

Kindergarten through Second grade
Standard 1: Core Concepts
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<ul style="list-style-type: none"> • Identify body parts and their function • Draw an outline of the body and label the body parts correctly • Determine if a situation is safe or unsafe and suggest a way to avoid that situation
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>Understand healthy behaviors</p> <ul style="list-style-type: none"> • Identify ways to prevent common childhood accidents and injuries • Describe healthy behaviors that impact personal health • Describe ways to prevent communicable disease <p>Apply knowledge of healthy behaviors</p> <ul style="list-style-type: none"> • Distinguish whether or not medical attention is needed • Describe why it is important to eat healthy and be physically active • Compare multiple dimensions of health (physical, social, and emotional)
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • List people that help you stay healthy and that you can go to for help • Point to a body part when cued • List the steps to remaining clam
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • Repeat the names of body parts after a review with the teacher • State a chore that can be done around the house • Repeat the steps to remaining calm after review with the teacher

Third through Fifth grade
Standard 1: Core Concepts
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<ul style="list-style-type: none"> • Respectfully debate if something is a myth or fact in a group • Analyze the relationship between behaviors and contracting disease • Explain how HIV affects the body
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>State health knowledge related to health promotion and disease prevention</p> <ul style="list-style-type: none"> • Identify ways to prevent common childhood accidents, injuries, and health problems • Describe the relationship between healthy behaviors and personal health • List strategies to prevent communicable disease <p>Examine the impact health knowledge on health promotion and disease prevention</p> <ul style="list-style-type: none"> • Differentiate when medical attention is needed • Determine barriers making healthy choices • Compare various dimensions of health (emotional, intellectual, physical, social, environmental, spiritual, and occupational)
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • List ways that people can contract HIV • Discuss myths and facts in a group • List behaviors that can lead to contracting a disease • Match the names of reproductive body parts with a male and female reproductive system diagram
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • Correctly repeat if a statement is a myth or a fact • State that HIV can not be cured • Repeat the male and female reproductive cell after review in class.

Kindergarten through Second grade
Standard 2: Analyzing Influences
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<p>Identifies how the family influences personal health practices and behaviors.</p> <ul style="list-style-type: none"> • Student work will analyze the skills of parents and guardians skills and predict how they can affect the rest of the family. <p>Describe how the media can influence health behaviors.</p> <ul style="list-style-type: none"> • Student work will analyze how violence is portrayed on television and in video games and predict someone’s future behavior based on their exposure to various media messages.
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>Identify how the family influences personal health practices and behaviors.</p> <ul style="list-style-type: none"> • Student work will analyze parents and guardians skills and compare them to personal skills. <p>Describe how the media can influence health behaviors.</p> <ul style="list-style-type: none"> • Student work will analyze the messages television and video games send regarding violence and how that might influence someone’s future behaviors.
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • List personal skills and skills that family members posses. Is able to explain that some skills are similar and some are different. • Can list a few messages sent during certain commercials and television shows and can provide a basic description of why they are unrealistic or misleading
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • Lists one or two skills they have and possibly one skill of a family member. Does not understand why family member’s skills can possibly affect other family members. • List a few messages seen in a television show or video game. Shows no understanding as to why media messages can be unrealistic and misleading, or how they can affect others behavior.

Third through Fifth grade
Standard 2: Analyzing Influences
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<p>Explain how the media influences personal health practices and behaviors. Student work:</p> <ul style="list-style-type: none"> • evaluates various forms of media for the health messages they contain directly and subliminally, <p>Examine how media messages can impact internal influences such as values, curiosity, desires, likes/dislikes</p> <ul style="list-style-type: none"> • predicts how those messages impact personal health practices. <p>Identify how family and peers influence healthy and unhealthy behaviors.</p> <ul style="list-style-type: none"> • Student work analyzes the connection between family, friends, and our own health behaviors.
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>Explain how the media influences personal health practices and behaviors.</p> <ul style="list-style-type: none"> • Student work will analyze various forms of media for the health messages they contain, and predict how those messages impact personal health practices.
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • Understand that various forms of media have a variety of messages meant to influence. Student work will recognize influential messages contained in different forms of media. • List personal values, values of family and friends. and explain how they can influence health behavior
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • Cite one influential message found in one form of media • List personal values and a few of close friends and family. Summarize similarities and differences.

Kindergarten through Second grade
Standard 4: Interpersonal Communication
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<p>Apply communication skills that can improve health and reduce health risks.</p> <ul style="list-style-type: none"> • Student work will effectively apply the five steps to calming down to a personalized situation. • Student work will demonstrate ways to respond when in an unwanted, threatening, or dangerous situation by applying refusal skills and positive behaviors in skits.
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>List communication skills that can improve health and reduce health risks.</p> <ul style="list-style-type: none"> • Student work will list healthy ways to express needs, wants, and feelings. • Student work will list ways to respond when in an unwanted, threatening, or dangerous situation during group discussion on what strategies might be performed in the skit.
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • Correctly choose a few strategies from a list provided that can be used to respond to an unwanted, threatening, or dangerous situation.
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • Repeat some or all of the five steps to calming down during class discussion. • List or repeat a few positive communication or refusal skills during class discussion.

Third through Fifth grade
Standard 4: Interpersonal Communication
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<p>Evaluate the effectiveness of communication skills that can improve health and reduce health risks.</p> <ul style="list-style-type: none"> • Student work evaluate various communication strategies for effectiveness and practicality after performed in skits by classmates. • Students will determine which avoidance strategies and refusal skills are most effective after group skit performance and class discussion.
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>Demonstrate communication skills that can improve health:</p> <ul style="list-style-type: none"> • Students will work together using only non-verbal communication to successfully complete a task. • Students will demonstrate proper use of “I” messages during class discussion and group work. <p>Demonstrate communication skills that resolve or reduce health risks:</p> <ul style="list-style-type: none"> • Demonstrate refusal skills and nonviolent strategies to manage, resolve, or reduce conflict by developing a list of strategies and incorporate them in a skit. • Demonstrate effective avoidance strategy (i.e. NO, GO, TELL) to avoid or remove oneself from a dangerous situation.
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • List strategies that can be used to avoid unhealthy situations during class discussion or group work in class. • Recall avoidance strategies (i.e. NO, GO, TELL) during class discussion or group work.
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • Correctly pick appropriate communication strategies for a variety of situations given by the teacher from a list provided during class discussion or group work. • Recite avoidance strategies with the teacher and classmates.

Kindergarten through Second grade
Standard 5: Decision Making
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<ul style="list-style-type: none"> • Analyze situations to determine if characters decisions were positive or negative. • Create personalized situations and apply the steps of the decision making process to make a healthy decision.
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>List health situations where an decision-making process could be used.</p> <ul style="list-style-type: none"> • Identify steps in the decision-making process. • Provide an example of a situation when a health-related decision is needed to keep you safe. • Create a decision-making plan with family member(s) or trusted adult. <p>Apply a decision-making process to various situations to enhance health.</p> <ul style="list-style-type: none"> • Give an example of when a health-related decision can be made individually. • Give an example of when assistance is needed to make a health-related decision.
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • Recognize that some decisions are right, and some are wrong. • Identify decisions suggested by the teacher or students as right or wrong.
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • Repeat the steps of the decision making process during class after the teacher reviews them

Third through Fifth grade
Standard 5: Decision Making
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<ul style="list-style-type: none"> • Create personalized situations and apply the decision making process to those situations to make health choices • Debate possible choices in a situation as healthy or unhealthy • Make conclusions about the importance of the decision making process, values, and knowledge when making decisions.
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>Continue to identify health-related situations that require a decision.</p> <ul style="list-style-type: none"> • Identify situations that require a thoughtful decision. • List healthy options to health-related issues or problems. • Choose the healthiest option when making a decision. • Continue to practice decision-making skills <p>Examine and apply how a decision-making process can enhance health.</p> <ul style="list-style-type: none"> • Determine when assistance is needed in making a health-related decision. • Examine the potential outcomes of each option when making a health-related decision.
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • Interpret decisions made by other students as right or wrong • Identify possible solutions to a problem
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • Repeat the steps in the decision making process after they are reviewed by the teacher.

Kindergarten through Second grade
Standard 7: Self Management
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<ul style="list-style-type: none"> • Inventory and track healthy behaviors for one week. • Analyze how helping family members at home leads to improved overall health. • Practice setting a routine of healthy and supportive activities on a weekly basis.
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>Identify healthy practices.</p> <ul style="list-style-type: none"> • Identify healthy behaviors. • Discuss healthy behaviors with family members or trusted adults. <p>Describe health-enhancing behaviors.</p> <ul style="list-style-type: none"> • Describe healthy practices and behaviors that help maintain or improve personal health. • Describe healthy behaviors to family members or trusted adults.
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • Discuss what constitutes a family • Discuss why families are important • Discuss why everyone needs helping adults and family members • Checked off a few helping behaviors done at home during a one week period.
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • List people that they live in their residence • Worksheet of weekly chores is not filled out • Repeat a poem with the rest of the class about “helping hands” and “what is a family” after read by the teacher

Third through Fifth grade
Standard 7: Self Management
Skill Rubric

<p>AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard</p>	<ul style="list-style-type: none"> • Determine which situations make students angry or sad, and formulate plans on how to avoid or deal with those situations. • Inventory and track healthy behaviors for one week. • Practice setting a routine of healthy and supportive activities and behaviors on a weekly basis. • Analyze the importance of setting and maintaining healthy routines and illustrate some positive results observed by a change in behavior • Determine ways that students can protect themselves against sexual harassment
<p>PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard</p>	<p>List health-enhancing practices.</p> <ul style="list-style-type: none"> • Identify behaviors that impact health choices... • Identify key school, family, and community members that contribute to maintaining responsible health behaviors. <p>Demonstrate health- enhancing practices.</p> <ul style="list-style-type: none"> • Demonstrate healthy behaviors that will maintain or improve the health of self and others. • Demonstrate behaviors that reduce health risks.
<p>BA= BASIC: Student is improving in this skill or behavior; however they are below the standard</p>	<ul style="list-style-type: none"> • Track healthy behaviors and routines without illustrating positive results • Participate in skits about sexual harassment • List a few ways to stay safe from sexual harassment
<p>MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard</p>	<ul style="list-style-type: none"> • Recall the “5 steps to calming down” after it is reviewed by the teacher. • Repeat a poem with the rest of the class about “helping hands” and “what is a family” after read by the teacher • State if a situation seems safe or unsafe