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| Health Influences |
| Anchor Standards: * Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (Standard 2)
 |
| 4 | Students independently exceed grade level expectations. |
| 3Learning Goal | 1. **Identify how the family influences personal health practices and behaviors. (2.2.1)**
2. **Identify what the school can do to support personal health practices and behaviors. (2.2.2)**
 |
| 2 | 1. Define family influences
2. Define personal health practices and behaviors.
 |
| 1 | Student’s performance not yet meeting grade level expectations. |
| Academic Vocabulary | Family, influences, personal health, practices, behaviors |

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| Health Advocacy |
| Anchor Standards: * + Students will demonstrate the ability to use decision-making skills to enhance health. (Standard 5)
 |
| 4 | Students independently exceed grade level expectations. |
| 3Learning Goal | * 1. **Differentiate between situations when a health-related decision can be made individually or when assistance is needed. 5.2.2**
 |
| 2 | 1. Identify situations when a health-related decision is needed. 5.2.1
 |
| 1 | Student’s performance not yet meeting grade level expectations. |
| Academic Vocabulary | Differentiate, situations, health-related decision, individually, assistance |

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| Healthy Lifestyle |
| Anchor Standards: * Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (Standard 4)
* Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (Standard 7)
 |
| 4 | Students independently exceed grade level expectations. |
| 3Learning Goal | 1. **Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. (4.2.3)**
2. **Demonstrate ways to tell a trusted adult if threatened or harmed. (4.2.4)**
3. **Demonstrate behaviors that avoid or reduce health risks. (7.2.2)**
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| 2 | 1. Identify unwanted, threatening, or dangerous situation.
2. Identify characteristics of a trusted adult
3. Identify behaviors and health risks.
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| 1 | Student’s performance not yet meeting grade level expectations. |
| Academic Vocabulary | *Unwanted, threatening, dangerous situation, trusted adult, threatened, harmed* |