**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 outlines the relationship between high-risk behaviours and resulting consequences. | Proficiently outlines the relationship between high-risk behaviours and resulting consequences. | With some difficulty outlines the relationship between high-risk behaviours and resulting consequences. | Is not able to outline the relationship between high-risk behaviours and resulting consequences. |
| Frequently lists and describes how to promote safety and prevent injury or illness. | Often lists and describes how to promote safety and prevent injury or illness. | Occasionally lists and describes how to promote safety and prevent injury or illness. | Rarely lists and describes how to promote safety and prevent injury or illness. |

**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 factors that enhance health or that cause illness. | Easily lists factors that enhance health or that cause illness. | With prompting lists factors that enhance health or that cause illness. | Is not able to list factors that enhance health or that cause illness. |
| Sophisticatedly identifies stressors in students’ lives and strategies for coping with stress. | Generally identifies stressors in students’ lives and strategies for coping with stress. | With some difficulty identifies stressors in students’ lives and strategies for coping with stress. | Is not able to identify stressors in students’ lives and strategies for coping with stress. |

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

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Precisely explains what an addiction is and how it can make a person keep doing something unhealthy and destructive. | Appropriately explains what an addiction is and how it can make a person keep doing something unhealthy and destructive. | Somewhat explains what an addiction is and how it can make a person keep doing something unhealthy and destructive. | Is not able to explain what an addiction is and how it can make a person keep doing something unhealthy and destructive. |
| Through role play, frequently applies decision-making skills as it relates to self and others. | Through role play, generally applies decision-making skills as it relates to self and others. | Through role play, sometimes applies decision-making skills as it relates to self and others. | Through role play, rarely applies decision-making skills as it relates to self and others. |
| Consistently and independently models safe and healthy behaviors. | Usually and somewhat independently models safe and healthy behaviors. | Occasionally and with prompting models safe and healthy behaviors. | Rarely models safe and healthy behaviors. |
| C4 – outcome difficult to assess… |  |  |  |

**Strand: Growth and Development**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Expertly explains the role of the media in establishing feelings and attitudes about ourselves and relationships with others. | Easily explains the role of the media in establishing feelings and attitudes about ourselves and relationships with others. | With prompting explains the role of the media in establishing feelings and attitudes about ourselves and relationships with others. | Is not able to explain the role of the media in establishing feelings and attitudes about ourselves and relationships with others. |
| Insightfully confirms the choices, consequences and responsibilities that exist with becoming sexually active. | Appropriately confirms the choices, consequences and responsibilities that exist with becoming sexually active. | Superficially confirms the choices, consequences and responsibilities that exist with becoming sexually active. | Is unwilling and unable to confirm the choices, consequences and responsibilities that exist with becoming sexually active. |
| Thoughtfully discusses sexual orientation issues. | Generally discusses sexual orientation issues. | With some difficulty discusses sexual orientation issues. | Is not able to discuss sexual orientation issues. |