PSS Level 1

Standard name	Description	Advanced	Proficient	Developing	Emerging
HEALTH					
PS.HL.01.01	**Explain first aid skills and the use of items in a first aid kit**	All of proficient **AND** one or more of the following: 1. Present an alternate way to earn advanced, and follows through 2. Teach another student or group or class about first aid skills 3. Receive a certificate of participation from an outside organization concerning first aid skills (either from sport or other type of organization), and provide proof to advisor	● Illustrate or demonstrate several first aid skills using either provided or hypothetical situations ● Use items in a first aid kit accurately	● Describe some first aid skills (Heimlich Hug, abdominal thrusts), basic injury response, and sport injury prevention ● Identify items found in a basic first aid kit	● Using resources, list basic first aid skills ● List a items found in a basic first aid kit
PS.HL.01.02	**Explore unfamiliar individual and group physical health activities**	All of proficient **AND** ● Create action plan to promote new activities by encouraging others to try them	● Participate consistently in one new individual and one new group physical activity ● Reflect on positive results of activities and opportunities for improvement	● Participate in a new individual or group activity ● Reflect on involvement in new activity	● List many types of individual and group physical activities ● Identify three new activities of interest
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PS.HL.01.03	**Examine how the human body is affected by various lifestyle choices**	All of proficient **AND** chooses one or more of the following: 1. Provide an alternate, approved way to earn advanced 2. Research further on one of the categories, and present in	● Evaluate health behaviors that affect the body in the categories of nutritional habits, physical fitness, personal hygiene,	● Describe how nutrition, exercise, hygiene, harmful substances, and common diseases affect the body	● Identify how nutrition, exercise, hygiene, harmful substances, and common diseases affect the body

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		depth information to class or group	- harmful substances, and common diseases - Connect health behaviors to specific body systems		
PS.HL.01.04	**Investigate how attitude, behavior, and social choices affect one's personal well-being and self-esteem**	All of proficient **AND** one or more of the following options: 1. Provide an alternate, approved way to earn advanced 2. Work with C.O.R.E. court in one of these areas 3. Research an issue of concern with youth in the areas of well-being or self-esteem, and presents findings	- Investigate how attitude, behavior, and social choices affect one's personal well-being and self-esteem - Explain how positive self-esteem impacts decision-making - Describe the consequences of low or negative self-esteem - Reflect on your personal self-esteem and create intentional next steps to build a stronger self-esteem	Reflect on self-esteem through discussion of reactions to situations	Begin to reflect on self-esteem and recognize the power of reactions to situations
PS.HL.01.05	**For sexuality education, examine the growth and development concerning puberty ***(see rubric)**	All of proficient **AND** Differentiate the biological systems of the genders	Examine the physical/emotional changes and causes that occur during puberty for both males and females	Describe the physical and emotional changes that occur during puberty for both males and females	- Identify physical changes that happen during puberty - Identify emotional changes that happen during puberty
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PERSONAL					
PS.PR.01.01	**Respect self, others, and property**	All of proficient **AND** Hold self accountable for actions	Consistently model respect for self, others, and property in a variety of situations	- Describe different levels of respect and honesty - Demonstrate respect sometimes	- Define respect and honesty - List ways to identify self-respect, respect for others, and the environment

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PS.PR.01.02	**Demonstrate effective work ethic and study skills**	All of proficient **AND** ● Mentor and/or teach others on: 1. Study skills 2. Time Management and deadlines 3. How to meet goals of academic review and/or extended time	● Regularly practice a variety of effective study skills (organization, consistency, time management, responsibility, note taking, assignment completion, etc.) ● Learn and maintain two new methods of organization (i.e. planner, folders, calendar, "to do" lists, etc.) ● Consistently model strong work ethic, effectively utilizing class time and submitting work in a timely manner	● Occasionally practice new study strategies/ effective work ethic ● Occasionally use organization process effectively ● Meet some deadlines ● Can explain strategies that help with Academic Review or Extended Time	*List study strategies that work for you *Organization process in place (backpack, binder, etc.) *Give examples of current deadlines *Describe the steps of Academic Review or Extended Time
PS.PR.01.03	**Meet limits for oneself**	All of proficient **AND** ● Evaluate personal limits using examples/data, and communicate areas for improvement	● Meet meaningful personal limits that are appropriate in a variety of settings Exhibits Social Skills appropriate in given situations	● Set meaningful personal limits that are appropriate in a variety of settings	● Discuss and summarize examples of personal limits (appropriate humor, spending habits, obeying, curfews, honoring peoples' space)
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PS.PR.01.04	**Use a decision making process when setting goals and meeting deadlines**	All of proficient **AND:** ● Teach others how to set S.M.A.R.T. goals using a variety of processes **OR** ● Propose an alternate way to achieve advanced, gets	● Consistently set and meet S.M.A.R.T. goals using a variety of tool culture and processes	● Define S.M.A.R.T. goals (Specific/Measurable /Attainable/Relevant / Time-bound) ● Set goals using a variety of processes (PDSA, Educate, gap	● Identify decision making processes and brainstorm personal goals

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		approval on idea, and follows through		analysis, classroom tools, etc.)	
PS.PR.01.05	Value personal culture	All of proficient **AND**: ● Arrange for and attend a personal cultural event of importance **OR** ● Interview family or community members to explain their influence on your personal culture	● Explain various elements of your personal culture, using specific examples ● Choose one way to showcase and celebrate you personal culture	● Describe and explain traits and common practices of personal culture	● Define culture ● List common practices and elements of personal culture

PERSONAL EXPRESSION					
PS.PE.01.01	**Participate and build skills through the visual or performing arts**	All of proficient **AND** ● Create an art portfolio of one's own work	● Participate in a variety of art forms, reflecting on the process and outcome ● Examine personal experiences with art and its impact on one's life	● Participate in a form of art and identify skills needed to complete such works of art ● Use art to reflect personal interests	● Identify the difference between a visual and performing art ● List skills needed to complete some art forms

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PS.PE.01.02	**Appreciate a variety of art pieces or movements**	All of proficient **AND** ● Investigate how pieces reflect culture of the artist at the time of its creation	● Analyze several art pieces or movements, including the creator's intention ● Explain personal connections, opinions, or beliefs around what each piece represents	● Describe some examples of art and explain the meaning of them in relation to one's own life ● Describe how art has impacted your life or explain why it has not	● List different forms of art

SERVICE LEARNING					
PS.SV.01.01	**Investigate community involvement and service learning**	All of proficient **AND**: ● Coordinate a volunteer experience with a small group	● Brainstorm areas of personal interest related to community needs prior to volunteering ● Plan, complete, and provide evidence of more than 3 hours of	● Interview a service-oriented person ● Plan for a volunteering experience, but could have considered needs better	● Begin to plan for an interview ● Observe volunteers at a community event ● Has participated in a volunteer experience in the past

		• Present to peers about their experience	volunteer work or community service • Reflect and examine one's volunteer experience	• Complete some community service • Self-reflect on experience	

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PS.SV.01.02	**Analyze how service at a local level can enhance community well-being**	All of Proficient **AND:** • Design a service project based on research of opportunities • Promote service activity	• Research unfamiliar local service organizations • Analyze how the well-being of the community can be enhanced by the researched organizations	• Describe local and global service opportunities or organizations, and ways to get involved • Describe how the well-being of the community can be enhanced by those opportunities	• List or describe familiar local and global organizations
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SOCIAL					

PS.SC.01.01	**Within group projects, use effective teamwork or group work processes**	All of proficient **AND:** ● Lead team and takes on additional roles when needed ● Empathize with group members ● Manage team goals ● Provide and accepts constructive criticism concerning group or group work	● Using collaborative tools/processes, demonstrate effective group work skills in the following areas: ● Take responsibility for role ● Meet deadlines and complete project to proficiency ● Assist group members ● Evaluate success of group members contributions	● Demonstrate effective group work skills some of the time (see proficient column)	● List effective group work skills ● Describe the responsibilities of a couple group roles ● Begin to demonstrate effective group work skills

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PS.SC.01.02	**Analyze positive and negative peer pressure**	All of proficient **AND:** ● Explore options for reacting to peer pressure situations that one may experience later in life **OR** ● Propose an alternate way to achieve advanced, gets approval on idea, and follows through	● Summarize examples of positive peer pressure ● Evaluate strategies for reacting to a peer pressure situation (both positive and negative) ● Analyze each strategy and correlate specific strategies to different instances	● Explain a first hand peer pressure experience ● Explain emotions involved in peer pressure situations	● Describe situations of peer pressure your age group faces ● Describe the negative effects on all parties experiencing peer pressure ● List reactions to peer pressure
PS.SC.01.03	**Understand the consequences of stereotypes and demonstrate empathy for others**	All of proficient **AND** ● Interview an adult stakeholder about empathy, and apply what was learned	● Differentiate between instances of sympathy and empathy ● Explain the importance of	● Understand the difference between sympathy and empathy	● Define sympathy and empathy ● Identify common stereotypes

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				empathizing with others • Demonstrate empathy for others • Discuss the consequences of stereotyping others • Recognize and remediate stereotypes	• Describe "stereotype" and explain common stereotypes	
PS.SC.01.04	**Communicate effectively within a variety of settings**	All of proficient **AND** • Model for others the skills needed to communicate effectively in a variety of settings		• Communicate effectively with different stakeholder groups in a variety of settings (speaking and listening, respect, manners, eye contact, saying "Please" and "Thank You", etc.)	• Demonstrate skills needed to interact with others some of the time	• Describe skills needed for interacting with people of different age groups