**High Priority Proficiency Scales for:**

**Trimester 1 Health 6**

|  |  |
| --- | --- |
| **STANDARD 1: *Concept Comprehension* (CC) Students will comprehend concepts related to health promotion and disease prevention to enhance health.**  **Code: 1.8.2**  **Benchmark: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.** | |
|  | **Proficiency Scale (The student will)** |
| **Score**  **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  For example, the student will:   * Describe how an example situation impacts all sides of their health triangle when given a life event. |
|  | **3.5:**  **In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.** |
| **Score**  **3.0** | **Learning Goal - To describe the interrelationships of emotional, intellectual, physical, and social health in adolescence, the student will:**   * Analyze which side(s) of the health triangle may be lacking and provide one specific action step(s) for improvement given a scenario.   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding Score 2.0 content and partial knowledge of the Score 3.0 content.** |
| **Score**  **2.0** | **The student exhibits no major errors or omissions regarding the Score 2.0 content, however the student exhibits major errors or omissions regarding the Score 3.0 content.**  **The student will recognize or recall simple vocabulary, such as:**   * Physical * Mental * Emotional * Social   **The student will perform basic processes, such as:**   * Categorize characteristics and behaviors into the 3 sides of the health triangle: physical, mental/emotional, and social |
|  | **1.5:**  **Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the 3.0 content.** |
| **Score**  **1.0** | **With help, a partial understanding of the Score 2.0**  **content and some of the 3.0 content.** |
|  | **0.5:**  **With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.** |
| **Score**  **0.0** | **Even with help, no understanding or skill demonstrated.** |

|  |  |
| --- | --- |
| **STANDARD 6: *Goal Setting* (GS) Students will demonstrate the ability to use goal-setting skills to enhance health.**  **Code: 6.8.2**  **Benchmark: Develop a goal to adopt, maintain, or improve a personal health practice.** | |
|  | **Proficiency Scale (The student will)** |
| **Score**  **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  For example, the student will:   * Critique / Provide evidence for SMART and Not-So-SMART goals |
|  | **3.5:**  **In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.** |
| **Score**  **3.0** | **Learning Goal - To develop a goal to adopt, maintain, or improve a personal health practice, the student will:**   * Develop a SMART goal   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding Score 2.0 content and partial knowledge of the Score 3.0 content.** |
| **Score**  **2.0** | **The student exhibits no major errors or omissions regarding the Score 2.0 content, however the student exhibits major errors or omissions regarding the Score 3.0 content.**  **The student will recognize or recall simple vocabulary, such as:**   * Goal * S: Specific * M: Measurable * A: Action * R: Realistic * T: Timely   **The student will perform basic processes, such as:**   * Identify the components of a SMART goal |
|  | **1.5:**  **Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the Score 3.0 content.** |
| **Score**  **1.0** | **With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content.** |
|  | **0.5:**  **With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.** |
| **Score**  **0.0** | **Even with help, no understanding or skill demonstrated.** |

|  |  |
| --- | --- |
| **STANDARD 4: *Interpersonal Communication* (IC): Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**  **Code: 4.8.3**  **Benchmark: Demonstrate effective conflict management or resolution strategies within relationship situations.** | |
|  | **Proficiency Scale (the student will)** |
| **Score**  **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  For example, the student will:   * Demonstrate at least two types of communication * Incorporate an I-Message in assertive communication |
|  | **3.5:**  **In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.** |
| **Score**  **3.0** | **Learning Goal - To demonstrate effective conflict management or resolution strategies within relationship situations, the student will:**   * Categorize statements and actions into the three communication styles * Write an effective I-Statement   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding Score 2.0 content and partial knowledge of the Score 3.0 content.** |
| **Score**  **2.0** | **The student exhibits no major errors or omissions regarding the Score 2.0 content, however the student exhibits major errors or omissions regarding the Score 3.0 content.**  **The student will recognize or recall simple vocabulary, such as:**   * Passive * Assertive * Aggressive   **The student will perform basic processes, such as:**   * Identify an effective I-Statement:   + I feel (emotion) when (description of the behavior). |
|  | **1.5:**  **Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the Score 3.0 content.** |
| **Score**  **1.0** | **With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content** |
|  | **0.5:**  **With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.** |
| **Score**  **0.0** | **Even with help, no understanding or skill demonstrated.** |

|  |  |  |
| --- | --- | --- |
| **STANDARD 2: *Influences* (INF) Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**  **Code: 2.8.1; 2.8.2; 2.8.3; 2.8.5; 2.8.6** | | |
| **Benchmark** |  | **Proficiency Scale (the student will)** |
| **Examine how the family inﬂuences the health of adolescents.**  **Describe the inﬂuence of culture on health beliefs, practices, and behaviors.**  **Describe how peers inﬂuence healthy and unhealthy behaviors.**  **Analyze how messages from media inﬂuence health behaviors.**  **Analyze the inﬂuence of technology on personal and family health.**  . | **Score**  **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  For example, the student will:  **Consider** whether I need to do anything about this influence.   * Create a SMART goal handle this influence in my life |
|  | **3.5:**  **In addition to score 3.0 performance, in-depth**  **inferences and applications of score 4.0 with partial**  **success.** |
| **Score**  **3.0** | **Learning Goal - The student will:**  **Analyze** how the influence has an impact on behaviors, thoughts, values and beliefs.   * Is this a positive or negative message? * How much is this influencing my thoughts, values, beliefs, or actions?   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.** |
| **Score**  **2.0** | **The student exhibits no major errors or omissions regarding the 2.0 content, however the student exhibits major errors or omissions regarding the 3.0 content.**  **The student will recognize or recall simple vocabulary, such as:**   * + Influences   + Values   + Culture   + Media   + Family   + Heredity   + Peers   + Emotions   + Internal   + External   + Environment   **The student will perform basic processes, such as:**   * **Identify** the source of the influence * **Articulate** the message from the influence |
|  | **1.5:**  **Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.** |
| **Score**  **1.0** | **With help, a partial understanding of the 2.0 content and some of the 3.0 content.** |
|  | **0.5:**  **With help, a partial understanding of the 2.0 content, but not the 3.0 content.** |
| **Score**  **0.0** | **Even with help, no understanding or skill demonstrated.** |

|  |  |
| --- | --- |
| **Standard 5: *Decision Making* (DM) Students will demonstrate the ability to use decision-making skills to enhance health.**  **Code: 5.8.4; 5.8.5; 5.8.6**  **Benchmark: Distinguish between healthy and unhealthy alternatives to health-related issues or problems; Predict the potential short-term impact of each alternative on self and others; Choose healthy alternatives over unhealthy alternatives when making a decision**. | |
|  | **Proficiency Scale (The student will)** |
| **Score**  **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student will:**  **Execute** the following steps in the DECIDE model:   * **Evaluate** the outcome   + How did the selected option impact the person’s health (considering the health triangle)   + Would you change anything? Defend your answer. |
|  | **3.5:**  **In addition to Score 3.0 performance, in-depth**  **inferences and applications of Score 4.0 with partial**  **success.** |
| **Score**  **3.0** | **Learning Goal - To distinguish between healthy and unhealthy alternatives to health-related issues or problems; predict the potential short-term impact of each alternative on self and others; choose healthy alternatives over unhealthy alternatives when making a decision**, **the student will:**  **Execute** the following steps in the DECIDE model:   * **Describe** the decision-making situation given a scenario * **Explore** the options * **Consider** the positive and negative consequences * **Identify** your values * **Decide** and act   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding Score 2.0 content and partial knowledge of the Score 3.0 content.** |
| **Score**  **2.0** | **The student exhibits no major errors or omissions regarding the Score 2.0 content, however the student exhibits major errors or omissions regarding the Score 3.0 content.**  **The student will recognize or recall simple**  **vocabulary, such as:**  **D**: Describe the situation  **E**: Explore Options  **C:** Consider the Consequences  **I:** Identify Values  **D**: Decide on the healthiest option  **E:** Evaluate the Outcome |
|  | **1.5:**  **Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the Score 3.0 content.** |
| **Score**  **1.0** | **With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content** |
|  | **0.5:**  **With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.** |
| **Score**  **0.0** | **Even with help, no understanding or skill demonstrated.** |

|  |  |
| --- | --- |
| **STANDARD 3: *Information Accessing* (IA) Students will demonstrate the ability to access valid information and products and services to enhance health.**  **Code: 3.8.1**  **Benchmark: Analyze the validity of health information, products, and services.** | |
|  | **Proficiency Scale (the student will)** |
| **Score**  **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  For example, the student will:   * Defend your ranking of various websites based on RADCAB elements. |
|  | **3.5:**  **In addition to Score 3.0 performance, in-depth**  **inferences and applications of Score 4.0 with partial**  **success.** |
| **Score**  **3.0** | **Learning Goal - To analyze the validity of health information, products, and services,**  the student will:   * Evaluate website using RADCAB comprehensively   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding Score 2.0 content and partial knowledge of the Score 3.0 content.** |
| **Score**  **2.0** | **The student exhibits no major errors or omissions**  **regarding the Score 2.0 content, however the**  **student exhibits major errors or omissions regarding**  **the Score 3.0 content.**  **The student will recognize or recall simple vocabulary, such as:**  **R**: Relevancy  **A:** Appropriateness  **D:** Detail **C:** Currency **A**: Authority **B:** Bias  **The student will perform basic processes, such as:**   * **Evaluate** website using RADCAB individual components |
|  | **1.5:**  **Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the Score 3.0 content.** |
| **Score**  **1.0** | **With help, a partial understanding of the Score**  **2.0 content and some of the Score 3.0 content.** |
|  | **0.5:**  **With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.** |
| **Score**  **0.0** | **Even with help, no understanding or skill demonstrated.** |

|  |  |
| --- | --- |
| **STANDARD 8: *Advocacy* (AV) Students will demonstrate the ability to advocate for personal, family, and community health.**  **Code: 8.8.2**  **Benchmark: Demonstrate how to influence and support others to make positive health choices.** | |
|  | **Proficiency Scale (the student will)** |
| **Score**  **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  For example, the student will:  **Support** a cause utilizing the acronym ICARE  **I:** Identify a health issue  **C:** Create a message  **A**: Access information  **R**: Relay your message within the school or community  **E**: Evaluate effectiveness |
|  | **3.5:**  **In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.** |
| **Score**  **3.0** | **Learning Goal - To demonstrate how to inﬂuence and support others to make positive health choices, the student will:**  **Support** a cause utilizing the acronym ICARE  **I:** Identify a health issue  **C**: Create a message  **A:** Access information  **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding Score 2.0 content and partial knowledge of the Score 3.0 content.** |
| **Score**  **2.0** | **The student exhibits no major errors or omissions regarding the Score 2.0 content, however the student exhibits major errors or omissions regarding the Score 3.0 content.**  **The student will recognize or recall simple vocabulary, such as:**  **I:** Identify health issue  **C:** Create a message  **A:** Access information  **R**: Relay your message  **E**: Evaluate effectiveness |
|  | **1.5:**  **Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the Score 3.0 content.** |
| **Score**  **1.0** | **With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content.** |
|  | **0.5:**  **With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.** |
| **Score**  **0.0** | **Even with help, no understanding or skill demonstrated.** |