

Health Education 6 Power Standards

Standard 1: Core Concepts - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Advanced(AD)	Proficient(PR)	Developing(DE)	Beginning(BE)
Describe in great detail specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.	Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.	Describe behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.	Has some trouble describing behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

Indicators:

- Use complete, factual information.
- Be sure the facts are accurate.
- Show relationships among ideas.
- Make factual conclusions about health.

Example-Summative Assessments for S1 will consist of summative assessments at end of each unit.

Standard 2: Analyzing Influences - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Advanced(AD)	Proficient(PR)	Developing(DE)	Beginning(BE)
Describe in great detail all of the different influences in a person's life and how they affect the choices that are made.	Describe in detail all of the different influences in a person's life and how they affect the choices that are made.	Describe all of the different influences in a person's life and how they affect the choices that are made.	Describe some of the different influences in a person's life and how they affect the choices that are made.

Indicators:

- Show a variety of influences.
- Show both internal and external influences.
- Show how the influences affect health choices.

Example-Summative Assessment for S2 in Unit 1

Standard 3: Interpersonal Communication - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Identify and describe all effective communication techniques and strategies in great detail. Can describe in detail the different peer resistance and conflict resolution techniques.	Identify and describe all effective communication techniques and strategies. Can describe the different peer resistance and conflict resolution techniques.	Identify some effective communication techniques and strategies. Can describe some peer resistance and conflict resolution techniques.	Identify an effective communication technique and strategy. Can list the the peer resistance and conflict resolution techniques.

Indicators:

- Examine appropriate communication strategies.
- Examine the outcomes of using effective and ineffective strategies of communication.
- Demonstrate effective conflict resolution skills
- Demonstrate refusal and limit setting skills that avoid health risks.

Example- Summative Assessment for S3 in Unit 1

Standard 4: Advocacy - Students will demonstrate the ability to advocate for personal, family and community health.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Goes above expectations to clearly demonstrate important skills to target health enhancing messages and encourage others to adopt healthy behaviors.	Clearly demonstrates important skills to target health enhancing specific messages and encourage others to adopt healthy behaviors.	Demonstrates important skills to target health enhancing messages and encourage others to adopt healthy behaviors. Message may not be specific.	Somewhat demonstrates important skills to target health enhancing messages and encourage others to adopt healthy behaviors. Message may not be specific or complete

Indicators:

- Develop an advocacy plan to promote health.
- Implement an advocacy plan pertaining to a health issue.

Example- Advocacy Poster and explanations in Unit 3

Standard 5: Goal Setting - Students will demonstrate the ability to use goal-setting skills to enhance health.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Consistently distinguish whether a goal is SMART and why it might not be. Demonstrate the ability to write a SMART goal and identify detailed "SMART" ways to achieve that goal. Identify people that can help accomplish the goal and how they can help.	Consistently distinguish whether a goal is SMART and why it might not be. Demonstrate the ability to write a SMART goal and identify ways to achieve that goal. Identify people that can help accomplish the goal and how they can help.	Can distinguish whether a goal is SMART. Demonstrate the ability to write a SMART goal. Identify people that can help accomplish the goal.	Set a goal that may not be written as a SMART goal.

Indicators:

- Write a long-term goal.
- Write short term goals to help achieve that long term goal
- Identify individuals that can help achieve those goals.

Example- Goal Setting activity in Unit 1