

Health: Communication

Competency: Students will communicate to enhance health of self and relationship with others.

Grade Level Competency: Kindergarten				
Students will demonstrate communication skills to enhance health, reduce risk, and encourage others to make positive health choices.				
Criteria	Extending	Proficient	In Progress	Beginning
Advocacy	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can make requests to promote personal health. I can encourage peers to make positive health choices.	I can make requests to promote personal health.	I can make requests for my personal health.
Conflict Management		I can demonstrate ways to respond when in an unwanted, threatening, or dangerous situation. I can demonstrate ways to tell a trusted adult if threatened or harmed.	I can identify ways to respond when in an unwanted, threatening, or dangerous situation. I can identify a trusted adult to tell if threatened or harmed.	I can identify a trusted adult to tell if threatened or harmed.
Verbal and Nonverbal Communication		I can demonstrate healthy ways to express needs, wants, and feelings. I can demonstrate listening skills to enhance health.	I can identify healthy ways to express needs, wants, and feelings. I can identify listening skills to enhance health.	I can identify healthy ways to express needs, wants, and feelings.



Health: Communication

Competency: Students will communicate to enhance health of self and relationship with others.

Grade Level Competency: Grades 1-2				
Students will demonstrate communication skills to enhance health, reduce risk, and encourage others to make positive health choices.				
Criteria	Extending	Proficient	In Progress	Beginning
Advocacy	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can make requests to promote personal health. I can encourage peers to make positive health choices. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can make requests to promote personal health. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can make requests for my personal health. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
Conflict Management Verbal and Nonverbal Communication		I can demonstrate ways to respond when in an unwanted, threatening, or dangerous situation. I can demonstrate ways to tell a trusted adult if threatened or harmed. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify ways to respond when in an unwanted, threatening, or dangerous situation. I can identify a trusted adult to tell if threatened or harmed. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify a trusted adult to tell if threatened or harmed. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
Verbal and Nonverbal Communication		I can demonstrate healthy ways to express needs, wants, and feelings.	I can identify healthy ways to express needs, wants, and feelings.	I can identify healthy ways to express needs, wants, and feelings.

		I can demonstrate listening skills to enhance health. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify listening skills to enhance health. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	 <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
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Health: Communication

Competency: Students will communicate to enhance health of self and relationship with others.

Grade Level Competency: Grades 3-4

Students will demonstrate communication skills to enhance health, reduce risk, and encourage others to make positive health choices.

Criteria	Extending	Proficient	In Progress	Beginning
Advocacy	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can express opinions and give accurate information about health issues.</p> <p>I can demonstrate how to ask for assistance to enhance personal health.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can make requests to promote personal health.</p> <p>I can identify how to ask for assistance to enhance personal health.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can make requests to promote personal health.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
Conflict Management		<p>I can demonstrate nonviolent strategies to manage or resolve conflict.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can identify nonviolent strategies to manage or resolve conflict.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can identify when help is needed with conflict management.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
Verbal and Nonverbal Communication		<p>I can demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can identify effective verbal and nonverbal communication skills to enhance health.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can identify effective verbal communication skills to enhance health.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4

Health: Communication

Competency: Students will communicate to enhance health of self and relationship with others.

Grade Level Competency: Grades 5-6:

Students will apply effective communication skills to reduce health risks and to enhance and advocate for the health of self and others.

Criteria	Extending	Proficient	In Progress	Beginning
Advocacy	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can encourage others to make positive health choices <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can demonstrate how to ask for assistance to enhance personal health. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can make requests to promote personal health. I can identify how to ask for assistance to enhance personal health. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
Conflict Management		I can demonstrate nonviolent strategies to manage or resolve conflict. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify nonviolent strategies to manage or resolve conflict. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify strategies to manage or resolve conflict. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
Verbal and Nonverbal Communication		I can demonstrate refusal skills that avoid or reduce health risks. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify refusal skills that avoid or reduce health risks. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify communication skills to promote health. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6

Health: Communication

Competency: Students will communicate to enhance health of self and relationship with others.

Grade Level Competency: Grades 7-8

Students will apply effective communication skills to reduce health risks and to enhance and advocate for the health of self and others.

Criteria	Extending	Proficient	In Progress	Beginning
Advocacy	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>I can demonstrate how to influence and support others to make positive health choices.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can advocate for myself.</p> <p>I can encourage others to make positive health choices.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can encourage others to make positive health choices</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
Conflict Management		<p>I can demonstrate effective conflict management or resolution strategies.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can demonstrate nonviolent strategies to manage or resolve conflict.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can identify nonviolent strategies to manage or resolve conflict.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
Verbal and Nonverbal Communication		<p>I can apply effective verbal and nonverbal communication skills to enhance health.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can demonstrate refusal skills that avoid or reduce health risks.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can identify refusal skills to avoid or reduce health risks.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>

Health: Communication

Competency: Students will communicate to enhance health of self and relationship with others.

Grade Level Competency: Grades 9-12

Students will communicate effectively with and advocate for self, family, peers and others to enhance health; including refusal skills, conflict resolution and asking for assistance related to health enhancing behaviors of self and others.

Criteria	Extending	Proficient	In Progress	Beginning
Advocacy	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can work cooperatively as an advocate for improving personal, family, and community health.</p> <p>I can demonstrate how to influence and support others to make positive health choices.</p>	<p>I can advocate for the health needs of myself and others.</p> <p>I can encourage others to make positive health choices.</p>	<p>I can advocate for my own health needs.</p> <p>I can encourage others to make positive health choices.</p>
Conflict Management		<p>I can demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>	<p>I can demonstrate effective conflict management or resolution strategies.</p>	<p>I can identify nonviolent strategies to manage or resolve conflict.</p>
Verbal and Nonverbal Communication		<p>I can use skills for communicating effectively with family, peers, and others to enhance health.</p>	<p>I can apply effective verbal and nonverbal communication skills to enhance health.</p>	<p>I can identify effective verbal or nonverbal communication skills to enhance health.</p>

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