Healthy Practices Grade Level: 4 to 6

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

Emerging	Developing	Acquired	Accomplished
Snapshots The student can demonstrate some understanding of practices associated with living a safe and healthy balanced lifestyle, with assistance	The student has some understanding of practices associated with living a safe and healthy balanced lifestyle	The student communicates, demonstrates knowledge, and practices skills associated with living a safe and healthy balanced lifestyle	The student is a leader in advocating for self and others to practice habits that lead to a safe and healthy balanced lifestyle
With assistance, the student will: ▪ communicate the links between individual and societal practices associated with road-related risk reduction and injury prevention ▪ manage responses to their feelings at times ▪ willingly develop a goal for avoiding substance abuse ▪ tell about long and short term consequences of substance abuse ▪ set a goal for attaining and maintaining a safe and balanced healthy lifestyle	The student will**:** ▪ demonstrate some understanding of the links between individual and societal practices associated with road-related risk reduction and injury prevention ▪ manage responses to their feelings in most situations ▪ willingly develop a goal for avoiding substance abuse ▪ tell about long and short term consequences of substance abuse ▪ set basic personal goals for attaining and maintaining a safe and healthy balanced lifestyle	The student will: ▪ understand and communicate the links between individual societal practices associated with road risk reduction and injury prevention, including consequences of choices ▪ demonstrate and use decision making skills to manage responses to their feelings ▪ tell why managing personal feelings is important ▪ develop strategies for avoiding substance abuse ▪ evaluate and communicate the long and short term consequences of substance abuse ▪ set realistic personal goals to attain and maintain a safe and healthy balanced lifestyle ▪ understand and communicate that a healthy balanced lifestyle requires proper sleep, nutrition, physical activity and stress and time management	The student will: ▪ advocate for self and others to practice behaviours that reduce road related risks and contribute to injury prevention ▪ understand and communicate to others the importance of managing personal responses to feelings and evaluate related consequences ▪ advocate for self and others to manage responses to personal feelings and communicate possible strategies to accomplish this goal ▪ use strategies for avoiding substance abuse and help others to do the same ▪ inform others of the long and short term consequences of substance abuse ▪ evaluate and adjust personal goals to attain and maintain a safe and healthy balanced lifestyle ▪ set realistic personal goals for achieving proper sleep, nutrition, physical activity and stress and time management