

**PSST:** Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

**Content:** Please indicate the learning progressions for the PSST as related to each score.

**Activities:** Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

**Evidence (A&E):** Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST: #1 2.1.1 Healthy Behaviors Affect Personal Health		SUBJECT: Health	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p>In addition to Score 3.0 performance, in-depth inferences and application that go beyond what was taught.</p> <p>Create an activity that encourages healthy behaviors and proves how it helps your personal health.</p> <p>I can create an activity that encourages healthy behaviors for personal health.</p>	<p>Total Physical Response (TPR)</p> <p>Game</p> <p>Make a recipe</p> <p>Project</p>	<p>CFA</p> <p>Student generated game</p> <p>Recipe</p> <p>Project</p> <p>Rubric</p>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p>The student will:</p> <p><b>Identify that healthy behaviors affect personal health</b></p> <p><b>EXAMPLE: Describe and demonstrate that exercising, eating healthfully, and getting enough rest can keep the body strong and healthy.</b></p> <p>I can identify that healthy behaviors affect personal health.</p>	<p>Lani Kate</p> <p>Exercise</p> <p>My Plate</p> <p>Describe how to eat healthy</p> <p>Describe how to get enough rest</p> <p>Discuss how to keep the body strong and healthy</p>	<p>CFA</p> <p>Worksheets (Lani Kate)</p> <p>Rubric</p> <p>Art Sample</p> <p>My Plate</p>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p>Prerequisites:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>Recognize or recall terminology such as: healthy, personal health, exercise, rest, body</li> <li>Perform basic processes, such as: <ul style="list-style-type: none"> <li>Name healthy behaviors</li> <li>Repeat an exercise that can keep you healthy</li> <li>Classify healthy and unhealthy foods</li> </ul> </li> </ul> <p>I can name healthy behaviors.</p> <p>I can repeat an exercise that can keep you healthy.</p> <p>I can classify healthy and unhealthy foods.</p>	<p>Total Physical Response (TPR)</p> <p>Sort/Match</p> <p>Lani Kate</p> <p>Draw it out</p>	<p>CFA</p> <p>Worksheets (Lani Kate)</p> <p>Rubric</p> <p>Checklist</p> <p>Art Sample</p>
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>0.0</b>	Even with help, no understanding or skill demonstrated.		

PSST: #2 2.6.1 Planning and Reaching Personal Health Goal		SUBJECT: Health	GRADE:2nd
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p>In addition to Score 3.0 performance, in-depth inferences and application that go beyond what was taught.</p> <p>Create a health goal for themselves and/or others and prove why you think it works</p> <p>I can create a health goal for myself and/or others and explain.</p> <p>I can evaluate a health goal.</p>	<p>Graphic Organizer (Health Plan)</p> <p>Project</p> <p>Student Presentation</p>	<p>CFA</p> <p>Rubric</p> <p>Graphic Organizer</p>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p>The student will:</p> <p><b>Describe a personal health goal and plan steps toward achieving the goal.</b></p> <p><b>EXAMPLE: Suggest a short-term goal for maintaining or improving dental health (e.g., brushing, flossing, wearing a mouthpiece for contact sports) and chart the behavior.</b></p> <p>I can describe a personal health goal.</p> <p>I can describe the steps towards achieving my goal.</p>	<p>Graphic Organizer (Health Plan)</p> <p>Video: Tooth Defenders</p> <p>Taking Care of Teeth</p> <p>Sports</p> <p>Project</p> <p>Presentation:Dental Health and Nutrition</p>	<p>CFA</p> <p>Art</p> <p>Rubric</p> <p>Graphic Organizer</p>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p>Prerequisites:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>Recognize or recall terminology such as: healthy, personal health, health goal, health plan, brush, floss, sport</li> <li>Perform basic processes, such as: <ul style="list-style-type: none"> <li>tell what you should do to be healthy</li> <li>show how to take care of your teeth</li> <li>make observations of sports presented by your teacher</li> </ul> </li> </ul> <p>I can identify the parts of a health goal.</p>	<p>Video: Tooth Defenders</p> <p>Taking Care of Teeth</p> <p>Sports</p> <p>Project</p>	<p>CFA</p> <p>Art</p> <p>Rubric</p>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		

0.0	Even with help, no understanding or skill demonstrated.		
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