High Priority Proficiency Scales for:
Trimester 1 Health 6

	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.**

	Proficiency Scale (The student will)
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.**	
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	<u>Learning Goal</u> - **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.

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.**

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	<u>Learning Goal</u> **- 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.

	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 <u>Consequences</u> **I**: Identify <u>Values</u> **D**: Decide on the healthiest option **E**: <u>Evaluate</u> 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.

	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	<u>**Learning Goal**</u> **- To analyze the validity of health information, products, and services,** the student will: ● Evaluate website using RADCAB comprehensively **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:** **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.**

	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	<u>Learning Goal</u> **- 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.**

Score 0.0	Even with help, no understanding or skill demonstrated.