

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.

HEALTH

PSST: 3.4.3 Suggest nonviolent strategies to manage conflict. EXAMPLE: Identify possible choices to consider when being teased about physical appearance. (Lani-Kate)		SUBJECT: HEALTH	QUARTER: 1 st	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Create a composition or perform nonviolent strategies to manage conflict and provide a resolution for a given scenario	<ul style="list-style-type: none"> • Composition writing • Role playing/Skit 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.4.3 Suggest nonviolent strategies to manage conflict.	<ul style="list-style-type: none"> • Peace Path • PBIS 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ nonviolent, conflict, mediation, communication, respect, responsible, safe, resolution • performs basic processes, such as: <ul style="list-style-type: none"> ○ recall the school-wide expectations 	<ul style="list-style-type: none"> • Recall the school-wide expectations • Match pictures with definitions 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
0.5	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.			

PSST: 3.5.1 Indicate routine health-related situations. <i>EXAMPLE: Indicate personal choices that contribute to personal health and wellness (e.g., brushing teeth, getting plenty of rest/sleep, washing hands) and/or demonstrate everyday decisions that contribute to being a good friend (e.g., be a good listener, help a friend when needed).</i> (Lani-Kate)		SUBJECT: HEALTH	QUARTER: 1 st	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Create a daily chart for healthy living situations.	<ul style="list-style-type: none"> • Create a daily chart for healthy living situations. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.5.1 Indicate routine health-related situations. (healthy relationships, healthy bodies, healthy minds)	<ul style="list-style-type: none"> • List daily routine and explain the importance of a healthy routine. • Explain the importance of physical, mental, social, and emotional health. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ physical health, mental health, social health, emotional health • performs basic processes, such as: <ul style="list-style-type: none"> ○ recall the school-wide expectations 	<ul style="list-style-type: none"> • Match pictures with definitions 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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PSST: 3.5.3 <i>Identify steps for healthy decision making.</i> <i>EXAMPLE: State ways to get friends to be physically active during recess or at home.</i>		SUBJECT: HEALTH	QUARTER: 2 nd	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Create a healthy food plan and physical fitness plan for a week	<ul style="list-style-type: none"> • Create a healthy food plan and physical fitness plan for a week 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.5.3 Identify steps for healthy decision making (Nutrition and Physical Fitness)	<ul style="list-style-type: none"> • Name ways to stay physically active • Identify healthy food choices • My Plate 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ nutrition, fitness, exercise, balanced-diet, carbohydrates, starch, sugar, fruit, vegetable, dairy, protein, grains, wheat • performs basic processes, such as: <ul style="list-style-type: none"> ○ physical health, mental health, social health, emotional health 	<ul style="list-style-type: none"> • Identify the five food categories (My Plate) 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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PSST: 3.2.3 State how peers can influence healthy behaviors. EXAMPLE: Tell ways to invite or include peers when engaging in team-related activities (e.g., playing kickball, soccer, softball). (Lani-Kate)		SUBJECT: HEALTH	QUARTER: 3 rd	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Create a composition on how you can influence your peers on healthy behaviors	<ul style="list-style-type: none"> Composition writing 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.2.3 State how peers can influence healthy behaviors	<ul style="list-style-type: none"> Explain ways to invite or include peers when engaging in team-related activities 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> physical health, mental health, social health, emotional health, influence performs basic processes, such as: <ul style="list-style-type: none"> recall the school-wide expectations 	<ul style="list-style-type: none"> Match pictures with definitions 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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PSST: 3.2.1 Summarize how the family influences personal health practices and behaviors. EXAMPLE: Show the safety practices that family members demonstrate to stay safe in the home (e.g., holding a ladder, using hand tools safely, practicing home fire drills).		SUBJECT: HEALTH	QUARTER: 4 th	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will Create a composition on how you can influence your family on health practices and behaviors	<ul style="list-style-type: none"> Composition writing 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.2.1 Summarize how the family influences personal health practices and behaviors	<ul style="list-style-type: none"> Explain how your family influences personal health practices and behaviors 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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