making a health-related decision. (5.5.2)	Determine when health-related situations require the application of a thoughtful decision-making process. (5.8.2)
	List healthy options to health-related issues or problems. (5.5.3)	Distinguish when individual or collaborative decision making is appropriate. (5.8.3)
	Predict the potential outcomes of each option when making a health-related decision. (5.5.4)	Distinguish between healthy and unhealthy alternatives to health-related issues or problems. (5.8.4)
	Choose a healthy option when making a decision. (5.5.5)	Predict the potential short-term impact of each alternative on self and others. (5.8.5)
	Describe the outcomes of a health-related decision. (5.5.6)	Choose healthy alternatives over unhealthy alternatives when making a decision. (5.8.6)
		Analyze the outcomes of a health-related decision. (5.8.7)

Health		
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
Virtue Focus:		
Students will demonstrate perseverance in organizing and completing goals to enhance their personal health.		
Grades K-2	Grades 3-5	Grades 6-8
Identify a short-term personal health goal and take action toward achieving the goal. (6.2.1)	Set a personal health goal and track progress toward its achievement. (6.5.1)	Assess personal health practices. (6.8.1)
Identify who can help when assistance is needed to achieve a personal health goal. (6.2.2)	Identify resources to assist in achieving a personal health goal. (6.5.2)	Develop a goal to adopt, maintain, or improve a personal health practice. (6.8.2)
		Apply strategies and skills needed to attain a personal health goal. (6.8.3)
		Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. (6.8.4)

Health		
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Virtue Focus:		
Students will understand that their own general health is a reflection of good judgment, self-control and moderation.		
Grades K-2	Grades 3-5	Grades 6-8
Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.1)	Identify responsible personal health behaviors. (7.5.1)	Explain the importance of assuming responsibility for personal health behaviors. (7.8.1)
Demonstrate behaviors that avoid or reduce health risks. (7.2.2)	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. (7.5.2)	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (7.8.2)
	Demonstrate a variety of behaviors to avoid or reduce health risks. (7.5.3)	Demonstrate behaviors to avoid or reduce health risks to self and others. (7.8.3)

Health		
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
Virtue Focus:		
Students will be charitable and generous with the knowledge they have when advocating for the health of others.		
Grades K-2	Grades 3-5	Grades 6-8
Make requests to promote personal health. (8.2.1)	Express opinions and give accurate information about health issues. (8.5.1)	State a health-enhancing position on a topic and support it with accurate information. (8.8.1)
Encourage peers to make positive health choices. (8.2.2)	Encourage others to make positive health choices. (8.5.2)	Demonstrate how to influence and support others to make positive health choices. (8.8.2)
		Work cooperatively to advocate for healthy individuals, families, and schools. (8.8.3)
		Identify ways in which health messages and communication techniques can be altered for different audiences. (8.8.4)

APPENDIX A:

Additional References and Information to Assist with Delivery of the Content

- American Heart Association
www.americanheart.org
- Arizona Health and Physical Education
www.azhpe.org
- HealthTeacher
www.healthteacher.com
- Nutrition Information for You
www.nutrition.gov
- Arizona Dept. of Education, Health and Nutrition Services
<http://www.azed.gov/health-nutrition/>
- School Nutrition Association
www.schoolnutrition.org
- Shape America; Society of Health and Physical Educators
www.shapeamerica.org
- SPARK: Countering Childhood Obesity Since 1989
www.sparkpe.org
- Learn to be Healthy
www.learntobehealthy.org
- USDA; Food and Nutrition Services
Includes: Choose My Plate, Team Nutrition, SNAP-Ed Connection and Let's Move Resources
<http://www.fns.usda.gov/get-involved/provide-nutrition-education>
- National Alliance for Nutrition and Activity
www.schoolwellnesspolicies.org
- Sun Wise; Sun safety for kids and educators
www2.epa.gov/sunwise

APPENDIX B

School Wellness Policy

SCHOOL WELLNESS POLICY

Revised April, 2009

_____ Catholic School is committed to providing a school environment that promotes and protects children's health, well-being and the ability to learn by supporting healthy eating and physical activities. The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, physical and mental growth and lifelong health and well-being. The purpose of this policy is to offer students the tools and knowledge necessary to make healthy choices for their body.

Component A: Nutritional Guidelines

Food Service

- Menus will meet the nutrition standards established by the U.S. Department of Agriculture.
- School meals will follow good menu planning principles, which feature a variety of healthy choices that are tasty, attractive and of excellent quality.
- Off-site catering and/or on-site food service programs will provide and post the nutrient breakdown of menus.
- School will consider students' needs in planning for a healthy school nutrition environment.
- Once a year students and parents will complete surveys asking for input and feedback on menus.

Food Service Staff

- The School food service staff will be properly qualified according to current professional standards and regularly participate in professional development activities.
- The School food service program will follow all food safety guidelines.
- Food staff members will receive HACCP (Hazard Analysis & Critical Control Points) training.

Pleasant Eating Experiences

- School personnel will assist all students in developing the healthy practice of washing hands before eating.
- A pleasant eating area for students and staff with adequate time for unhurried eating should be provided.
- A minimum 30-minute uninterrupted lunch period (including recess) should be scheduled.
- Schools are encouraged to provide recess before lunch or at a different time than lunch.
- The school will review tutoring, pep rallies, assemblies club/organization meetings, and other activities during lunch time.
- The withholding of food as punishment for students is prohibited.

Component B: Nutrition Education

- Nutritional education is addressed in the K-12 Health Curriculum standards of the Diocese of Phoenix Catholic schools and is to be integrated across the curricula.
- Students in Kindergarten through grade 12 will receive nutrition education that teaches the skills needed to adopt healthy eating behaviors.
- The school will provide nutritional information to parents that will encourage parents to provide safe and nutritious food for their children.
- All School personnel will promote advertising of healthy food choices.

Component C: Physical Activity

Physical Education

- Sequential physical education curriculum consistent with Diocesan Curriculum Standards will be implemented.
- Suggested class time for Physical Education is 150 minutes per week for elementary students (K-5th grade).
- Suggested class time for Physical Education is 225 minutes per week for middle (6th-8th Grade) and high school students will be offered Physical Education classes for the entire school year.
- Physical Education classes should be that of a regular classroom teacher not to exceed 1:35 teacher/student ratio.
- A physical and social environment that is safe and enjoyable for all, including those not athletically gifted, must be provided.
- All elementary and high school students must participate in physical education classes.
- Physical education classes may not be withheld as punishment or for completion of assignments.
- Students should be moderately to vigorously active at least 50% of the time while in PE class.

Activity

- The school will provide daily recess of at least 20 minutes per day. Transition between classes for grades 4-8 is considered recess time.
- Classroom teachers will give students simple physical activity breaks during classroom hours.
- Intramural programs and/or physical activity clubs that meet all students' needs, especially those who are not athletically gifted, should be offered or made available.
- After school childcare programs are to provide developmentally appropriate physical activity for participating children and reduce or eliminate watching TV or videos.

Component D: Other School-Based Activities

- Food and beverages sold or served on school grounds or at school-sponsored events shall meet the Dietary Guidelines for Americans and other nutrition standard guidelines as set forth by the Arizona Department of Education Child Nutrition Programs. This includes:
 - à la carte offerings in the food service program;
 - food and beverage choices in vending machines, snack bars, and school stores;
 - food and beverages sold as part of school-sponsored fundraising activities;
 - food and beverages served at student parties, celebrations, meetings and school snacks.
- Foods of Minimal Nutritional Value as defined by 7 CFR 210.11(2) are prohibited from being served during the school day. Foods of minimal nutritional value as defined by USDA include carbonated beverages, water ices, chewing gum, hard candies, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn.
- Celebrations should be limited to 3 per year (Christmas, Last day of School and one of the school's choice) where Minimal Nutritional Value foods may be served.

Component E: Parents and Staff Involvement

- Students will receive positive, motivating messages, both verbal and non-verbal about healthy eating and physical activity from all school personnel.
- School staff is encouraged to use non-food rewards. Food as a reward for students' accomplishments is to be used sparingly.
- Parental involvement in the child's nutrition education is encouraged and welcomed.
- Parents and the community are encouraged to institute and support physical activity programs.

Component F: Implementation and Evaluation

- The Wellness Policy will be distributed to students, parents, and staff and will be published in each school's parent/student handbook by August, 2007 and then annually.
- The principal or designee will ensure compliance with these guidelines in his/her school.
- School food service staff will ensure compliance and report nutrition policies within school food service areas and to the school principal.
- A Fall Improvement Plan will be submitted to the Catholic Schools Office by October 1st and an annual assessment report on the school's implementation will be submitted to the Catholic School Office by May 30th.

A Commitment to Nutrition and Physical Activity

- The Diocese of Phoenix Catholic Schools Office will appoint a School Health Advisory Committee to address nutrition and physical activity issues. The Committee will develop and evaluate guidelines that support a healthy school and shall offer revisions to these guidelines as needed.
- The Diocese of Phoenix Catholic Schools Office encourages school fundraisers to offer non-food items or healthy food choices.
- The Diocese of Phoenix Catholic Schools Office encourages schools to establish a local Wellness Committee to offer support and education to faculty, staff, students, and parents.

ADDITIONAL INFORMATION AND REFERENCES

ARS 15-242

www.azleg.state.az.us/ars/15/00242.htm

The Arizona Nutrition Standards
Arizona Healthy School Environment Model Policy

www.ade.az.gov/health-safety/cnp/HB2544/

www.ade.az.gov/health-safety/cnp/nslp/GuidanceManual

Action for Healthy Kids Coalition

www.actionforhealthykids.org/index.htm

Center for Disease Control and Prevention

www.cdc.gov/default.htm

Hazard Analysis & Critical Control Points (HACCP)

www.cfsan.fda.gov/

United States Department of Agriculture and Team Nutrition School Wellness Policies:

www.fnx.usda.gov/tn/Healthy/Wellnesspolicy.html

School Nutrition Association School Wellness Policies

www.schoolnutrition.org

National Alliance for Nutrition and Activity

www.schoolwellnesspolicies.org