**Strand: Caring for Yourself, Your Family and Your Community**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Expertly and confidently describes the roles of community members have in promoting safety and injury prevention. | Proficiently describes the roles of community members have in promoting safety and injury prevention. | With some difficulty describes the roles of community members have in promoting safety and injury prevention. | Is not able to describe the roles of community members have in promoting safety and injury prevention. |
| Frequently lists and describes examples of infectious and non-infectious diseases, as well as their detection and prevention methods. | Often lists and describes examples of infectious and non-infectious diseases, as well as their detection and prevention methods. | Occasionally lists and describes examples of infectious and non-infectious diseases, as well as their detection and prevention methods. | Rarely lists and describes examples of infectious and non-infectious diseases, as well as their detection and prevention methods. |

**Strand: Personal Wellness**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Accurately and with confidence lists strategies for promoting personal wellness. | Proficiently lists strategies for promoting personal wellness. | With some difficulty lists strategies for promoting personal wellness. | Is not able to list strategies for promoting personal wellness. |
| Expertly lists needs pertaining to student wellness in school. | Easily lists needs pertaining to student wellness in school. | With prompting lists needs pertaining to student wellness in school. | Is not able to list needs pertaining to student wellness in school. |
| Thoughtfully relates the process required to implement and evaluate a change that improves student wellness in schools. | Reliably relates the process required to implement and evaluate a change that improves student wellness in schools. | With some difficulty relates the process required to implement and evaluate a change that improves student wellness in schools. | Is unable to relate the process required to implement and evaluate a change that improves student wellness in schools. |

**Strand: Use, Misuse and Abuse of Materials**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Expertly describes the negative effects of alcohol and drugs. | Easily describes the negative effects of alcohol and drugs. | With prompting describes the negative effects of alcohol and drugs. | Is not able to describe the negative effects of alcohol and drugs. |
| Through role play, frequently applies refusal skills in when in personal safety situations. | Through role play, generally applies refusal skills in when in personal safety situations. | Through role play, sometimes applies refusal skills in when in personal safety situations. | Through role play, rarely applies refusal skills in when in personal safety situations. |
| Expertly identifies and categorizes peer and media influences that impact on choices regarding healthy or unhealthy behaviours. | Easily identifies and categorizes peer and media influences that impact on choices regarding healthy or unhealthy behaviours. | With prompting identifies and categorizes peer and media influences that impact on choices regarding healthy or unhealthy behaviours. | Is not able to identify and categorize peer and media influences that impact on choices regarding healthy or unhealthy behaviours. |

**Strand: Growth and Development**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Consistently explains that sexuality integrates many aspects of each of our lives. | Easily explains that sexuality integrates many aspects of each of our lives. | Partially explains that sexuality integrates many aspects of each of our lives. | Not able to that sexuality integrates many aspects of each of our lives. |
| Frequently identifies the structures and functions of male and female reproductive systems. | Usually identifies the structures and functions of male and female reproductive systems. | Sometimes identifies the structures and functions of male and female reproductive systems. | Rarely identifies the structures and functions of male and female reproductive systems. |
| Expertly describes fertilization, pregnancy and childbirth. | Proficiently describes fertilization, pregnancy and childbirth. | Somewhat describes fertilization, pregnancy and childbirth. | Not able to describe fertilization, pregnancy and childbirth. |
| Consistently judges different kind of relationships. | Usually judges different kind of relationships. | Occasionally judges different kind of relationships. | Never judges different kind of relationships. |