

Health Education 8 Power Standards

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

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Completely and accurately describes relationships between behavior and health. Draws logical conclusions about the connection between behavior and health.	Describes relationships between behavior and health with some minor inaccuracies or omissions. Draws a plausible conclusion(s) about the connection between behavior and health.	Description of relationship(s) between behavior and health is incomplete and/or contains significant inaccuracies. Attempts to draw a conclusion about the connection between behavior and health, but conclusion is incomplete or flawed.	Inaccurate or no description of relationship(s) between behavior and health. Inaccurate OR no conclusion drawn about the connection between behavior and health

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

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Examine how external and internal factors can influence health behaviors. Provide examples of how factors can interact to influence health behaviors. Examine how one's family, culture, and peers influence one's own personal health behaviors. Examine how media and technology influence one's own personal health behaviors.	Fully recognizes relevant influences (internal and/or external). Accurately and completely explains how the influences impacts personal, family and/or community health practices and behaviors.	Recognizes relevant influence(s). Provides a general explanation of how the influence(s) impacts personal, family and/or community health practices and behaviors.	Recognizes influence(s), but does not provide an effective explanation of how the influence(s) impacts personal, family and/or community health practices and behaviors.

Examine how one's values and beliefs influence one's own personal health behaviors			
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Indicators:

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

Example-Summative Assessments for S2 in Unit 1 and 2.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Identifies a specific source(s) of health information, products or services. Provides accurate and complete citations for the specific source(s). Locate sources of valid health information from home, school, and community. Describe criteria for evaluating resources. Apply models to analyze sources of information for validity and Reliability.	Identify criteria for choosing accurate sources of information. Describe situations that require accurate health information. Analyze the validity of information about health issues, products, and services.	Identifies general source(s) of health information, products or services. Citations for the source(s) are inaccurate and/or incomplete.	No source identified or cited.

Indicators:

- Identify sources of information.
- Explain what type of help this source offers.

Example-Summative Assessments for S3 in Unit 2, 4, 5, 6, and 7.

Standard 4: Students will demonstrate the ability to use decision-making skills to enhance health.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Collaboratively work with others toward a healthy decision or goal that assess personal health practices. Analyzes the outcome of a health-related decision. Predicts the impact of each decision on self and others.	Identify situations where effective decision-making skills are implemented. Assess the impact of a decision-making process on health-related situations. Demonstrate decision making in a health-related situation.	Creates goals and applies healthy decisions toward achieving their goals	Understands and creates a healthy goal

Indicators:

- Show all the steps of the decision-making process.
- Identify the decision to be made.
- Identify options and possible consequences.
- State the decision clearly.
- Evaluate and reflect on the decision.

Example-Summative Assessments for S4 in Unit 1

Standard 4: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Initiates educational opportunities on health topics for the community and beyond. Can put into place self-responsibility for personal health behaviors. Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others. Demonstrate behaviors that avoid or reduce health risks to self and others.	Explain the importance of self-responsibility for personal health behaviors. Evaluate behaviors that maintain or improve the health of self and others.	Summarizes general health information.	Identifies a variety of healthy habits and choices.

Indicators:

- Describe or demonstrate specific first aid and safety techniques.
- Identify strategies to avoid or manage unhealthy or dangerous situations.
- List the steps in the correct order.

Example-Summative Assessments for S4 in Unit 3 and 7.