



Assessing Mastery of Self-Management Grades 9-12

Students in grades 9-12 will have mastered *Self-Management* by demonstrating their ability to showcase the performance indicators identified in Standard 7. Use the student friendly language below to support rubric creation and feedback to students.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1 Analyze the role of individual responsibility for enhancing health.

- I can define responsibility.
- I can identify personal responsibilities.
- I can analyze the need for personal responsibilities.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

- I can select a health practice that will maintain or improve the health of self and others.
- I can research a health practice that will maintain or improve the health of self and others.
- I can demonstrate a health practice that will maintain or improve the health of self and others.
- I can use a health practice regularly that will maintain or improve the health of self and others.
- I can share a health practice and its benefits with others that will maintain or improve the health of self and others.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

- I can select a health practice that will avoid or reduce health risks to self and others.
- I can research a health practice that will avoid or reduce health risks to self and others.
- I can demonstrate a health practice that will avoid or reduce health risks to self and others.
- I can use a health practice regularly that will avoid or reduce health risks to self and others.
- I can share a health practice and its benefits with others that will avoid or reduce health risks to self and others.

ASSESSMENT TOOL #1 (7.12.1)

Have students create a timeline that showcases their responsibilities over time, perhaps a ten year frame. The timeline should include their current responsibilities, but can move backward to show previous responsibilities or forward to show future responsibilities. Determine the time frame and student choice for previous or future responsibilities. Have students label the timeline with responsibilities that were/are relevant to their health over the selected time frame. Have students include a paragraph that describes how their responsibilities have changed over the time frame highlighted and what they believe is important about the responsibility changes they identified.



ASSESSMENT TOOL #2 (7.12.2, 7.12.3)

Have students create a poster outlining a specific health practice and how to practice it in their daily life with necessary steps and resources. The poster should include visual and written understandings of the behavior itself as well as the health skills that connect to this behavior. Posters should clearly represent a demonstration of skill required to maintain this health behavior.

ASSESSMENT TOOL #3 (7.12.2, 7.12.3)

Have students select a health practice that is related to one or more responsibilities in their lives. Students can prepare to demonstrate this health practice by researching steps to master the practice. Have students then showcase their ability to demonstrate the health practice either in person or using video technology,



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Self-Management steps can be used across content areas when learning different health practices. Have other content area teachers identify the health practices that are relevant to their content areas. For example, completing homework or managing time in class may be important practices teachers need to explicitly teach how to do. For each identified health practice, teachers should model, provide time to practice, and offer feedback to students as necessary.

If teachers identify a recurring behavior that is keeping a student from being successful, such as being late for class or falling asleep in class, teachers can have students reflect on why they need to take responsibilities and the actions they must take to show this responsibility. Walking students through the steps in the *Teaching Progression* also allow students to identify the habits they need to develop to be successful in school and in life.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development of important health practices. Remind students of the health practices they have learned and encourage students to use these health practices in a variety of content areas.

The health practices identified for students in grades 9-12 can be reinforced in other content areas. For example, if stress management strategies are identified as essential health practices to teach, use these same stress management strategies during other content areas. Ask the questions below to help students connect health practices to other content areas. Add specific content information in place of the italicized words as necessary.

- How can you take personal responsibility in *this moment*?
- How can you use *this health practice* in *this moment*?
- What health practice do you know that you could use in *this moment*?
- What skill or strategy could you use in *this moment* to take responsibility for *this action*?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*analyze, implement, self-management, habit
consistent, avoid, maintain, prevent*



Resource Bank

RMC Health Skills

- <https://www.rmc.org/health-education-skills-models/>

National Health Standards

- <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

CASEL Core Competencies

- <https://casel.org/core-competencies/>

Project Based Learning

- <https://www.pblworks.org/what-is-pbl>
- <https://www.edutopia.org/project-based-learning>
- http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx
- <https://www.schoology.com/blog/project-based-learning-pbl-benefits-examples-and-resources>
- <http://www.nea.org/tools/16963.htm>

Health Practices

- <https://www.wallerwellness.com/healthy-behaviors-for-a-healthier-lifestyle>
- <https://www.hhs.gov/ash/oah/adolescent-development/physical-health-and-nutrition/healthy-behavior/index.html>

CASEL SEL Overview

- https://www.cde.state.co.us/sites/default/files/documents/pbis/bullying/downloads/pdf/briefoverview_coloradoemotional-social-wellness-standards.pdf

Responsibility

- <https://www.merriam-webster.com/dictionary/responsible>
- <https://www.thesaurus.com/browse/responsible>
- <https://www.macmillandictionary.com/us/dictionary/american/responsible>