|  |  |
| --- | --- |
| 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) * Access valid information, products and services. (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. |
| 3  Learning Goal | 1. **Analyze how heredity, environment and personal health are related. (21.3-5.HL.1.3)** 2. **Identify where to find help with health care when needed**. **(21.3-5.HL.1.5)** 3. **Recognize how national and international public health and safety issues affect personal and family health status. (21.3-5.HL.1.11)** 4. **Identify characteristics of valid health information sources. (21.3-5.HL.4.5)** 5. **Recognize the techniques used by print and non-print media sources. (21.3-5.HL.4.6)** 6. **Identify factors that influence the selection of health products and services. (21.3-5.HL.4.7)**   **ANALYSIS** |
| 2 | 1. Identify heredity, environment and personal health. 2. Identify where to find help with health care. 3. Identify national, international public health, and safety issues. 4. Recognize characteristics of valid health information sources. 5. Identify print and non-print media sources. 6. Identify health products and services. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Heredity, environment, national, international, safety, communication, techniques, print, non-print, media, sources, products, factors, influence, services.* |

|  |  |
| --- | --- |
| 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. |
| 3  Learning Goal | 1. **Demonstrate ways to communicate care, consideration, empathy and respect for self and others. (21.3-5.HL.2.4)** 2. **Use assertive communication skills to consistently advocate for a health, violence-free environment. (21.3-5.HL.2.9)**   **COMPREHENSION** |
| 2 | 1. Identify ways to communicate care, consideration, empathy and respect for self and others. 2. Identify assertive communications skills to consistently advocate for a health, violence-free environment. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Assertive, communication, consideration, empathy, respect, violence-free, advocate* |

|  |  |
| --- | --- |
| Healthy Lifestyle | |
| Anchor Standards:   * 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. |
| 3  Learning Goal | **A. Describe the effectiveness of health-related decisions. (21.3-5.HL.3.2)**   1. **Develop goals to enhance health status. (21.3-5.HL.3.5)** 2. **Identify personal physical strengths and weaknesses. (21.3-5.HL.5.1)** 3. **Engage in physical activities to improve fitness components (21.3-5.HL.5.2)** 4. **Demonstrate appropriate and effective stress management. (21.3-5.HL.5.3)** 5. **Choose healthy foods (21.3-5.HL.5.5) COMPREHENSION** |
| 2 | 1. Identify health-related decisions. 2. Identify health area of need for remediation. 3. Identify personal physical strengths and weaknesses. 4. Recognize physical activities to improve fitness components. 5. Recognize appropriate and effective stress management. 6. Classify food groups. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *goal setting, decision making, health related decisions, health professionals, health status, culture, media, technology, health factors, strength, weakness, stress management, food groups* |