

High Priority Proficiency Scales for:

Trimester 3 Health 6

STANDARD 4: <i>Interpersonal Communication (IC)</i>: 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	<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"> ● Creatively demonstrate the STOP components in a fictional scenario (comic strip or script)
	<p>3.5:</p> <p>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 refusal and negotiation skills that avoid or reduce health risks, the student will:</p> <ul style="list-style-type: none"> ● Correctly identify the components of STOP in a given scenario. <p>The student exhibits no major errors or omissions.</p>
	<p>2.5:</p> <p>No major errors or omissions regarding Score 2.0 content and partial knowledge of the 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"> ● Refusal Skills ● Assertive ● Non-verbal Communication ● Verbal Communication ● STOP Method <ul style="list-style-type: none"> ○ Say No ○ Tell Why Not ○ Offer Another Idea ○ Promptly Leave <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● 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.

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	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <ul style="list-style-type: none"> Identify the short term and long term <u>mental/emotional and social effects</u> of chemical use
	<p>3.5: 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 examine the potential seriousness of injury or illness if engaging in unhealthy behaviors, the student will:</p> <ul style="list-style-type: none"> Describe the four stages of addiction List short term and long term <u>physical effects</u> of opioids, stimulants, and depressants <p>The student exhibits no major errors or omissions.</p>
	<p>2.5: No major errors or omissions regarding Score 2.0 content and partial knowledge of the 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"> Prescription drugs Over-the-Counter drugs Legal/Illegal Side effects Overdose Opioids Experimentation Regular Use Tolerance Physical Dependence/ Psychological Dependence Triggers Withdrawal Addiction Carcinogen

	<ul style="list-style-type: none"> ● 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 <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Differentiate between moderate, heavy, and binge drinking ● Identify the stages of addiction
	<p>1.5: Partial knowledge of the Score 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>Score 1.0</p>	<p>With help, a partial understanding of the Score 2.0 content and some of the 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>
<p>Score 0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>

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.	Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <ul style="list-style-type: none"> Consider positive influences that will encourage me to make good decisions regarding chemical use
		<p>3.5: In addition to score 3.0 performance, in-depth inferences and applications of score 4.0 with partial success.</p>
Describe the influence of culture on health beliefs, practices, and behaviors.	Score 3.0	<p><u>Learning Goal</u> - The student will:</p> <p>Analyze how the influence has an impact on behaviors, thoughts, values and beliefs.</p> <ul style="list-style-type: none"> Is this a positive or negative message? How much is this influencing my thoughts, values, beliefs, or actions? <p>The student exhibits no major errors or omissions.</p>
		<p>2.5: No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>
Describe how peers influence healthy and unhealthy behaviors.		<p>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.</p> <p>The student will recognize or recall simple vocabulary, such as:</p> <ul style="list-style-type: none"> Influences Values Culture Media Family Heredity Peers Emotions Internal External Environment
Analyze how messages from media influence health behaviors.	Score 2.0	
Analyze the influence of		<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify the source of the influence

technology on personal and family health.		<ul style="list-style-type: none"> 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.

LT: Chemical Health

	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. For example, the student will:</p> <p>Execute the following steps in the DECIDE model:</p> <ul style="list-style-type: none">● Evaluate the outcome<ul style="list-style-type: none">○ How did the selected option impact the person’s health (considering the health triangle)○ Would you change anything? Defend your answer.
	<p>3.5: 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 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:</p> <p>Execute the following steps in the DECIDE model:</p> <ul style="list-style-type: none">● Describe the decision-making situation given a scenario● Explore the options● Consider the positive and negative consequences● Identify your values● Decide and act <p>The student exhibits no major errors or omissions.</p>
	<p>2.5: No major errors or omissions regarding Score 2.0 content and partial knowledge of the 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> <p>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</p>

	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 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)

<p>Score 4.0</p>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <ul style="list-style-type: none"> ● Demonstrate the first aid steps for one of the following: <ul style="list-style-type: none"> ○ Bleeding ○ Choking (infant and adult) ○ CPR (infant and adult) ○ Burns
	<p>3.5: In addition to Score 3.0 performance, in-depth inferences and applications of Score 4.0 with partial success.</p>
<p>Score 3.0</p>	<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:</p> <ul style="list-style-type: none"> ● Identify the first aid steps for <ul style="list-style-type: none"> ○ Poisoning ○ Bleeding ○ Choking (infant and adult) ○ CPR (infant and adult) ○ Burns (1st and 2nd) <p>The student exhibits no major errors or omissions.</p>
	<p>2.5: No major errors or omissions regarding Score 2.0 content and partial knowledge of the Score 3.0 content.</p>
<p>Score 2.0</p>	<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"> ● 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 <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Complete Safety Chain with a given scenario ● Identify essentials for a first aid kit (p. 409)
	<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	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.