**High Priority Proficiency Scales for:**

**Trimester 2 Health 6**

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| **STANDARD 7: *Self Management* (SM) Students will demonstrate the ability to practice health- enhancing behaviors and avoid or reduce health risks**  **Code: 7.8.2**  **Benchmark: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.**  ***Learning Target: I can identify signs of stress and find ways to manage my stress.*** | |
|  | **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:**  **(Identify, Manage/Treat, Prevent/Prepare):**  **Guide** a peer through the following steps:   * **Identify** stressor and symptoms of stress * **Treat/manage** stress * **Prepare/prevent** for the stressor in the future |
|  | **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 healthy practices and behaviors that will maintain or improve the health of self and others, the student will :**  **(Identify, Manage/Treat, Prevent/Prepare):**   * **Treat/manage** stress * **Prepare/prevent** for stressor in the future   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding Score 2.0 content and partial success at 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:**   * Stress * Stressor (positive / negative) * Fight / Flight / Freeze Response   **The student will perform basic processes, such as:**  **(Identify, Manage/Treat, Prevent/Prepare):**   * **Identify** stresser * **Identify** symptoms of stress |
|  | **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**  **3.8.4**  **Benchmark: Describe situations that may require professional health services.**  ***LT: I can identify signs of depression and when to seek help.*** | |
|  | **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:**   * Communicate observations and concerns for themselves or another person to a trusted adult |
|  | **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 situations that may require professional health services, the student will:**   * Seek adult assistance when encountering a situation that causes concern.   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding score 2.0 content and partial success at 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:**   * Depression * Anxiety Disorder * Mental Illness * School Counselor * Therapist * Medication   **The student will perform basic processes, such as:**   * Identify signs/symptoms of depression * Identify the difference between sadness and depression |
|  | **1.5: Partial success at Score 2.0 content and majors omissions regarding 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 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**  ***LT: I can identify the changes that take place during 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:**   * Identify the physical, mental/emotional, social changes for males and females during puberty |
|  | **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:**   * Identify the physical changes for males and females during puberty.   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding Score 2.0 content and**  **partial success at 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:**   * Adolescence * Puberty * Pubic Hair * Menstruation * Hormones * Testosterone * Estrogen * Acne   **The student will perform basic processes, such as:** |
|  | **1.5:**  **Partial success at Score 2.0 content and majors omissions regarding 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 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.**  ***LT: I can practice appropriate hygiene necessary for adolescents*** | |
|  | **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 hygiene-related SMART goal   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **No major errors or omissions regarding Score 2.0 content and partial success at 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:**   * List examples of proper hygiene |
|  | **1.5:**  **Partial success at Score 2.0 content and majors omissions regarding 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 1 *Concept Comprehension* (CC) Students will comprehend concepts related to health promotion and disease prevention to enhance health**  **Code: 1.8.9**  **Benchmark: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.**  ***LT: I understand the reproductive systems and the process of fertilization*** | |
|  | **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:**   * Explain the process of fertilization and menstruation |
|  | **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 examine the potential seriousness of injury or illness if engaging in unhealthy behaviors, the student will:**   * Identify the parts (in a diagram) and/or functions of the following:   + Semen   + Testes   + Prostate Gland   + Penis   + Urethra   + Vas Deferens   + Seminal Vesicles   + Epididymis   + Urinary Bladder   + Ovaries   + Fallopian Tubes   + Uterus   + Vagina   + Cervix   + Ovulation   + Menstruation   + Fertilization   + Ejaculation   + Sexual Intercourse   **The student exhibits no major errors or omissions.** |
|  | **2.5:**  **In addition to Score 3.0 performance, in-depth inferences**  **and applications of Score 4.0 with partial success.** |
| **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:**   * Sperm * Egg * Testes * Ovaries * Testosterone * Estrogen   **The student will perform basic processes, such as:**   * Classify the vocabulary words above (hormone, gland, cell) based on biological sex |
|  | **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: 8.8.1**  **Benchmark: State a health-enhancing position on a topic and support it with accurate information.**  ***LT: I can prevent communicable disease in myself and others*** | |
|  | **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 - In order to state a health-enhancing position on a topic and support it with accurate information, the student will:**   * Effectively show others how to prevent a specific communicable disease.   **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:**  **In addition to Score 3.0 performance, in-depth inferences**  **and applications of Score 4.0 with partial success.** |
| **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:**   * Immune system * Pathogen * Transmission * 5 Barriers of Defense * Virus * Bacteria * Fungus * Protozoa * Vaccines * Immunity * Infection * Antibiotics * Respiratory Etiquette * Food Sanitation * Hand Washing   **The student will perform basic processes, such as:**   * ICARE Model   + **I:** Identify health issue   + **C:** Create a message   + **A:** Access information   + **R**: Relay your message   + **E**: Evaluate effectiveness * List at least 5 ways to prevent the spread of communicable diseases |
|  | **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.** |
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