**High Priority Proficiency Scales for:**

**Trimester 1 Health 6**

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| **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.** |

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| **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.** |

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| **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.** |

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| **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.** |

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| **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.** |

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| **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

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| **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.** |

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| **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.** |
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