

## High Priority Proficiency Scales for:

Trimester 2 Health 6

<p style="text-align: center;"><b>STANDARD 7: <i>Self Management (SM)</i></b> 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. <i>Learning Target: I can identify signs of stress and find ways to manage my stress.</i></p>	
Proficiency Scale (the student will)	
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>For example, the student will: (Identify, Manage/Treat, Prevent/Prepare):</p> <p>Guide a peer through the following steps:</p> <ul style="list-style-type: none"> <li>● Identify stressor and symptoms of stress</li> <li>● Treat/manage stress</li> <li>● Prepare/prevent for the stressor in the future</li> </ul>
	<p><b>3.5:</b> In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success..</p>
Score 3.0	<p><u>Learning Goal</u> - 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):</p> <ul style="list-style-type: none"> <li>● Treat/manage stress</li> <li>● Prepare/prevent for stressor in the future</li> </ul> <p>The student exhibits no major errors or omissions.</p>
	<p><b>2.5:</b> No major errors or omissions regarding Score 2.0 content and partial success at Score 3.0 content</p>
Score 2.0	<p>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.</p> <p>The student will recognize or recall simple vocabulary, such as:</p> <ul style="list-style-type: none"> <li>● Stress</li> <li>● Stressor (positive / negative)</li> <li>● Fight / Flight / Freeze Response</li> </ul>

	<p>The student will perform basic processes, such as: (Identify, Manage/Treat, Prevent/Prepare):</p> <ul style="list-style-type: none"><li>• Identify stresser</li><li>• Identify symptoms of stress</li></ul>
	<p>1.5: Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the Score 3.0 content.</p>
Score 1.0	<p>With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content.</p>
	<p>0.5: With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.</p>
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>

**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)	
<b>Score 4.0</b>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>For example, the student will:</p> <ul style="list-style-type: none"> <li>● Communicate observations and concerns for themselves or another person to a trusted adult</li> </ul>
	<p><b>3.5:</b> In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.</p>
<b>Score 3.0</b>	<p><u>Learning Goal</u> - To describe situations that may require professional health services, the student will:</p> <ul style="list-style-type: none"> <li>● Seek adult assistance when encountering a situation that causes concern.</li> </ul> <p>The student exhibits no major errors or omissions.</p>
	<p><b>2.5:</b> No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.</p>
<b>Score 2.0</b>	<p>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.</p> <p>The student will recognize or recall simple vocabulary, such as:</p> <ul style="list-style-type: none"> <li>● Depression</li> <li>● Anxiety Disorder</li> <li>● Mental Illness</li> <li>● School Counselor</li> <li>● Therapist</li> <li>● Medication</li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>● Identify signs/symptoms of depression</li> <li>● Identify the difference between sadness and depression</li> </ul>
	<p><b>1.5: Partial success at Score 2.0 content and majors omissions regarding Score 3.0 content</b></p>
<b>Score 1.0</b>	<p>With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content</p>
	<p><b>0.5:</b> With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.</p>
<b>Score 0.0</b>	<p>Even with help, no understanding or skill demonstrated.</p>

**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	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>For example, the student will:</p> <ul style="list-style-type: none"><li>Identify the physical, mental/emotional, social changes for males and females during puberty</li></ul>
	<p><b>3.5:</b> In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.</p>
Score 3.0	<p><b>Learning Goal - To describe the interrelationships of emotional, intellectual, physical, and social health in adolescence, the student will:</b></p> <ul style="list-style-type: none"><li>Identify the physical changes for males and females during puberty.</li></ul> <p>The student exhibits no major errors or omissions.</p>
	<p><b>2.5:</b> No major errors or omissions regarding Score 2.0 content and partial success at Score 3.0 content</p>
Score 2.0	<p>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.</p> <p>The student will recognize or recall simple vocabulary, such as:</p> <ul style="list-style-type: none"><li>Adolescence</li><li>Puberty</li><li>Pubic Hair</li><li>Menstruation</li><li>Hormones</li><li>Testosterone</li><li>Estrogen</li><li>Acne</li></ul> <p>The student will perform basic processes, such as:</p>
	<p><b>1.5:</b> Partial success at Score 2.0 content and majors omissions regarding Score 3.0 content.</p>
Score 1.0	<p>With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content.</p>
	<p><b>0.5:</b> With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.</p>
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>

**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	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>For example, the student will:</p> <ul style="list-style-type: none"><li>● Critique / Provide evidence for SMART and Not-So-SMART goals</li></ul>
	<p><b>3.5:</b> In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.</p>
Score 3.0	<p><b>Learning Goal</b> - To develop a goal to adopt, maintain, or improve a personal health practice, the student will:</p> <ul style="list-style-type: none"><li>● Develop a hygiene-related SMART goal</li></ul> <p>The student exhibits no major errors or omissions.</p>
	<p><b>2.5:</b> No major errors or omissions regarding Score 2.0 content and partial success at Score 3.0 content</p>
Score 2.0	<p>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.</p> <p>The student will recognize or recall simple vocabulary, such as:</p> <ul style="list-style-type: none"><li>● Goal</li><li>● S: Specific</li><li>● M: Measurable</li><li>● A: Action</li><li>● R: Realistic</li><li>● T: Timely</li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>● List examples of proper hygiene</li></ul>
	<p><b>1.5:</b> Partial success at Score 2.0 content and majors omissions regarding Score 3.0 content.</p>
Score 1.0	<p>With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content.</p>
	<p><b>0.5:</b> With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.</p>
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>

**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)	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <ul style="list-style-type: none"> <li>● Explain the process of fertilization and menstruation</li> </ul>
	<p><b>3.5:</b>  <b>In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.</b></p>
<b>Score 3.0</b>	<p><b>Learning Goal - To examine the potential seriousness of injury or illness if engaging in unhealthy behaviors, the student will:</b></p> <ul style="list-style-type: none"> <li>● Identify the parts (in a diagram) and/or functions of the following:                             <ul style="list-style-type: none"> <li>○ Semen</li> <li>○ Testes</li> <li>○ Prostate Gland</li> <li>○ Penis</li> <li>○ Urethra</li> <li>○ Vas Deferens</li> <li>○ Seminal Vesicles</li> <li>○ Epididymis</li> <li>○ Urinary Bladder</li> <li>○ Ovaries</li> <li>○ Fallopian Tubes</li> <li>○ Uterus</li> <li>○ Vagina</li> <li>○ Cervix</li> <li>○ Ovulation</li> <li>○ Menstruation</li> <li>○ Fertilization</li> <li>○ Ejaculation</li> <li>○ Sexual Intercourse</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>
	<p><b>2.5:</b>  <b>In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.</b></p>
<b>Score 2.0</b>	<p><b>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.</b></p> <p><b>The student will recognize or recall simple vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>● Sperm</li> </ul>

	<ul style="list-style-type: none"> <li>• Egg</li> <li>• Testes</li> <li>• Ovaries</li> <li>• Testosterone</li> <li>• Estrogen</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• Classify the vocabulary words above (hormone, gland, cell) based on biological sex</li> </ul>
	<p><b>1.5:</b>  <b>Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the Score 3.0 content.</b></p>
Score 1.0	<p><b>With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content</b></p>
	<p><b>0.5:</b>  <b>With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.</b></p>
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>

**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)**

<p><b>Score 4.0</b></p>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>For example, the student will:</b> <b>Support</b> a cause utilizing the acronym ICARE <b>I:</b> Identify a health issue <b>C:</b> Create a message <b>A:</b> Access information <b>R:</b> Relay your message within the school or community <b>E:</b> Evaluate effectiveness</p>
	<p><b>3.5:</b> <b>In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.</b></p>
<p><b>Score 3.0</b></p>	<p><b>Learning Goal - In order to state a health-enhancing position on a topic and support it with accurate information, the student will:</b></p> <ul style="list-style-type: none"><li>● Effectively show others how to prevent a specific communicable disease.</li></ul> <p><b>Support</b> a cause utilizing the acronym ICARE <b>I:</b> Identify a health issue <b>C:</b> Create a message <b>A:</b> Access information</p> <p><b>The student exhibits no major errors or omissions.</b></p>
	<p><b>2.5:</b> <b>In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.</b></p>
<p><b>Score 2.0</b></p>	<p><b>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.</b></p> <p><b>The student will recognize or recall simple vocabulary, such as:</b></p> <ul style="list-style-type: none"><li>● Immune system</li><li>● Pathogen</li><li>● Transmission</li><li>● 5 Barriers of Defense</li><li>● Virus</li><li>● Bacteria</li><li>● Fungus</li></ul>



	<ul style="list-style-type: none"> <li>● Protozoa</li> <li>● Vaccines</li> <li>● Immunity</li> <li>● Infection</li> <li>● Antibiotics</li> <li>● Respiratory Etiquette</li> <li>● Food Sanitation</li> <li>● Hand Washing</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>● ICARE Model <ul style="list-style-type: none"> <li>○ I: Identify health issue</li> <li>○ C: Create a message</li> <li>○ A: Access information</li> <li>○ R: Relay your message</li> <li>○ E: Evaluate effectiveness</li> </ul> </li> <li>● List at least 5 ways to prevent the spread of communicable diseases</li> </ul>
	<p><b>1.5:</b>  <b>Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the Score 3.0 content.</b></p>
Score 1.0	<p><b>With help, a partial understanding of the Score 2.0 content and some of the Score 3.0 content.</b></p>
	<p><b>0.5:</b>  <b>With help, a partial understanding of the Score 2.0 content, but not the Score 3.0 content.</b></p>
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>