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| Health Influences |
| Anchor Standards:* Know and use concepts related to health promotion and disease prevention. (21.3-5.HL.1)
* Analyze influencing factors on health enhancing behaviors. (21.3-5.HL.1)
* Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. (21.3-5.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. **Identify examples of physical, emotional, intellectual, environmental, social, sexual, and spiritual wellness during childhood. (21.3-5.HL.1.2)**
2. **Explain proper prevention/management of health crises. (21.3-5.HL.1.4)**
3. **Describe the impact of personal health behaviors on the functioning of body systems. (21.3-5.HL.1.6)**
4. **Describe how media, technology, research, and medical advances impact health. (21.3-5.HL.1.10)**
5. **Demonstrate appropriate responses to negative and positive health influences. (21.3-5.HL.4.1)**
6. **Recognize public health policies that aid in the prevention and maintenance of school and community health. (21.3-5.HL.4.2**) RETRIEVAL
 |
| 2 | 1. Identify specific examples of wellness.
2. Identify proper prevention/management of health crises.
3. Identify personal health behaviors on the functioning of body systems.
4. Recognize media, technology, research and medical advances regarding health practices.
5. Recognize appropriate responses to negative and positive health influences.
6. Explain how information from school and family influences health.
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *physical, mental, emotional, social, environmental, influence, behaviors, prevention, management, technology, medical, advances* |

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| Health Advocacy |
| Anchor Standards:* Demonstrate social and communication skills to enhance health and increase safety. (21.3-5.HL.2)
* Advocate for personal, family and community health. (21.3-5.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. **State methods of obtaining help for self and others. (21.3-5.HL.2.3)**
2. **Demonstrate how to influence and support others to make positive health choices. (21.3-5.HL.2.6)**
3. **Articulate effective communication related to health care practices. (21.3-5.HL.2.8)**

ANALYSIS |
| 2 | a. Identify communication methods to ask help for self and others. b. Identify examples of how to influence and support others to make positive health choices. c. Recognize effective communication as it relates to health care practices. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary  | *healthy, influence, behaviors, prevention, practices, support, communication, positive* |

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| Healthy Lifestyle |
| Anchor Standard:* Demonstrate decision making skills (21.3-5.HL.3)
* Demonstrate goal setting skills (21.3-5.HL.3)
* Achieve and maintain health enhancing level of physical activity. (21.3-5.HL.5)
* Practice preventative health behaviors. (21.3-5.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 | **A. Explain different approaches to making decisions. (21.3-5.HL.3.1)**1. **Demonstrate the ability to seek assistance when making health related decisions. (21.3-5.HL.3.3)**
2. **Engage in physical activities to improve fitness components. (21.3-5.HL.5.2)**
3. **Assess risk factors that contribute to health choices. (21.3-5.HL.5.4)**
4. **Demonstrate behaviors that contribute to holistic wellness for individuals, families, and communities. (21.3-5.HL.5.6)**

ANALYSIS |
| 2 | 1. Identify different approaches to making decisions.
2. Identify a health professional to seek assistance when making health related decision.
3. Identify health-related fitness components.
4. Recognize risk factors that contribute to healthy choices.
5. Describe specific behaviors that contribute to holistic wellness.
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *decision making, health professionals, health related, decisions, physical activities, fitness components, fitness, risk factors, communities, families, individuals* |