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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. |
| 3  Learning 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. |
| 3  Learning 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. |
| 3  Learning 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.* |