

PSS LEVEL 3

Standard Name	Description	Advanced	Proficient	Developing	Emerging
HEALTH					
PS.HL.03.01	Apply first aid principles in these simulated situations: medical, injury, wildlife encounters and natural disasters	<ul style="list-style-type: none"> Obtain CPR and AED Certifications 	<ul style="list-style-type: none"> Participate in simulations that respond to medical emergencies, minor injuries, wildlife encounters and natural disasters Evaluate whether first aid/CPR or professional help is necessary in a variety of situations 	<ul style="list-style-type: none"> Describe methods of response to medical emergencies Describe responses to wildlife encounters and likely natural disasters Describe appropriate and inappropriate reactions in emergency situations 	<ul style="list-style-type: none"> List signs of medical emergencies Identify different types of injuries which require medical attention List appropriate and inappropriate reactions to emergency situations List the basic elements of CPR Identify ways to avoid dangerous animal encounters
PS.HL.03.02	Participate in purposeful, consistent exercise regimen	<p>All of proficient AND</p> <ul style="list-style-type: none"> Show evidence that exercise activities are embedded in your lifestyle 	<ul style="list-style-type: none"> Engage in exercise activities consistently for an extended period of time Adjust fitness plans 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) Modify goals periodically to reflect progress made and address remaining areas of improvement 	<ul style="list-style-type: none"> Practice a variety of exercise activities (i.e. cross training, cycling, running, swimming, etc.) Document progress (weight loss, heart rate, endurance, brain power, etc) on goals 	<ul style="list-style-type: none"> Reflect on various fitness activities Set a S.M.A.R.T. fitness goal
PS.HL.03.03	Investigate factors that influence your personal, mental, and emotional health, showing evidence of improvement	<p>All of proficient AND:</p> <ul style="list-style-type: none"> Research latest nutritional recommendations <p>OR</p> <ul style="list-style-type: none"> Analyze the connection between emotional and nutritional issues 	<ul style="list-style-type: none"> Examine choices, interactions, experiences, etc. that influence your personal, mental, and emotional health (i.e. sleep, activity levels, diet, relationships, etc.) Based on a self reflection, analyze ways to improve physical, emotional, mental health Show evidence that you are working toward improvement of physical, emotional, and mental health 	<ul style="list-style-type: none"> Discuss the causes and effects between healthy and unhealthy eating Describe social, emotional or physical changes associated with substance abuse 	<ul style="list-style-type: none"> Describe unhealthy eating habits Identify social issues that result from unhealthy lifestyle choices List harmful effects of substance abuse
PS.HL.03.04	Practice different strategies for stress management during a crisis or personal loss	<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"> Examine various "stressors" in your life, reflecting on your personal coping mechanisms Demonstrate effective stress management in a variety of situations Reflect on first or second hand experiences with personal crises as well as the coping mechanisms used 	<ul style="list-style-type: none"> Discuss the effectiveness of multiple coping mechanisms (both positive and negative) Explain multiple positive ways to deal with daily stress 	<ul style="list-style-type: none"> List ways to deal with stress List a positive and negative coping mechanism
PS.HL.03.05	To further sexuality education, investigate independence and healthy relationships to include personal values, body image, societal influences, effective communication, and the stages and types of relationships ***(see rubric)		<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>		

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PERSONAL					
PS.PR.03.01	Demonstrate other levels of respect through flexibility, adaptability, and resilience	All of proficient AND: <ul style="list-style-type: none"> Model for others about flexibility, adaptability, and resilience Provide evidences of successful mentoring 	<ul style="list-style-type: none"> Consistently model flexibility, adaptability, and resilience in a variety of situations Articulate experiences in which flexibility, adaptability, and resilience impacted your reaction or response to a situation 	<ul style="list-style-type: none"> Evidence of flexibility, adaptability, and resilience are observational 	<ul style="list-style-type: none"> Defines flexibility, adaptability, and resilience, as it relates to school, work, and life
PS.PR.03.02	Demonstrate work ethic outside of the classroom	All of proficient AND <ul style="list-style-type: none"> Make improvements based on specific feedback from peers and share the process of improvement with others 	<ul style="list-style-type: none"> 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 Provide evidence of strong work ethic outside of the classroom 	<ul style="list-style-type: none"> Give examples aligned to the strengths and weaknesses in the areas of work ethic/study skills from school, home, and one other context 	<ul style="list-style-type: none"> List strengths and weaknesses in the areas of work ethic/study skills
PS.PR.03.03	Display appropriate, positive behavior (punctuality, best effort, honesty, integrity) in a variety of situations	All of proficient AND: <ul style="list-style-type: none"> Model for others about flexibility, adaptability, and resiliency Provide evidences of successful mentoring 	<ul style="list-style-type: none"> All assignments and projects are original work with extra effort and are submitted on time Consistently demonstrate honesty and integrity in a variety of situations Punctual most of the time 	<ul style="list-style-type: none"> Put effort into projects and assignments some of the time Describe integrity in a variety of settings Punctual some of the time 	<ul style="list-style-type: none"> Attempt to put effort into projects and assignments Define integrity Attempt to be punctual
PS.PR.03.04	Apply goal setting skills outside of school and exhibit pride in work	All of proficient AND <ul style="list-style-type: none"> Encourage others to set challenging goals and reflect with pride on their work Provide evidences of encouraging others with their goals 	<ul style="list-style-type: none"> Utilize the SMART goal process (setting, reflecting, and revising) outside of school Exhibit pride by celebrating achievements, accomplishments, and successes 	<ul style="list-style-type: none"> Try new things regularly to learn and grow Set S.M.A.R.T. goals that "stretch" to a new level of excellence Celebrate successes 	<ul style="list-style-type: none"> Begin to set goals beyond what is expected Describe the importance of celebrating successes
PS.PR.03.05	Compare and contrast cultures other than one's own	All of proficient AND <ul style="list-style-type: none"> Evaluate current challenges that each culture faces for the 21st century 	<ul style="list-style-type: none"> Compare and contrast your personal culture and an unfamiliar culture in areas such as arts, traditions, religion, diet, beliefs and values, entertainment, and holidays 	<ul style="list-style-type: none"> Describe aspects of an unfamiliar culture 	<ul style="list-style-type: none"> Explore an unfamiliar culture

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PERSONAL EXPRESSION					
PS.PE.03.01	Participate in a form of artistic expression that is new to the student	All of Proficient AND <ul style="list-style-type: none"> Evaluate progress in new art form by presenting to an audience using evidence, including self-assessments, peer assessments, and specific elements that were improved 	<ul style="list-style-type: none"> Participate in a new, challenging art form of interest and show improvement over time Self-assess on growth, noting strengths and opportunities for improvement 	<ul style="list-style-type: none"> Try a new art form Describe obstacles of learning something new 	<ul style="list-style-type: none"> Give examples of new art forms of interest
PS.PE.03.02	Establish connections between a famous work of art and the time period it was created	All of Proficient AND <ul style="list-style-type: none"> Defend how a the famous art used in the proficient column was revolutionary for the time period in which it was completed 	<ul style="list-style-type: none"> Compare and contrast famous art from different time periods Explain how the time period influenced the artist Explain how the art influenced the culture 	<ul style="list-style-type: none"> Describe what makes a piece of art famous Discuss the relationship between time period culture, and art 	<ul style="list-style-type: none"> List famous works of art List significant time periods of famous works of art
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SERVICE LEARNING					
PS.SV.03.01	Perform a service project that is beneficial to the school or community	All of Proficient AND <ul style="list-style-type: none"> Volunteer consistently and follow-up in order to measure goals, impact, and future involvement 	<ul style="list-style-type: none"> Determine an opportunity for improvement at HAC or the community Create and follow an action plan Reflect on and evaluate the end results of the project 	<ul style="list-style-type: none"> Describe a variety of service oriented non-profit organizations and their purposes Gather background information on a service oriented non-profit organization Volunteer some time with a service oriented non-profit organization 	<ul style="list-style-type: none"> List a few local non-profit organization Know attributes of a service oriented non-profit organization
PS.SV.03.02	Analyze the purpose of multiple global service agencies	All of proficient AND <ul style="list-style-type: none"> Present or publish findings of operational methods, effectiveness, and future goals to an audience 	<ul style="list-style-type: none"> Examine the organizational structure of multiple global agencies in areas such as: vision, funding, statistics, effectiveness, and refinement processes Analyze the purpose and history of such agencies 	<ul style="list-style-type: none"> Research the history of one national and one global service agency 	<ul style="list-style-type: none"> List a national and a global service agency by name and state the purpose of these agencies

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SOCIAL					
PS.SC.03.01	Model skills of an effective group member and encourage active participation of all group members	<p>All of proficient AND:</p> <ul style="list-style-type: none"> Apply a variety of leadership skills to a group project Clearly communicate to improve group effectiveness Reflect on personal roles within a group 	<ul style="list-style-type: none"> Model skills of an effective group member Promote cooperation and communication with all group members Value the ideas and opinions of all group members Actively participate in problem solving and decision making within a group 	<ul style="list-style-type: none"> Describe skills of effective groups Encourage others to try their best Compliment teammates 	<ul style="list-style-type: none"> List skills of effective groups List goals and purpose of a group task Discuss importance of positive attitudes in group work
PS.SC.03.02	Investigate media and societal pressures that impact individuals and the community	<p>All of proficient AND one or more of the following:</p> <ol style="list-style-type: none"> Present an alternate way to earn advanced, and follow through Teach another class about media and societal pressures Design a survey around media and societal pressures, collect responses from HTC students, and present results to advisory 	<ul style="list-style-type: none"> Investigate current media and societal pressures that impact individuals and the community by collecting facts surrounding the pressures, any current laws or policies related to the pressures, and examining statistical information Compile the information, using cited sources, and defend one proposal that would aid in improvement for either individuals or the community 	<ul style="list-style-type: none"> Discuss some media and societal pressures that impact individuals behaviors and the community 	<ul style="list-style-type: none"> State some media and societal pressures that impact individuals behaviors or the community
PS.SC.03.03	Demonstrate empathy and respect for diversity and consider issues, problems, and concerns from an alternate perspective	<p>All of proficient AND</p> <ul style="list-style-type: none"> Research ways that empathy has been shown in history 	<ul style="list-style-type: none"> Draw connections between empathy and being an active, engaged citizen Demonstrate empathy and respect for diversity in a variety of situations Examine issues, problems, concerns, or experiences from an alternate perspective Model respect and empathy for others, holding yourself and your peers accountable 	<ul style="list-style-type: none"> Describe how diversity can benefit groups and organizations Describe how to honor people different than oneself in various aspects Understand the importance of perspective 	<ul style="list-style-type: none"> Acknowledge what can be learned from people of diverse life experiences and backgrounds Show awareness of a variety of perspectives
PS.SC.03.04	Apply conflict resolution skills to home, school, local, and global situations	<p>All of proficient AND</p> <ul style="list-style-type: none"> Analyze the effectiveness of conflict resolution skills on local and global levels <p>OR</p> <ul style="list-style-type: none"> Work with CORE court or another student leadership group to incorporate a new conflict resolution strategy into HTC processes 	<p>*Analyze own conflict resolution skills and their effectiveness on different situations</p> <p>*Assess current home, school, local, and global conflicts and apply resolution skills to each</p>	<p>*Describe conflict resolution skills</p> <p>*Assess conflict resolution skills on some levels (home, school, local, global)</p>	<p>*List some conflict resolution skills</p>