



# 6-8 Health

HLTH601, HLTH701, HLTH801

<http://grading.dmschools.org>

<http://dmschools.org>

## How to use this document:

- The purpose of this guide is to act as a suggestion in planning for instruction and guidance of how you score
- Suggested materials for each target are linked directly below each topic scale. These are shared as high-quality resources to aid in planning and lesson design

## This curriculum guide is not...

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

**Instead, the curriculum guide is meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.**

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

*Middle School Health: Year at a Glance*

This course provides the required learning of Health concepts for middle school students.

**Primary Resources:** Learning Targets are linked below each Standard scale. These include all required sources for the course and can be found on the Canvas courses, by grade-level.

<b>6<sup>th</sup> Grade</b>  <a href="#">Canvas Course Link</a>	<b>Units</b>	<b>Managing Stress</b>	<b>Refusal Skills</b>	<b>Healthy Relationships</b>	<b>Affirming Feelings</b>	<b>Puberty</b>	<b>Hygiene</b>	<b>MyPlate</b>	<b>Planning a Meal</b>
	<b>Standards Aligned</b>	Standard 4		Standard 2	Standard 4		Standard 2	Standard 8	Standard 2
	<b>Reporting frequency</b>	Weekly							

<b>7<sup>th</sup> Grade</b>  <a href="#">Canvas Course Link</a>	<b>Units</b>	<b>Reproductive Health</b>	<b>Abstinence &amp; Refusal</b>	<b>Healthy Dating and Relationships</b>	<b>Acting Against Violence</b>	<b>MyPlate</b>	<b>Food Choices</b>	<b>Relating to Food</b>
	<b>Standards Aligned</b>	Standard 1	Standard 5	Standard 7	Standard 1	Standard 7	Standard 1	
	<b>Reporting frequency</b>	Weekly						

<b>8<sup>th</sup> Grade</b>  <a href="#">Canvas Course Link</a>	<b>Units</b>	<b>Environmental Impacts of Nutrition</b>	<b>Healthy Dating</b>	<b>Medicine and Drug Use</b>	<b>Reading Food Labels</b>	<b>Consequences of Sexuality</b>	<b>Finding Medical Help</b>	<b>Meeting Nutritional Needs</b>	<b>Choices in Sexuality</b>
	<b>Standards Aligned</b>	Standard 1			Standard 3			Standard 6	
	<b>Reporting frequency</b>	Weekly							

# Standards-Referenced Grading Basics

## Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Start at Level 3 when determining a topic → score.

## Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Evidence shows the student ...	Topic Score
Demonstrates proficiency (AT) in all learning targets and success at Level 4	4.0
Demonstrates proficiency (AT) in all learning targets with partial success at Level 4	3.5
Demonstrates proficiency (AT) in <u>all</u> learning targets	3.0
Demonstrates proficiency (AT) in <u>at least half</u> of the learning targets	2.5
Demonstrates some success criteria (PT) toward <u>all</u> learning targets	2.0
Demonstrates some success criteria (PT) towards <u>some</u> of the learning targets	1.5
Does not yet meet minimum criteria for the targets.	1.0
Produces no evidence appropriate to the learning targets at any level	0

## Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

### Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

# Anatomy of a Scale

**Unit Narrative:**

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

**Topic Title:**

Named topic in infinite campus, with approximate number of paced weeks

**Exceeding Grade Level (ET):**

Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

**Achieving Grade Level (AT):**

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

**Success Criteria** (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

**Item Bank:**

Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:		
Unit Narrative: In this unit, students		
Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets. <b>Guiding Question</b> to complete this process: * What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?
Topic Title (weeks)	Possible Task: * *A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.	LT1- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		LT2- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		LT3- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Item Bank:		
Target: Resources to teach:	Target: Resources to teach:	Target: Resources to teach:
Standard Language	Standard Language	Standard Language
Guiding Questions, Ideas, and/or Concepts Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.		

## Health Curriculum Updates for SY 24-25:

Topics in the Health course will be updated for the 2024-2025 school year to align with the newly released National Standards from SHAPE America. You can find the complete standards list here: [New National Health Education Standards \(shapeamerica.org\)](https://shapeamerica.org) Each of the 8 standards will be addressed at least once over the three years a student is in this course. DMPS Health Educators have prioritized the standards and targets to align with our current Unit Design. There are now 3 topics in 6<sup>th</sup> and 8<sup>th</sup> grade, and 2 topics in 7<sup>th</sup> grade for gradebook reporting. Success Criteria will be developed throughout the 2024-2025 school year by the Health Team to ensure common expectations for all students.

### National Standards & Gradebook Topics Overview:

	National Standards Addressed	Topics in the Gradebook
6 <sup>th</sup> Grade	<p><b>Standard 2:</b> Analyze influences that affect health and well-being of self and others. Units Aligned: Healthy Relationships, Hygiene, Planning a Meal</p> <p><b>Standard 4:</b> Use interpersonal communication skills to support health and well-being of self and others. Units Aligned: Managing Stress, Refusal Skills, Affirming Feelings, Puberty</p> <p><b>Standard 8:</b> Advocate to promote health and well-being of self and others. Units Aligned: MyPlate</p>	<p><b>Topic 1:</b> Analyze Health Influences</p> <p><b>Topic 2:</b> Interpersonal Communication</p> <p><b>Topic 3:</b> Advocate to Promote Health</p>
7 <sup>th</sup> Grade	<p><b>Standard 1:</b> Use functional health information to support health and well-being of self and others. Units Aligned: Reproductive Health, Acting Against Violence, Food Choices, Relating to Food</p> <p><b>Standard 5:</b> Use a decision-making process to support health and well-being of self and others. Units Aligned: Abstinence &amp; Refusal</p> <p><b>Standard 7:</b> Demonstrate practices and behaviors to support health and well-being of self and others. Units Aligned: Healthy Dating and Relationships, MyPlate</p>	<p><b>Topic 1:</b> Functional Health Information</p> <p><b>Topic 2:</b> Decision Making for Healthy Practices and Behaviors</p>
8 <sup>th</sup> Grade	<p><b>Standard 1:</b> Use functional health information to support health and well-being of self and others. Units Aligned: Environmental Impacts of Nutrition, Healthy Dating, Medicine and Drug Use</p> <p><b>Standard 3:</b> Access valid and reliable resources to support health and well-being of self and others. Units Aligned: Reading Food Labels, Consequences of Sexuality, Finding Medical Help</p> <p><b>Standard 6:</b> Use a goal-setting process to support health and well-being of self and others. Units Aligned: Meeting Nutritional Needs, Choices in Sexuality</p>	<p><b>Topic 1:</b> Functional Health Information</p> <p><b>Topic 2:</b> Access Valid Resources</p> <p><b>Topic 3:</b> Goal-Setting</p>

## 6<sup>th</sup> Grade Topic I: Analyze Health Influences

**Topic Overview:** Standard 2: Analyze influences that affect health and well-being of self and others. This standard will be addressed through three units in the 6<sup>th</sup> grade health curriculum: Healthy Relationships, Hygiene, and Planning a Meal. You should have evidence for at least one target after each unit of study is completed.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.
<b>Analyze Health Influences</b>	<p><b>LTIA – Analyze</b> individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. (2.8.2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul> <p><b>LTIB – Analyze</b> how various influences affect the health and well-being of people and communities in different ways. (2.8.3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul> <p><b>LTIC – Apply</b> strategies and resources to manage influences that impact health and well-being. (2.8.4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul>

## Item Bank:

*IA, IB, and IC Target Resources can be found in the Canvas course.*

<p style="text-align: center;"><b>Standard Language LTIA</b></p> <p>2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.</p>	<p style="text-align: center;"><b>Standard Language LTIB</b></p> <p>2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways</p>	<p style="text-align: center;"><b>Standard Language LTIC</b></p> <p>2.8.4 Apply strategies and resources to manage influences that impact health and well-being.</p>
--	---	--

### Units Addressed

Healthy Relationships  
Hygiene  
Planning a Meal

## 6<sup>th</sup> Grade Topic 2: Interpersonal Communication

**Topic Overview:** *Standard 4: Use interpersonal communication skills to support health and well-being of self and others. This standard will be addressed through four units in the 6<sup>th</sup> grade health curriculum: Managing Stress, Refusal Skills, Affirming Feelings, and Puberty. You should have evidence for at least one target after each unit of study is completed.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The <b>Level 3 Targets</b> are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.



**Interpersonal  
Communication**

**LT2A- Use** various communication strategies to seek and offer support and assistance. (4.8.3)

**Learning that shows evidence of progressing towards grade-level learning target:**

- Success Criteria
- Success Criteria
- Success Criteria

**LT2B- Use** refusal skills and strategies to seek and offer support and assistance. (4.8.5)

**Learning that shows evidence of progressing towards grade-level learning target:**

- Success Criteria
- Success Criteria
- Success Criteria

**LT2C- Use** skills and strategies to prevent, manage, or resolve conflict. (4.8.6)

**Learning that shows evidence of progressing towards grade-level learning target:**

- Success Criteria
- Success Criteria
- Success Criteria

**Item Bank:**

*2A, 2C, and 2C Target Resources can be found in the Canvas course.*

**Standard Language LT2A**

4.8.3 Use various communication strategies to seek and offer support and assistance.

**Standard Language LT2B**

4.8.5 Use refusal skills and strategies to seek and offer support and assistance.

**Standard Language LT2C**

4.8.6 Use skills and strategies to prevent, manage, or resolve conflict.

**Units Addressed**

Managing Stress  
Refusal Skills  
Affirming Feelings  
Puberty

## 6<sup>th</sup> Grade Topic 3: Advocate to Promote Health

**Topic Overview:** In this topic, Standard 8: Advocate to promote health and well-being of self and others AND Standard 4: Standard 4: Use interpersonal communication skills to support health and well-being of self and others. These standards will be addressed through one unit in the 6<sup>th</sup> grade health curriculum: MyPlate. You should have evidence for at least one target after each unit of study is completed.

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
<p><b>Advocate to Promote Health</b></p>	<p><b>LT3A- Demonstrate</b> advocacy skills and strategies to promote the health and well-being of self and others. (8.8.4)  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul> <p><b>LT3B- Use</b> effective communication skills across various modes of communication to support health and well-being of self and others. (4.8.1)  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul>

### Item Bank:

**3A and 3B Target Resources can be found in the Canvas course.**

**Standard Language LT3A:**

8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.

**Standard Language LT3B:**

4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.

**Units Addressed**

**MyPlate**

## 7<sup>th</sup> Grade Topic 1: Functional Health Information

**Topic Overview:** Standard 1: Use functional health information to support health and well-being of self and others. This standard will be addressed through four units in the 7<sup>th</sup> grade health curriculum: Reproductive Health, Acting Against Violence, Food Choices, Relating to Food. You should have evidence for at least one target after each unit of study is completed.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.
<b>Functional Health Information</b>	<p><b>LTIA – Analyze</b> how practices and behaviors support a variety of dimensions of wellness. (1.8.2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul>
	<p><b>LTIB – Analyze</b> behaviors that reduce or prevent illness and injuries. (1.8.3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul>
	<p><b>LTIC – Analyze</b> practices and behaviors that support health and well-being, including how to manage health conditions. (1.8.4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul>
	<p><b>LTID – Analyze</b> how individual, interpersonal, community, and environmental factors impact health and well-being. (1.8.6)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul>

## Item Bank:

*IA, IB, IC, and ID Target Resources can be found in the Canvas course.*

<p><b>Standard Language LTIA</b> 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.</p>	<p><b>Standard Language LTIB</b> 1.8.3 Analyze behaviors that reduce or prevent illness and injuries.</p>	<p><b>Standard Language LTIC</b> 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.</p>	<p><b>Standard Language LTID</b> 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.</p>
---	---	---	--

### Units Addressed

Reproductive Health  
Acting Against Violence  
Food Choices  
Relating to Food

## 7<sup>th</sup> Grade Topic 2: Decision Making for Healthy Practices and Behaviors

**Topic Overview:** *Standard 5: Use a decision-making process to support health and well-being of self and others AND Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others. These standards will be addressed through three units in the 7<sup>th</sup> grade health curriculum: Abstinence and Refusal, Healthy Dating and Relationships, and MyPlate. You should have evidence for at least one target after each unit of study is completed.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The <b>Level 3 Targets</b> are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

**Decision Making  
for Healthy  
Practices and  
Behaviors**

**LT2A- Determine** when health-related situations require the application of a thoughtful decision-making process. (5.8.2)

**Learning that shows evidence of progressing towards grade-level learning target:**

- Success Criteria
- Success Criteria
- Success Criteria

**LT2B- Examine** supports and barriers to health-related practices and behaviors. (7.8.1)

**Learning that shows evidence of progressing towards grade-level learning target:**

- Success Criteria
- Success Criteria
- Success Criteria

**LT2C- Analyze** practices and behaviors that support personal and community health and well-being. (7.8.2)

**Learning that shows evidence of progressing towards grade-level learning target:**

- Success Criteria
- Success Criteria
- Success Criteria

**Item Bank:**

*2A, 2B, and 2C Target Resources can be found in the Canvas course.*

**Standard Language LT2A**

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

**Standard Language LT2B**

7.8.1 Examine supports and barriers to health-related practices and behaviors.

**Standard Language LT2C**

7.8.2 Analyze practices and behaviors that support personal and community health and well-being.

**Units Addressed**

Abstinence and Refusal  
Healthy Dating and Relationships  
MyPlate

## 8<sup>th</sup> Grade Topic 1: Functional Health Information

**Topic Overview:** *Standard 1: Use functional health information to support health and well-being of self and others. This standard will be addressed through three units in the 8<sup>th</sup> grade health curriculum: Environmental Impacts of Nutrition, Healthy Dating, Medicine and Drug Use. You should have evidence for at least one target after each unit of study is completed.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.
<b>Functional Health Information</b>	<p><b>LT1A – Analyze</b> behaviors that reduce or prevent illness or injuries. (1.8.3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul> <p><b>LT1B – Analyze</b> how individual, interpersonal, community, and environmental factors impact health and well-being. (1.8.6)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul>

## Item Bank:

*IA and IB Target Resources can be found in the Canvas course.*

### Standard Language LTIA

I.8.3 Analyze behaviors that reduce or prevent illness and injuries.

### Standard Language LTIB

I.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.

### Units Addressed

Environmental Impacts of Nutrition  
Healthy Dating  
Medicine and Drug Use

## 8<sup>th</sup> Grade Topic 2: Access Valid Resources

**Topic Overview:** *Standard 3: Access valid and reliable resources to support health and well-being of self and others. This standard will be addressed through three units in the 8<sup>th</sup> grade health curriculum: Reading Food Labels, Consequences of Sexuality, Finding Medical Help. You should have evidence for at least one target after each unit of study is completed.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The <b>Level 3 Targets</b> are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.



**Access Valid Resources**

**LT2A- Access** valid and reliable sources of health information, products, services, and other resources. (3.8.3)

**Learning that shows evidence of progressing towards grade-level learning target:**

- Success Criteria
- Success Criteria
- Success Criteria

**LT2B- Analyze** the validity, reliability, and accessibility of health information, products, services, and other resources. (3.8.4)

**Learning that shows evidence of progressing towards grade-level learning target:**

- Success Criteria
- Success Criteria
- Success Criteria

**Item Bank:**

*2A and 2B Target Resources can be found in the Canvas course.*

**Standard Language LT2A**

3.8.3 Access valid and reliable sources of health information, products, services, and other resources.

**Standard Language LT2B**

3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.

**Units Addressed**

Reading Food Labels  
Consequences of Sexuality  
Finding Medical Help

## 8<sup>th</sup> Grade Topic 3: Goal-Setting

**Topic Overview:** Standard 6: Use a goal-setting process to support health and well-being of self and others. This standard will be addressed through two units in the 8<sup>th</sup> grade health curriculum: Meeting Nutritional Needs, Choices in Sexuality. You should have evidence for at least one target after each unit of study is completed.

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
<p><b>Goal-Setting</b></p>	<p><b>LT3A- Assess</b> personal health and well-being to identify focus areas for goal-setting. (6.8.1)</p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul> <p><b>LT3B- Develop</b> a plan that addresses supports and barriers to attaining a health-related goal. (6.8.4)</p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> <li><input type="checkbox"/> Success Criteria</li> </ul>

### Item Bank:

*3A and 3B Target Resources can be found in the Canvas course.*

<p><b>Standard Language LT3A:</b> 6.8.1 Assess personal health and well-being to identify focus areas for goal-setting.</p>	<p><b>Standard Language LT3B:</b> 6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal.</p>
<p align="center"><b>Units Addressed</b></p>	
<p align="center">Meeting Nutritional Needs Choices in Sexuality</p>	