

CW High School

Teen Health

1. Introduction to Health/Wellness (14.29%)

Learning Targets

1.1 I can compare and contrast a healthy vs. unhealthy person referring to the wellness model.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast a healthy vs. unhealthy person referring to the wellness model.
3	Developing	I can summarize a healthy and unhealthy person referring to the wellness model.
2	Basic	I can define each part of the wellness model.
1	Minimal	I can state each part of the wellness model.
0	No Evidence	No evidence shown.

1.2 I can reflect on risk behaviors and their consequences

Learning Target	Descriptor	Definition
4	Proficient	I can reflect on risk behaviors and their consequences
3	Developing	I can compare on risk behaviors and their consequences
2	Basic	I can explain on risk behaviors and their consequences
1	Minimal	I can identify on risk behaviors and their consequences
0	No Evidence	No evidence shown.

1.3 I can analyze the ten health skills.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the ten health skills.
3	Developing	I can classify the ten health skills.
2	Basic	I can summarize the ten health skills.
1	Minimal	I can list the ten health skills.
0	No Evidence	No evidence shown.

1.4 I can formulate common conflict situations and be able to resolve them with the six step process.

Learning Target	Descriptor	Definition
4	Proficient	I can formulate common conflict situations and be able to resolve them with the six step process.



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Learning Target	Descriptor	Definition
3	Developing	I can formulate common conflict situations and be able to resolve the conflict with majority of the six step process.
2	Basic	I can explain common conflict situations and be able to resolve them with half of the six step process.
1	Minimal	I can identify common conflict situations.
0	No Evidence	No evidence shown.

1.5 I can reflect consistently on my health and wellness throughout the whole trimester and create ways to improve my overall wellness.

Learning Target	Descriptor	Definition
4	Proficient	I can reflect consistently on my health and wellness throughout the whole trimester and create ways to improve my overall wellness.
3	Developing	I can reflect majority of the time on my health and wellness throughout the whole trimester and create ways to improve my overall wellness.
2	Basic	I can reflect sometimes on my health and wellness throughout the whole trimester and create ways to improve my overall wellness.
1	Minimal	I can describe my health and wellness throughout the whole trimester and create ways to improve my overall wellness.
0	No Evidence	No evidence shown.


2. Mental/Emotional Health (14.29%)

Learning Targets

2.1 I can evaluate the importance of overall wellness and how the levels of Maslow's Hierarchy of needs relates to each other.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the importance of overall wellness and how the levels of Maslow's Hierarchy of needs relates to each other.
3	Developing	I can compare and contrast the importance of overall wellness and how the levels of Maslow's Hierarchy of needs relates to each other.
2	Basic	I can explain the importance of overall wellness and how the levels of Maslow's Hierarchy of needs relates to each other.
1	Minimal	I can list how the levels of Maslow's Hierarchy of needs relates to each other.
0	No Evidence	No evidence shown.

2.2 I can compare and contrast effective skills when handling emotions (anger, love, empathy, guilt, and jealous)



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Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast effective skills when handling emotions (anger, love, empathy, guilt, and jealous)
3	Developing	I can summarize effective skills when handling emotions (anger, love, empathy, guilt, and jealous)
2	Basic	I can explain effective skills when handling emotions (anger, love, empathy, guilt, and jealous)
1	Minimal	I can list effective skills when handling emotions (anger, love, empathy, guilt, and jealous)
0	No Evidence	No evidence shown.

2.3 I can connect how stress affects the body physically, mentally, and socially.

Learning Target	Descriptor	Definition
4	Proficient	I can connect how stress affects the body physically, mentally, and socially.
3	Developing	I can assess how stress affects the body physically, mentally, and socially.
2	Basic	I can classify how stress affects the body physically, mentally, and socially.
1	Minimal	I can list how stress affects on the body.
0	No Evidence	No evidence shown.

2.4 I can research mental illnesses and be able to provide resources if a friend or I are in need.

Learning Target	Descriptor	Definition
4	Proficient	I can research mental illnesses and be able to provide resources if a friend or I are in need.
3	Developing	I can research mental illnesses and be able to summarize how to help a friend or I are in need.
2	Basic	I can explain mental illnesses and be able to summarize how to help a friend or I are in need.
1	Minimal	I can identify mental illnesses and be able to summarize how to help a friend or I are in need.
0	No Evidence	No evidence shown.

3. Physical Fitness and Nutrition (14.29%)

Learning Targets

3.1 I can compare and contrast the roles of the 6 essential nutrients and give examples of each.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the roles of the 6 essential nutrients and give examples of each.



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Learning Target	Descriptor	Definition
3	Developing	I can classify the roles of the 6 essential nutrients.
2	Basic	I can explain the 6 essential nutrients.
1	Minimal	I can list the 6 essential nutrients.
0	No Evidence	No evidence shown.

3.2 I can reflect on my nutritional health after calculating my personal daily allowance according to the five food groups and my BMR.

Learning Target	Descriptor	Definition
4	Proficient	I can reflect on my nutritional health after calculating my personal daily allowance according to the five food groups and my BMR.
3	Developing	I can calculate my personal daily allowance according to the five food groups and explain the importance of my BMR.
2	Basic	I can explain the five food groups and explain the importance of my BMR.
1	Minimal	I can list five food groups and define BMR.
0	No Evidence	No evidence shown.

3.3 I can critique my personal FIT principal, examine target heart rate zones, assess my personal BMI, assess my BMR, and apply my results.

Learning Target	Descriptor	Definition
4	Proficient	I can critique my personal FIT principal, examine target heart rate zones, assess my personal BMI, assess my BMR, and apply my results.
3	Developing	I can calculate my personal FIT principal, examine target heart rate zones, assess my personal BMI, assess my BMR, and apply my results.
2	Basic	I can calculate my personal FIT principal, target heart rate zones, personal BMI, BMR, and explain my results.
1	Minimal	I can identify FIT principal, target heart rate zones, BMI, and BMR.
0	No Evidence	No evidence shown.



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4. First Aid and CPR (14.26%)

Learning Targets

4.1 I can analyze what to do in basic first aid scenarios including burns, unconscious victim, cuts, and head injuries.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze what to do in basic first aid scenarios including burns, unconscious victim, cuts, and head injuries.
3	Developing	I can investigate what to do in basic first aid scenarios including burns, unconscious victim, cuts, and head injuries.
2	Basic	I can describe what to do in basic first aid scenarios including burns, unconscious victim, cuts, and head injuries.
1	Minimal	I can list what to do in basic first aid scenarios including burns, unconscious victim, cuts, and head injuries.
0	No Evidence	No evidence shown.

4.2 I can role play a CPR/First Aid scenario and perform the proper technique.

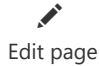
Learning Target	Descriptor	Definition
4	Proficient	I can role play a CPR/First Aid scenario and perform the proper technique.
3	Developing	I can role play most of a CPR/First Aid scenario and perform the proper technique.
2	Basic	I can describe what to do in a CPR/First Aid scenario and perform the proper technique.
1	Minimal	I can recognize a CPR/First Aid scenario and perform the proper technique.
0	No Evidence	No evidence shown.

5. Drug Prevention (14.29%)

Learning Targets

5.1 I can analyze how tobacco and alcohol affects the body physically, mentally, and socially.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze how tobacco and alcohol affects the body physically, mentally, and socially.
3	Developing	I can investigate how tobacco and alcohol affects the body physically, mentally, and socially.
2	Basic	I can describe how tobacco and alcohol affects the body physically, mentally, and socially.
1	Minimal	I can list how tobacco and alcohol affects the body physically, mentally, and socially.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

5.2 I can outline and compare specific laws associated with underage drinking, tobacco use, and associate with both the Wisconsin state law and school policies.


Learning Target	Descriptor	Definition
4	Proficient	I can outline and compare specific laws associated with underage drinking, tobacco use, and associate with both the Wisconsin state law and school policies.
3	Developing	I can compare specific laws associated with underage drinking, tobacco use, and associate with both the Wisconsin state law and school policies.
2	Basic	I can identify specific laws associated with underage drinking, tobacco use, and associate with both the Wisconsin state law and school policies.
1	Minimal	I can list specific laws associated with underage drinking, tobacco use, and associate with both the Wisconsin state law and school policies.
0	No Evidence	No evidence shown.

5.3 I can evaluate symptoms of someone who needs help and how to support them with appropriate resources.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate symptoms of someone who needs help and how to support them with appropriate resources.
3	Developing	I can assess symptoms of someone who needs help and how to support them with appropriate resources.
2	Basic	I can describe symptoms of someone who needs help and how to support them with appropriate resources.
1	Minimal	I can list symptoms of someone who needs help and how to support them with appropriate resources.
0	No Evidence	No evidence shown.

5.4 I can create and analyze a project about how it affects the body, outline the specific laws associated with the drug use, provide prevention strategies, and help if someone is in need of support.

Learning Target	Descriptor	Definition
4	Proficient	I can create and analyze a project about how it affects the body, outline the specific laws associated with the drug use, provide prevention strategies, and help if someone is in need of support.
3	Developing	I can create a project about majority of information on how it affects the body, outline the specific laws associated with the drug use, provide prevention strategies, and help if someone is in need of support.



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Learning Target	Descriptor	Definition
2	Basic	I can create on a project about half of information on how it affects the body, outline the specific laws associated with the drug use, provide prevention strategies, and help if someone is in need of support.
1	Minimal	I can create on a project about some information on how it affects the body, outline the specific laws associated with the drug use, provide prevention strategies, and help if someone is in need of support.
0	No Evidence	No evidence shown.

5.5 I can evaluate other drugs through drug poster review and identify how it affects the body, laws associated with use, and how to support them with appropriate resources.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate other drugs through drug poster review and identify how it affects the body, laws associated with use, and how to support them with appropriate resources.
3	Developing	I can differentiate other drugs through drug poster review and identify how it affects the body, laws associated with use, and how to support them with appropriate resources.
2	Basic	I can summarize other drugs through drug poster review and identify how it affects the body, laws associated with use, and how to support them with appropriate resources.
1	Minimal	I can identify other drugs through drug poster review and identify how it affects the body, laws associated with use, and how to support them with appropriate resources.
0	No Evidence	No evidence shown.



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6. Healthy Relationships (14.29%)

Learning Targets

6.1 I can compare and contrast traits of a healthy and unhealthy relationship with community, family, friends, and dating relationships.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast traits of a healthy and unhealthy relationship with community, family, friends, and dating relationships.
3	Developing	I can determine traits of a healthy and unhealthy relationship with community, family, friends, and dating relationships.
2	Basic	I can summarize traits of a healthy and unhealthy relationship with community, family, friends, and dating relationships.
1	Minimal	I can identify traits of a healthy and unhealthy relationship with community, family, friends, and dating relationships.
0	No Evidence	No evidence shown.

6.2 I can evaluate the 3 step refusal skill process when applied to a high risk scenario.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the 3 step refusal skill process when applied to a high risk scenario.
3	Developing	I can formulate the 3 step refusal skill process when applied to a high risk scenario.
2	Basic	I can summarize the 3 step refusal skill process when applied to a high risk scenario.
1	Minimal	I can list the 3 step refusal skill process when applied to a high risk scenario.
0	No Evidence	No evidence shown.

6.3 I can evaluate my own personal values and sets limits with abstinence being best choice and investigate sexting and sexual harassment scenarios.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate my own personal values and sets limits with abstinence being best choice and investigate sexting and sexual harassment scenarios.
3	Developing	I can compare and contrast my own personal values and sets limits with abstinence being best choice and investigate sexting and sexual harassment scenarios.
2	Basic	I can summarize my own personal values and sets limits with abstinence being best choice and investigate sexting and sexual harassment scenarios.
1	Minimal	I can identify my own personal values and sets limits with abstinence being best choice and investigate sexting and sexual harassment scenarios.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

7. Healthy Bodies/Human Growth & Development (14.29%)

Learning Targets

7.1 I can explain what abstinence is and how it relates to pregnancy/STD prevention while demonstrating refusal skills to abstain from sexual behavior.

Learning Target	Descriptor	Definition
4	Proficient	I can explain what abstinence is and how it relates to pregnancy/STD prevention while demonstrating refusal skills to abstain from sexual behavior.
3	Developing	I can differentiate communicable vs. non communicable diseases.
2	Basic	I can explain communicable vs. non communicable diseases.
1	Minimal	I can list communicable vs. non communicable diseases.
0	No Evidence	No evidence shown.

7.2 I can explain how the reproductive system works, the importance of keeping it healthy, and treatment for diseases/infections.

Learning Target	Descriptor	Definition
4	Proficient	I can explain how the reproductive system works, the importance of keeping it healthy, and treatment for diseases/infections.
3	Developing	I can summarize how the reproductive system works.
2	Basic	I can identify some parts of how the reproductive system works.
1	Minimal	I can list how the reproductive system works.
0	No Evidence	No evidence shown.

7.3 I can examine how the integumentary, skeletal, muscular, and respiratory systems work and functions.

Learning Target	Descriptor	Definition
4	Proficient	I can examine how the integumentary, skeletal, muscular, and respiratory systems work and functions.
3	Developing	I can investigate how the integumentary, skeletal, muscular, and respiratory systems work and functions.
2	Basic	I can summarize how the integumentary, skeletal, muscular, and respiratory systems work and functions.
1	Minimal	I can list how the integumentary, skeletal, muscular, and respiratory systems work and functions.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

7.4 I can demonstrate the ability to assess existing laws and policies designed to protect young people from being sexually exploited and identify the laws to prevent sexual crimes.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate the ability to assess existing laws and policies designed to protect young people from being sexually exploited and identify the laws to prevent sexual crimes.
3	Developing	I can demonstrate the ability to assess existing laws and policies designed to protect young people from being sexually exploited and what are sexual crimes.
2	Basic	I can demonstrate the ability to assess existing laws and policies designed to protect young people from being sexually exploited and what are sexual crimes.
1	Minimal	I can demonstrate the ability to assess existing laws and policies designed to protect young people from being sexually exploited and what are sexual crimes.
0	No Evidence	No evidence shown.

7.5 I can describe the process of pregnancy and be able to explain what shaken baby syndrome is and how to prevent it.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the process of pregnancy and be able to explain what shaken baby syndrome is and how to prevent it.
3	Developing	I can describe the process of pregnancy and be able to explain what shaken baby syndrome is and how to prevent it.
2	Basic	I can describe the process of pregnancy and be able to explain what shaken baby syndrome is and how to prevent it.
1	Minimal	I can describe the process of pregnancy and be able to explain what shaken baby syndrome is and how to prevent it.
0	No Evidence	No evidence shown.

Submitted on 7/17/2019 by Paula Gates