

PSS LEVEL 2

Standard Name	Description	Advanced	Proficient	Developing	Emerging
HEALTH					
PS.HL.02.01	Practice safety procedures and first aid skills for various recreational activities and natural disasters	<p>All of proficient AND</p> <ul style="list-style-type: none"> Create emergency preparedness/response plan with family or community member 	<ul style="list-style-type: none"> Demonstrate preparation for risks involved in a variety of recreational activities Provide a plan for response during emergency and non-emergency incidents Demonstrate proper first aid practices for a variety of recreational and natural disaster situations 	<ul style="list-style-type: none"> Describe ways to minimize risk Describe a basic emergency preparedness plan with examples 	<ul style="list-style-type: none"> List risks involved in recreational activities Identify the importance of emergency preparedness
PS.HL.02.02	Consistently participate in healthy, fitness activities	<ul style="list-style-type: none"> All of proficient AND one or more of the following: <ol style="list-style-type: none"> Present alternate way to earn advanced, and follows through Mentor another student on their fitness plan Deliver a lesson plan on fitness to a whole class at HAC that incorporates fitness goal setting Investigate a new type of fitness activity, and achieve a goal in that area 	<ul style="list-style-type: none"> Self-assess past involvement in healthy, fitness activities Using a process (healthy futures, health class, activity log, trainer, team practice, PDSA, etc.), finalize fitness plan using the S.M.A.R.T criteria to include current data such as a target heart rate, weight loss, and/or endurance (distance, speed) Follow through with plan consistently Self-assess progress and determine next steps 	<ul style="list-style-type: none"> Discuss past experiences with fitness Discuss components of a body statistics (target heart rate, BMI, target weight, etc.) in relation to own body Using a process (healthy futures, health class, activity log, trainer, team practice, PDSA, etc.), finalize fitness plan using the S.M.A.R.T criteria to include data such as a target heart rate, weight loss, and/or endurance (distance, speed) Follow through with part of plan, and summarizes progress made towards goal 	<ul style="list-style-type: none"> List past experiences with fitness Using resources, defines types of body statistics (target heart rate, BMI, target weight, etc.) Brainstorm and list fitness activities of interest/narrows down Using resources, make a list or draft for fitness plan
PS.HL.02.03	Practice proper nutrition choices, meet personal hygiene needs, and investigate ramifications of substance abuse	<p>All of proficient AND:</p> <ul style="list-style-type: none"> Share nutritional plan with others and describe the benefits <p>OR</p> <ul style="list-style-type: none"> Mentor a younger student in meeting proper nutrition goals or personal hygiene needs 	<ul style="list-style-type: none"> Create and follow a nutritional plan that is supported by most recent research concerning the food pyramid Consistently manage all personal hygiene needs Research the physical, social, and emotional consequences of substance abuse Using student's choice of method, deliver what was learned about nutritional plan and substance abuse (presentation, diagram, skit, etc.) 	<ul style="list-style-type: none"> Describe components of the food pyramid Meet most personal hygiene needs Describe a variety of consequences of substance abuse 	<ul style="list-style-type: none"> List components of the food pyramid List common personal hygiene needs List consequences of substance abuse
PS.HL.02.04	Explain the differences between positive and negative stress and examine how stress impacts your life	<p>All of proficient AND</p> <ul style="list-style-type: none"> Support others experiencing a crisis or personal loss using appropriate coping mechanisms for the time and place 	<ul style="list-style-type: none"> Differentiate between positive and negative stress, providing the effects of each Identify and describe examples where stress has positively impacted you Discuss specific examples of times when stress has negatively impacted you Investigate how you can learn to manage and minimize stress 	<ul style="list-style-type: none"> Describe the effectiveness of coping mechanisms Explain the difference between positive and negative stress 	<ul style="list-style-type: none"> List a positive and negative coping mechanisms Identify examples of positive and negative stress

<p>PS.HL.02.05</p>	<p>Investigate the biological, social, and psychological aspects of sexuality to include the study of the reproductive system, choices for sexual activity, and consequences of sexual activity ***(see rubric)</p>	<p>All of proficient AND:</p> <ul style="list-style-type: none"> • Investigate the stages and types of relationships <p>OR</p> <ul style="list-style-type: none"> • Justify personal values with sexuality 	<ul style="list-style-type: none"> • Synthesize the biological, social, and psychological aspects of sexuality • Evaluate the role of abstinence and contraception in pregnancy and disease prevention • Examine myths related to teen sex and outside influences • Demonstrate refusal and avoidance skills <p>***Per the ASD policy (see below), at the middle school level, this standard requires parental permission. At the high school level, this standard requires parent notification.</p> <p>Current ASD Sexuality Education Policy: http://www.asdk12.org/depts/HealthPE/health/SexEd_Guidelines.pdf</p>	<ul style="list-style-type: none"> • Discuss the biological, social, and psychological aspects of sexuality • Sketch or illustrate the parts and functions of the human reproductive system using correct terms • Discuss the relationship between risky sexual behavior and negative outcomes from physical, emotional, social and psychological perspectives 	<ul style="list-style-type: none"> • Define the biological, social, and psychological aspects of sexuality • Identify and label parts and functions of the human reproductive system • Recognize the relationship between risky sexual behavior and negative outcomes
--------------------	--	--	---	---	--

Standard Name	Description	Advanced	Proficient	Developing	Emerging
PERSONAL					
PS.PR.02.01	Practice consistent accountability and reliability	All of proficient AND : <ul style="list-style-type: none"> Assist someone else in areas of improvement for accountability with respect Design a personal action plan based on an area of improvement with accountability and respect 	<ul style="list-style-type: none"> Consistently model accountability with respect for self, others, and property in a variety of situations Maintain reliability, consistently completing tasks start to finish with respect to your time and the time of others Celebrate a recent achievement in the area of accountability and reliability 	<ul style="list-style-type: none"> Discuss the impact of disrespect on self, others, property, and the community Discuss connections between accountability and respect Practice accountability with respect issues 	<ul style="list-style-type: none"> List traits of respectful people Define accountability and make connections with own life
PS.PR.02.02	Examine personal strengths and weaknesses aligned to work ethic and study skills	All of Proficient AND : <ul style="list-style-type: none"> Help others with accountability and responsibility in a variety of situations OR <ul style="list-style-type: none"> Propose an alternate way to achieve advanced, gets approval on idea, and follows through 	<ul style="list-style-type: none"> Examine personal strengths and weaknesses in the areas of work ethic and study skills Consistently utilize effective organization methods, time management strategies, note taking, etc. Consistently model strong work ethic, effectively utilizing class time and submitting work in a timely manner 	<ul style="list-style-type: none"> Describe examples of accountability and responsibility Use strategies to stay on task with support 	<ul style="list-style-type: none"> Define accountability and responsibility List strategies to stay on task
PS.PR.02.03	Analyze daily habits and set goals for improvement	All of proficient AND <ul style="list-style-type: none"> Propose an alternate way to achieve advanced, gets approval on idea, and follows through 	<ul style="list-style-type: none"> Analyze daily habits in a variety of environments, reflecting on strengths and challenges that have an impact on positive results Set and meet S.M.A.R.T. goals concerning daily habits in order to improve health, work ethic, finances, sleep, social behavior, or another area of need 	<ul style="list-style-type: none"> Describe impact of one area of improvement in detail Set a S.M.A.R.T. goal for the area of improvement 	<ul style="list-style-type: none"> For home, school, and if applicable, work, identify daily habits for each environment List areas of improvement
PS.PR.02.04	Continue to practice decision making processes	All of proficient AND <ul style="list-style-type: none"> Teach others how to set SMART goals and use the PDSA to meet deadlines 	<ul style="list-style-type: none"> Consistently set SMART goals, reflecting and revising goals based on progress Continue to practice decision making processes when setting short and long-term goals, honoring deadlines, making appropriate adjustments, and reflecting on progress 	<ul style="list-style-type: none"> Begin to set SMART goals using the PDSA process some of the time 	<ul style="list-style-type: none"> Give examples of times when a goal setting process was used to meet deadlines
PS.PR.02.05	Builds relationships with those of one's culture and explores ways to honor that heritage	All of proficient AND <ul style="list-style-type: none"> Actively participate in or lead an event that honors your heritage, sharing your experience with peers 	<ul style="list-style-type: none"> Research your family heritage by conducting an interview with a family member Attend a cultural event or participate in a cultural practice, explaining its significance Reflect on the experience, explaining its impact on you and how it influences your personal culture 	<ul style="list-style-type: none"> Plan on building relationships within family heritage 	<ul style="list-style-type: none"> Discuss ways your family honors your culture

Standard Name	Description	Advanced	Proficient	Developing	Emerging
PERSONAL EXPRESSION					
PS.PE.02.01	Reflect on participation and skill building through the visual or performing arts	All of proficient AND : <ul style="list-style-type: none"> Present artwork with a description on connections to personal life OR <ul style="list-style-type: none"> Participate in an art event (art show, gallery, museum, etc) 	<ul style="list-style-type: none"> Consistently participate in an artform of your choice, showing growth and improvement over time Reflect on your work and gather feedback from other sources 	<ul style="list-style-type: none"> Practice skills in a visual or performing art form Summarize feedback on a visual or performing art form 	<ul style="list-style-type: none"> List the skills necessary for a variety of art forms List areas of need in order to build skills in a visual or performing art form
PS.PE.02.02	Examine design elements of multiple art forms and explore what qualities have made pieces of art famous	All of proficient AND : <ul style="list-style-type: none"> Analyze a specific time period for famous works of art OR <ul style="list-style-type: none"> Choose an Alaskan artist to research, and justify why his/her work is or should be famous 	<ul style="list-style-type: none"> Compare and contrast design elements of multiple art forms Research famous pieces of art for historical context, demonstrating understanding of each piece 	<ul style="list-style-type: none"> Describe design elements of a variety of art forms Describe unique art in historical and cultural contexts 	<ul style="list-style-type: none"> List design elements of art forms List famous artists
Standard Name	Description	Advanced	Proficient	Developing	Emerging
SERVICE LEARNING					
PS.SV.02.01	Contact, volunteer, and follow up with a service oriented non-profit agency that is new to the student	All of proficient AND : <ul style="list-style-type: none"> Employ the help of peers throughout the stages of the project Reflect and present on findings and next steps 	<ul style="list-style-type: none"> Complete a plan with a service oriented non-profit organization for volunteering Volunteer for a significant amount of time Reflect on the impact of time spent volunteering with the service oriented non-profit organization 	<ul style="list-style-type: none"> Plan a service project at HTC or for the community Some guidelines followed 	<ul style="list-style-type: none"> Assist a peer in a service project Reflect on the outcomes
PS.SV.02.02	Research a variety of national service agencies, explaining their impact on the community	All of proficient AND : <ul style="list-style-type: none"> Assist a peer in volunteering for an organization, which may include attending with the peer OR <ul style="list-style-type: none"> Propose an alternate way to achieve advanced, gets approval on idea, and follows through 	<ul style="list-style-type: none"> Research a variety of national service agencies, including their mission/vision, history, and impact Examine how the service agencies impact local, state, and national communities Explain how students can become involved with national agencies 	<ul style="list-style-type: none"> Describe personal skills that will support volunteer work Create a plan of involvement with an organization in need, student choice Volunteer one time with organization 	<ul style="list-style-type: none"> Identify organizations that accept/need volunteer work Recall what was done in PSS level 1 for volunteering, and possible next steps

Standard Name	Description	Advanced	Proficient	Developing	Emerging
SOCIAL					
PS.SC.02.01	Work effectively with a group, meeting deadlines and proactively addressing problems	<p>All of proficient AND:</p> <ul style="list-style-type: none"> Role model effective interpersonal skills, encourage others to employ similar skills, and exhibit conflict resolution and leadership skills (agree to disagree, choose less popular tasks, seek all group members' input) <p>OR</p> <ul style="list-style-type: none"> Create an action plan designed around an area of improvement for a specific group role (see proficient) and follow through 	<ul style="list-style-type: none"> Practice consensus building and setting/meeting goals as a group Self-Assess on group participation, noting areas for improvement Achieve group goals by tracking progress through benchmarks, meeting deadlines, and reflecting on work Reflect on the effectiveness of the group Address any problems and concerns proactively 	<ul style="list-style-type: none"> Describe traits necessary to fulfill the duties of roles within a group Demonstrate the interpersonal skills necessary to support an effective group Explain group goal and action plan 	<ul style="list-style-type: none"> List effective interpersonal skills List the titles and responsibilities of some group roles Complete group work assigned
PS.SC.02.02	Simulate effective strategies for dealing with peer pressure and self-correct when being critical of others	<p>All of proficient AND:</p> <ul style="list-style-type: none"> Assist others in dealing effectively with peer pressures <p>OR</p> <ul style="list-style-type: none"> Research the root causes of peer pressure 	<ul style="list-style-type: none"> Discuss current peer pressure issues Examine multiple strategies for dealing with these pressures and assess their effectiveness Self-correct when being critical of others 	<ul style="list-style-type: none"> Describe a first hand peer pressure situation and strategies, whether effective or ineffective, that were used in that situation Explain some examples of being critical of others 	<ul style="list-style-type: none"> List some strategies for dealing with peer pressure and ranks the effectiveness Define what being critical of others means
PS.SC.02.03	Analyze the concepts and relevance of equality, empathy, and diversity	<p>All of proficient AND:</p> <ul style="list-style-type: none"> Research the relevance of these concepts using examples from history <p>OR</p> <ul style="list-style-type: none"> Collect statistical information in these concepts for the Anchorage area, and evaluate the significance of the data 	<ul style="list-style-type: none"> Justify importance of equality, empathy, diversity, and compassion both historically and in today's world using specific, concrete examples (consider gender, age, economic status, education, religion, ethnicity, etc.) Summarize and evaluate examples from one's own life on empathy to include topics of diversity and equality Model and demonstrate empathy in a variety of settings to various people 	<ul style="list-style-type: none"> Describe how they've worked with these concepts in their life Describe the relevance of these concepts on society as a whole 	<ul style="list-style-type: none"> Define the terms equality, empathy, diversity, and compassion Give examples of these concepts in one's life or from history
PS.SC.02.04	Analyze conflict resolution skills used in personal life	<p>All of proficient AND:</p> <ul style="list-style-type: none"> Propose an alternate way to achieve advanced, gets approval on idea, and follows through 	<ul style="list-style-type: none"> Analyze processes for conflict resolution, and assess their effectiveness in personal life Reflect on conflict resolution steps taken throughout a conflict in personal life Discuss opportunities for growth in regards to managing conflict 	<ul style="list-style-type: none"> Describe the need for conflict resolution in situations that one is currently involved with Describe a time when conflict resolution was present in a peer or family situation Describe strategies of conflict resolution 	<ul style="list-style-type: none"> Define conflict resolution Identify steps that can be used to resolve conflict in its early stages List a few strategies of conflict resolution