**High Priority Proficiency Scales for:**

**Trimester 3 Health 6**

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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: 4.8.2**  **Benchmark: Demonstrate refusal and negotiation skills that avoid or reduce health risks.**  **LT**: Demonstrate refusal skills regarding chemical use | |
|  | **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:   * Creatively demonstrate the STOP components in a fictional scenario (comic strip or script) |
|  | **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 refusal and**  **negotiation skills that avoid or reduce health risks,**  **the student will:**   * Correctly identify the components of STOP in a given 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:**   * Refusal Skills * Assertive * Non-verbal Communication * Verbal Communication * STOP Method   + **S**ay No   + **T**ell Why Not   + **O**ffer Another Idea   + **P**romptly Leave   **The student will perform basic processes, such as:**   * Describe the acronym STOP * Demonstrate Non Verbal Communication techniques that support refusal skills |
|  | **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 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: Chemical Health | |
|  | **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 short term and long term mental/emotional and social effects of chemical use |
|  | **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:**   * Describe the four stages of addiction * List short term and long term physical effects of opioids, stimulants, and depressants   **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:**   * **Prescription drugs** * **Over-the-Counter drugs** * **Legal/Illegal** * **Side effects** * **Overdose** * **Opioids** * **Experimentation** * **Regular Use** * **Tolerance** * **Physical Dependence/ Psychological Dependence** * **Triggers** * **Withdrawal** * **Addiction** * **Carcinogen** * **Nicotine** * **Nicotine Replacement** * **Second Hand Smoke** * **Tar** * **Smoking Cessation** * **Chronic Bronchitis** * **Emphysema** * **Vaping** * **Electronic Cigarettes** * **Smokeless Tobacco** * **Alcohol** * **Depressant** * **Alcohol Poisoning** * **Cirrhosis** * **Blood Alcohol Concentration** * **Moderate Drinking (Social)** * **Binge Drinking** * **Heavy Drinking** * **Alcohol Use Disorders**   **The student will perform basic processes, such as:**   * Differentiate between moderate, heavy, and binge drinking * Identify the stages of addiction |
|  | **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 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**  **LT: Chemical health Influence** | | |
| **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 positive influences that will encourage me to make good decisions regarding chemical use |
|  | **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**.  **LT: Chemical Health** | |
|  | **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**, t**he 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 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:** Provide basic first aid steps | |
|  | **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 the first aid steps for one of the following:   + Bleeding   + Choking (infant and adult)   + CPR (infant and adult)   + Burns |
|  | **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,** t**he student will:**   * Identify the first aid steps for   + Poisoning   + Bleeding   + Choking (infant and adult)   + CPR (infant and adult)   + Burns (1st and 2nd)   **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:**   * Check - Call - Care (p. 410) * First Aid (p. 408) * Precautions (p. 387) * Risk Factors (p.16) - aspects of people’s lives that increase the chances they will develop a disease, disorder, or **have an accident**   **The student will perform basic processes, such as:**   * Complete Safety Chain with a given scenario * Identify essentials for a first aid kit (p. 409) |
|  | **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.** |