

Health Grade 5 June 2020

|  |           |   | ealth Grade 5  |  |   |
|--|-----------|---|--|--|---|
| (Facing Obstacles and Embracing Opportunities) |           |   |  |  |   |
| Apply Decisions (AP)                           |           |   |  |  |   |
| OUTCOMES                                       |           | 1 - Beginning The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching The student is developing an understanding of the concept. | 3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| AP 5. 1  | Design    | With frequent guidance, I can design a brief outline  | With guidance, I can<br>design a brief outline for                         | With minimal guidance, I can design an outline for   | • Independently, I can design a detailed outline  |
| I can design and                               |           | for <b>AT LEAST ONE</b> five-day  | AT LEAST ONE five-day  | <b>TWO</b> five-day action plans,  | for <b>TWO</b> five-day action  |
| implement, with                                |           | action plan, that answers A   | action plan, that answers  | that answers <b>ALL</b> of the   | plans, that answers <b>ALL</b>  |
| guidance, two five-                            |           | <b>FEW</b> of the following   | MANY of the following  | following questions:   | of the following  |
| day action plans that                          |           | questions:  | questions:   | • What will be done? (Goal)  | questions:  |
| embrace health                                 |           | <ul><li>What will be done? (Goal)</li></ul>   | • What will be done?   | Who will be involved?  | <ul><li>What will be done? (Goal)</li></ul>   |
| opportunities or                               |           | • Who will be involved?   | (Goal)   | Where will it take place?  | Who will be involved?   |
| address health                                 |           | • Where will it take place?   | • Who will be involved?  | When will it take place?   | Where will it take place?   |
| challenges related to                          |           | When will it take place?  | Where will it take place?  | Why is this action being   | • When will it take place?  |
| personal eating                                |           | Why is this action being  | When will it take place?   | taken?   | Why is this action being  |
| practices, changes of                          |           | taken?  | Why is this action being   | What supports are  | taken?  |
| puberty, impact of                             |           | <ul><li>What supports are needed?</li></ul>   | taken?   | needed?  | What supports are   |
| illness/disease,                               |           |   | What supports are  |  | needed?   |
| identity and well-                             |           |   | needed?  |  | necaca;   |
| being, violence, peer                          | Implement | With frequent guidance,   | • With guidance, I can   | With minimal guidance, I   | • I can show evidence of  |
| pressure, and self-                            |           | can carry out the steps   | follow my outline to   | can follow my outline to   | implementing TWO five-  |
| regulation.                                    |           | identified in at least <b>ONE</b> of  | implement at least ONE   | implement TWO five-day   | day action plans, AND   |
|  |           | my action plans.  | five-day action plan.  | action plans.  | reflect on the  |
| Comments                                       |           |   |  |  | implementation.   |

Comments