**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.** |
|  | **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.** |