

## **CNMI Health Standards and Benchmarks**

**Standard 1: Students will comprehend concepts related to health.**

**Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.**

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

**Standard 5: Students will use interpersonal communication skills to enhance health.**

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	K-3.1.1 Describe common health issues of children to improve health awareness		The student: Identifies common childhood illnesses (e.g., chicken pox, mumps, fevers).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, common health issues of children to improve health awareness	Describe, in detail, common health issues of children to improve health awareness	Describe, in some detail, common health issues of children to improve health awareness	Describe, in minimal detail, common health issues of children to improve health awareness
COMMUNITY AND ENVIRONMENTAL HEALTH	K-3.1.2 Give examples of common health issues within the community that should be treated early		The student: Explains the need for early screening for new forms of tuberculosis.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give an extensive variety of examples of common health issues within the community that should be treated early	Give a variety of examples of common health issues within the community that should be treated early	Give a few examples of common health issues within the community that should be treated early	Give one or two examples of common health issues within the community that should be treated early
MENTAL AND EMOTIONAL HEALTH	K-3.1.3 Identify indicators of mental and emotional health during childhood		The student: Recognizes behaviors (e.g., facial expression, words, tone of voice, body language) that indicate positive and negative feelings.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify an extensive variety of indicators of mental and emotional health during childhood	Identify a variety of indicators of mental and emotional health during childhood	Identify a few indicators of mental and emotional health during childhood	Identify one or two indicators of mental and emotional health during childhood

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PERSONAL AND CONSUMER HEALTH	K-3.1.4 Describe the benefits associated with personal cleanliness (e.g., prevention of personal illness, prevention of spreading disease to others, social acceptance)		The student: Describes basic personal hygiene habits required to prevent catching and/or spreading illness (e.g., covering mouth when sneezing; staying home from school when sick).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the benefits associated with personal cleanliness	Describe, in detail, the benefits associated with personal cleanliness	Describe, in some detail, the benefits associated with personal cleanliness	Describe, in minimal detail, the benefits associated with personal cleanliness
PERSONAL AND CONSUMER HEALTH	K-3.1.5 Describe physically healthy behaviors (e.g., eat nutritious foods, exercise regularly, avoid tobacco and drugs, seldom ill)		The student: Identifies indicators of good health (e.g., energy level, alertness, condition of skin, hair, etc.; frequency of illness).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of physically healthy behaviors	Describe a variety of physically healthy behaviors	Describe a few physically healthy behaviors	Describe one or two physically healthy behaviors
PHYSICAL ACTIVITY	K-3.1.6 Explain the benefits associated with exercise		The student: Describes the benefits (e.g., strength, endurance) of a personal program of physical exercise.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, the benefits associated with exercise	Explain, with support, the benefits associated with exercise	Explain, with partial support, the benefits associated with exercise	Explain, with very little support, the benefits associated with exercise

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	K-3.1.7 Describe the benefits associated with a healthy diet		The student: Makes connections between eating nutritious foods (e.g., fruits, whole grains, milk) and strong bodies (e.g., resisting illness, endurance).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the benefits associated with a healthy diet	Describe, in detail, the benefits associated with a healthy diet	Describe, in some detail, the benefits associated with a healthy diet	Describe, in minimal detail, the benefits associated with a healthy diet
NUTRITION	K-3.1.8 Classify foods into groups according to the Food Guide Pyramid		The student: Categorizes the foods associated with his or her personal diet using the Food Pyramid.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Classify an extensive variety of foods into groups according to the Food Guide Pyramid	Classify a variety of foods into groups according to the Food Guide Pyramid	Classify a several foods into groups according to the Food Guide Pyramid	Classify two or three foods into groups according to the Food Guide Pyramid
NUTRITION	K-3.1.9 Describe the nutritional value of different foods		The student: Identifies nutrients (e.g., carbohydrates, fats, proteins) in various foods.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe the nutritional value of an extensive variety of foods	Describe the nutritional value of a variety of foods	Describe the nutritional value of a few different foods	Describe the nutritional value of one or two different foods

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
TOBACCO USE AND PREVENTION	K-3.1.10 Identify the harmful effects of tobacco use		The student: Recognizes illnesses caused by tobacco use (e.g., lung cancer).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify, with thorough support, harmful effects of tobacco use	Identify, with support, harmful effects of tobacco use	Identify, with partial support, harmful effects of tobacco use	Identify, with very little support harmful effects of tobacco use
SEXUAL HEALTH	K-3.1.11 Describe gender differences in terms of appearance and behavior		The student: Identifies toys that are for boys, girls, or both.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of gender differences in terms of appearance and behavior	Describe a variety of gender differences in terms of appearance and behavior	Describe a few gender differences in terms of appearance and behavior	Describe one or two gender differences in terms of appearance and behavior
ALCOHOL AND OTHER DRUG USE PREVENTION	K-3.1.12 Distinguish between helpful and harmful substances		The student: Compares the effects of a sleeping pill and excessive alcohol.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Distinguish, with accuracy, between helpful and harmful substances	Distinguish, with no significant errors, between helpful and harmful substances	Distinguish, with a few significant and/or many minor errors, between helpful and harmful substances	Distinguish, with many significant errors, between helpful and harmful substances

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	K-3.2.1 Identify resources from home, school, and community that provide health information		The student: Lists good health facts he or she has learned from home.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify an extensive variety of resources from home, school, and community that provide health information	Identify a variety of resources from home, school, and community that provide health information	Identify a few resources from home, school, and community that provide health information	Identify one or two resources from home, school, and community that provide health information
COMMUNITY AND ENVIRONMENTAL HEALTH	K-3.2.2 Identify different health care careers (e.g., nurses, physicians, dentists, pharmacists, public health administrators)		The student: Identifies school and community health providers.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify a wide variety of health care careers	Identify a variety of health care careers	Identify a few health care careers	Identify one or two health care careers
NUTRITION	K-3.2.3 Explain the reason for food nutrition labels		The student: Describes the nutritional content of various food products based on food labels, and explains how this information can be used.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, the reason for food nutrition labels	Explain, with support, the reason for food nutrition labels	Explain, with partial support, the reason for food nutrition labels	Explain, with very little support, the reason for food nutrition labels

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	K-3.2.4 Use the Internet and other sources to find government information on nutrition for children		The student: Summarizes the kinds of information on children’s nutrition that can be found in government websites.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Use the Internet and other sources to find government information on nutrition for children, independently as needed	Use the Internet and other sources to find government information on nutrition for children, independently upon request	Use the Internet and other sources to find government information on nutrition for children, with assistance	Use the Internet and other sources to find government information on nutrition for children, with much assistance
NUTRITION	K-3.2.5 Distinguish between nutritionally sound snacks and “junk food” (i.e., foods of minimal nutritional value)		The student: Compares the content and nutritional labels on dried fruit packages and on potato chip packages.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Distinguish, with accuracy, between nutritionally sound snacks and “junk food”	Distinguish, with no significant errors, between nutritionally sound snacks and “junk food”	Distinguish, with a few significant and/or many minor errors, between nutritionally sound snacks and “junk food”	Distinguish, with many significant errors, between nutritionally sound snacks and “junk food”

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	K-3.3.1 Explain personal health needs and responsible health behaviors		The student: Describes the health reasons for such behaviors as brushing teeth, bathing, washing hands, cleaning nails, and combing hair.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, personal health needs and responsible health behaviors	Explain, in detail, personal health needs and responsible health behaviors	Explain, in some detail, personal health needs and responsible health behaviors	Explain, in minimal detail, personal health needs and responsible health behaviors
COMMUNITY AND ENVIRONMENTAL HEALTH	K-3.3.2 Describe ways to avoid and reduce threatening situations within the community		The student: Gives examples of threatening experiences in school or in the neighborhood.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of ways to avoid and reduce threatening situations within the community	Describe a variety of ways to avoid and reduce threatening situations within the community	Describe a few ways to avoid and reduce threatening situations within the community	Describe one or two ways to avoid and reduce threatening situations within the community

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	K–3.3.3 Describe how to reduce or eliminate sources of pollution (e.g., in air, ground, water, and food) in the community		The student: Explains how to store pollutants (e.g., pesticides, engine oil) safely (e.g., in properly sealed containers, in regulated waste disposal locations).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how to reduce or eliminate sources of pollution in the community	Describe, in detail, how to reduce or eliminate sources of pollution in the community	Describe, in some detail, how to reduce or eliminate sources of pollution in the community	Describe in minimal detail, how to reduce or eliminate sources of pollution in the community
MENTAL AND EMOTIONAL HEALTH	K–3.3.4 Give examples of how to share feelings in appropriate ways		The student: Explains the difference between keeping angry feelings locked up and talking them over with someone.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give an extensive variety of examples of how to share feelings in appropriate ways	Give a variety of examples of how to share feelings in appropriate ways	Give a few examples of how to share feelings in appropriate ways	Give one or two examples of how to share feelings in appropriate ways
PERSONAL AND CONSUMER HEALTH	K–3.3.5 Identify basic personal hygiene habits (e.g., caring for teeth, eyes, ears, nose, skin, hair, nails) required to maintain health		The student: Describes how to brush one’s teeth to prevent tooth and gum disease.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify an extensive variety of basic personal hygiene habits required to maintain health	Identify a variety of basic personal hygiene habits required to maintain health	Identify a few basic personal hygiene habits required to maintain health	Identify one or two basic personal hygiene habits required to maintain health

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PHYSICAL ACTIVITY	K–3.3.6 Describe ways to improve personal performance in motor skills or other physical activities		The student: Gives an example of how practicing a physical skill (e.g., throwing, running, swimming) will improve performance over time.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of ways to improve personal performance in motor skills or other physical activities	Describe a variety of ways to improve personal performance in motor skills or other physical activities	Describe a few ways to improve personal performance in motor skills or other physical activities	Describe one or two ways to improve personal performance in motor skills or other physical activities
PHYSICAL ACTIVITY	K–3.3.7 Give examples of family activities that promote good health		The student: Describes the different types of physical activities (e.g., chores, sports, vacations) of his or her family.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give an extensive variety of examples of family activities that promote good health	Give a variety of examples of family activities that promote good health	Give a few examples of family activities that promote good health	Give one or two examples of family activities that promote good health
NUTRITION	K–3.3.8 Describe personal nutritional needs		The student: Identifies daily foods needed for good health.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, personal nutritional needs	Describe, in detail, personal nutritional needs	Describe, in some detail, personal nutritional needs	Describe, in minimal detail, personal nutritional needs

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	K-3.3.9 Explain relationships among food, energy, and health		The student: Describes how energy of different foods (e.g., bread, fruit, fish, soft drinks) is used in different activities (e.g., running, playing a musical instrument, throwing a ball, reading).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with accuracy, relationships among food, energy, and health	Explain, with no significant errors, relationships among food, energy, and health	Explain, with a few significant and/or many minor errors, relationships among food, energy, and health	Explain, with many significant errors, relationships among food, energy, and health
TOBACCO USE AND PREVENTION	K-3.3.10 Compare safe with risky or harmful behaviors towards tobacco		The student: Assesses the risk of being around persons who smoke and avoiding them.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Compare an extensive variety of safe with risky or harmful behaviors towards tobacco	Compare a variety of safe with risky or harmful behaviors towards tobacco	Compare a few safe with risky or harmful behaviors towards tobacco	Compare one or two safe with risky or harmful behaviors towards tobacco
SEXUAL HEALTH	K-3.3.11 Give examples of how to avoid or reduce sexually unhealthy situations		The student: Describes how to give a stranger in a car directions without putting himself or herself in danger.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give highly effective examples of how to avoid or reduce sexually unhealthy situations	Give effective examples of how to avoid or reduce sexually unhealthy situations	Give limited examples of how to avoid or reduce sexually unhealthy situations	Give ineffective examples of how to avoid or reduce sexually unhealthy situations

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	K-3.3.12 Model injury prevention strategies		The student: Illustrates ways to prevent injury (e.g., pointing a scissors away from self, looking both ways before crossing a street).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Model injury prevention strategies, in a highly effective way	Effectively model injury prevention strategies	Model examples of injury prevention strategies, in a limited way	Ineffectively model injury prevention strategies

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	K-3.4.1 Describe ways in which parents and other family members can promote family health (e.g., parents setting limits for children, demonstrating good hygiene and eating habits, modeling of values and behaviors)		The student: Explains how to keep a home clean (e.g., dusting, vacuuming, washing carpets, removing trash).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of ways in which parents and other family members can promote family health	Describe a variety of ways in which parents and other family members can promote family health	Describe a few ways in which parents and other family members can promote family health	Describe one or two ways in which parents and other family members can promote family health

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	K–3.4.2 Explain how pollutants (e.g., in air, ground, noise, water, or food) can harm community health		The student: Describes how polluted drinking water can cause illness.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how pollutants can harm community health	Explain, with support, how pollutants can harm community health	Explain, with partial support, how pollutants can harm community health	Explain, with very little support, how pollutants can harm community health
MENTAL AND EMOTIONAL HEALTH	K–3.4.3 Describe sources of stress		The student: Identifies stressful experiences he or she has encountered.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe a wide variety of sources of stress	Describe a variety of sources of stress	Describe a few sources of stress	Describe one or two sources of stress
PERSONAL AND CONSUMER HEALTH	K–3.4.4 Provide examples of internal (e.g., one’s feelings, moods, curiosity, physical well-being) and external (e.g., family, school, peers, media) influences on personal health behaviors		The student: Gives examples of family interactions that can affect personal health.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Provide an extensive variety of examples of internal and external influences on personal health behaviors	Provide a variety of examples of internal and external influences on personal health behaviors	Provide a few examples of internal and external influences on personal health behaviors	Provide one or two examples of internal and external influences on personal health behaviors

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	K–3.4.5 Describe how media claims about nutrition can entice a person to buy food items		The student: Makes connections between watching an advertisement for a low fat candy bar and becoming hungry for that food.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how media claims about nutrition can entice a person to buy food items	Describe, with support, how media claims about nutrition can entice a person to buy food items	Describe, with partial support, how media claims about nutrition can entice a person to buy food items	Describe, with very little support, how media claims about nutrition can entice a person to buy food items
NUTRITION	K–3.4.6 Describe ways school can influence personal health nutrition practices		The student: Give examples of what the school can do to support healthy personal nutrition (e.g., improve school lunches).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Proficient</b>
	Describe an extensive variety of ways school can influence personal health practices and nutrition	Describe a variety of ways school can influence personal health practices and nutrition	Describe a few ways school can influence personal health practices and nutrition	Describe one or two ways school can influence personal health practices and nutrition
TOBACCO USE AND PREVENTION	K–3.4.7 Describe external influences (e.g., media, medical warnings, teachers, peers, adults) on tobacco use		The student: Gives an example of a tobacco advertisement and describe its effects.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of external influences on tobacco use	Describe a variety of external influences on tobacco use	Describe a few, external influences on tobacco use	Describe one or two external influences on tobacco use

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	K–3.4.8 Identify internal (e.g., excitement, fear, anger) and external (e.g., dares, rewards, threats) influences that can cause risky or injurious behavior		The student: Recalls an experience in which he or she acted out of anger.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify an extensive variety of internal and external influences that can cause risky or injurious behavior	Identify a variety of internal and external influences that can cause risky or injurious behavior	Identify a few internal and external influences that can cause risky or injurious behavior	Identify one or two internal and external influences that can cause risky or injurious behavior

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	K–3.5.1 Give examples of healthy ways to express needs, wants, feelings, and respect for self and others		The student: Describes talking over differences of opinion with someone else.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give examples of highly effective healthy ways to express needs, wants, feelings, and respect for self and others	Give examples of effective healthy ways to express needs, wants, feelings, and respect for self and others	Give limited examples of healthy ways to express needs, wants, feelings, and respect for self and others	Give ineffective examples of healthy ways to express needs, wants, feelings, and respect for self and others

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	K–3.5.2 Describe the effects of negative and positive communications on conflict situations		The student: Models non-violent strategies to resolve conflicts.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe numerous effects of negative and positive communications on conflict situations	Describe an appropriate number of effects of negative and positive communications on conflict situations	Describe some effects of negative and positive communications on conflict situations	Describe very few effects of negative and positive communications on conflict situations
COMMUNITY AND ENVIRONMENTAL HEALTH	K–3.5.3 Identify ways to inform people on how to protect the health and safety of the community		The student: Labels, on a poster, health and safety issues important to the community.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify an extensive variety of ways to inform people on how to protect the health and safety of the community	Identify a variety of ways to inform people on how to protect the health and safety of the community	Identify a few ways to inform people on how to protect the health and safety of the community	Identify one or two ways to inform people on how to protect the health and safety of the community
MENTAL AND EMOTIONAL HEALTH	K–3.5.4 Describe strategies to avoid inappropriate communication (e.g., name calling, put downs, harassment)		The student: Gives examples of appropriate communication (e.g., inviting another to join in, being “ok” with mistakes).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective strategies to avoid inappropriate communication	Describe effective strategies to avoid inappropriate communication	Describe limited strategies to avoid inappropriate communication	Describe strategies that ineffectively avoid inappropriate communication

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	K–3.5.5 Model refusal skills to enhance health (e.g., declining to do something dangerous, not participating in bullying)		The student: Explain ways of using “no” while keeping positive relationships.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain how refusal skills enhance health	Model refusal skills to enhance health	Describe refusal skills to enhance health	Recognize refusal skills to enhance health
MENTAL AND EMOTIONAL HEALTH	K–3.5.6 Explain ways to build and maintain relationships with family, friends, peers, and adults		The student: Gives examples of respecting the diversity of people in school and the community (e.g., different races, cultures, ethnicities, personalities).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain an extensive variety of ways to build and maintain relationships with family, friends, peers, and adults	Explain a variety of ways to build and maintain relationships with family, friends, peers, and adults	Explain a few ways to build and maintain relationships with family, friends, peers, and adults	Explain one or two ways to build and maintain relationships with family, friends, peers, and adults
PHYSICAL ACTIVITY	K–3.5.7 Explain the benefits of physical activity (e.g., through pictures, words, and actions)		The student: Describes an increase in running speed and distance through practice by timing himself or herself.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain an extensive variety of benefits of physical activity	Explain a variety of benefits of physical activity	Explain a few benefits of physical activity	Explain one or two benefits of physical activity

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	K–3.5.8 Describe the benefits of discussing healthy eating with others		The student: Describes how eating habits can affect health by creating a chart that shows the effects of various foods on the body.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, the benefits of discussing healthy eating with others	Describe, with support, the benefits of discussing healthy eating with others	Describe, with partial support, the benefits of discussing healthy eating with others	Describe, with very little support, the benefits of discussing healthy eating with others
SEXUAL HEALTH	K–3.5.9 Give examples of respect between self and others (e.g., discussing areas of physical comfort)		The student: Describes a time when he or she talked with a friend about respecting each other’s physical differences.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give highly detailed examples of respect between self and others	Give detailed examples of respect between self and others	Give somewhat detailed examples of respect between self and others	Give vague examples of respect between self and others

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>PERFORMANCE INDICATOR</b>		
INJURY AND VIOLENCE PREVENTION	K–3.5.10 Describe when to ask for help to prevent injury	The student: Explains ways in which others (e.g., friends, adults) can help when dangerous situations arise (e.g., working with scissors, crossing a busy street).		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with complete understanding and in detail, when to ask for help to prevent injury	Describe, with complete understanding, when to ask for help to prevent injury	Describe, with some misconceptions, when to ask for help to prevent injury	Describe, with significant misconceptions, when to ask for help to prevent injury

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>PERFORMANCE INDICATOR</b>		
HEALTH ENHANCEMENT	K–3.6.1 Predict outcomes of positive health decisions when sick or injured (e.g., informing parents, seeing a doctor, taking medicine as prescribed)	The student: Describes the expected effects of seeking medical care for an illness.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Predict highly likely or insightful outcomes of positive health decisions when sick or injured	Predict likely and appropriate outcomes of positive health decisions when sick or injured	Predict obvious outcomes of positive health decisions when sick or injured	Predict unrealistic outcomes of positive health decisions when sick or injured

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	K–3.6.2 Apply a decision-making process on health issues and problems (e.g., when to go to the doctor, daily personal hygiene schedule)		The student: Plans what to eat for lunch each day of the week.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Consistently apply a decision-making process on health issues and problems	Usually apply a decision-making process on health issues and problems	Sometimes apply a decision-making process on health issues and problems	Seldom apply a decision-making process on health issues and problems
COMMUNITY AND ENVIRONMENTAL HEALTH	K–3.6.3 Give examples of persons and places that can help with making health-related decisions and goals		The student: Identifies persons at school or community (e.g., nurses, health counselor) who can help a student plan healthy lunches.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give an extensive variety of examples of persons and places that can help with making health-related decisions and goals	Give a variety of examples of persons and places that can help with making health-related decisions and goals	Give a few examples of persons and places that can help with making health-related decisions and goals	Give one or two examples of persons and places that can help with making health-related decisions and goals
MENTAL AND EMOTIONAL HEALTH	K–3.6.4 Explain how to manage or handle emotions		The student: Describes appropriate ways to express anger (e.g., kicking a can, letting others know that you need to shout, explaining to someone why you are angry with him or her).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with ease, how to manage or handle emotions	Explain, with minimal difficulty, how to manage or handle emotions	Explain, with difficulty, how to manage or handle emotions	Explain, with great difficulty, how to manage or handle emotions

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PERSONAL AND CONSUMER HEALTH	K–3.6.5 Describe a goal for physical activity or personal health and a plan to achieve it		The student: Plans when and how to brush his or her teeth in order to improve dental health.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an innovative goal for physical activity or personal health and a sophisticated plan to achieve it	Describe an appropriate goal to improve or maintain personal health and a realistic plan to achieve it	Describe a trivial goal to improve or maintain personal health and a simplistic plan to achieve it	Describe an inappropriate or vague goal to improve or maintain personal health and an unrealistic plan to achieve it
NUTRITION	K–3.6.6 Describe the outcomes of positive nutrition decisions (e.g., improved physical and mental ability)		The student: Lists the benefits of eating vegetables and fruits in a chart.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, the outcomes of positive nutrition decisions	Describe, with support, the outcomes of positive nutrition decisions	Describe, with partial support, the outcomes of positive nutrition decisions	Describe, with very little support, the outcomes of positive nutrition decisions
ALCOHOL AND OTHER DRUG USE PREVENTION	K–3.6.7 Give examples of personal responsibility regarding alcohol and other drug use prevention at home, in school, and within the community		The student: Describes avoiding alcohol use and dissuading friends from using it (e.g., saying “no” and explaining why).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give an extensive variety of examples of personal responsibility regarding alcohol and other drug use prevention	Give a variety of examples of personal responsibility regarding alcohol and other drug use prevention	Give a few examples of personal responsibility regarding alcohol and other drug use prevention	Give one or two examples of personal responsibility regarding alcohol and other drug use prevention

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	K–3.6.8 Describe how to make decisions that prevent threatening situations (e.g., learning what to avoid and how to recognize dangers ahead of time)		The student: Models, with other students, risk-avoidance decisions (e.g., not taking dares, not playing in dangerous locations such as construction sites) by role-playing various situations.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Evaluate decisions that prevent threatening situations	Describe how to make decisions that prevent threatening situations	Give examples of decisions that prevent threatening situations	Recognize decisions that prevent threatening situations

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	K–3.7.1 Describe ways to advocate for personal health needs		The student: Explains how to tell an adult (e.g., parent, teacher) that he or she is not feeling well.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of ways to advocate for personal health needs	Describe a variety of ways to advocate for personal health needs	Describe a few ways of advocating for personal health needs	Describe one or two ways to advocate for personal health needs

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	K–3.7.2 Provide examples of advocating for healthy practices at school		The student: Explains the need to wash hands before lunch at school.	
	<b>RUBRIC</b>			
	<b>Advanced</b> Provide an extensive variety of examples of advocating for healthy practices at school	<b>Proficient</b> Provide, a variety of examples of advocating for healthy practices at school	<b>Developing</b> Provide a few examples of advocating for healthy practices at school	<b>Beginning</b> Provide one or two examples of advocating for healthy practices at school
MENTAL AND EMOTIONAL HEALTH	K–3.7.3 Provide examples of advocating for fairness (e.g., at home, school, play, and work)		The student: Explains the need to be fair on the playground (e.g., to avoid hurt feelings, to avoid conflict, to share enjoyment, to make and keep friends).	
	<b>RUBRIC</b>			
	<b>Advanced</b> Provide an extensive variety of examples of advocating for fairness	<b>Proficient</b> Provide a variety of examples of advocating for fairness	<b>Developing</b> Provide a few examples of advocating for fairness	<b>Beginning</b> Provide one or two examples of advocating for fairness
PERSONAL AND CONSUMER HEALTH	K–3.7.4 Explain ways in which students can advocate for their school to encourage healthy personal practices by students		The student: Explains how keeping soap and paper towels well-stocked in the school washrooms can help students’ personal cleanliness.	
	<b>RUBRIC</b>			
	<b>Advanced</b> Explain an extensive variety of ways in which students can advocate for their school to encourage healthy personal practices by students	<b>Proficient</b> Explain a variety of ways in which students can advocate for their school to encourage healthy personal practices by students	<b>Developing</b> Explain a few ways in which students can advocate for their school to encourage healthy personal practices by students	<b>Beginning</b> Explain one or two ways in which students can advocate for their school to encourage healthy personal practices by students

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HIV PREVENTION EDUCATION	K-3.7.5 Describe how to protect themselves from HIV infection		The student: Describes safe interactions with HIV-infected classmates (e.g., by avoiding the classmate’s blood).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how to protect themselves from HIV infection	Describe, with support, how to protect themselves from HIV infection	Describe, with partial support, how to protect themselves from HIV infection	Describe, with minimal support, how to protect themselves from HIV infection
ALCOHOL AND OTHER DRUG USE PREVENTION	K-3.7.6 Identify ways to advocate for positive health choices regarding alcohol and drug use prevention (e.g., telling friends about unhealthy effects of alcohol and drug abuse)		The student: Lists on a poster positive and negative choices about drug use (e.g., playing with drugs in medicine cabinet, staying away from children who are taking drugs).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify an extensive variety of ways for advocating positive health choices regarding alcohol and drug use prevention	Identify a variety of ways for advocating positive health choices regarding alcohol and drug use prevention	Identify a few ways for advocating positive health choices regarding alcohol and drug use prevention	Identify one or two ways for advocating positive health choices regarding alcohol and drug use prevention

**HEALTH STANDARDS AND BENCHMARKS**

*Kindergarten – Grade 3*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	K-3.7.7 Identify ways to advocate for safety among children in dangerous situations		The student: Lists, on a poster, warning signs of dangerous situations (e.g., severe weather forecasts, threatening behavior by others, growling dogs) and discuss how to help others avoid such dangers.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify an extensive variety of ways for advocating safety among children in dangerous situations	Identify a variety of ways for advocating safety among children in dangerous situations	Identify a few ways for advocating safety among children in dangerous situations	Identify one or two ways for advocating safety among children in dangerous situations

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	4-6.1.1 Describe relationships between personal health behaviors and individual well being (e.g., hygiene and illness, diet and weight)		The student: Explains how overeating and “fast foods” can cause obesity.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, relationships between personal health behaviors and individual well being	Describe, in detail, relationships between personal health behaviors and individual well being	Describe, in some detail, relationships between personal health behaviors and individual well being	Describe, in minimal detail, relationships between personal health behaviors and individual well being
COMMUNITY AND ENVIRONMENTAL HEALTH	4-6.1.2 Describe how personal and environmental health are interrelated		The student: Makes connections between polluted water and bacterial illnesses.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how personal and environmental health are interrelated	Describe, with support, how personal and environmental health are interrelated	Describe, with partial support, how personal and environmental health are interrelated	Describe, with very little support, how personal and environmental health are interrelated
MENTAL AND EMOTIONAL HEALTH	4-6.1.3 Describe the interrelationship of mental and emotional health during childhood		The student: Explains how conflicting inner feelings can cause a child to have negative thoughts about people and activities.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe with thorough support the interrelationship of mental and emotional health during childhood	Describe, with support, the interrelationship of mental and emotional health during childhood	Describe, with partial support, the interrelationship of mental and emotional health during childhood	Describe, with very little support, the interrelationship of mental and emotional health during childhood

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	4-6.1.4 Explain how proper nutrition can prevent illnesses and diseases (e.g., obesity, diabetes, high blood pressure, heart disease, stroke, cancer)		The student: Diagrams what foods to eat to prevent health problems.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how proper nutrition can prevent illnesses and diseases	Explain, with support, how proper nutrition can prevent illnesses and diseases	Explain, with partial support, how proper nutrition can prevent illnesses and diseases	Explain, with very little support, how proper nutrition can prevent illnesses and diseases
TOBACCO USE AND PREVENTION	4-6.1.5 Provide examples of factors that influence tobacco use prevention		The student: Describes the influence of health information (e.g., about cancer) on preventing tobacco use.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Provide an extensive variety of examples of factors that influence tobacco use prevention	Provide a variety of examples of factors that influence tobacco use prevention	Provide a few examples of factors that influence tobacco use prevention	Provide one or two examples of factors that influence tobacco use prevention
SEXUAL HEALTH	4-6.1.6 Describe the stages of embryonic development from a fertilized egg to birth		The student: Identifies parts of an embryo (human or non-human).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with accuracy, the stages of embryonic development from a fertilized egg to birth	Describe, with no significant errors, the stages of embryonic development from a fertilized egg to birth	Describe, with a few significant and/or many minor errors, the stages of embryonic development from a fertilized egg to birth	Describe, with many significant errors, the stages of embryonic development from a fertilized egg to birth

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
ALCOHOL AND OTHER DRUG USE PREVENTION	4-6.1.7 Describe health strategies for preventing the abuse of alcohol, drugs, and other substances		The student: Explains the importance of associating with peers who are drug free.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, health strategies for preventing the abuse of alcohol, drugs, and other substances	Describe, in detail, health strategies for preventing the abuse of alcohol, drugs, and other substances	Describe, in some detail, health strategies for preventing the abuse of alcohol, drugs, and other substances	Describe, in minimal detail, health strategies for preventing the abuse of alcohol, drugs, and other substances

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	4-6.2.1 Explain the benefits of regular health checkups and screenings (e.g., medical, dental)		The student: Describes what happens in a health checkup by a doctor and list the benefits in a graphic organizer.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain an extensive variety of benefits of regular health checkups and screenings	Explain a variety of benefits of regular health checkups and screenings	Explain a few benefits of regular health checkups and screenings	Explain one or two benefits of regular health checkups and screenings

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	4-6.2.2 Identify general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified healthcare workers, supported by proper research)		The student: Lists features of scientific validity for health research (e.g., clear standards, impartial researchers, peer review).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Identify an extensive variety of general characteristics of valid health information and health-promoting products and services	Identify a variety of general characteristics of valid health information and health-promoting products and services	Identify a few general characteristics of valid health information and health-promoting products and services	Identify one or two general characteristics of valid health information and health-promoting products and services
HEALTH ENHANCEMENT	4-6.2.3 Describe various community agencies that provide health services to individuals and families (e.g., hospitals, public health clinics, mental health clinics, substance abuse treatment centers)		The student: Describes the departments in a community hospital.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, various community agencies that provide health services to individuals and families	Describe, in detail, various community agencies that provide health services to individuals and families	Describe, in some detail, various community agencies that provide health services to individuals and families	Describe, in minimal detail, various community agencies that provide health services to individuals and families

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	4-6.2.4 Distinguish among different types of health information, products, and services (e.g., source of information, ingredients, cost)		The student: Compares the costs and ingredients of sample health products (e.g., two different brands of cough medicine).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Distinguish, with accuracy, among different types of health information, products, and services	Distinguish, with no significant errors, among different types of health information, products, and services	Distinguish, with a few significant and/or many minor errors, among different types of health information, products, and services	Distinguish, with many significant errors, among different types of health information, products, and services
COMMUNITY AND ENVIRONMENTAL HEALTH	4-6.2.5 Locate health products and services		The student: Gives examples of locations of vitamin stores and health clinics.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Locate, with ease, how to locate health products and services	Locate, with minimal difficulty, health products and services	Locate, with difficulty, how to locate health products and services	Locate, with great difficulty, how to locate health products and services
COMMUNITY AND ENVIRONMENTAL HEALTH	4-6.2.6 Describe situations requiring professional health services (e.g., illness, injury, emergency)		The student: Recalls, in a list or on a poster, injuries which required going to a doctor	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety, situations requiring professional health services	Describe a variety of situations requiring professional health services	Describe a few situations requiring professional health services	Describe one or two situations requiring professional health services

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PERSONAL AND CONSUMER HEALTH	4-6.2.7 Describe how to use over-the-counter and prescribed vitamins, medicines, and other drugs appropriately		The student: Summarizes the directions on the labels of various medicines.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with accuracy, how to use over-the-counter and prescribed vitamins, medicines, and other drugs appropriately	Describe, with no significant errors, how to use over-the-counter and prescribed vitamins, medicines, and other drugs appropriately	Describe, with a few significant and/or many minor errors, how to use over-the-counter and prescribed vitamins, medicines, and other drugs appropriately	Describe, with many significant errors, how to use over-the-counter and prescribed vitamins, medicines, and other drugs appropriately
NUTRITION	4-6.2.8 Access nutrition information from community health agencies (e.g., public health department) and voluntary health organizations (e.g., American Heart Association)		The student: Explains ways in which health service agencies and organizations provide nutrition information (e.g., telephone, websites, publications, guest speakers).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Access, with ease, nutrition information from community health agencies and voluntary health organizations	Access, with minimal difficulty, nutrition information from community health agencies and voluntary health organizations	Access, with difficulty, nutrition information from community health agencies and voluntary health organizations	Access, with great difficulty, nutrition information from community health agencies and voluntary health organizations

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
SEXUAL HEALTH	4-6.2.9 Locate valid information about puberty and adolescence (e.g., doctor, teacher, parents, library)		The student: Gives examples of valid information sources on puberty (e.g., book by health professional for children and/or adolescents).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Locate, with ease, valid information about puberty and adolescence	Locate, with minimal difficulty, valid information about puberty and adolescence	Locate, with difficulty, valid information about puberty and adolescence	Locate, with great difficulty, valid information about puberty and adolescence
CAREER	4-6.2.10 Investigate careers that are related to health		The student: Compares functions of different health professions (e.g., surgeon, internist, dentist, nurse).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate, in great detail, careers that are related to health	Investigate, in detail, careers that are related to health	Investigate, in some detail, careers that are related to health	Investigate, in minimal detail, careers that are related to health

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	4-6.3.1 Describe strategies to improve or maintain community health (e.g., proper waste disposal, reduced driving)		The student: Explains that using public transportation helps reduce air pollution.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of strategies to improve or maintain community health	Describe a variety of strategies to improve or maintain community health	Describe a few strategies to improve or maintain community health	Describe one or two strategies to improve or maintain community health

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	4-6.3.2 Describe skills for managing stress		The student: Explains the uses of exercise, relaxation, and efficient time use to manage stress.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of skills for managing stress	Describe a variety of skills for managing stress	Describe a few skills for managing stress	Describe one or two skills for managing stress
PERSONAL AND CONSUMER HEALTH	4-6.3.3 Describe prevention and management strategies for personal health (e.g., keeping informed on health issues, having regular checkups, recreation, diet)		The student: Explains the use of a health checklist for developing short- and long-term health habits.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of prevention and management strategies for personal health	Describe a variety of prevention and management strategies for personal health	Describe a few prevention and management strategies for personal health	Describe one or two prevention and management strategies for personal health
PHYSICAL ACTIVITY	4-6.3.4 Distinguish between safe and risky or harmful physical activities		The student: Evaluates safe and risky use of sports equipment (e.g., baseball bat, hockey stick, skis, cleats).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Distinguish, with thorough support, between safe and risky or harmful physical activities	Distinguish, with support, between safe and risky or harmful physical activities	Distinguish, with partial support, between safe and risky or harmful physical activities	Distinguish, with very little support, between safe and risky or harmful physical activities

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	4-6.3.5 Explain how a nutritious diet affects achievement in school and sports		The student: Describes how a low-nutrition diet affects mental (e.g., reduced alertness) and physical performance (e.g., short-term energy).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, how a nutritious diet affects achievement in school and sports	Explain, in detail, how a nutritious diet affects achievement in school and sports	Explain, in some detail, how a nutritious diet affects achievement in school and sports	Explain, in minimal detail, how a nutritious diet affects achievement in school and sports
NUTRITION	4-6.3.6 Explain how a balanced diet prevents nutritional deficiencies, helps maintain a healthy weight, and helps prevent disease		The student: Describes how overeating fatty foods contributes to heart disease.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, how a balanced diet prevents nutritional deficiencies, helps maintain a healthy weight, and helps prevent disease	Explain, in detail, how a balanced diet prevents nutritional deficiencies, helps maintain a healthy weight, and helps prevent disease	Explain, in some detail, how a balanced diet prevents nutritional deficiencies, helps maintain a healthy weight, and helps prevent disease	Explain, in minimal detail, how a balanced diet prevents nutritional deficiencies, helps maintain a healthy weight, and helps prevent disease

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	4-6.3.7 Describe how proper food storage and preparation contributes to the prevention of illness		The student: Illustrates, on a poster, the formation of bacteria on improperly stored foods.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how proper food storage and preparation contributes to the prevention of illness	Describe, in detail, how proper food storage and preparation contributes to the prevention of illness	Describe, in some detail, how proper food storage and preparation contributes to the prevention of illness	Describe, in minimal detail, how proper food storage and preparation contributes to the prevention of illness
TOBACCO USE AND PREVENTION	4-6.3.8 Describe ways to avoid and reduce tobacco use (e.g., refusing to smoke, discouraging friends from tobacco use)		The student: Explains why it is healthy to choose friends who do not use tobacco.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to avoid and reduce tobacco use	Describe effective ways to avoid and reduce tobacco use	Describe limited ways to avoid and reduce tobacco use	Describe ineffective ways to avoid and reduce tobacco use
HIV PREVENTION EDUCATION	4-6.3.9 Describe situations that could lead to the contraction of HIV		The student: Identifies common misconceptions about contracting HIV.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with accuracy, situations that could lead to the contraction of HIV	Describe, with no significant errors, situations that could lead to the contraction of HIV	Describe, with a few significant and/or many minor errors, situations that could lead to the contraction of HIV	Describe, with many significant errors, situations that could lead to the contraction of HIV

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
ALCOHOL AND OTHER DRUG USE PREVENTION	4-6.3.10 Describe factors involved in the development of a drug dependency and the early, observable signs and symptoms (e.g., tolerance level, drug-seeking behavior, loss of control, denial)		The student: Identifies features of drug-seeking behavior (e.g., obsession with drug supply, exclusive use of money on drugs).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, factors involved in the development of a drug dependency and the early, observable signs and symptoms	Describe, in detail, factors involved in the development of a drug dependency and the early, observable signs and symptoms	Describe, in some detail, factors involved in the development of a drug dependency and the early, observable signs and symptoms	Describe, in minimal detail, factors involved in the development of a drug dependency and the early, observable signs and symptoms
INJURY AND VIOLENCE PREVENTION	4-6.3.11 Describe how to practice safety measures regarding hazards in a variety of environments (e.g., remove broken glass, proper storage of chemicals)		The student: Models reading product labels for proper usage (e.g., medicines, chemicals).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe how to practice safety measures regarding hazards in a wide variety of environments	Describe how to practice safety measures regarding hazards in a variety of environments	Describe how to practice safety measures regarding hazards in a few environments	Describe how to practice safety measures regarding hazards in one or two environments
INJURY AND VIOLENCE PREVENTION	4-6.3.12 Explain how peer relationships can affect health (e.g., name-calling, prejudice, exclusiveness, risk-taking)		The student: Describes ways in which voice tone and type of language may evoke negative emotions.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, how peer relationships can affect health	Explain, in detail, how peer relationships can affect health	Explain, in some detail, how peer relationships can affect health	Explain, in minimal detail, how peer relationships can affect health

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	4-6.4.1 Compare the influence of cultural beliefs on health behaviors and the use of health services (e.g., medicines, food, role of doctors/healers)		The student: Assesses the different influences of scientific medicines and folk medicines on a culture’s health practices (e.g., European, Carolinian, Asian).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Compare, in great detail, the influence of cultural beliefs on health behaviors and the use of health services	Compare, in detail, the influence of cultural beliefs on health behaviors and the use of health services	Compare, in some detail, the influence of cultural beliefs on health behaviors and the use of health services	Compare, in minimal detail, the influence of cultural beliefs on health behaviors and the use of health services
HEALTH ENHANCEMENT	4-6.4.2 Assess how messages from popular media and other sources (e.g., school, doctors, family) influence health behaviors		The student: Compares the validity of health information from doctors and peers.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate how messages from popular media and other sources influence health behaviors	Assess how messages from popular media and other sources influence health behaviors	Describe how messages from popular media and other sources influence health behaviors	Recognize messages from popular media and other sources that influence health behaviors

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	4-6.4.3 Describe the effects of technology and scientific research on personal and family health		The student: Identifies medical technology developments (e.g., CAT scans, laser surgery) that have increased the effectiveness of health care.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the effects of technology and scientific research on personal and family health	Describe, in detail, the effects of technology and scientific research on personal and family health	Describe, in some detail, the effects of technology and scientific research on personal and family health	Describe, in minimal detail, the effects of technology and scientific research on personal and family health
COMMUNITY AND ENVIRONMENTAL HEALTH	4-6.4.4 Describe internal (e.g., local beliefs, dietary customs) and external (e.g., environmental laws, health insurance) influences on community and environmental health behaviors		The student: Provides examples of environmental laws (e.g., regulating carbon monoxide emissions) impact on air quality.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, internal and external influences on community and environmental health behaviors	Describe, in detail, internal and external influences on community and environmental health behaviors	Describe, in some detail, internal and external influences on community and environmental health behaviors	Describe, in minimal detail, internal and external influences on community and environmental health behaviors
MENTAL AND EMOTIONAL HEALTH	4-6.4.5 Describe the influence of alcohol and other drugs on mental and emotional health		The student: Identifies the mental and emotional characteristics of alcoholism.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, the influence of alcohol and other drugs on mental and emotional health	Describe, with support, the influence of alcohol and other drugs on mental and emotional health	Describe, with partial support, the influence of alcohol and other drugs on mental and emotional health	Describe, with very little support, the influence of alcohol and other drugs on mental and emotional health

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PHYSICAL ACTIVITY	4-6.4.6 Assess media messages about body image, body weight, and weight loss		The student: Critiques physical activity role models (e.g., athletes, movie stars).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Research media messages about body image, body weight, and weight loss	Assess media messages about body image, body weight, and weight loss	Describe media messages about body image, body weight, and weight loss	Recognize media messages about body image, body weight, and weight loss
NUTRITION	4-6.4.7 Describe different types of external influences (e.g., advertising, packaging, content labels) on food choices		The student: Gives examples of food advertising (e.g., breakfast cereals, frozen dinners, restaurants).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe many different types of external influences on food choices	Describe different types of external influences on food choices	Describe a few different types of external influences on food choices	Describe one or two different types of external influences on food choices
TOBACCO USE AND PREVENTION	4-6.4.8 Provide examples of how tobacco advertising tries to persuade		The student: Describes a counter-tobacco advertising message.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Provide, with thorough support, examples of how tobacco advertising tries to persuade	Provide, with support, examples of how tobacco advertising tries to persuade	Provide with partial support, examples of how tobacco advertising tries to persuade	Provide with very little support, examples of how tobacco advertising tries to persuade

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HIV PREVENTION EDUCATION	4-6.4.9 Describe media messages about HIV		The student: Recall media messages about HIV and explain the information or misinformation provided.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, media messages about HIV	Describe, in detail, media messages about HIV	Describe, in some detail, media messages about HIV	Describe, in minimal detail, media messages about HIV
SEXUAL HEALTH	4-6.4.10 Evaluate media messages about sexual health		The student: Judges representations of sexual health in TV medical shows.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Evaluate, with thorough support, media messages about sexual health	Evaluate, with support, media messages about sexual health	Evaluate, with partial support, media messages about sexual health	Evaluate, with very little support, media messages about sexual health
ALCOHOL AND OTHER DRUG USE PREVENTION	4-6.4.11 Give examples of how alcohol advertising tries to persuade consumers to drink		The student: Describes the desired effects of an alcohol advertisement.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give an extensive variety of examples how alcohol advertising tries to persuade	Give a variety of examples of how alcohol advertising tries to persuade	Give a few examples of how alcohol advertising tries to persuade	Give one or two examples of how alcohol advertising tries to persuade

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	4-6.5.1 Provide examples of effective verbal and non-verbal communication skills to enhance health (e.g., describing symptoms of illness, hand signals to avoid danger)		The student: Identifies words that best communicate to a doctor one’s precise feelings of injury or illness.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Provide highly detailed examples of effective verbal and non-verbal communication skills to enhance health	Provide detailed examples of effective verbal and non-verbal communication skills to enhance health	Provide somewhat detailed examples of effective verbal and non-verbal communication skills to enhance health	Provide vague examples of effective verbal and non-verbal communication skills to enhance health
HEALTH ENHANCEMENT	4-6.5.2 Describe communication skills to build and maintain healthy relationships		The student: Recalls how he or she has made and maintained friendships with others.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective communication skills to build and maintain healthy relationships	Describe effective communication skills to build and maintain healthy relationships	Describe limited communication skills to build and maintain healthy relationships	Describe ineffective communication skills to build and maintain healthy relationships
HEALTH ENHANCEMENT	4-6.5.3 Give examples of refusal and negotiation skills to enhance health (e.g., reducing conflicts, ways of saying “no”, compromise)		The student: Describes strategies to manage conflict in healthy ways (e.g., game competitions, discussions).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective communication skills to build and maintain healthy relationships	Describe effective communication skills to build and maintain healthy relationships	Describe limited communication skills to build and maintain healthy relationships	Describe ineffective communication skills to build and maintain healthy relationships

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	4-6.5.4 Describe examples of communication within the community about potential health issues		The student: Gives examples of public announcements in the media about new diseases or environmental threats.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of examples of communication within the community about potential health issues	Describe a variety of examples of communication within the community about potential health issues	Describe a few examples of communication within the community about potential health issues	Describe one or two examples of communication within the community about potential health issues
MENTAL AND EMOTIONAL HEALTH	4-6.5.5 Describe how the behavior of family and peers affect interpersonal communication (e.g., effects of moods, beliefs, habits, attitudes, biases, and status)		The student: Describes facial expressions that communicate active listening while someone is speaking about personal problems	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how the behavior of family and peers affect interpersonal communication	Describe, with support, how the behavior of family and peers affect interpersonal communication	Describe, with partial support, how the behavior of family and peers affect interpersonal communication	Describe, with very little support, how the behavior of family and peers affect interpersonal communication

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	4-6.5.6 Describe sensitive and effective skills in speaking (e.g., eye contact, assertiveness) and listening (e.g., reflective, supportive) to develop healthy relationships		The student: Gives examples of speaking and listening habits within strong friendships.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe insightful and highly effective skills in speaking and listening to develop healthy relationships	Describe sensitive and effective skills in speaking and listening to develop healthy relationships	Describe generic skills in speaking and listening that have a limited effect in developing healthy relationships	Describe insensitive or ineffective skills in speaking and listening that do not develop healthy relationships
MENTAL AND EMOTIONAL HEALTH	4-6.5.7 Describe abusive relationships and how to help oneself out of them		The student: Explain the difference between physical and verbal abuse and the appropriate types of help (e.g., shelter, mental health counseling)one can seek to get out of or change such relationships	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, abusive relationships and how to help oneself out of them	Describe, with support, abusive relationships and how to help oneself out of them	Describe, with partial support, abusive relationships and how to help oneself out of them	Describe, with very little support, abusive relationships and how to help oneself out of them
PERSONAL AND CONSUMER HEALTH	4-6.5.8 Explain the importance of educating the community about regular health screenings		The student: Identifies why immunizations are important for public health.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, the importance of educating the community about regular health screenings	Explain, with support, the importance of educating the community about regular health screenings	Explain, in some detail, the importance of educating the community about regular health screenings	Explain, in minimal detail, the importance of educating the community about regular health screenings

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	4-6.5.9 Describe the importance of different types of nutrition communication (e.g., discussing, seeking and giving advice, writing, reading) for good health		The student: Gives examples of various ways to communicate with others (e.g., family, friends, teachers, doctors) about nutrition.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describes, with thorough support, the importance of types of nutrition communication for good health	Describes, with support, the importance of different types of nutrition communication for good health	Describes, with partial support, the importance of types of nutrition communication for good health	Describes, with minimal support, the importance of types of nutrition communication for good health
HIV PREVENTION EDUCATION	4-6.5.10 Explain ways in which one can inform others about HIV prevention lifestyles		The student: Gives examples of serving as a peer educator (e.g., speaking before other students, counseling) about HIV prevention.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain highly effective ways in which one can inform others about HIV prevention lifestyles	Explain effective ways in which one can inform others about HIV prevention lifestyles	Explain ways in which one can inform others about HIV prevention lifestyles that are limited in usefulness	Explain ways that one can inform others about HIV prevention lifestyles that are not effective
ALCOHOL AND OTHER DRUG USE PREVENTION	4-6.5.11 Explain how to use refusal skills with alcohol and other drug use situations		The student: Models, with other classmates, ways of saying “no” to drug use.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain with thorough support, how to use refusal skills with alcohol and other drug use situations	Explain, with support, how to use refusal skills with alcohol and other drug use situations	Explain, with partial support, how to use refusal skills with alcohol and other drug use situations	Explain, with minimal support, how to use refusal skills with alcohol and other drug use situations

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	4-6.5.12 Describe how to use appropriate non-violent communication to deal with conflict and dispute		The student: Gives examples of how to use words to cope with bullying (e.g., humor, diverting attention, questioning).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how to use appropriate non-violent communication to deal with conflict and dispute	Describe, with support, how to use appropriate non-violent communication to deal with conflict and dispute	Describe, with partial support, how to use appropriate non-violent communication to deal with conflict and dispute	Describe, with minimal support, how to use appropriate non-violent communication to deal with conflict and dispute

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	4-6.6.1 Predict possible outcomes of decisions made on health issues		The student: Predicts the range of possible weight loss from a particular weight loss program (e.g., low fat, increased exercise).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Predict highly likely or insightful outcomes of decisions made on health issues	Predict possible and appropriate outcomes of decisions made on health issues	Predict obvious outcomes of decisions made on health issues	Predict unrealistic outcomes of decisions made on health issues

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	4-6.6.2 Plan to achieve short- and long-term environmental health improvement goals		The student: Generates strategies to clean up a source of pollution in the community.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Plan, in great detail, to achieve short- and long- term environmental health improvement goals	Plan, in detail, to achieve short- and long- term environmental health improvement goals	Plan, in some detail, to achieve short- and long-term environmental health improvement goals	Plan, in minimal detail, to achieve short- and long- term environmental health improvement goals
MENTAL AND EMOTIONAL HEALTH	4-6.6.3 Give examples of decision-making processes (individual and collaborative) for mental and emotional health issues		The student: Describes decision-making steps for managing stress with the assistance of parents, a counselor, and/or a teacher.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give an extensive variety of examples of decision-making processes (individual and collaborative) for mental and emotional health issues	Give a variety of examples of decision-making processes (individual and collaborative) for mental and emotional health issues	Give a few examples of decision-making processes (individual and collaborative) for mental and emotional health issues	Give one or two examples of decision-making processes (individual and collaborative) for mental and emotional health issues

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
ALCOHOL AND OTHER DRUG USE PREVENTION	4-6.6.4 Use a decision-making process to distinguish between the use and misuse of prescription and non-prescription drugs (e.g., read the directions, ask an adult)		The student: Read the directions on an over the counter drug label and decide how the drug could be used appropriately and inappropriately.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Use a highly effective decision-making process for distinguishing between the use and misuse of prescription and non-prescription drugs	Use an effective decision-making process to distinguish between the use and misuse of prescription and non-prescription drugs	Use a limited decision-making process for distinguishing between the use and misuse of prescription and non-prescription drugs	Use an ineffective decision-making process that doesn't distinguish between the use and misuse of prescription and non-prescription drugs
ALCOHOL AND OTHER DRUG USE PREVENTION	4-6.6.5 Use a decision-making process to recognize high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family (e.g., drunk or drugged driving, aggressiveness) and describe how to obtain help		The student: Decide, based on the situation, how to recognize, avoid, and respond appropriately to alcohol and drug abuse.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Use a highly effective decision-making process for recognizing high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family and how to obtain help	Use an effective decision-making process to recognize high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family and describe how to obtain help	Describe a limited decision-making process for recognizing high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family and how to obtain help	Use an ineffective decision-making process that does not recognize high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family or describe how to obtain help

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	4-6.6.6 Plan safety rules and procedures to use at home, school, and in community settings (e.g., how and when to use a seat belt or helmet, protect ears from excessive noise, wear protective equipment for sports, use sunscreen or a hat)		The student: Applies safety rules that were planned by the class for a school field trip.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Plan highly effective safety rules procedures at home, school, and community settings	Plan effective safety rules procedures at home, school, and community settings	Plan limited safety rules procedures at home, school, and community settings	Plan ineffective safety rules procedures at home, school, and community settings
INJURY AND VIOLENCE PREVENTION	4-6.6.7 Plan how to recognize and avoid threatening situations (e.g., not leaning into a car to give a stranger directions, pointing out dangerous driver) and ways to get assistance		The student: Describes the characteristics of a drunk driver (e.g., weaving, erratic speeds) and develops a strategy to address such a situation (e.g., find an adult, notify the police).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective plans for recognizing and avoiding threatening situations and ways to get assistance	Describe effective plans for recognizing and avoiding threatening situations and ways to get assistance	Describe limited plans for recognizing and avoiding threatening situations and ways to get assistance	Describe ineffective plans for recognizing and avoiding threatening situations and ways to get assistance

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	4-6.6.8 Explain basic first aid procedures appropriate to common emergencies at home, school, and the community		The student: Describes proper responses to administering first aid for common emergencies (e.g., breathing and choking problems, bleeding, shock, poisoning, minor burns).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with accuracy, basic first aid procedures appropriate to common emergencies at home, school, and community	Explain, with no significant errors, basic first aid procedures appropriate to common emergencies at home, school, and community	Explain, with a few significant and/or many minor errors, basic first aid procedures appropriate to common emergencies at home, school, and community	Explain, with many significant errors, basic first aid procedures appropriate to common emergencies at home, school, and community

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	4-6.7.1 Describe how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment		The student: Explains ways in which students can advocate for local government environmental policy (e.g., petitioning their legislator, writing to the local newspaper, staging a march).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment	Describe, in detail, how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment	Describe, in some detail, how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment	Describe, in minimal detail, how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	4-6.7.2 Provide examples of behaviors that communicate care, consideration, and respect for self and others		The student: Explains the need to respect those with disabilities or handicaps.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Provide highly effective examples of behaviors that communicate care, consideration, and respect for self and others	Provide effective examples of behaviors that communicate care, consideration, and respect for self and others	Provide limited examples of behaviors that communicate care, consideration, and respect for self and others	Provide ineffective examples of behaviors that communicate care, consideration, and respect for self and others
PERSONAL AND CONSUMER HEALTH	4-6.7.3 Use strategies to make others aware of common health problems that should be detected and treated early		The student: Make and display posters about the importance of early detection for particular health problems.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Use highly effective strategies to make others aware of common health problems that should be detected and treated early	Use effective strategies to make others aware of common health problems that should be detected and treated early	Use limited strategies to make others aware of common health problems that should be detected and treated early	Use ineffective strategies to make others aware of common health problems that should be detected and treated early
PHYSICAL ACTIVITY	4-6.7.4 Advocate for an active lifestyle (e.g., health benefits of physical activity)		The student: Use school media (e.g., bulletin boards, PA announcements) to explain health effects of daily physical exercise.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Advocate, with high effective, for an active lifestyle	Advocate, effectively, for an active lifestyle	Advocate, with limited effect, for an active lifestyle	Advocate, ineffectively, for an active lifestyle

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	4-6.7.5 Explain the importance of using the Food Guide Pyramid to develop better eating habits		The student: Use the Food Guide Pyramid to create a personal menu and explain how the menu reflects good nutrition.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, the importance of using the Food Guide Pyramid for developing better eating habits	Explain, with support, the importance of using the Food Guide Pyramid for developing better eating habits	Explain, with partial support, the importance of using the Food Guide Pyramid for developing better eating habits	Explain, with very little support, the importance of using the Food Guide Pyramid for developing better eating habits
TOBACCO USE AND PREVENTION	4-6.7.6 Describe how to discourage others (e.g., students, friends, family) from using tobacco		The student: Illustrates, on a school bulletin board, the consequences of tobacco use (e.g., shortness of breath, lung cancer, emphysema, bad odor, low self-esteem).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of ways of how to discourage others from using tobacco	Describe a variety of ways of how to discourage others from using tobacco	Describe a few ways of how to discourage others from using tobacco	Describe one or two ways of how to discourage others from using tobacco

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 4 – Grade 6*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
SEXUAL HEALTH	4-6.7.7 Describe how to help young people recognize that the rate of change during puberty varies with individual differences (e.g., size, shape, rate of maturation)		The student: Illustrates, on a chart, the growth rate variations for both boys and girls at different ages (e.g., birth, five, ten, and fifteen).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how to help young people recognize that the rate of change during puberty varies with individual differences	Describe, with support, how to help young people recognize that the rate of change during puberty varies with individual differences	Describe, with partial support, how to help young people recognize that the rate of change during puberty varies with individual differences	Describe, with very little support, how to help young people recognize that the rate of change during puberty varies with individual differences
INJURY AND VIOLENCE PREVENTION	4-6.7.8 Explain how to promote nonviolent resolutions of conflict		The student: Describes to classmates how to offer alternative choices that are nonviolent (e.g., mediation).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how to promote nonviolent resolutions of conflict	Explain, with support, how to promote nonviolent resolutions of conflict	Explain, with partial support, how to promote nonviolent resolutions of conflict	Explain, with very little support, how to promote nonviolent resolutions of conflict

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>			<b>PERFORMANCE INDICATOR</b>
HEALTH ENHANCEMENT	7-8.1.1 Describe common health problems of adolescents			The student: Identifies causes and treatments of acne.
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of common health problems of adolescents	Describe a variety of common health problems of adolescents	Describe a few common health problems of adolescents	Describe one or two common health problems of adolescents
COMMUNITY AND ENVIRONMENTAL HEALTH	7-8.1.2 Explain possible causes of conflicts in schools, families, and communities			The student: Identifies conflicts in communities caused by ethnic intolerance.
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, possible causes of conflicts in schools, families, and communities	Explain, in detail, possible causes of conflicts in schools, families, and communities	Explain, in some detail, possible causes of conflicts in schools, families, and communities	Explain, in minimal detail, possible causes of conflicts in schools, families, and communities
COMMUNITY AND ENVIRONMENTAL HEALTH	7-8.1.3 Describe strategies to prevent conflicts in schools, families, and communities			The student: Explains how education in diverse cultures can help reduce ethnic intolerance.
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective strategies to prevent conflicts in schools, families, and communities	Describe effective strategies to prevent conflicts in schools, families, and communities	Describe limited strategies to prevent conflicts in schools, families, and communities	Describe ineffective strategies to prevent conflicts in schools, families, and communities

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	7-8.1.4 Explain the interrelationship of mental and emotional health during adolescence (e.g., uneven maturation rate of cognitive judgment, hormones, mood swings)		The student: Makes connections between the immature cognitive judgment of adolescents and their choice about when to play or work.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, the interrelationship of mental and emotional health during adolescence	Explain, in detail, the interrelationship of mental and emotional health during adolescence	Explain, in some detail, the interrelationship of mental and emotional health during adolescence	Explain, in minimal detail, the interrelationship of mental and emotional health during adolescence
PERSONAL AND CONSUMER HEALTH	7-8.1.5 Describe how lifestyle (e.g., risk-taking, eating habits, work habits) is related to the cause or prevention of health problems		The student: Identifies risk factors (e.g., tobacco or drug use, aggression) that contribute to illness and/or injury.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how lifestyle is related to the cause or prevention of health problems	Describe, with support, how lifestyle is related to the cause or prevention of health problems	Describe, with partial support, how lifestyle is related to the cause or prevention of health problems	Describe, with very little support, how lifestyle is related to the cause or prevention of health problems

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PHYSICAL ACTIVITY	7-8.1.6 Describe the interrelationship of physical and social health during adolescence (e.g., playing sports together, hiking together)		The student: Explains ways in which working together (e.g., building a structure, setting up a school event, landscaping) affects friendships among people.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the interrelationship of physical and social health during adolescence	Describe, in detail, the interrelationship of physical and social health during adolescence	Describe, in some detail, the interrelationship of physical and social health during adolescence	Describe, in minimal detail, the interrelationship of physical and social health during adolescence
HIV PREVENTION EDUCATION	7-8.1.7 Describe how to reduce risks of HIV infection		The student: Explains how to avoid skin contact (e.g., use of disposable gloves, bandaging cuts) with the blood of others.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with accuracy, how to reduce risks of HIV infection	Describe, with no significant errors, how to reduce risks of HIV infection	Describe, with a few significant and/or many minor errors, how to reduce risks of HIV infection	Describe, with many significant errors, how to reduce risks of HIV infection
SEXUAL HEALTH	7-8.1.8 Describe the human reproductive system		The student: Identifies the stages of sexual cell division (meiosis).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the human reproductive system	Describe, in detail, the human reproductive system	Describe, in some detail, the human reproductive system	Describe, in minimal detail, the human reproductive system

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
ALCOHOL AND OTHER DRUG USE PREVENTION	7-8.1.9 Describe lifestyles, pathogens, family history, and other risk factors involved in potential alcohol and other drug abuse		The student: Explains genetic predispositions to alcoholism.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, lifestyles, pathogens, family history, and other risk factors involved in potential alcohol and other drug abuse	Describe, with support, lifestyles, pathogens, family history, and other risk factors involved in potential alcohol and other drug abuse	Describe, with partial support, lifestyles, pathogens, family history, and other risk factors involved in potential alcohol and other drug abuse	Describe, with very little support, lifestyles, pathogens, family history, and other risk factors involved in potential alcohol and other drug abuse
INJURY AND VIOLENCE PREVENTION	7-8.1.10 Explain how a positive health attitude helps prevent injury (e.g., respect for self and others, avoiding dangerous situations)		The student: Describes how to show appreciation of opposing viewpoints in order to reach an accord (e.g., compromise, new viewpoint, agreeing to disagree) and prevent injuries.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how a positive health attitude helps prevent injury	Explain, with support, how a positive health attitude helps prevent injury	Explain, with partial support, how a positive health attitude helps prevent injury	Explain, with very little support, how a positive health attitude helps prevent injury

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	7-8.2.1 Evaluate the validity of health information, cost, products, and services		The student: Compares the different purposes and effectiveness of health enhancing products (e.g., vitamins, cold remedies, pain relievers).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Research the validity of health information, cost, products, and services	Evaluate the validity of health information, cost, products, and services	Describe the validity of health information, cost, products, and services	Recognize health information, cost, products, and services
COMMUNITY AND ENVIRONMENTAL HEALTH	7-8.2.2 Locate valid health information, products, and services in the community		The student: Models the use of resources from home, school, and the community that provide emergency care.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Locate, with ease, valid health information, products, and services in the community	Locate, with minimal difficulty, valid health information, products, and services in the community	Locate, with difficulty, valid health information, products, and services in the community	Locate, with great difficulty, valid health information, products, and services in the community

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	7-8.2.3 Describe mental health information and services in the community		The student: Identifies different types of mental health professions (e.g., psychiatrist, clinical psychologist, licensed psychological counselor).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with accuracy, mental health information and services in the community	Describe, with no significant errors, mental health information and services in the community	Describe, with a few significant and/or many minor errors, mental health information and services in the community	Describe, with many significant errors, mental health information and services in the community
PERSONAL AND CONSUMER HEALTH	7-8.2.4 Assess situations (e.g., degrees or types of injury, illness, conflict) requiring personal health services		The student: Determines how to diagnose injuries in order to request appropriate health services.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate situations requiring personal health services	Assess situations requiring personal health services	Model situations requiring personal health services	Recognize situations requiring personal health services
PHYSICAL ACTIVITY	7-8.2.5 Describe the proper use of various protective equipment used for sports		The student: Explains the use of protective equipment for soccer, basketball, scuba or snorkel diving.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe the proper use of a wide variety of protective equipment used for sports	Describe the proper use of various protective equipment used for sports	Describe the proper use of a few examples of protective equipment used for sports	Describe the proper use of one or two examples of protective equipment used for sports

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	7-8.2.6 Describe different types of services for proper nutrition and adolescent development		The student: Explains the procedures for locating and using public health clinics serving adolescents.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, different types of services for proper nutrition and adolescent development	Describe, in detail, different types of services for proper nutrition and adolescent development	Describe, in some detail, different types of services for proper nutrition and adolescent development	Describe, in minimal detail, different types of services for proper nutrition and adolescent development
NUTRITION	7-8.2.7 Compare generic and brand name foods for cost, ingredients, and nutritional value		The student: Evaluates, in terms of cost, ingredients, and nutritional values, various types of bread available in local markets.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Research generic and brand name foods for cost, ingredients, and nutritional value	Compare generic and brand name foods for cost, ingredients, and nutritional value	Describe generic and brand name foods in terms of cost, ingredients, and nutritional value	Recognize generic and brand name foods
TOBACCO USE AND PREVENTION	7-8.2.8 Describe health services offered to teenagers in need of assistance with a tobacco addiction		The student: Explains the procedures for locating and using public health clinics that help adolescents to stop smoking.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe a wide variety of health services offered to teenagers in need of assistance with a tobacco addiction	Describe a variety of health services offered to teenagers in need of assistance with a tobacco addiction	Describe a few health services offered to teenagers in need of assistance with a tobacco addiction	Describe one or two health services offered to teenagers in need of assistance with a tobacco addiction

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
SEXUAL HEALTH	7-8.2.9 Describe health services offered to pregnant teenagers		The student: Explains the procedures for locating and using public health clinics that help pregnant adolescents.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe a wide variety of health services offered to pregnant teenagers	Describe a variety of health services offered to pregnant teenagers	Describe a few health services offered to pregnant teenagers	Describe one or two health services offered to pregnant teenagers
INJURY AND VIOLENCE PREVENTION	7-8.2.10 Describe emergency services in the community (e.g., police and fire departments, ambulances)		The student: Describes the use of hotlines (e.g., for suicide, abuse, crisis).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of emergency services in the community	Describe a variety of emergency services in the community	Describe a few emergency services in the community	Describe one or two emergency services in the community

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	7-8.3.1 Explain the importance of assuming responsibility for personal health behaviors		The student: Describes the need to learn how to care for oneself (e.g., health self-awareness, maturing independence, reliability).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, the importance of assuming responsibility for personal health behaviors	Explain, with support, the importance of assuming responsibility for personal health behaviors	Explain, with partial support, the importance of assuming responsibility for personal health behaviors	Explain, with very little support, the importance of assuming responsibility for personal health behaviors
COMMUNITY AND ENVIRONMENTAL HEALTH	7-8.3.2 Explain personal responsibility towards the health of others (e.g., sexual behavior, alcohol and non-medicinal drug use, peer pressure, stress, violence, suicide)		The student: Describes personal responsibilities if he or she were to discover that a friend is being physically abused.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, personal responsibility towards the health of others	Explain, with support, personal responsibility towards the health of others	Explain, with partial support, personal responsibility towards the health of others	Explain, with very little support, personal responsibility towards the health of others

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	7-8.3.3 Describe methods for coping with and overcoming forms of stress such as rejection, social isolation, and bullying		The student: Gives an example of a personal preference for managing stress at school.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective methods for coping with and overcoming forms of stress such as rejection, social isolation, and bullying	Describe effective methods for coping with and overcoming forms of stress such as rejection, social isolation, and bullying	Describe limited methods for coping with and overcoming forms of stress such as rejection, social isolation, and bullying	Describe ineffective methods for coping with and overcoming forms of stress such as rejection, social isolation, and bullying
MENTAL AND EMOTIONAL HEALTH	7-8.3.4 Describe different types of strategies to cope with changes that may occur in families (e.g., birth, marriage, divorce, death, relocation)		The student: Explains the role of a professional family counselor during stressful family transitions.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of different types of strategies to cope with changes that may occur in families	Describe a variety of different types of strategies to cope with changes that may occur in families	Describe a few different types of strategies to cope with changes that may occur in families	Describe one or two different types of strategies to cope with changes that may occur in families

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PERSONAL AND CONSUMER HEALTH	7-8.3.5 Assess personal health to determine strengths and risks (e.g., heart, lungs, diet, stability, worries, habits, pressures, allergies)		The student: Diagnose overall personal health in a summary sentence after creating a list of healthy habits and positive physical characteristics and a list of unhealthy habits and health problems	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate personal health to determine strengths and risks	Assess personal health to determine strengths and risks	Describe personal health strengths and risks	Recognize personal health strengths and risks
PHYSICAL ACTIVITY	7-8.3.6 Give examples of basic rules or strategies for health in a variety of physical activities (e.g., sports, exercise)		The student: Describes strategies for avoiding injury in gymnastics.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give an extensive variety of examples of basic rules or strategies for health in a variety of physical activities	Give a variety of examples of basic rules or strategies for health in a variety of physical activities	Give a few examples of basic rules or strategies for health in a variety of physical activities	Give one or two examples of basic rules or strategies for health in a variety of physical activities
NUTRITION	7-8.3.7 Describe strategies to improve nutritional health behavior (e.g., going to a nutrition counselor, finding a proper diet)		The student: Explains the problems with fad diets (e.g., not personalized, lack of valid research basis).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective strategies to improve nutritional health behavior	Describe effective strategies to improve nutritional health behavior	Describe limited strategies to improve nutritional health behavior	Describe ineffective strategies to improve nutritional health behavior

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	7-8.3.8 Compare the effects of various cooking and food preparation methods on the nutritive value of foods		The student: Evaluates the impacts steaming, boiling, and frying on the nutritive value of different vegetables.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate the effects of various cooking and food preparation methods on the nutritive value of foods	Compare the effects of various cooking and food preparation methods on the nutritive value of foods	Describe the effects of various cooking and food preparation methods on the nutritive value of foods	Recognize the effects of various cooking and food preparation methods on the nutritive value of foods
NUTRITION	7-8.3.9 Describe disorders associated with dietary imbalance (e.g., overweight, diabetes, lack of mental clarity)		The student: Defines the different types of diabetes, including their causes, symptoms, progression, and treatment.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, disorders associated with dietary imbalance	Describe, in detail, disorders associated with dietary imbalance	Describe, in some detail, disorders associated with dietary imbalance	Describe, in minimal detail, disorders associated with dietary imbalance
SEXUAL HEALTH	7-8.3.10 Describe safe and risky sexual behavior (e.g., condom use, blood tests, pregnancy, emotional effects, incest) and the effects of such behavior (e.g., pregnancy, emotional effects)		The student: Identifies the purposes of blood testing regarding sexual health (e.g., detecting sexually transmitted disease).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, safe and risky sexual behavior and the effects of such behavior	Describe, in detail, safe and risky sexual behavior and the effects of such behavior	Describe, in some detail, safe and risky sexual behavior and the effects of such behavior	Describe, in minimal detail, safe and risky sexual behavior and the effects of such behavior

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	7-8.4.1 Explain how information from peers influences health (e.g., affecting decisions, behavior)		The student: Describes how incomplete health information (e.g., how much alcohol is safe for driving) from peers can cause unhealthy behavior (e.g., drunk driving).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how information from peers influences health	Explain, with support, how information from peers influences health	Explain, with partial support, how information from peers influences health	Explain, with very little support, how information from peers influences health
MENTAL AND EMOTIONAL HEALTH	7-8.4.2 Describe the relationship between internal (e.g., psychological, physiological) and external (e.g., relationships, pressures) influences on mental and emotional health		The student: Explains ways to manage moods and strong feelings that affect thoughts and behavior (e.g., relaxation exercises, medication).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the relationship between internal and external influences on mental and emotional health	Describe, in detail, the relationship between internal and external influences on mental and emotional health	Describe, in some detail, the relationship between internal and external influences on mental and emotional health	Describe, in minimal detail, the relationship between internal and external influences on mental and emotional health

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PHYSICAL ACTIVITY	7-8.4.3 Describe how physical activity interacts with physiology to influence health (e.g., need for conditioning before strenuous work outs)		The student: Explains a strategy for building respiratory and circulatory capacity in preparation for long-distance running.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how physical activity interacts with physiology to influence health	Describe, in detail, how physical activity interacts with physiology to influence health	Describe, in some detail, how physical activity interacts with physiology to influence health	Describe, in minimal detail, how physical activity interacts with physiology to influence health
NUTRITION	7-8.4.4 Describe health problems that are influenced by improper diet (e.g., anemia, dental health, osteoporosis, heart disease, cancer, malnutrition)		The student: Describes the effects of malnutrition on individuals and communities.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, health problems that are influenced by improper diet	Describe, with support, health problems that are influenced by improper diet	Describe, with partial support, health problems that are influenced by improper diet	Describe, with very little support, health problems that are influenced by improper diet
TOBACCO USE AND PREVENTION	7-8.4.5 Provide examples of public policy approaches to the control and prevention of tobacco use (e.g., pricing and taxation, warning labels, regulation of advertising, restriction of smoking areas)		The student: Describes the limitations placed on tobacco advertising.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Provide, in great detail, examples of public policy approaches to the control and prevention of tobacco use	Provide, in detail, examples of public policy approaches to the control and prevention of tobacco use	Provide, in some detail, examples of public policy approaches to the control and prevention of tobacco use	Provide, in minimal detail, examples of public policy approaches to the control and prevention of tobacco use

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	7-8.4.6 Describe influences (e.g., media, peers, alcohol) on behaviors that are safe, risky, or harmful to self and others		The student: Gives examples of the influence of alcohol and other drugs in causing injury and violence (e.g., drunk driving, crime).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of influences on behaviors that are safe, risky, or harmful to self and others	Describe a variety of influences on behaviors that are safe, risky, or harmful to self and others	Describe a few examples of influences on behaviors that are safe, risky, or harmful to self and others	Describe one or two examples of influences on behaviors that are safe, risky, or harmful to self and others

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	7-8.5.1 Describe how communication between family members, friends, and peers affects the health of relationships		The student: Models the effects of verbal and non-verbal communication on relationships.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how communication between family members, friends, and peers affects the health of relationships	Describe, with support, how communication between family members, friends, and peers affects the health of relationships	Describe, with partial support, how communication between family members, friends, and peers affects the health of relationships	Describe, with very little support, how communication between family members, friends, and peers affects the health of relationships

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	7-8.5.2 Explain a variety of ways to maintain friendships despite differences in value or opinion		The student: Describes how mutual appreciation arises from more factors (e.g., emotional compatibility, shared interests) than particular differences in viewpoint.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain an extensive variety of ways to maintain friendships despite differences in value or opinion	Explain a variety of ways to maintain friendships despite differences in value or opinion	Explain a few ways to maintain friendships despite differences in value or opinion	Explain one or two ways to maintain friendships despite differences in value or opinion
MENTAL AND EMOTIONAL HEALTH	7-8.5.3 Distinguish between positive (e.g., agreeing on separation) and negative (e.g., quarreling) ways to end relationships		The student: Compares memories of a relationship that ended positively with one that ended negatively.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate positive and negative ways to end relationships	Distinguish between positive and negative ways to end relationships	Describe positive and negative ways to end relationships	Give examples of positive and negative ways to end relationships

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PERSONAL AND CONSUMER HEALTH	7-8.5.4 Describe how to communicate with health care providers about personal conditions		The student: Models how to describe a medical concern to a doctor through role playing activities.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how to communicate with health care providers about personal conditions	Describe, in detail, how to communicate with health care providers about personal conditions	Describe, in some detail, how to communicate with health care providers about personal conditions	Describe, in minimal detail, how to communicate with health care providers about personal conditions
NUTRITION	7-8.5.5 Describe a variety of ways to learn about preparing healthy meals (e.g., cooking classes and books, nutrition counselors)		The student: Explains how to research into information about nutrition counselors.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of ways to learn about preparing healthy meals	Describe a variety of ways to learn about preparing healthy meals	Describe a few ways to learn about preparing healthy meals	Describe one or two ways to learn about preparing healthy meals
NUTRITION	7-8.5.6 Evaluate weight management strategies (e.g., fad diets, counselor directed, diet-goal agreement)		The student: Compares a diet for weight loss with one for weight gain.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Evaluate, with thorough support, weight management strategies	Evaluate, with support, weight management strategies	Evaluate, with partial support, weight management strategies	Evaluate, with very little support, weight management strategies

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HIV PREVENTION EDUCATION	7-8.5.7 Describe situations that threaten HIV infection (e.g., drug abuse, unprotected sex)		The student: Explains to the class how HIV is transmitted by shared needles.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, situations that threaten HIV infection	Describe, with support, situations that threaten HIV infection	Describe, with partial support, situations that threaten HIV infection	Describe, with very little support, situations that threaten HIV infection
ALCOHOL AND OTHER DRUG USE PREVENTION	7-8.5.8 Describe ways to support others in choosing to avoid alcohol and other drug abuse		The student: Models helping a friend avoid places and people using drugs through role playing activities or in written responses to various scenarios.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to support others in choosing to avoid alcohol and other drug abuse	Describe effective ways to support others in choosing to avoid alcohol and other drug abuse	Describe limited ways to support others in choosing to avoid alcohol and other drug abuse	Describe ineffective ways to support others in choosing to avoid alcohol and other drug abuse
INJURY AND VIOLENCE PREVENTION	7-8.5.9 Explain procedures in reporting injury and violence at home and school		The student: Describes an incident when he or she should report violence at school.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with no error, procedures in reporting injury and violence at home and school	Explain, with few errors, procedures in reporting injury and violence at home and school	Explain, with consistent errors, procedures in reporting injury and violence at home and school	Explain, with numerous errors, procedures in reporting injury and violence at home and school

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	7-8.6.1 Explain how decision-making affects health goals		The student: Describes the importance of making a decision to start regular exercise and how it will affect the success of reaching a goal to improve health.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how decision-making affects health goals	Explain, with support, how decision-making affects health goals	Explain, with partial support, how decision-making affects health goals	Explain, with very little support, how decision-making affects health goals
MENTAL AND EMOTIONAL HEALTH	7-8.6.2 Describe a decision-making process for mental and emotional health (e.g., seeking psychological services, discussing problems with an adult)		The student: Gives an example of steps that can be taken while working collaboratively with a friend to address a particular emotional situation.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, a decision-making process for mental and emotional health	Describe, in detail, a decision-making process for mental and emotional health	Describe, in some detail, a decision-making process for mental and emotional health	Describe, in minimal detail, a decision-making process for mental and emotional health
PERSONAL AND CONSUMER HEALTH	7-8.6.3 Apply a decision-making process to address consumer health issues (e.g., value of foods, validity of health claims)		The student: Develops a strategy, with others, to research processed foods.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Apply a highly effective decision-making process to consumer health issues	Apply an effective decision-making process to consumer health issues	Apply a limited decision-making process to consumer health issues	Apply an ineffective decision-making process to consumer health issues

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	7-8.6.4 Investigate nutrition decisions that a person can make independently (e.g., what to eat at a particular meal) and those that require input from others (e.g., changing one’s regular diet)		The student: Researches nutritional health services for advice on decisions concerning long-term dietary changes.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate an extensive variety of nutrition decisions that a person can make independently and those that require input from others	Investigate a variety of nutrition decisions that a person can make independently and those that require input from others	Investigate a few nutrition decisions that a person can make independently and those that require input from others	Investigate one or two nutrition decisions that a person can make independently or that require input from others
TOBACCO USE AND PREVENTION	7-8.6.5 Predict consequences for decisions made by self and others regarding tobacco use		The student: Judges the effects on health of a decision to stop smoking (e.g., improved respiration, avoidance of lung cancer).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Predict insightful consequences for decisions made by self and others regarding tobacco use	Predict likely consequences for decisions made by self and others regarding tobacco use	Predict obvious consequences for decisions made by self and others regarding tobacco use	Predict unrealistic consequences for decisions made by self and others regarding tobacco use

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
SEXUAL HEALTH	7-8.6.6 Predict consequences of decisions made by self and others regarding sexual behavior		The student: Judges the possible health consequences of a decision to have unprotected sex (e.g., sexually transmitted disease, pregnancy).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Predict consequences of decisions for self and others regarding sexual behavior, with insight	Predict likely consequences of decisions for self and others regarding sexual behavior	Predict obvious consequences of decisions for self and others regarding sexual behavior	Predict unrealistic consequences of decisions for self and others regarding sexual behavior
ALCOHOL AND OTHER DRUG USE PREVENTION	7-8.6.7 Predict consequences of decisions made by self and others regarding alcohol and other drug use		The student: Judges the health consequences of a decision to stop drinking alcohol (e.g., avoidance of liver damage).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Predict consequences of decisions for self and others regarding alcohol and other drug use, with insight	Predict likely consequences of decisions for self and others regarding alcohol and other drug use	Predict obvious consequences of decisions for self and others regarding alcohol and other drug use	Predict unrealistic consequences of decisions for self and others regarding alcohol and other drug use
INJURY AND VIOLENCE PREVENTION	7-8.6.8 Apply goal-setting and decision-making skills to conflict situations		The student: Develops a strategy of non-violence to resolve a conflict over money.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Apply highly effective goal-setting and decision-making skills to conflict situations	Apply effective goal-setting and decision-making skills to conflict situations	Apply limited goal-setting and decision-making skills to conflict situations	Apply ineffective goal-setting and decision-making skills to conflict situations

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
CAREER	7-8.6.9 Apply decision-making skills for choosing a health-related career		The student: Investigates the education requirements for a career as a physician.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Apply highly effective decision-making skills to choosing a health-related career	Apply effective decision-making skills for choosing a health-related career	Apply limited decision-making skills to choosing a health-related career	Apply ineffective decision-making skills to choosing a health-related career

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	7-8.7.1 Describe ways to advocate for community and environmental health issues in the local community		The student: Explains ways to advocate for clean air and water in his or her neighborhood.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to advocate for community and environmental health issues in the neighborhood	Describe effective ways to advocate for community and environmental health issues in the neighborhood	Describe limited ways to advocate for community and environmental health issues in the neighborhood	Describe ineffective ways to advocate for community and environmental health issues in the neighborhood

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	7-8.7.2 Explain community health needs for community and environmental health services (e.g., care for the elderly, ground contamination)		The student: Describes the community health risks posed by an environmental hazard (e.g., toxic waste dump) to an environmental health agency.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, community health needs for community and environmental health services	Explain, in detail, community health needs for community and environmental health services	Explain, in some detail, community health needs for community and environmental health services	Explain, in minimal detail, community health needs for community and environmental health services
MENTAL AND EMOTIONAL HEALTH	7-8.7.3 Describe ways to advocate for a healthy social environment (e.g., crime prevention, conflict resolution services, safe public spaces)		The student: Advocates for a family assistance center through a variety of methods (e.g., writing a letter, sending an email, contacting the press).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to advocate for a healthy social environment	Describe effective ways to advocate for a healthy social environment	Describe limited ways to advocate for a healthy social environment	Describe ineffective ways to advocate for a healthy social environment
PERSONAL AND CONSUMER HEALTH	7-8.7.4 Describe ways to advocate for health-oriented consumer information		The student: Identifies local consumer advocate groups which a person can join and describes the activities of these groups.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to advocate health-oriented consumer information	Describe effective ways to advocate health-oriented consumer information	Describe limited ways to advocate health-oriented consumer information	Describe ineffective to advocate health-oriented consumer information

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	7.7-8.5 Describe ways to advocate for improved nutrition (e.g., at home, school, community)		The student: Advocates for healthy school lunches.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to advocate for improved nutrition	Describe effective ways to advocate for improved nutrition	Describe limited ways to advocate for improved nutrition	Describe ineffective ways to advocate for improved nutrition
NUTRITION	7-8.7.6 Explain the need for a school program to promote the benefits of physical activity after school (e.g., extra-curricular, community centered)		The student: Describes a school assembly to be held for promoting an after school sports program.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, the need for a school program to promote the benefits of physical activity after school	Explain, with support, the need for a school program to promote the benefits of physical activity after school	Explain, with partial support, the need for a school program to promote the benefits of physical activity after school	Explain, with very little support, the need for a school program to promote the benefits of physical activity after school
TOBACCO USE AND PREVENTION	7-8.7.7 Describe ways to advocate for tobacco-free lifestyles (e.g., guest speakers, ads on school corridors)		The student: Models how to support others to avoid or quit using tobacco through role playing activities.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to advocate a tobacco-free lifestyle	Describe effective ways to advocate a tobacco-free lifestyle	Describe limited ways to advocate a tobacco-free lifestyle	Describe ineffective ways to advocate a tobacco-free lifestyle

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HIV PREVENTION EDUCATION	7-8.7.8 Describe ways to advocate behaviors that avoid HIV (e.g., guest speakers, ads on school corridors)		The student: Models how to support others who make positive health choices for avoiding HIV.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to advocate behaviors that avoid HIV	Describe effective ways to advocate behaviors that avoid HIV	Describe limited ways to advocate behaviors that avoid HIV	Describe ineffective ways to advocate behaviors that avoid HIV
SEXUAL HEALTH	7-8.7.9 Describe ways to advocate for educating teenagers about the changes that occur during pregnancy (e.g., physical, social, emotional, cognitive)		The student: Explains the benefits of various ways teenagers can acquire counseling about pregnancy.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to advocate for educating teenagers about the changes that occur during pregnancy	Describe effective ways to advocate for educating teenagers about the changes that occur during pregnancy	Describe limited ways to advocate for educating teenagers about the changes that occur during pregnancy	Describe ineffective ways to advocate for educating teenagers about the changes that occur during pregnancy

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 7 – Grade 8*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	7-8.7.10 Describe how to conduct a school safety campaign targeting injury and violence prevention		The student: Gives examples of ways to present information about preventing injuries that can occur in school (e.g., in sports, on stairs, fighting).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe how to conduct a highly effective school safety campaign targeting injury and violence prevention	Describe how to conduct an effective school safety campaign targeting injury and violence prevention	Describe how to conduct a limited school safety campaign targeting injury and violence prevention	Describe how to conduct an ineffective school safety campaign targeting injury and violence prevention

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 1: Students will comprehend concepts related to health.</b>					
<b>TOPIC</b>	<b>BENCHMARK</b>			<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	9-12.1.1 Develop strategies that enhance health (e.g., nutrition, exercise, sexuality, stress management, and the prevention of disease, injury, and substance abuse)			The student: Investigates disease prevention behaviors appropriate to the different stages of life.	
	<b>RUBRIC</b>				
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>	
	Develop highly effective strategies that enhance health	Develop effective strategies that enhance health	Develop limited strategies that enhance health	Develop ineffective strategies that enhance health	
HEALTH ENHANCEMENT	9-12.1.2 Describe situations (e.g., persistent depression, prenatal and perinatal care, treatment of disease, alcohol or drug related problems, neglect and child abuse) that require professional health services in the areas of prevention, treatment, and rehabilitation			The student: Identifies professional health services in the community for a variety of health related problems.	
	<b>RUBRIC</b>				
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>	
	Describe an extensive variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation	Describe a variety of situations that require professional health services in the areas of prevention, treatment, and rehabilitation	Describe a few situations that require professional health services in the areas of prevention, treatment, and rehabilitation	Describe one or two situations that require professional health services in the areas of prevention, treatment, and rehabilitation	

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
COMMUNITY AND ENVIRONMENTAL HEALTH	9-12.1.3 Describe how advances in medical research and practice have affected the prevention and treatment of health problems		The student: Diagrams disease rates over time on a chart or graph and explains the data in relation to the development of antibiotics (e.g., penicillin, polio and smallpox vaccines, drug-resistant microbes).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how advances in medical research and practice has affected the prevention and treatment of health problems	Describe, in detail, how advances in medical research and practice have affected the prevention and treatment of health problems	Describe, in some detail, how advances in medical research and practice has affected the prevention and treatment of health problems	Describe, in minimal detail, how advances in medical research and practice has affected the prevention and treatment of health problems
PERSONAL AND CONSUMER HEALTH	9-12.1.4 Summarize the short- and long-term consequences of safe, risky, and harmful behaviors		The student: Describes the personal and social health impacts of the stages of narcotics addiction.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Summarize, with thorough support, the short- and long-term consequences of safe, risky and harmful behaviors	Summarize, with support, the short- and long-term consequences of safe, risky, and harmful behaviors	Summarize, with partial support, the short- and long-term consequences of safe, risky and harmful behaviors	Summarize, with very little support, the short- and long-term consequences of safe, risky and harmful behaviors

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PHYSICAL ACTIVITY	9-12.1.5 Describe the interrelationship between physical activity and physical, mental, and social health through the stages of adulthood		The student: Identifies levels of health-maintaining physical activity appropriate to the stages of adulthood and explains how such activity promotes health.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the interrelationship between physical activity and physical, mental, and social health through the stages of adulthood	Describe, in detail, the interrelationship between physical activity and physical, mental, and social health through the stages of adulthood	Describe, in some detail, the interrelationship between physical activity and physical, mental, and social health through the stages of adulthood	Describe, in minimal detail, the interrelationship between physical activity and physical, mental, and social health through the stages of adulthood
PHYSICAL ACTIVITY	9-12.1.6 Explain how energy needs vary in relation to gender, activity level, and stage of the life cycle		The student: Describes the relationship between caloric requirements and athletic performance in adolescent boys and girls.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, how energy needs vary in relation to gender, activity level, and stage of life cycle	Explain, in detail, how energy needs vary in relation to gender, activity level, and stage of life cycle	Explain, in some detail, how energy needs vary in relation to gender, activity level, and stage of life cycle	Explain, in minimal detail, how energy needs vary in relation to gender, activity level, and stage of life cycle

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	9-12.1.7 Investigate how diet and nutrition play a major role in one's health (e.g., nutritional components of diet, enhancing and harmful diets)		The student: Researches the short- and long-term effects (e.g., overweight, heart disease) of a particular poor diet.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate, with thorough support, how diet and nutrition play a major role in one's health	Investigate, with support, how diet and nutrition play a major role in one's health	Investigate, with partial support, how diet and nutrition play a major role in one's health	Investigate, with very little support, how diet and nutrition play a major role in one's health
TOBACCO USE AND PREVENTION	9-12.1.8 Describe the short- and long-term health effects associated with the use of tobacco		The student: Explains the range of symptoms of tobacco-related illnesses (e.g., emphysema, lung cancer, skin damage).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with accuracy, the short- and long-term health effects associated with the use of tobacco	Describe, with no significant errors, the short- and long-term health effects associated with the use of tobacco	Describe, with a few significant and/or many minor errors, the short- and long-term health effects associated with the use of tobacco	Describe, with many significant errors, the short- and long-term health effects associated with the use of tobacco

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HIV PREVENTION EDUCATION	9-12.1.9 Describe the impact of HIV-AIDS on all aspects of an individual's life (e.g., physical, mental-emotional, social, economic)		The student: Describes the four stages of HIV (i.e., asymptomatic, middle, symptomatic, AIDS).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the impact of HIV-AIDS on all aspects of an individual's life	Describe, in detail, the impact of HIV-AIDS on all aspects of an individual's life	Describe, in some detail, the impact of HIV-AIDS on all aspects of an individual's life	Describe, in minimal detail, the impact of HIV-AIDS on all aspects of an individual's life
SEXUAL HEALTH	9-12.1.10 Provide examples of situations that may lead to sexual involvement		The student: Describe parties where sexual involvement is likely (e.g., use of alcohol, drugs at party).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Provide an extensive variety of examples of situations that may lead to sexual involvement	Provide a variety of examples of situations that may lead to sexual involvement	Provide limited examples of situations that may lead to sexual involvement	Provide one or two examples of situations that may lead to sexual involvement
SEXUAL HEALTH	9-12.1.11 Describe the kinds of STDs, how to avoid them, their symptoms, and their treatment options		The student: Describes methods of avoiding STDs (e.g., avoiding unprotected sex, keeping to one partner, practicing abstinence).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the kinds of STDs, their symptoms, and their treatment options	Describe, in detail, the kinds of STDs, how to avoid them, their symptoms, and their treatment options	Describe, in some detail, the kinds of STDs, their symptoms, and their treatment options	Describe, in minimal detail, the kinds of STDs, their symptoms, and their treatment options

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
ALCOHOL AND OTHER DRUG USE PREVENTION	9-12.1.12 Describe short- and long-term effects associated with the use of alcohol and other drugs on reproduction, pregnancy, and the health of children		The student: Gives examples of the health effects of drug use during pregnancy on offspring (e.g., drug addicted babies, low birth weight).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of short- and long-term effects associated with the use of alcohol and other drugs on reproduction, pregnancy, and the health of children	Describe, a variety of short- and long-term effects associated with the use of alcohol and other drugs on reproduction, pregnancy, and the health of children	Describe a few short- and long-term effects associated with the use of alcohol and other drugs on reproduction, pregnancy, and the health of children	Describe one or two short- and long-term effects associated with the use of alcohol and other drugs on reproduction, pregnancy, and the health of children
ALCOHOL AND OTHER DRUG USE PREVENTION	9-12.1.13 Explain how alcohol and other drugs play a role in dangerous behaviors and can have adverse consequences on the community (e.g., motor vehicle accidents, domestic violence, date rape, disease transmission through shared needles or sexual activity)		The student: Describes the costs (e.g., economic, social, medical) to a community of alcohol and other drug abuse.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how alcohol and other drugs play a role in dangerous behaviors and can have adverse consequences on the community	Explain, with support, how alcohol and other drugs play a role in dangerous behaviors and can have adverse consequences on the community	Explain, with partial support, how alcohol and other drugs play a role in dangerous behaviors and can have adverse consequences on the community	Explain, with very little support, how alcohol and other drugs play a role in dangerous behaviors and can have adverse consequences on the community

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 1: Students will comprehend concepts related to health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	9-12.1.14 Describe how attitudes and behaviors can prevent injury and violence		The student: Models how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how attitudes and behaviors can prevent injury and violence	Describe, with support, how attitudes and behaviors can prevent injury and violence	Describe, with partial support, how attitudes and behaviors can prevent injury and violence	Describe, with very little support, how attitudes and behaviors can prevent injury and violence
INJURY AND VIOLENCE PREVENTION	9-12.1.15 Describe how injury prevention and management strategies affect community health (e.g., neighborhood safety, traffic safety)		The student: Provides examples of safety technology used in automobiles (e.g., seat belts, air bags) and their impact of traffic fatality statistics.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how injury prevention and management strategies affect community health	Describe, in detail, how injury prevention and management strategies affect community health	Describe, in some detail, how injury prevention and management strategies affect community health	Describe, in minimal detail, how injury prevention and management strategies affect community health

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	9-12.2.1 Explain how medical advances and information affect personal selection of healthcare providers, products, and insurance		The student: Makes connections between the cost of healthcare benefits and types of medical care (e.g., pharmaceuticals, hospital services).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, how medical advances and information affect personal selection of healthcare providers, products, and insurance	Explain, in detail, how medical advances and information affect personal selection of healthcare providers, products, and insurance	Explain, in some detail, how medical advances and information affect personal selection of healthcare providers, products, and insurance	Explain, in minimal detail, how medical advances and information affect personal selection of healthcare providers, products, and insurance
COMMUNITY AND ENVIRONMENTAL HEALTH	9-12.2.2 Assess the validity of health information provided at home, school, and the community		The student: Evaluates published (print or electronic) health information based on set criteria (e.g., authors' qualifications, backed by professionally recognized health organization, confirmed by other sources).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Assess, with thorough support, the validity of health information provided at home, school, and the community	Assess, with support, the validity of health information provided at home, school, and the community	Assess, with partial support, the validity of health information provided at home, school, and the community	Assess, with very little support, the validity of health information provided at home, school, and the community

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	9-12.2.3 Describe situations that require professional mental health services in the areas of prevention, treatment, and rehabilitation (e.g., persistent depression, unwanted pregnancy, neglect and child abuse)		The student: Explains the services of public mental health organizations (e.g., Substance Abuse and Mental Health Services Administration, state mental health agencies).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of situations that require professional mental health services in the areas of prevention, treatment, and rehabilitation	Describe a variety of situations that require professional mental health services in the areas of prevention, treatment, and rehabilitation	Describe a few situations that require professional mental health services in the areas of prevention, treatment, and rehabilitation	Describe one or two situations that require professional mental health services in the areas of prevention, treatment, and rehabilitation
PERSONAL AND CONSUMER HEALTH	9-12.2.4 Explain how different local, state, federal, and private agencies protect and/or inform the consumer (e.g., FDA, EPA, OSHA, prosecutor’s or district attorney’s office, Better Business Bureau)		The student: Describes ways in which agencies inform consumers during an environmental cleanup process (e.g., identification of problem, legal stages, decisions on solution and responsibilities, actions taken).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, how different local, state, federal and private agencies protect and/or inform the consumer	Explain, in detail, how different local, state, federal and private agencies protect and/or inform the consumer	Explain, in some detail, how different local, state, federal and private agencies protect and/or inform the consumer	Explain, in minimal detail, how different local, state, federal and private agencies protect and/or inform the consumer

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PERSONAL AND CONSUMER HEALTH	9-12.2.5 Contrast a variety of healthcare products and services		The student: Compares the claims made by promoters of vitamin supplement products.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Contrast an extensive variety of healthcare products and services	Contrast a variety of healthcare products and services	Contrast a few healthcare products and services	Contrast one or two healthcare products and services
NUTRITION	9-12.2.6 Describe how public health policies and government regulations impact health-related food issues (e.g., safe food handling, food production controls, ingredient labeling)		The student: Diagrams the functions of the Food and Drug Administration in a flow chart or graphic organizer.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how public health policies and government regulations impact health-related food issues	Describe, with support, how public health policies and government regulations impact health-related food issues	Describe, with partial support, how public health policies and government regulations impact health-related food issues	Describe, with very little support, how public health policies and government regulations impact health-related food issues
NUTRITION	9-12.2.7 Assess the validity of various sources of food and nutrition information (e.g., dietary supplements, diet aids, energy drinks, food labels)		The student: Evaluates the claims of weight loss products.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate the validity of various sources of food and nutrition information	Assess the validity of various sources of food and nutrition information	Give examples of the validity of various sources of food and nutrition information	Identify the validity of various sources of food and nutrition information

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HIV PREVENTION EDUCATION	9-12.2.8 Assess the validity of HIV/AIDS related information (e.g., date of information, strength of conclusions)		The student: Compares sources of HIV/AIDS information (e.g., newspaper, medical journal, TV, teacher, peers).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Assess, with thorough support, the validity of HIV/AIDS related information	Assess, with support, the validity of HIV/AIDS related information	Assess, with partial support, the validity of HIV/AIDS related information	Assess, with very little support, the validity of HIV/AIDS related information
ALCOHOL AND OTHER DRUG USE PREVENTION	9-12.2.9 Explain that alcohol and other drug dependencies are treatable conditions or diseases		The student: Identifies community resources that are available to assist people with alcohol and other drug problems.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, that alcohol and other drug dependencies are treatable conditions or diseases	Explain, with support, that alcohol and other drug dependencies are treatable conditions or diseases	Explain, with partial support, that alcohol and other drug dependencies are treatable conditions or diseases	Explain, with very little support, that alcohol and other drug dependencies are treatable conditions or diseases

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	9-12.3.1 Describe the role of an individual's and family's responsibility for enhancing health		The student: Explains the skills of practicing self care (e.g., healthy diet and exercise to reduce risk of cardiovascular disease).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the role of an individual's and family's responsibility for enhancing health	Describe, in detail, the role of an individual's and family's responsibility for enhancing health	Describe, in some detail, the role of an individual's and family's responsibility for enhancing health	Describe, in minimal detail, the role of an individual's and family's responsibility for enhancing health
COMMUNITY AND ENVIRONMENTAL HEALTH	9-12.3.2 Develop strategies to maintain or improve health of the community (e.g., active in environmental and economic issues, assisting development of public health policies and laws, voting)		The student: Plans, with other students, a campaign to educate the community about an environmental health issue.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Develop highly effective strategies to maintain or improve health of the community	Develop effective strategies to maintain or improve health of the community	Develop limited strategies to maintain or improve health of the community	Develop ineffective strategies to maintain or improve health of the community
MENTAL AND EMOTIONAL HEALTH	9-12.3.3 Describe signs of stress and depression and how to manage or treat them		The student: Identifies the warning signs of depression (e.g., persistent sad or irritable mood, low self-esteem, recurrent thoughts of death).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, signs of stress and depression and how to manage or treat them	Describe, in detail, signs of stress and depression and how to manage or treat them	Describe in some detail, signs of stress and depression and how to manage or treat them	Describe, in minimal detail, signs of stress and depression and how to manage or treat them

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PERSONAL AND CONSUMER HEALTH	9-12.3.4 Explain the personal rights and responsibilities involved in the treatment of disease (e.g., disclosure of information, proper use of medication, waiver forms)		The student: Describes the types and purposes of legal forms used at hospitals, clinics, and doctors' offices.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with accuracy, the personal rights and responsibilities involved in the treatment of disease	Explain, with no significant errors, the personal rights and responsibilities involved in the treatment of disease	Explain, with a few significant and/or many minor errors, the personal rights and responsibilities involved in the treatment of disease	Explain, with many significant errors, the personal rights and responsibilities involved in the treatment of disease
PHYSICAL ACTIVITY	9-12.3.5 Apply rules and strategies to a variety of physical activities		The student: Plans a track meet for his or her grade level.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Apply highly effective rules and advanced strategies to a variety of physical activities	Apply effective rules and appropriate strategies to a variety of physical activities	Apply limited rules and marginally appropriate strategies to a variety of physical activities	Apply ineffective rules and inappropriate strategies to a variety of physical activities

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	9-12.3.6 Describe strategies for improving or maintaining personal nutritional health behavior (e.g., consulting nutritionist, consulting print or electronic resources, making a weekly and daily schedule of exercise and diet)		The student: Explains how a nutritionist can help a person develop a program for good nutrition.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of strategies for improving or maintaining personal nutritional health behavior	Describe a variety of strategies for improving or maintaining personal nutritional health behavior	Describe a few strategies for improving or maintaining personal nutritional health behavior	Describe one or two strategies for improving or maintaining personal nutritional health behavior
NUTRITION	9-12.3.7 Make connections between healthy nutrition and prevention of diseases		The student: Describes the relationship between types of cholesterol in foods and the causes of heart disease.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Make insightful connections between healthy nutrition and prevention of diseases	Make clear connections between healthy nutrition and prevention of diseases	Make generic connections between healthy nutrition and prevention of diseases	Make unclear connections between healthy nutrition and prevention of diseases
NUTRITION	9-12.3.8 Describe the effects of nutrition on physical and mental performance		The student: Makes connections between eating high protein foods and concentration.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the effects of nutrition on physical and mental performance	Describe, in detail, the effects of nutrition on physical and mental performance	Describe, in some detail, the effects of nutrition on physical and mental performance	Describe, in minimal detail, the effects of nutrition on physical and mental performance

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
TOBACCO USE AND PREVENTION	9-12.3.9 Describe healthy behavior for avoiding or abstaining from tobacco use		The student: Models, with classmates, strategies for avoiding tobacco use (e.g., refusal, dissuading friends).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, healthy behavior for avoiding or abstaining from tobacco use	Describe, with support, healthy behavior for avoiding or abstaining from tobacco use	Describe, with partial support, healthy behavior for avoiding or abstaining from tobacco use	Describe, with very little support, healthy behavior for avoiding or abstaining from tobacco use
HIV PREVENTION EDUCATION	9-12.3.10 Apply refusal skills to avoid the spread of HIV (e.g., sharing needles, unprotected sex)		The student: Develops strategies to avoid contracting HIV during various social occasions (e.g., parties, school functions, community gatherings).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Apply highly effective refusal skills to avoid the spread of HIV	Apply effective refusal skills to avoid the spread of HIV	Apply limited refusal skills to avoid the spread of HIV	Apply ineffective refusal skills to avoid the spread of HIV
HIV PREVENTION EDUCATION	9-12.3.11 Describe ways to treat HIV-related diseases (e.g., combination drug therapy, avoidance of further infection)		The student: Explains the effects of different drugs for treating HIV and HIV-related diseases.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, ways to treat HIV-related diseases	Describe, in detail, ways to treat HIV-related diseases	Describe, in some detail, ways to treat HIV-related diseases	Describe, in minimal detail, ways to treat HIV-related diseases

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
SEXUAL HEALTH	9-12.3.12 Describe ways to have a romantic relationship while avoiding risky sexual behavior		The student: Provides example of an emotionally satisfying relationships that avoid risking sexually transmitted disease and pregnancy.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of ways to have a romantic relationship while avoiding risky sexual behavior	Describe a variety of ways to have a romantic relationship while avoiding risky sexual behavior	Describe a few ways to have a romantic relationship while avoiding risky sexual behavior	Describe one or two ways to have a romantic relationship while avoiding risky sexual behavior
ALCOHOL AND OTHER DRUG USE PREVENTION	9-12.3.13 Describe the effects of alcohol and drug addiction on the addicted person’s relationships, self-esteem, and behaviors		The student: Illustrates an addicted person’s unhealthy behavior regarding eating, work, and use of money through an art project.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the effects of alcohol and drug addiction on the addicted person’s relationships, self-esteem, and other behaviors	Describe, in detail, the effects of alcohol and drug addiction on the addicted person’s relationships, self-esteem, and other behaviors	Describe, in some detail, the effects of alcohol and drug addiction on the addicted person’s relationships, self-esteem, and other behaviors	Describe, in minimal detail, the effects of alcohol and drug addiction on the addicted person’s relationships, self-esteem, and other behaviors

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	9-12.3.14 Develop strategies for preventing and stopping violent behavior (e.g., humor, compromise, walking away, counseling, adult assistance)		The student: Investigates the effectiveness of counseling in preventing violent behavior at school.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Develop, with thorough support, strategies for preventing and stopping violent behavior	Develop, with support, strategies for preventing and stopping violent behavior	Develop, with partial support, strategies for preventing and stopping violent behavior	Develop, with very little support, strategies for preventing and stopping violent behavior

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	9-12.4.1 Assess how cultural diversity affects health behavior (e.g., diet, alcohol use, body image, risk)		The student: Compares the dietary customs of different cultures (e.g., Japanese and American).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Assess, with thorough support, how cultural diversity affects health behavior	Assess, with support, how cultural diversity affects health behavior	Assess, with partial support, how cultural diversity affects health behavior	Assess, with very little support, how cultural diversity affects health behavior

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	9-12.4.2 Describe the biochemical bases of mental and emotional health		The student: Explains how neural signals in areas of the brain correspond to particular mental activities.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, the biochemical bases of mental and emotional health	Describe, in detail, the biochemical bases of mental and emotional health	Describe, in some detail, the biochemical bases of mental and emotional health	Describe, in minimal detail, the biochemical bases of mental and emotional health
MENTAL AND EMOTIONAL HEALTH	9-12.4.3 Assess how media messages can affect self-esteem		The student: Evaluates positive and negative impacts of advertising on body image.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Assess, with thorough support, how media messages can affect self-esteem	Assess, with support, how media messages can affect self-esteem	Assess, with partial support, how media messages can affect self-esteem	Assess, with very little support, how media messages can affect self-esteem
PERSONAL AND CONSUMER HEALTH	9-12.4.4 Explain how popular behaviors can impact health maintenance and disease (e.g., alcohol use, reckless driving)		The student: Explains ways in which fads affect health (e.g., tattooing, piercing).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how popular behaviors can impact health maintenance and disease	Explain, with support, how popular behaviors can impact health maintenance and disease	Explain, with partial support, how popular behaviors can impact health maintenance and disease	Explain, with very little support, how popular behaviors can impact health maintenance and disease

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
PHYSICAL ACTIVITY	9-12.4.5 Evaluate the positive and negative impacts of athletic role models on adolescents and school atmosphere		The student: Distinguishes between appropriate (e.g., good sportsmanship) and inappropriate (e.g., use of steroids) behavior of school athletes.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate the positive and negative impacts of athletic role models on adolescents and school atmosphere	Evaluate the positive and negative impacts of athletic role models on adolescents and school atmosphere	Describe the positive and negative impacts of athletic role models on adolescents and school atmosphere	Give examples of the positive and negative impacts of athletic role models on adolescents and school atmosphere
NUTRITION	9-12.4.6 Investigate internal (e.g., emotions, habit) and external (e.g., media, peers) influences on food choices and eating patterns		The student: Researches into the ways menus advertise their foods.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate, in great detail, internal and external influences on food choices and eating patterns	Investigate, in detail, internal and external influences on food choices and eating patterns	Investigate, in some detail, internal and external influences on food choices and eating patterns	Investigate, in minimal detail, internal and external influences on food choices and eating patterns
TOBACCO USE AND PREVENTION	9-12.4.7 Describe internal influences on tobacco use (e.g., growing up with smoking parent, nicotine addiction) and the short and long term effects of smoking		The student: Explains the effects of nicotine (e.g., increases heart rate and central nervous system activity, psychological dependence).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, internal influences on tobacco use and the short and long term effects of smoking	Describe, in detail, internal influences on tobacco use and the short and long term effects of smoking	Describe, in some detail, internal influences on tobacco use and the short and long term effects of smoking	Describe, in minimal detail, internal influences on tobacco use and the short and long term effects of smoking

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
SEXUAL HEALTH	9-12.4.8 Describe how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality		The student: Describes the effects of sex in motion pictures on adolescent images of sexuality.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality	Describe, in detail, how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality	Describe, in some detail, how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality	Describe, in minimal detail, how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality
ALCOHOL AND OTHER DRUG USE PREVENTION	9-12.4.9 Explain internal (e.g., mental/emotional problems, addiction) and external (e.g., peer pressure) influences on alcohol and other drug use		The student: Describes the degrees and kinds of alcohol and other drug use in the CNMI and identify influences on that drug use.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain an extensive variety of internal and external influences on alcohol and other drug use	Explain a variety of internal and external influences on alcohol and other drug use	Explain a few internal and external influences on alcohol and other drug use	Explain one or two internal and external influences on alcohol and other drug use
INJURY AND VIOLENCE PREVENTION	9-12.4.10 Describe ways violence is glamorized in our society (e.g., movies, popular songs, TV)		The student: Explains ways in which violent imagery is popularized by the media (e.g., crime movies, war video games).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe an extensive variety of ways violence is glamorized in our society	Describe a variety of ways violence is glamorized in our society	Describe a few ways violence is glamorized in our society	Describe one or two ways violence is glamorized in our society

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	9-12.5.1 Assess possible causes of conflicts in school, families, and communities (e.g., personalities, economics, politics, biases)		The student: Compares subjective (e.g., emotional bias) and objective (e.g., opposing goals) causes of an argument.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Assess an extensive variety of possible causes of conflicts in school, families, and communities	Assess a variety of possible causes of conflicts in school, families, and communities	Assess a few possible causes of conflicts in school, families, and communities	Assess one or two possible causes of conflicts in school, families, and communities
COMMUNITY AND ENVIRONMENTAL HEALTH	9-12.5.2 Provide examples of disaster preparedness at home, school, and the community		The student: Describes fire drill procedures at school.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Provide highly detailed examples of disaster preparedness at home, school, and the community	Provide detailed examples of disaster preparedness at home, school, and the community	Provide somewhat detailed examples of disaster preparedness at home, school, and the community	Provide vague examples of disaster preparedness at home, school, and the community

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	9-12.5.3 Explain how negotiation and compromise strategies can benefit mental and emotional health (e.g., reducing stress, creating tolerance of differences)		The student: Describes the basic principles and benefits of the mediation process (e.g., neutrality, ground rules, conflict resolution).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how negotiation and compromise strategies can benefit mental and emotional health	Explain, with support, how negotiation and compromise strategies can benefit mental and emotional health	Explain, with partial support, how negotiation and compromise strategies can benefit mental and emotional health	Explain, with very little support, how negotiation and compromise strategies can benefit mental and emotional health
PHYSICAL ACTIVITY	9-12.5.4 Assess the components (e.g., by age, gender, health, practice) people should consider when determining different levels of physical fitness		The student: Applies fitness measures (e.g., frequency, intensity, and duration) to personal physical exercises.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate the components people should consider when determining different levels of physical fitness	Assess the components people should consider when determining different levels of physical fitness	Describe the components people should consider when determining different levels of physical fitness	Recognize components people should consider when determining different levels of physical fitness
NUTRITION	9-12.5.5 Explain why nutrition should be a leading factor affecting food choices		The student: Illustrates, on a chart, the types of nutrients and their functions in the body.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, why nutrition should be a leading factor affecting food choices	Explain, with support, why nutrition should be a leading factor affecting food choices	Explain, with partial support, why nutrition should be a leading factor affecting food choices	Explain, with very little support, why nutrition should be a leading factor affecting food choices

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	9-12.5.6 Give examples of the need for food safety (e.g., protecting personal and community health, preventing diseases)		The student: Describes the sources of food borne illnesses (e.g., bacteria, viruses).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Give with thorough support, examples of the need for food safety	Give, with support, examples of the need for food safety	Give, with partial support, examples of the need for food safety	Give, with very little support, examples of the need for food safety
TOBACCO USE AND PREVENTION	9-12.5.7 Explain how tobacco endangers the health of others (e.g., second hand smoke)		The student: Describes why there are smoking bans and restrictions for some public places.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, with thorough support, how tobacco endangers the health of others	Explain, with support, how tobacco endangers the health of others	Explain, with partial support, how tobacco endangers the health of others	Explain, with very little support, how tobacco endangers the health of others
HIV PREVENTION EDUCATION	9-12.5.8 Describe how to balance compassion for HIV-infected people with public health considerations		The student: Explains how knowledge of HIV infection can help interactions with HIV-positive persons.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, how to balance compassion for HIV-infected people with public health considerations	Describe, with support, how to balance compassion for HIV-infected people with public health considerations	Describe, with partial support, how to balance compassion for HIV-infected people with public health considerations	Describe, with very little support, how to balance compassion for HIV-infected people with public health considerations

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 5: Students will use interpersonal communication skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
SEXUAL HEALTH	9-12.5.9 Apply knowledge of sexual health to discussions about sex (e.g., in relationships, in the classroom, at home)		The student: Evaluates the risks of types of sexual relationships.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Apply insightful knowledge of sexual health to discussions about sex	Apply relevant knowledge of sexual health to discussions about sex	Apply obvious knowledge of sexual health to discussions about sex	Apply irrelevant knowledge of sexual health to discussions about sex
ALCOHOL AND OTHER DRUG USE PREVENTION	9-12.5.10 Assess individual responsibility in relation to alcohol and drug prevention (e.g., with friends, at school, in the community)		The student: Evaluates the effectiveness of different sources (e.g., teachers, parents, police, self) of drug prevention on teenagers.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Research individual responsibility in relation to alcohol and drug prevention	Assess individual responsibility in relation to alcohol and drug prevention	Give examples of individual responsibility in relation to alcohol and drug prevention	Define individual responsibility in relation to alcohol and drug prevention
INJURY AND VIOLENCE PREVENTION	9-12.5.11 Describe ways to calm potentially threatening situations (e.g., non-threatening words, questions, patience, negotiation)		The student: Models, with others, how to talk an aggressive person into seeking help in role playing activities.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways to calm potentially threatening situations	Describe effective ways to calm potentially threatening situations	Describe limited ways to calm potentially threatening situations	Describe ineffective ways to calm potentially threatening situations

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	9-12.6.1 Develop a strategy for achieving personal long-term health goals		The student: Plans techniques for evaluating progress (e.g., measuring heart rate, lung capacity, muscular strength) towards achieving a personal health goal	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Develop, in great detail, a strategy for achieving personal long-term health goals	Develop, in detail, a strategy for achieving personal long-term health goals	Develop, in some detail, a strategy for achieving personal long-term health goals	Develop, in minimal detail, a strategy for achieving personal long-term health goals
COMMUNITY AND ENVIRONMENTAL HEALTH	9-12.6.2 Plan short- and long-term goals for community and environmental health awareness		The student: Investigates short- and long-term consequences of particular health decisions (e.g., clean air and water policies, industrial monitoring) on other communities.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Plan, in great detail, short- and long-term goals for community and environmental health awareness	Plan, in detail, short- and long-term goals for community and environmental health awareness	Plan, in some detail, short- and long-term goals for community and environmental health awareness	Plan, in minimal detail, short- and long-term goals for community and environmental health awareness

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	9-12.6.3 Explain how to utilize various strategies (e.g., counseling advice, notifying adults in authority) when making decisions related to mental and emotional needs of young adults		The student: Makes connections between early signs of depression and appropriate preventive measures (e.g., accessing support agencies).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, how to utilize various strategies when making decisions related to mental and emotional needs of young adults	Explain, in detail, how to utilize various strategies when making decisions related to mental and emotional needs of young adults	Explain, in some detail, how to utilize various strategies when making decisions related to mental and emotional needs of young adults	Explain, in minimal detail, how to utilize various strategies when making decisions related to mental and emotional needs of young adults
MENTAL AND EMOTIONAL HEALTH	9-12.6.4 Develop short- and long-term goals for maintaining sound mental and emotional health (e.g., maintaining and developing friendships, family ties, satisfaction in work)		The student: Researches the signs of mental and emotional problems and develops goals to prevent or address such problems.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Develop, in great detail, a strategy for short- and long-term goals for maintaining sound mental and emotional health	Develop detailed short- and long-term goals for maintaining sound mental and emotional health	Develop a somewhat detailed strategy for short- and long-term goals for maintaining sound mental and emotional health	Develop, in minimal detail, a strategy for short- and long-term goals for maintaining sound mental and emotional health

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	9-12.6.5 Apply decisions (e.g., schedules, monitoring) needed to attain personal nutrition		The student: Plans an individualized diet program (e.g., using RDA and the food pyramid as guidelines).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Apply highly effective decisions needed to attain personal nutrition	Apply effective decisions needed to attain personal nutrition	Apply limited decisions needed to attain personal nutrition	Apply ineffective decisions needed to attain personal nutrition
NUTRITION	9-12.6.6 Describe nutrition decisions that a person can make independently (e.g., reducing calorie intake) and those that require input from others (e.g., health requirements of a diet)		The student: Explains the planning utility of a chart showing recommended calories per day for age, gender, and size.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, nutrition decisions that a person can make independently and those that require input from others	Describe, in detail, nutrition decisions that a person can make independently and those that require input from others	Describe, in some detail, nutrition decisions that a person can make independently and those that require input from others	Describe, in minimal detail, nutrition decisions that a person can make independently and those that require input from others
TOBACCO USE AND PREVENTION	9-12.6.7 Plan goals to reduce the risks of tobacco use		The student: Researches the effectiveness of different tobacco prevention programs (e.g., restrictions on tobacco advertising, no-smoking policies, tobacco cessation courses).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Plan, in great detail, goals to reduce the risks of tobacco use	Plan, in detail, goals that would reduce the risks of tobacco use	Plan, in some detail, goals to reduce the risks of tobacco use	Plan, in minimal detail, goals to reduce the risks of tobacco use

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HIV PREVENTION EDUCATION	9-12.6.8 Plan goals to reduce the risks of HIV infection		The student: Develops, with others, a strategy for an AIDS awareness campaign (e.g., brochures, public service announcements, posters, opinion articles in a newspaper).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Plan, in great detail, goals to reduce the risks of HIV infection	Plan, in detail, goals to reduce the risks of HIV infection	Plan, in some detail, goals to reduce the risks of HIV infection	Plan, in minimal detail, goals to reduce the risks of HIV infection
SEXUAL HEALTH	9-12.6.9 Describe internal (e.g., physical and psychological comfort) and external (e.g., information on STD and pregnancy) reasons for deciding on sexual limits		The student: Explains various personal decisions for setting sexual limits in a short story or example scenario.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, with thorough support, internal and external reasons for deciding on sexual limits	Describe, with support, internal and external reasons for deciding on sexual limits	Describe, with partial support, internal and external reasons for deciding on sexual limits	Describe, with very little support, internal and external reasons for deciding on sexual limits
ALCOHOL AND OTHER DRUG U USE PREVENTION	9-12.6.10 Plan goals for alcohol and drug prevention		The student: Investigates the alcohol prevention programs such as Alcoholics Anonymous.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Plan, in great detail, goals for alcohol and drug prevention	Plan, in detail, goals for alcohol and drug prevention	Plan, in some detail, goals for alcohol and drug prevention	Plan, in minimal detail, goals for alcohol and drug prevention

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
INJURY AND VIOLENCE PREVENTION	9-12.6.11 Develop a strategy for nonviolence at home and at school		The student: Investigates fight situations to determine possible points of prevention and intervention.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Develop, in great detail, a strategy for nonviolence at home and at school	Develop, in detail, a strategy for nonviolence at home and at school	Develop, in some detail, a strategy for nonviolence at home and at school	Develop, in minimal detail, a strategy for nonviolence at home and at school
CAREER	9-12.6.12 Investigate various community agencies that provide health planning services to individuals and families (e.g., HMOs, public health clinics, mental health clinics, substance abuse and treatment centers)		The student: Researches careers in health planning (e.g., family counselor, nutritionist).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate, with thorough support, various community agencies that provide health planning services to individuals and families	Investigate, with support, various community agencies that provide health planning services to individuals and families	Investigate, with partial support, various community agencies that provide health planning services to individuals and families	Investigate, with very little support, various community agencies that provide health planning services to individuals and families

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HEALTH ENHANCEMENT	9-12.7.1 Evaluate the effects that advocating health information has on a particular audience (e.g., by age group, occupation, ethnicity)		The student: Assesses a health advocacy campaign (e.g., to stop smoking, to have regular health screenings, to improve diets).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate the effects that advocating health information has on a particular audience	Evaluate the effects that advocating health information has on a particular audience	Describe the effects that advocating health information has on a particular audience	Recognize the effects that advocating health information has on a particular audience
COMMUNITY AND ENVIRONMENTAL HEALTH	9-12.7.2 Develop a strategy to advocate for community or environmental health (e.g., healthy social environment, protection of natural resources)		The student: Plans a community race to advocate fund raising for a community free health clinic.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Develop, in great detail, a strategy to advocate for community or environmental health	Develop, in detail, a strategy to advocate for community or environmental health	Develop, in some detail, a strategy to advocate for community or environmental health	Develop, in minimal detail, a strategy to advocate for community or environmental health
COMMUNITY AND ENVIRONMENTAL HEALTH	9-12.7.3 Describe how public health policies and government regulations advocate good health and disease prevention		The student: Explains how the FDA regulates pharmaceuticals.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how public health policies and government regulations advocate good health and disease prevention	Describe, in detail, how public health policies and government regulations advocate good health and disease prevention	Describe, in some detail, how public health policies and government regulations advocate good health and disease prevention	Describe, in minimal detail, how public health policies and government regulations advocate good health and disease prevention

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
MENTAL AND EMOTIONAL HEALTH	9-12.7.4 Explain ways to advocate for mental health (e.g., public education in stress management)		The student: Describes how to manage negative emotions (e.g., positive self-talk, someone for sharing feelings).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain an extensive variety of ways to advocate for mental health	Explain a variety of ways to advocate for mental health	Explain a few ways to advocate for mental health	Explain one or two ways to advocate for mental health
PERSONAL AND CONSUMER HEALTH	9-12.7.5 Describe ways in which people can advocate (e.g., contacting legislative representatives, contacting the media) for health services		The student: List methods for advocating different health services (e.g., health consumer rights and health care options for all citizens).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe highly effective ways in which people can advocate for health services	Describe effective ways in which people can advocate for health services	Describe limited ways in which people can advocate for health services	Describe ineffective ways in which people can advocate for health services
PHYSICAL ACTIVITY	9-12.7.6 Explain how to advocate for a school-wide plan to promote physical activity		The student: Illustrates, on a chart, the physical activity needs of each grade level.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Explain, in great detail, how to advocate for a school-wide plan to promote physical activity	Explain, in detail, how to advocate for a school-wide plan to promote physical activity	Explain, in some detail, how to advocate for a school-wide plan to promote physical activity	Explain, in minimal detail, how to advocate for a school-wide plan to promote physical activity

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
NUTRITION	9-12.7.7 Assess healthy selections in fast food and other restaurants		The student: Compares, with data displayed in a handout brochure, the nutritional content of various fast foods.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Investigate advocating for healthy selections in fast food and other restaurants	Assess healthy selections in fast food and other restaurants	Describe healthy selections in fast food and other restaurants	Recognize healthy selections in fast food and other restaurants
NUTRITION	9-12.7.8 Develop a strategy to advocate for proper health nutrition (e.g., at school, home, the community)		The student: Investigates successful models for advocating nutritious school meals.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Develop, in great detail, a strategy to advocate for proper health nutrition	Develop, in detail, a strategy to advocate for proper health nutrition	Develop, in some detail, a strategy to advocate for proper health nutrition	Develop, in minimal detail, a strategy to advocate for proper health nutrition
TOBACCO USE AND PREVENTION	9-12.7.9 Make connections, using the media, between a tobacco-free community and improved public health		The student: Diagrams rates of tobacco-related diseases (e.g. lung cancer, emphysema) in a community and the amount of tobacco use.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Assess connections, using the media, between a tobacco-free community and improved public health	Make connections, using the media, between a tobacco-free community and improved public health	Give examples of connections, using the media, between a tobacco-free community and improved public health	Recognize a tobacco-free community and improved public health

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>PERFORMANCE INDICATOR</b>	
HIV PREVENTION EDUCATION	9-12.7.10 Provide examples of effective HIV education throughout the community		The student: Describes how to serve as a peer educator to help others avoid HIV.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Provide, in great detail, examples of effective HIV education throughout the community	Provide, in detail, examples of effective HIV education throughout the community	Provide, in some detail, examples of effective HIV education throughout the community	Provide, in minimal detail, examples of effective HIV education throughout the community
ALCOHOL AND OTHER DRUG USE PREVENTION	9-12.7.11 Describe how to support school and community AOD prevention efforts (e.g., forming student advocacy groups, leafleting)		The student: Researches into the effectiveness of different alcohol and drug prevention programs (e.g., DARE, Alcoholics Anonymous).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Describe, in great detail, how to support school and community AOD prevention efforts	Describe, in detail, how to support school and community AOD prevention efforts	Describe, in some detail, how to support school and community AOD prevention efforts	Describe, in minimal detail, how to support school and community AOD prevention efforts

**HEALTH STANDARDS AND BENCHMARKS**

*Grade 9 – Grade 12*

<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>PERFORMANCE INDICATOR</b>		
INJURY AND VIOLENCE PREVENTION	9-12.7.12 Develop a strategy (e.g., citizen involvement, door to door petitions) to advocate for local or state regulations or legislation related to injury and violence prevention (e.g., improved traffic safety measures, increased police-neighborhood identity)	The student: Plans, with advocacy group, attendance at legislative sessions concerning public safety.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	Develop a highly detailed a strategy to advocate for local or state regulations or legislation related to injury and violence prevention	Develop a detailed strategy to advocate for local or state regulations or legislation related to injury and violence prevention	Develop a somewhat detailed a strategy to advocate for local or state regulations or legislation related to injury and violence prevention	Develop, a vague strategy to advocate for local or state regulations or legislation related to injury and violence prevention