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| Health Influences | |
| Anchor Standards:   * Know and use concepts related to health promotion and disease prevention. (21.K-2.HL.1) * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. (21.K-2.HL.4) * Investigate valid information, products and services. (21.K-2.HL.4) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | 1. **Describe how physical, emotional, social, and environmental factors influence personal health. (21.K-2.HL.1.3)** 2. **Recognize how personal health behaviors influence an individual’s well-being. (21.K-2.HL.1.7)** 3. **Identify negative and positive health practices. (21.K-2.HL.4.1)** 4. **Identify trusted adults/professionals who can help. (21.K-2.HL.4.3)** 5. **Selects appropriate products for minor injuries or illnesses. (21.K-2.HL.4.4)**   RETRIEVAL |
| 2 | 1. Identify physical, emotional, social, and environmental factors 2. Recognize that personal health behaviors influence an individual’s well-being. 3. Identify negative health practices. 4. Identify positive health practices. 5. Recognize trusted adults/professionals 6. Identify products for minor injuries or illnesses. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *health factors, injuries, illness, influence, physical, emotional, social, environmental, personal health, behaviors, well-being, negative, positive, trust, adults, professionals* |

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| Health Advocacy | |
| Anchor Standards:   * + Demonstrate social and communication skills to enhance health and increase safety. (21.K-2.HL.2)   + Advocate for personal, family and community health. (21.K-2.HL.2) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | * 1. **Choose effective conflict management strategies (21.K-2.HL.2.2)**   2. **Show how to ask for help (21.K-2.HL.2.3)**   3. **Identify ways to improve family and community health (21.K-2.HL.2.7)**   RETRIEVAL |
| 2 | 1. Recognize conflict management strategies. 2. Describe how to ask for help. 3. Identify family and community health needs. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *conflict, i-message, body language, social, influence, behaviors, prevention, advocate, advocacy, communication* |

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| Healthy Lifestyle | |
| Anchor Standards:   * Demonstrate decision making skills (21.K-2.HL.3) * Demonstrate goal-setting skills (21.K-2.HL.3) * Achieve and maintain health enhancing level of physical activity. (21.K-2.HL.5) * Practice preventative health behaviors. (21.K-2.HL.5) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | 1. **Identify that health-related decisions have an impact on individual, family, community, and environment. (21.K-2.HL.3.4)** 2. **Set personal goals (21.K-2.HL.3.5)** 3. **Practice Fitness skills (21.K-2.HL.5.1)** 4. **Practice basic health enhancing physical behaviors (21.K-2.HL.5.2)** 5. **Identify stress and stress relievers (21.K-2.HL.5.3)** 6. **Identify behaviors that contribute to total wellness for individuals, families, and communities. (21.K-2.HL.5.6)**   RETRIEVAL |
| 2 | 1. Identify health-related decisions 2. Identify personal health needs. 3. Recognize health enhancing physical behaviors. 4. Identify fitness skills. 5. Identify stress and stress relievers. 6. Recognize behaviors that contribute to total wellness for individuals, families, and communities. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *fitness, stress, wellness, goal setting, decision making* |