

RECOMMENDING HEALTH RELATED BOOKS

(Optional – This assessment may be combined with 4B.I)

Performance Standard 1C.I

Health Occupations Student of America (HOSA) members will be asked to review their favorite health related books to create a list of the best books to recommend to young adults for personal reading. Each student will select a book and develop an explanation of the book's features that qualify it for inclusion on the list accordingly:

ADOPTION FORM - PART ONE

- *Including reasons:* include specific reasons for recommending the book.
- *Supporting content review:* support review with references from the text; report accurately.

ADOPTION FORM – PART TWO

- *Defining audience:* define clearly.
- *Linking text to audience:* define links clearly.

Procedures

1. ***In order to comprehend a broad range of reading materials (1C)***, students should experience sufficient learning opportunities to develop the following:
 - Ask questions before, during and after reading which demonstrate that understanding of the reading has progressed.
 - Use topic, theme, organizational patterns, context and point of view to guide interpretation.
 - Interpret concepts or make connections through analysis, evaluation, inference and/or comparisons.
 - Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).
 - Identify and use criteria for evaluating the accuracy of text information.
 - Summarize and make generalizations from content and relate them to the purpose of the material.
 - Explain and justify an interpretation of the text using relevant, accurate references.
 - Challenge ideas presented in a text through questions about specific parts of the text.

This assessment aligns with the National Health Care Skill Standards, which indicate that health care workers must be able to read and write, including charts, reports and manuals, and use health care terminology.
2. HOSA members will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with literary analysis techniques, book reviews and the purposes for developing a personal health reading list.
4. Students will have discussed the criteria for the selection of books for their HOSA Chapter's recommended reading list.
5. Each HOSA member will select a book from either personal reading or a class assignment and review the book's content, making notes on the theme or purpose for writing, intended audience, etc.
6. Each HOSA member will write a review of his/her book to explain why that book should be included on the chapter's list of recommended readings. (Submit to the teacher notes and finished review.)
7. (OPTIONAL, may assess this part with Goal 4B – Stage I, Speaking) Each student may present his/her analysis to the class to argue for adding the book to the chapter's list. (At the teacher's discretion, this presentation may be made in small group discussion format if several students want to recommend the same book.)
8. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One class period

Resources

- Health related books selected from class or personal reading
- Writing materials, including available technology
- Recommended Personal Health Reading List Adoption Form
- Recommended Health Related Books Rubric

**RECOMMENDED PERSONAL HEALTH READING LIST
Adoption Form**

Book Title:

Author:

Publisher and Date:

Reason(s) for inclusion on the Recommended Personal Health Reading List of The _____
HOSA Chapter:

PART ONE: Please describe your reasons for recommending this personal health book. Include all relevant information about the author's purpose for writing, content, intended audience and any other points you think should be considered when the HOSA Chapter votes on this book. You may use another sheet of paper to complete your recommendation.

PART TWO: Please identify any special group or individuals who might find this book particularly interesting or helpful (for example, students experiencing peer pressure, eating disorders, personal fitness problems, alcohol problems). Explain what the book says to those individuals and why it is a good source of information for them to read (links between text and audience). You may use another sheet of paper to complete your recommendation.

RECOMMENDING HEALTH RELATED BOOKS

NAME _____ DATE _____

- Exceeds standard (must receive 15 – 16 total points)
- Meets standard (must receive 11 – 14 total points)
- Approaches standard (must receive 7 –10 total points)
- Begins standard (must receive 4 – 6 total points)

	ADOPTION FORM - PART ONE		ADOPTION FORM – PART TWO	
	Reasons	Content Review	Audience	Links to Audience
4	<ul style="list-style-type: none"> • The review includes four or more specific reasons for recommending the book. 	<ul style="list-style-type: none"> • The review is consistently supported with references from the text. • All references are reported accurately. 	<ul style="list-style-type: none"> • Individuals or groups clearly defined. 	<ul style="list-style-type: none"> • Links between text and audience are clearly described.
3	<ul style="list-style-type: none"> • The review includes three specific reasons for recommending the book. 	<ul style="list-style-type: none"> • The review is usually supported with references from the text. • Most references are reported accurately. 	<ul style="list-style-type: none"> • Individuals or groups clearly defined. 	<ul style="list-style-type: none"> • At least one link between text and audience is clearly described. • One or more links may be vaguely described.
2	<ul style="list-style-type: none"> • The review includes two specific reasons for recommending the book. 	<ul style="list-style-type: none"> • The review is occasionally supported with references from the text. • Some references are reported accurately. 	<ul style="list-style-type: none"> • Individuals or groups generally defined. 	<ul style="list-style-type: none"> • Links between text and audience attempted but not clear.
1	<ul style="list-style-type: none"> • The review includes no or one specific reason for recommending the book. 	<ul style="list-style-type: none"> • The review is rarely supported with references from the text. 	<ul style="list-style-type: none"> • Individuals or groups not defined. 	<ul style="list-style-type: none"> • Links between text and audience not clear. <li style="text-align: center;">OR • Links missing.
Score				