

Wellness K-12

Wellness Core Competencies

Wellness Core Competencies					
Grades 9-12					
Analyzing Influences	Accessing Valid Health Information	Communication	Goal Setting	Decision Making	Advocacy
Students will evaluate and interpret relevant internal and external influences as they impact self, peers, family and community.	Students will be able to locate very specific sources that are relevant for enhancing health in a given situation.	Students will apply appropriate verbal/nonverbal communication techniques and skills to effectively convey or exchange information to enhance the health of self and others.	Students will formulate a clear and complete personal goal statement that explicitly states health benefits. The goal is achievable and will result in enhanced health. Goal setting plan is complete—all important steps are included; follows a logical, sequential process; includes a process for assessing progress.	Students will achieve and defend health enhancing decisions using a process consisting of the following steps: identifies a situation that poses a risk; examines a comprehensive set of alternative courses of action; effectively evaluates the positive and negative consequences of each alternative course of action; decides on a health enhancing course of action.	Students will take a clear health enhancing position on an issue; supports the position using relevant and accurate facts, concepts, examples and evidence; working cooperatively with others and has a strong awareness of the audience (background, perspective, interest); word choice, tone, examples, graphics, are well suited to the audience; displays strong and passionate conviction.
Students will evaluate the impact of technology, perception of social norms and public health policies make on personal health behaviors.	Students will thoroughly evaluate each source for validity and appropriateness.	Students' communication demonstrates strategies to prevent, manage, or resolve interpersonal conflicts.	Students will consistently monitor actions and makes adjustments as needed; openly accepts feedback and makes adjustments as needed; consistently is able to self-assess, reflect on and take responsibility for one's actions.		
Students will choose and promote positive influences and provide strategies to protect themselves and others from negative influences.	Students will determine the need for and use specific sources of health information, products and/or services.	Students will demonstrate a high level of self-efficacy in using the skill to ask for or offer assistance to enhance health of self and others.			
	Students will provide complete and accurate citations for the specific source and reasons why they are reliable.				

Draft Competency Alignment: April 2018

Grades K-8

Analyzing Influences	Assessing Valid Health Information	Communication	Goal Setting	Decision Making	Advocacy
<p>Students will understand the concept of analyzing personal health influences.</p> <p>Students will recognize influences, but may not include both internal and external as they affect self, peers, family and community.</p> <p>Students will provide a general explanation of how the impacts technology, family, friends, and the perception of social norms make on personal health behaviors.</p> <p>Students will choose positive and negative influences and explain how they impact their health.</p>	<p>Students will locate general sources that may enhance health behaviors in a given situation.</p> <p>Students will evaluate the source for validity and appropriateness.</p> <p>Students will identify general sources of health information.</p>	<p>Students will attempt to use verbal/nonverbal communication techniques, strategies to prevent, manage, or resolve interpersonal conflicts, and other skills to enhance the health of self and others.</p>	<p>Students will assemble a goal statement with limited references to health benefits.</p> <p>The students' goal setting plan may be incomplete or difficult to implement but it does include all important steps, and follows a sequential process for assessing progress.</p> <p>Students will monitor actions, is open to feedback and self-assessment.</p>	<p>Students decision making process is still developing. Students are able to identify a situation that poses a health risk but may not fully examine alternative courses of action; or effectively evaluate the positive and negative health consequences of their actions.</p>	<p>Students have a generally clear health enhancing position on an issue but may need further guidance to support a position.</p>