

PSS Level 1

Standard name	Description	Advanced	Proficient	Developing	Emerging
PS.HL.01.01	Explains basic first aid principles (hypothermia prevention, wound treatment, direct pressure to stop bleeding) and identifies the appropriate use of items in a first aid kit	*Models or teaches a variety of first aid practices *Models the use of items in a basic first aid kit in response to situations	*Describes various first aid practices *Describes the purpose of most items found in a basic first aid kit	*Defines first aid principles independently *Identifies most of the items in a first aid kit	*Defines first aid principles with resources *Identifies a few items found in a basic first aid kit
PS.HL.01.02	Chooses positive, healthy leisure activities	*Motivates others to practice healthy activities	*Participates in a healthy activity that consistently follows a plan	*May research or gather resources for a healthy activity *Begins to work on a plan	*Brainstorms healthy activities of interest *Begins to create a healthy activities plan
PS.HL.01.03	Understands how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene and harmful substances	*All of proficient <b>and</b> encourages others to make healthy choices	*Describes and demonstrates ways that nutrition, exercise, hygiene and harmful substances affect the body	*Describes how nutrition, exercise, hygiene and harmful substances affect the body	*Identifies how nutrition, exercise, hygiene and/or harmful substances affect the body (may use resources)
PS.HL.01.04	Recognizes how attitude, behavior, and social choices affect one's personal well-being and self-esteem	*Demonstrates ways that individual self esteem can influence family, community, and/or beyond	*Connects self-esteem to choices and identifies next steps to build a stronger self-esteem	*Reflects on self-esteem through discussion of reactions to situations	*Begins to reflect on self-esteem and recognizes the power of reactions to situations
PS.PR.01.01	Defines and demonstrates respect for self, others, and property	*All of proficient <b>and</b> holds self accountable for actions	*Consistently demonstrates respect for self, others, and property in a variety of situations *Describes different levels of honesty	*Demonstrates respect inconsistently *Defines honesty (full truth vs half truth)	*Lists ways to identify self-respect, respect for others, and the environment
PS.PR.01.02	Defines and demonstrates honesty and responsibility (comes prepared, cleans up, stays on task, and punctual)	*Helps others with accountability and responsibility in a variety of situations	*Demonstrates accountability in responsibility consistently in a variety of situations	*Describes examples of accountability and responsibility *Uses strategies to stay on task with support	*Defines accountability and responsibility (comes prepared, arrives on time, cleans area, and maintains roles) *Lists strategies to stay on task
PS.PR.01.03	Recognizes the importance of setting limits for oneself (appropriate humor, spending habits, obeying curfews)	*Reflects on personal limits using historical personal examples and communicates areas for improvement	*Meets personal limits that are appropriate in a variety of settings	*Sets personal limits that are appropriate in a variety of settings	*Sets personal limits with inconsistency
PS.PR.01.04	Uses a decision making process when setting and meeting goals and deadlines	*Teaches others how to set S.M.A.R.T. goals using a variety of processes	*Consistently sets S.M.A.R.T. goals using a variety of processes (PDSA, Educate, gap analysis, classroom tools, etc)	*Begins to set goals using a variety of processes (PDSA, Educate, gap analysis, classroom tools, etc) *Defines S.M.A.R.T. goals	*Identifies decision making processes and brainstorms personal goals

<b>PS.PR.01.05</b>	Recognizes traits of his/her culture that are unique	*Creates questions for an interview and gets preapproval *Interviews family and our community members to find events that have meaning to personal culture	*Describes traits of personal culture that are unique to self, family, community and country	*Describes unique traits of personal culture	*Defines personal culture
<b>PS.PE.01.01</b>	Participates and builds skills in the form of personal expression through the visual or performing arts.	* Experiments with various visual and/or performing arts before choosing to refine their skill in one * Articulates skills needed for varying art forms * Uses art to reflect ones beliefs, feelings, or ideals	* Chooses an art form that is enjoyable to oneself, consistently practices, and describes the skills necessary to create such pieces of art * Uses art as an outlet for self-expression	* Participates in a form of art and identifies skills needed to complete such works of art * Uses art to reflect personal interests	* Identifies the difference between a visual and performing art * Lists skills needed to complete some art forms
<b>PS.PE.01.02</b>	Appreciates a variety of artistic mediums and states the relevance of the arts to one's own life.	*All of proficient <b>AND</b> * Reflects on the impact of art in one's own life * Describes how art often reflects culture	* Discusses influential art in many art forms * Discusses personal experiences with art and its impact on one's life	* Describes how art has impacted your life	*Lists different forms of art
<b>PS.SV.01.01</b>	Interviews a service-oriented person regarding their thoughts about helping others and the community	* Student had prepared questions ahead of time that were complex, or insightful * Questions always pertained to helping others, philanthropy, or working in groups * Student demonstrates excellent interview skills (showing proficient always)	* Interviews a service-oriented person with a pre-approved list of questions * Questions pertain to helping others and working in groups most of the time * Describes and demonstrates good interview skills most of the time: interested in person, eye contact, prepared questions, respect	* Prepares to interview a service-oriented person * Questions pertain to helping others and working in groups some of the time * Student interview skills needed practice	* Prepares to interview a service-oriented person, but lacks follow through *Just beginning in understanding of effective interview skills *Lists service oriented topics
<b>PS.SV.01.02</b>	Describes how service on a personal, local, and global level can enhance community well-being and the potential negative consequences of non-involvement	* Researches unfamiliar local and global service opportunities * Designs a service project based on research of opportunities * Promotes service activity	* Describes local and global service opportunities * Describes how the well-being of a community can be enhanced through service * Describes repercussions of non-service involvement within a local community	* Describes local service opportunities * Describes ways to get involved * Describes current conditions with or without service involvement	* Lists service organizations that are already in operation
<b>PS.SV.01.03</b>	Volunteers at a community event	* Coordinates a volunteer experience with a small group * Presents to peers about their experience	* Brainstorms areas of personal interest and community needs prior to volunteering * Completes 8 hours of community service * Reports out regarding one's volunteer experience	* Plans for a volunteering experience, but could have considered needs better * Completes 5 hours of community service * Self-reflects on experience	* Observes volunteers at a community event * Has participated in a volunteer experience in the past

<b>PS.SC.01.01</b>	Demonstrates effective interpersonal skills by completing assigned tasks thereby contributing to the success of a group project	<ul style="list-style-type: none"> <li>* Role models effective interpersonal skills and encourages others to employ similar skills</li> <li>* Helps facilitate the assigning of group roles based on group members' strengths and tasks at hand</li> <li>* Completes one's portion of group work assignments and aids others when possible</li> <li>* Sets goals, tracks progress through benchmarks, and meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrates effective interpersonal skills in many relationships including group work (listens closely, asks questions, includes everyone in discussions)</li> <li>* Articulates the responsibilities of certain group roles</li> <li>* Completes one's portion of group work assignments</li> <li>* Sets goals and meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrates some interpersonal skills and can describe their importance</li> <li>* Knows what group roles they excel at or are challenged in</li> <li>* Completes most of the group work assigned to them</li> <li>* Sets some goals and is clear on most tasks</li> </ul>	<ul style="list-style-type: none"> <li>* Lists effective interpersonal skills</li> <li>* Describes the responsibilities of a couple group roles</li> <li>* Completes some of the group work assigned to them</li> <li>* Clear timeframe for task completion is not evident</li> </ul>
<b>PS.SC.01.02</b>	Identifies the negative effects of peer pressure and options for handling these situations	<ul style="list-style-type: none"> <li>* Describes the impact of negative peer pressure</li> <li>* Discusses motives of peers to pressure others in a negative way</li> <li>* Explores options for reacting to peer pressure situations that one may experience later in life</li> </ul>	<ul style="list-style-type: none"> <li>* Describes situations of peer pressure your age group faces</li> <li>* Describes the negative effects on all parties experiencing peer pressure</li> <li>* Explores options for reacting to a peer pressure situation</li> </ul>	<ul style="list-style-type: none"> <li>* Explains a first hand peer pressure experience</li> <li>* Explains emotions involved in peer pressure situations</li> </ul>	<ul style="list-style-type: none"> <li>* Lists examples of peer pressure</li> <li>* Describes a few effects of peer pressure</li> <li>* Lists reactions to peer pressure</li> </ul>
<b>PS.SC.01.03</b>	Defines and gives examples of diversity, empathy, and equality from one's own life experiences	<ul style="list-style-type: none"> <li>* Describes diversity, empathy, and equality and gives examples in personal life</li> <li>* Describes global examples of events that demonstrate diversity, empathy, and equality</li> <li>* Gives examples of events in one's personal life that have demonstrated diversity, empathy, and equality</li> </ul>	<ul style="list-style-type: none"> <li>* Defines diversity, empathy, and equality</li> <li>* Gives examples of events in one's personal life that have demonstrated diversity, empathy, and equality</li> </ul>	<ul style="list-style-type: none"> <li>* Defines diversity, empathy, and equality</li> <li>* Describes historical examples of events that demonstrate diversity, empathy, and equality</li> </ul>	<ul style="list-style-type: none"> <li>* Defines diversity, empathy, and equality</li> <li>* Lists any type of events that demonstrate diversity, empathy, or equality</li> </ul>
<b>PS.SC.01.04</b>	Practices skills to interact with adults (takes turns speaking, respect, manners, eye contact, etc.)	<ul style="list-style-type: none"> <li>* Models for others the skills needed to interact with adults in a variety of settings</li> </ul>	<ul style="list-style-type: none"> <li>* Interacts appropriately with familiar and unfamiliar adults in casual and professional settings</li> </ul>	<ul style="list-style-type: none"> <li>* Simulates appropriate ways to interact with adults</li> <li>* Demonstrates skills needed to interact with adults most of the time</li> </ul>	<ul style="list-style-type: none"> <li>* Describes skills needed for interacting with people of different age groups</li> </ul>