

Health Grade 8 (Action Plan) Decision-Making (DM)

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.
DM 8.8 I can assess the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.	<ul style="list-style-type: none"> I can identify kinds of support one may need when making healthy decisions. 	<ul style="list-style-type: none"> I can describe the kinds of support that one may need at various stages/steps when making healthy decisions OR the implications or consequences of support. 	<ul style="list-style-type: none"> I can describe the kinds of support that one may need at various stages/steps when making healthy decisions AND the implications or consequences of support. 	<ul style="list-style-type: none"> I can critique the various kinds of support and its influence in making healthy decisions.
Comments				

Health Grade 8 (Supporting Others) Decision-Making (DM)

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.
DM 8.9 I can analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.	<ul style="list-style-type: none"> • I can list skills and abilities I might have to be a support person. • I can construct personal goal statements to support others in A FEW: <ul style="list-style-type: none"> • family roles and responsibilities • non-curable infections/diseases • violence and abuse • body image • sustainability • sexual health 	<ul style="list-style-type: none"> • I can describe the health benefits OR challenges of supporting others. • I can construct personal goal statements to support others in MANY: <ul style="list-style-type: none"> • family roles and responsibilities • non-curable infections/diseases • violence and abuse • body image • sustainability • sexual health 	<ul style="list-style-type: none"> • I can describe the health benefits AND challenges of supporting others. • I can construct personal goal statements to support others in ALMOST ALL: <ul style="list-style-type: none"> • family roles and responsibilities • non-curable infections/diseases • violence and abuse • body image • sustainability • sexual health 	<ul style="list-style-type: none"> • I can propose factors that might affect the support one may give or receive. • I can construct personal goal statements to support others in ALL: <ul style="list-style-type: none"> • family roles and responsibilities • non-curable infections/diseases • violence and abuse • body image • sustainability • sexual health <p>AND propose strategies for achieving these goals.</p>
Comments				