

Health Influences and Resources

Competency: Students will analyze personal, societal, cultural influences and access valid health resources.

| Grade Level Competency: Kindergarten | | | | |
|---|--|---|--|--|
| Students will identify trusted adults as a source of valid information and how their health is influenced by others (family, peers, culture, media, technology). | | | | |
| Criteria | Extending | Proficient | In Progress | Beginning |
| Influences | 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 describe the ways family, school and media influence my health behaviors. | I can identify who and what influence my health behaviors. | I can recognize influences on my health. |
| Resources | | I am able to identify a trusted adult and determine when I need to ask for health related help. | I can identify a trusted adult for health help. | I know I need a trusted adult. |
| MDE grade level benchmarks embedded explicitly in the rubric | | | | |
| Kindergarten 2.2.3 Describe how the media can influence health behaviors. 3.2.1 Identify trusted adults and professionals who can help promote health. 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal. | | | | |



Health Influences and Resources

Competency: Students will analyze personal, societal, cultural influences and access valid health resources.

| Grade Level Competency: Grades 1-2 | | | | |
|--|--|---|--|--|
| Students will identify trusted adults as a source of valid information and how their health is influenced by others (family, peers, culture, media, technology). | | | | |
| Criteria | Extending | Proficient | In Progress | Beginning |
| Influences | 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 describe the ways family, school and media influence my health behaviors. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 | I can identify who and what influence my health behaviors. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 | I can recognize influences on my health. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 |
| Resources | | I am able to identify a trusted adult and determine when I need to ask for health related help. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 | I can identify a trusted adult for health help. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 | I know I need a trusted adult. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 |



Health Influences and Resources

Competency: Students will analyze personal, societal, cultural influences and access valid health resources.

Grade Level Competency: Grades 3-4

Students will identify the positive impact physical activity has on their life, building their motivation to engage in physical activity that promotes high levels of confidence and personal enjoyment within and beyond the classroom.

| Criteria | Extending | Proficient | In Progress | Beginning |
|-------------------|--|--|---|--|
| Influences | 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 describe the influence of my culture, peers, family, school, community, and technology on my health behaviors. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 | I can describe the ways family, school and media influence my health behaviors. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 | I can identify healthy influences. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 |
| Resources | | I can identify a trusted adult and determine when I need to ask for help. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 | I can identify a trusted adult for health help. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 | I know I need a trusted adult. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 |



Health Influences and Resources

Competency: Students will analyze personal, societal, cultural influences and access valid health resources.

Grade Level Competency: Grades 5-6:

Students will identify how and where to find valid health information, products and services, and determine how healthy and unhealthy influences (people, media, etc.) impact their health.

| Criteria | Extending | Proficient | In Progress | Beginning |
|-------------------|--|--|--|---|
| Influences | 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 identify messages from media and technology that influence my health practices and behaviors.</p> <p>I can describe healthy and unhealthy influences to my health beliefs, practices, and behaviors.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 | <p>I can identify if my culture, peers, family, school, community, and technology influence my behavior in healthy or unhealthy ways.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 | <p>I can identify healthy and unhealthy influences.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 |
| Resources | | <p>I can describe what makes health information, products, and services valid or invalid and how to locate valid resources.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 | <p>I can identify and locate valid and invalid health information, products and services.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 | <p>I can identify and locate health information, products, and services.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 |

Health Influences and Resources

Competency: Students will analyze personal, societal, cultural influences and access valid health resources.

| Grade Level Competency: Grades 7-8 | | | | |
|---|---|--|---|--|
| Students will identify how and where to find valid health information, products and services, and determine how healthy and unhealthy influences (people, media, etc.) impact their health. | | | | |
| Criteria | Extending | Proficient | In Progress | Beginning |
| Influences | <p>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> | <p>I can analyze how messages from the media and technology influence my health practices and behaviors.</p> <p>I can describe how my influences (culture, peers, family, and community) affect my health beliefs, practices and behaviors.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p> | <p>I can describe how messages from media and technology influence my health practices and behaviors.</p> <p>I can identify healthy and unhealthy influences to my health beliefs, practices, and behaviors.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p> | <p>I can identify the messages from media and technology that influence my health practices and behaviors.</p> <p>I can identify influences to my health beliefs, practices, and behaviors.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p> |
| Resources | | <p>I can analyze the validity of a variety of health information, products and services.</p> <p>I can locate valid health information, products, and services at home, school, and in the community and match situations to the appropriate resource.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p> | <p>I can identify what makes health information, products, and services valid or invalid.</p> <p>I can locate valid health information, products, and services at home, school, and in the community.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p> | <p>I can identify and locate valid health information, products and services.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p> |



Health Influences and Resources

Competency: Students will analyze personal, societal, cultural influences and access valid health resources.

Grade Level Competency: Grades 9-12

Students will be able to analyze the validity of health information, products, and services in order to identify healthy and unhealthy influences.

| Criteria | Extending | Proficient | In Progress | Beginning |
|-------------------|--|--|---|---|
| Influences | 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 evaluate the effect media and technology have on my personal and family health practices and behaviors.</p> <p>I can evaluate how my influences; (culture, peers, family, and community) support and challenge my health beliefs, practices, and behaviors.</p> | <p>I can analyze how messages from the media and technology influence my health practices and behaviors.</p> <p>I can analyze how my influences (culture, peers, family, and community) affect my health beliefs, practices and behaviors.</p> | <p>I can identify the messages from media and technology that influence my health practices and behaviors.</p> <p>I can identify healthy and unhealthy influences to my health beliefs, practices, and behaviors.</p> |
| Resources | | <p>I can evaluate the validity of health information, products and services from a variety of places (home, school, community) and apply in appropriate situations.</p> <p>I can determine when I need to access valid health products, resources and professionals.</p> | <p>I can analyze the validity of health information, products, and services in a variety of places (home, school, community) and apply in some situations.</p> <p>I can locate valid health information, products, and services at home, school, and in the community and match situations to the appropriate resource.</p> | <p>I can locate health information, products, and services at home, school, and in the community.</p> |