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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. |
| 3  Learning 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) | |
| 4 | Students independently exceed grade level expectations. |
| 3  Learning 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. |
| 3  Learning 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) |
| 1 | Student’s performance not yet meeting grade level expectations. |
| Academic Vocabulary | Short-term, personal health goal, action, acheive |