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| 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 |
| 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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<tr>
<td><strong>PERSONAL</strong></td>
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<tr>
<td>PS.PR.01</td>
<td>Respect self, others, and property</td>
<td>All of proficient <strong>AND</strong></td>
<td>Consistently model respect for self, others, and property in a variety of situations</td>
<td>Describe different levels of respect and honesty</td>
<td>Define respect and honesty</td>
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<td></td>
<td>Demonstrate respect sometimes</td>
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<td>List ways to identify self-respect, respect for others, and the environment</td>
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<tr>
<td>PS.HL.01.04</td>
<td>Investigate how attitude, behavior, and social choices affect one's personal well-being and self-esteem</td>
<td>All of proficient AND one or more of the following options:</td>
<td>Investigate how attitude, behavior, and social choices affect one's personal well-being and self-esteem</td>
<td>Reflect on self-esteem through discussion of reactions to situations</td>
<td>Begin to reflect on self-esteem and recognize the power of reactions to situations</td>
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<tr>
<td>PS.HL.01.05</td>
<td>For sexuality education, examine the growth and development concerning puberty ***(see rubric)</td>
<td>All of proficient <strong>AND</strong></td>
<td>Examine the physical/emotional changes and causes that occur during puberty for both males and females</td>
<td>Describe the physical and emotional changes that happen during puberty for both males and females</td>
<td>Identify physical changes that happen during puberty</td>
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<td>PS.PR.01.02</td>
<td>Demonstrate effective work ethic and study skills</td>
<td>All of proficient AND:</td>
<td>• Regularly practice a variety of effective study skills (organization, consistency, time management, responsibility, note taking, assignment completion, etc.)</td>
<td>• Occasionally practice new study strategies/effective work ethic</td>
<td>*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</td>
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<td>• Mentor and/or teach others on:</td>
<td>• Learn and maintain two new methods of organization (i.e. planner, folders, calendar, “to do” lists, etc.)</td>
<td>• Occasionally use organization process effectively</td>
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<td></td>
<td>1. Study skills</td>
<td>• Consistently model strong work ethic, effectively utilizing class time and submitting work in a timely manner</td>
<td>• Meet some deadlines</td>
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<td>2. Time Management and deadlines</td>
<td></td>
<td>• Can explain strategies that help with Academic Review or Extended Time</td>
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<td>3. How to meet goals of academic review and/or extended time</td>
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<td>exhibits Social Skills appropriate in given situations</td>
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<td>PS.PR.01.03</td>
<td>Meet limits for oneself</td>
<td>All of proficient AND:</td>
<td>• Meet meaningful personal limits that are appropriate in a variety of settings</td>
<td>• Set meaningful personal limits that are appropriate in a variety of settings</td>
<td>• Discuss and summarize examples of personal limits (appropriate humor, spending habits, obeying, curfews, honoring peoples’ space)</td>
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<td>• Evaluate personal limits using examples/data, and communicate areas for improvement</td>
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<td>PS.PR.01.04</td>
<td>Use a decision making process when setting goals and meeting deadlines</td>
<td>All of proficient AND:</td>
<td>• Consistently set and meet S.M.A.R.T. goals using a variety of tools/culture and processes</td>
<td>• Define S.M.A.R.T. goals (Specific/Measurable/Attainable/Relevant/Time-bound)</td>
<td>• Identify decision making processes and brainstorm personal goals</td>
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<td>OR:</td>
<td>• Propose an alternate way to achieve advanced, gets</td>
<td>• Set goals using a variety of processes (PDSA, Educate, gap</td>
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<td>• Teach others how to set S.M.A.R.T. goals using a variety of processes</td>
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</table>
### PS.PR.01.05 Value personal culture

All of proficient AND:
- Arrange for and attend a personal cultural event of importance
- Interview family or community members to explain their influence on your personal culture

OR

- 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

### Standard name | Description | Advanced | Proficient | Developing | Emerging
---|---|---|---|---|---
**PS.PE.01.02 Appreciate a variety of art pieces or movements**
- 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

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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 |

**SOCIAL**
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| 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 |
| 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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<th>PS.SC.01.04</th>
<th>Communicate effectively within a variety of settings</th>
<th>All of proficient AND</th>
<th>Communicate effectively with different stakeholder groups in a variety of settings</th>
<th>Demonstrate skills needed to interact with others some of the time</th>
<th>Describe skills needed for interacting with people of different age groups</th>
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<tr>
<td>empathizing with others</td>
<td>• Demonstrate empathy for others</td>
<td>• Discuss the consequences of stereotyping others</td>
<td>• Recognize and remediate stereotypes</td>
<td>• Describe “stereotype” and explain common stereotypes</td>
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