|  |  |
| --- | --- |
| Health Influences | |
| Anchor Standards:   * Know and use concepts related to health promotion and disease prevention. (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) * Investigate valid information, products and services. (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. **Know when and how to ask for help with health care. (21.K-2.HL.1.5)** 2. **Selects appropriate products for minor injuries or illnesses. (21.K-2.HL.4.4)**   KNOWLEDGE UTILIZATION |
| 2 | 1. Identify ways to be healthy. 2. Identify ways to prevent illness and injury. 3. Identify how to when and how to ask for help with health care. 4. Identify negative and positive health practices. 5. Identify trusted adults/professional who can help. |
| 1 | Student’s learning reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *healthy, prevention, disease, promotion, illness, injury, healthcare, health practices, health professionals* |

|  |  |
| --- | --- |
| 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. **Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately. (21.K-2.HL.2.1)**   2. **Show how to ask for help. (21.K-2.HL.2.3)**   RETRIEVAL |
| 2 | 1. Identify verbal and nonverbal ways to express wants, needs, and feelings appropriately. 2. Describe and determine how to ask for help. 3. Identify personal health needs. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *health needs, wants, feelings, i-messages, verbal, non-verbal, appropriate* |

|  |  |
| --- | --- |
| Healthy Lifestyle | |
| Anchor Standards:   * 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. **Identify how health related decisions have an impact on individual, family, community, and environment. (21.K-2.HL.3.4)** 2. **Set personal goals. (21.K-2.HL.3.5)** 3. **Practice basic health enhancing physical behaviors (21.K-2.HL.5.2)**   ANALYSIS |
| 2 | 1. Understand the interrelationships (positive and negative) between decisions, choices, and consequences. 2. Identify that health related decisions have an impact on individual, family, community, and environment. 3. Identify personal health needs. 4. Identify health enhancing physical behaviors. 5. Identify healthy foods. 6. Identify behaviors that contribute to total wellness for individuals, families, and communities |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Goal setting, decision making, community, environment, behaviors, individual, family, and wellness.* |