

6.1A: Students will comprehend concepts related to health promotion to enhance health.		
Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn
<ul style="list-style-type: none"> • Correctly identifies MyPlate food groups and the foods that belong in those groups • Reads a food label and applies the nutrition information to determine if it is healthy choice • Distinguishes between nutrient dense and empty calorie foods • Creates a healthy dietary plan • Does these independently and consistently. 	<ul style="list-style-type: none"> • Confuses serving sizes or food groups • Unable to identify healthy food choices • Struggles to determine the appropriate balance of nutrient dense foods vs. empty calorie foods • Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Needs to correctly identify food groups or place foods into food groups • Mis-reads food labels • Unable to connect food choices to a healthy dietary plan • Needs extensive teacher assistance to meet the standard.
6.1B: Students will comprehend concepts related to disease prevention to enhance health.		
Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn
<ul style="list-style-type: none"> • Correctly identifies multiple health issues in connection to their diet • Appropriately identifies numerous physical and mental health benefits of diet and exercise • Identifies the negative effects and risk factors of poor diet and activity levels • Does these independently and consistently. 	<ul style="list-style-type: none"> • Identifies a few health issues related to their dietary choices • Identifies a few health issues related to physical activity • Struggles with making the connection between cause and effect with behavior and disease prevention • May meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Needs to connect health issues to dietary choices • Needs to recognize benefits of proper nutrition • Needs to recognize the benefits of physical activity • Needs to connect how diet/activity levels are related to disease prevention

6.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors		
<ul style="list-style-type: none"> ● Identifies the 3 sides of the health triangle ● Identifies personal strengths and weakness of their personal health triangle ● Analyzes how to improve my physical, social and mental/emotional health. ● Identifies components of self care with in relationship with overall health ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● May identify few sides of the health triangle ● May identify few personal strengths and weaknesses related to the health triangle ● May be able to identify few healthy ways to improve physical, social, mental/emotional health ● May be able to connect few components of self care with overall health ● May meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Needs to correctly identify the 3 sides of the health triangle ● Needs to appropriately identify personal strengths and weaknesses related to the health triangle ● Needs to develop healthy ways to improve physical, social, mental/emotional health ● Needs to connect how components of self care relate to overall health
6.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
<ul style="list-style-type: none"> ● Recognizes the importance of setting goals in relationship to their overall health. ● Identifies areas in which personal health improvement is needed. ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● May recognize the importance of setting goals in relationship to their overall health. ● May identify few areas in which personal improvement is needed. ● may meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Needs to recognize the importance of setting goals in relationship to their overall health. ● Needs to accurately reflect on areas in which personal improvement is needed.

7.5: Students will demonstrate the ability to use decision-making skills to enhance health.		
Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Identifies the various proper refusal skills and the appropriate situations in which to use them. Demonstrates the ability to use refusal skills in order to help them maintain good overall health. Recognizes the overall health benefits of avoiding high-risk behaviors. Does these independently and consistently. 	<ul style="list-style-type: none"> Can identify few refusal skills and few situations in which they can be used. Can demonstrate using few refusal skills to help them avoid risky behaviors. Can identify few advantages of avoiding high-risk behaviors. Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> Needs to identify refusal skills and the appropriate situations in which to use them. Needs to appropriately demonstrate using refusal skills to help them to avoid high risk behaviors. Needs to identify advantages to avoiding high risk behaviors.
7.7B: Students will demonstrate the ability to avoid or reduce health risks.		
Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Analyzes the various roles of genetics on overall health. Recognizes how decisions have an impact on the different dimensions of health. Does these independently and consistently. 	<ul style="list-style-type: none"> May be able to understand a few aspects of genetics on their overall health. May be able to see few connections to cause and effect of their decisions on different dimensions of their health. Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> Needs to recognize aspects of genetics and the impact on overall their health. Needs to recognize how their decisions have an impact on the different dimensions of their health.

7.3: Students will demonstrate the ability to access valid information and products and services to enhance health at an appropriate level.		
Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> • Determines the difference between reliable and unreliable sources. • Identifies 3 reliable sources that can help enhance overall health. • Recognizes the importance of being able to locate valid health information and the relationship to health. • Does these independently and consistently. 	<ul style="list-style-type: none"> • Can somewhat identify if a source is reliable or not. • Can identify 2 sources of reliable health information. • Can identify few reasons as to why accessing valid health information is important to overall health. • Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Needs to identify if a source is reliable or not. • Needs to identify a source that includes reliable health information. • Needs to understand why accessing valid health information is important to overall health.
7.7A: Students will demonstrate the ability to practice health-enhancing behaviors by effectively using refusal skills.		
Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> • Determines various strategies to help them avoid unhealthy situations in order to maintain good overall health. • Identifies various advantages of making healthy choices and how it has an impact on their overall health. • Does these independently and consistently. 	<ul style="list-style-type: none"> • May be able to identify a few strategies to help them avoid unhealthy situations. • May be able to recognize a few advantages of making healthy choices. • Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Needs to identify strategies to avoid unhealthy situations. • Needs to recognize the advantages of making healthy choices and the impact on overall health.

8.4A: Students will demonstrate the ability to use interpersonal communication skills to enhance health.		
Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Recognizes the overall importance of effective communication with peers and adults on overall health. Demonstrates proper use of “I” statements to convey feelings in an assertive but non-aggressive manner Demonstrates effective and appropriate communication skills. Does these independently and consistently. 	<ul style="list-style-type: none"> Recognizes the importance of effective communication with some peers or with adults on overall health. Demonstrates effective communication with some peers or adults. Sometimes uses “you” statements to convey feelings Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> Needs to recognize the importance of effective communication and its impact on their overall health. Needs to demonstrate how to use effective communication skills. Needs to demonstrate proper use of “I” statements.
8.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Identify the various dimensions of health that need to be improved upon. Identify proper improvement methods to help them improve their overall health. Recognize and locate resources that can help maintain good overall health. Understand the importance of advocacy and its impact on their overall health. Does these independently and consistently. 	<ul style="list-style-type: none"> May not be accurate in personal reflection on health or or know how to identify areas that need improvement. May identify a few improvement methods in order to help improve overall health. May be able to identify a few reliable resources to help them improve overall health. May not fully understand the concept of advocacy or how to be an advocate for personal, family or community health and its impact on their overall health. May meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> Needs to reflect on their personal health. Needs to identify methods to help them improve their overall health. Needs to identify reliable and health enhancing resources to support themselves in improving overall health Needs to advocate for any aspect of their personal health.

8.4B: Students will demonstrate the ability to use interpersonal communication skills to reduce health risks.

Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> ● Demonstrates proper use of refusal skills to help them avoid unhealthy situations. ● Identify the importance of making healthy choices and its impact on their overall health. ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● May demonstrate few refusal skills and how they may help them to avoid some unhealthy situations ● May be able to identify some of the importance of making healthy choices and its impact on their health. ● May meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Needs to demonstrate how to appropriately use refusal skills to avoid unhealthy situations. ● Needs to identify the importance of making healthy choices and its impact on their overall health.

8.3: Students will demonstrate the ability to access valid information and products and services to enhance health at an appropriate level

Meeting Expectations (3)	Approaching Expectations (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> ● Recognizes reliable sources. ● Properly identifies 6 reliable resources that can help them enhance their overall health. ● Demonstrates how to access appropriate resources related to various physical, social, and mental/emotional health conditions. ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● May identify few reliable sources in some instances. ● May identify 3 reliable resources that can help them with their overall health. ● May demonstrate in a few instances how to access appropriate resources related to physical, social and mental/emotional health. ● may meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Needs to identify reliable sources of health information or services. ● Needs to identify reliable resources that can help them improve their overall health. ● Needs to demonstrate the ability to access appropriate resources related to physical, social, mental/emotional health.