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| Health Influences |
| Anchor Standard:* Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 |
| 4 | Students independently exceed grade level expectations. |
| 3Learning Goal | 1. **Describe ways to prevent communicable diseases (1.2.3)**
2. **Describe why it is important to seek health care. (1.2.5)**
3. **List ways to prevent common childhood injuries (1.2.4)**
 |
| 2 | 1. Define communicable diseases.
2. Identify a variety of health care resources.
 |
| 1 | Student’s performance not yet meeting grade level expectations. |
| Academic Vocabulary | Communicable diseases, health care, health promotion, health care, childhood injuries, common |

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| Health Advocacy |
| Anchor Standards: * + Students will demonstrate the ability to advocate for personal, family, and community health. (Standard 8)
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| 4 | Students independently exceed grade level expectations. |
| 3Learning Goal | * 1. **Encourage peers to make positive health choices. (8.2.2)**
 |
| 2 | 1. Identify a variety of ways to promote personal health.
 |
| 1 | Student’s performance not yet meeting grade level expectations. |
| Academic Vocabulary | Personal health, peers, promote, health choices, advocate |

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| Healthy Lifestyle |
| Anchor Standard:* Students will demonstrate the ability to use goal-setting skills to enhance health. (Standard 6)
 |
| 4 | Students independently exceed grade level expectations. |
| 3Learning Goal | 1. **Create a short-term personal health goal and take action toward achieving the goal. (6.2.1)**

RETRIEVAL |
| 2 | 1. Identify who can help when assistance is needed to achieve a personal health goal. (6.2.2)
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| 1 | Student’s performance not yet meeting grade level expectations. |
| Academic Vocabulary | Short-term, personal health goal, action, acheive |