

## **Health Promotion California Health Standard 8**

All students will demonstrate the ability to promote and support personal, family, and community health.

### **Characteristics of student work**

This skill category evaluates students' ability to advocate for personal, family, and community health. The student is to choose a "cause" to promote. Example causes are: wearing seatbelts, pollution control (littering, recycling), speed limit, etc.

### **Guidelines**

- Sentences and paragraphs are complete, well-constructed and of varied structure.
- Salutation and closing have no errors in capitalization and punctuation.
- Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.
- The letter is 10 or more sentences.
- Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.
- Complies with all the requirements for an advocacy letter.

### **Skill Cues**

- Takes a clear, health-enhancing stand/position
- Supports the position with relevant information
- Shows awareness of audience
- Encourages others to make healthful choices
- Demonstrates passion/conviction

### **Assessment Project**

Student's choice of one of the following:

- Write a letter to the editor
- Write a letter to a CEO
- Write a letter to a Senator or Congressman

### **Rubric**

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little evidence of the ability to apply health skills.