**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.** |