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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 influencing factors on health enhancing behaviors (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)
 |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3Learning Goal | 1. **Recognize multiple dimensions of wellness. (21.K-2.HL.1.2)**
2. **Describe the impact of personal health behaviors on the functioning of body systems (21.K-2.HL.1.6)**
3. **Identify positive and negative effects of media and technology upon health practices and choices. (21.K-2.HL.1.9)**
4. **Describe how culture influences personal health choices (21.K-2.HL.4.2)**

RETRIEVAL |
| 2 | 1. Identify the dimensions of wellness.
2. Name the systems of the body.
3. Name uses of media and technology.
4. Identify negative and positive health practices.
5. Describe cultural influences
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *prevention, disease, impact, body systems, media, technology, health practices* |

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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. |
| 3Learning Goal | * 1. **Identify ways to communicate care, consideration, empathy, and respect for self and others. (21.K-2.HL.2.4)**
	2. **Articulate ways to influence and support others to make positive health choices. (21.K-2.HL.2.6)**
	3. **Recognize mean and violent acts and demonstrate appropriate responses. (21.K-2.HL.2.8)**

ANALYSIS |
| 2 | 1. Identify ways to support and influence others.
2. Recognize mean and violent acts.
3. Name responses to violent acts.
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *violent, consideration, empathy, influence, support, advocacy, respect, responses* |

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| Healthy Lifestyle |
| Anchor Standard:* 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. |
| 3Learning Goal | 1. **Understand the interrelationships between decisions, choices, and consequences. (21.K-2.HL.3.1)**
2. **Recognize the effectiveness of health-related decisions. (21.K-2.HL.3.2)**
3. **Set personal goals. (21.K-2.HL.3.5)**
4. **Practice basic health enhancing physical behaviors. (21.K-2.HL.5.2)**
5. **Identify risk behaviors and practice healthy choices. (21.K-2.5.4)**
6. **Identify behaviors that contribute to total wellness for individuals, families, and communities. (21.K-2.5.6)**

RETRIEVAL |
| 2 | 1. Identify positive and negative decisions, choices, and consequences.
2. Identify health-related decisions.
3. Recognize personal health needs.
4. Identify health enhancing physical behaviors.
5. Recognize risk behaviors
6. Recognize behaviors that contribute to overall wellness.
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Effectiveness, enhance, risk, wellness, prevent, goal-setting, behaviors, health-related decisions, choices, consequences.* |