

**Textbook Alignment to the Utah 9 - 12 Grade Health Core Curriculum
Rubric for “Recommended Primary” Materials**

Title _____ ISBN# _____			
Publisher: _____			
Name of Person(s) conducting alignment and evaluation: _____			
Overall percentage of coverage of the Utah State Core Curriculum: _____%			
Standard I: Students develop skills and processes that contribute to the development of a healthy self.			
Percentage of coverage for Standard I: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1.1: Determine the influence of behavioral choices on mental, social, emotional, physical, and spiritual health.	a. Explain Maslow's Hierarchy of Needs and resources available to support those needs.		
	b. Analyze the positive and negative effects of environmental factors on mental health.		
	c. Identify the healthy and unhealthy uses of defense mechanisms in daily life.		
	d. Describe common mental		

	disorders/illnesses and treatments; e.g., depression, anxiety/panic, somatoform, affective, personality.		
	e. Analyze the role of developmental assets in building resiliency; e.g., contributes to self-efficacy, establishes support systems.		
Objective 1.2: Demonstrate positive strategies for managing stress.	a. Identify situations or circumstances that cause stress.		
	b. Evaluate personal responses to stressful situations.		
	c. Develop a variety of healthy ways to reduce or prevent stress.		
	d. Design a time-management plan for stress prevention or reduction.		
Objective 1.3: Analyze the grieving process.	a. Identify emotions or reactions associated with grief.		
	b. Determine a variety of healthy ways to express or process these emotions.		
	c. Determine the role family, friends, schools, and communities can play in helping individuals with grief.		
Objective 1.4: Develop a decision-making process to resolve a dilemma.	a. Determine the influence of values, dreams, and goals on the decision-making		

	process.		
	b. Predict the short- and long-term effects of risks.		
	c. Evaluate the effects of media on perceptions and decisions.		
	d. Identify steps in decision making.		
	e. Weigh ethical implications of decisions.		
Standard II: Students develop health-promoting and risk-reducing behaviors used to prevent substance abuse.			
Percentage of coverage for Standard II: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 2.1: Determine the individual and societal implications of drug use and non-use.	a. Identify consequences of illegal and legal/age-restricted drug use.		
	b. Identify some common antagonistic and synergistic effects of drug interactions.		
	c. Analyze the impact of personal substance misuse or abuse on family, friends, and society; e.g., communication skills, financial costs, relationships, life management, services needed.		
	d. Describe the impact of alcohol, tobacco, and other drug (ATOD) use by males and females on fetal and		

	child development; e.g., fetal alcohol syndrome/effects (FAS/FAE), drug-affected children, asthma, impaired motor abilities, emotional/mental impact.		
	e. Describe responsible use of legal drugs and supplements; e.g., prescription, over-the-counter (OTC), herbs, vitamins, creatine.		
	f. Apply decision-making skills and values to a variety of legal, social, and emotional scenarios related to substance use.		
Objective 2.2: Analyze the impact an individual could have in promoting substance abuse prevention, intervention, and treatment.	a. List a variety of activities that could be positive alternatives to substance abuse.		
	b. Determine ways in which all peers can help with prevention and intervention of substance abuse.		
	c. Identify benefits of a strong support system.		
	d. Explain the need for professional intervention when individuals are involved in a dependency or other addictive process.		
	e. Compile a list of community/agency		

	resources available to support individuals impacted by substance abuse.		
Standard III: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.			
Percentage of coverage for Standard III: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 3.1: Analyze the influence of differing cultural and societal norms regarding gender roles on behavior, dreams, and goals.	a. Predict how an individual's beliefs regarding gender roles may influence behavior, dreams and goals.		
	b. Identify factors that influence beliefs about gender roles; e.g., age, media, media representation, culture, societal norms.		
	c. Explain the impact of gender-specific messages on healthy behavior for males and females throughout the lifecycle; e.g., equity, respect, education, careers, sports, relationships.		
Objective 3.2: Develop skills that contribute to healthy, dynamic relationships.	a. Identify characteristics necessary for healthy relationships; e.g., empathy, confidence, trust, individual rights and responsibilities.		
	b. Identify skills necessary		

	for healthy relationships; e.g., communication, listening, goal-setting.		
	c. Generate ways to open discussions with parents/guardians.		
	d. Identify the role of grief and loss in relationships.		
	e. Develop ways to accept, manage, and/or adapt to changes in relationships.		
Objective 3.3: Demonstrate the skills needed to manage unhealthy or dangerous relationships or situations.	a. Identify unhealthy behaviors; e.g. coercion, selfishness, obsessions, neediness, control, manipulation, apathy, aggression.		
	b. Predict the possible consequences when there is a wide disparity in age of partners; e.g., growth, power, respect, goals, earning potential, equity, aging, children.		
	c. Identify behaviors that lead to sexual harassment and/or aggression.		
	d. Develop strategies for managing sexual harassment/aggression in self and others.		
	e. Identify people, resources, and services that may help with personal or relationship issues.		

Objective 3.4: Predict how responsibilities related to sexual development and health maintenance change throughout the lifecycle.	a. Explain reproductive anatomy and physiology of females and males.		
	b. Identify the benefits of sexual abstinence.		
	c. Describe how sexual abstinence contributes to overall wellness; e.g., physical, emotional, spiritual, mental, social.		
	d. Identify means of prevention of early and/or unintended pregnancy and sexually transmitted infections; e.g., abstinence, disease prevention, contraception/condom use. (Contraceptive/condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)		
	e. Explain the importance of health maintenance, including breast and testicular self-exams, pap smears, and annual physical examinations.		
	f. Analyze the effects of aging on the physiological functions and health of reproductive systems; e.g., menopause, hormonal		

	changes, prostate and other cancers.		
	g. Adoption presentation. (Subject to Utah State Law – see below.)		
<p>Utah State Law:</p> <ul style="list-style-type: none"> • Prior written parental consent must be obtained before including any aspect of contraception in the curriculum. • An annual presentation on adoption will be given to students in Grades 7-12. <p>Utah State Board of Education Policy: Teachers may not teach the advocacy or encouragement of contraceptive methods or devices by unmarried minors.</p>			
<p>Objective 3.5: Determine the benefits of planning for pregnancy and parenthood.</p>	a. Determine how planning ahead can contribute to healthy pregnancy(s), fetal development, birth, and relationships.		
	b. Explain the value of prenatal care, nutrition and exercise, and abstinence from ATOD.		
	c. Explain the various stages of fetal development and birth.		
	d. Identify factors that may complicate pregnancy and/or contribute to birth defects; e.g., choices, environment, illness, substance use, genetics, nutrition, undetermined factors.		
<p>Standard IV: Students analyze issues related to health promotion and disease prevention.</p>			
<p>Percentage of coverage for Standard IV: %</p>			

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 4.1: Analyze how non-communicable, chronic illnesses affect individuals, families and society.	a. Identify common chronic illnesses; e.g., asthma, diabetes, cancer, Alzheimer's, schizophrenia, depression.		
	b. Predict the impact of chronic illness on economic, social, mental, emotional, and physical well-being.		
	c. Explain the positive and negative results of living with health challenges.		
	d. Determine the benefits of assisting those living with chronic illness for individuals, volunteers, family, and community.		
Objective 4.2: Analyze the impact of HIV disease, hepatitis, and sexually transmitted infection on self and others.	a. Explain transmission, physiology, and treatments for HIV disease, hepatitis, and sexually transmitted infections.		
	b. Determine methods of prevention; e.g., correct condom use per package instructions. (Condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)		

	c. Predict the economic, social, mental, emotional, and physical impact of HIV/AIDS, hepatitis, and sexually transmitted diseases.		
--	--	--	--

Utah State Law:

- **Prior written parental consent must be obtained before including any aspect of contraception in the curriculum.**
- **An annual presentation on adoption will be given to students in Grades 7-12.**

Utah State Board of Education Policy:

- **Teachers may not teach the advocacy or encouragement of contraceptive methods or devices by unmarried minors.**

Standard V: Students determine how individual and group and behaviors impact personal and community health and safety.

Percentage of coverage for Standard V: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 5.1: Demonstrate ability to manage conflict peacefully and safely.	a. Explain the role of conflict in interpersonal relationships.		
	b. Identify warning signs that conflict may be escalating.		
	c. Develop strategies for dealing safely with conflict.		
	d. Practice conflict-management skills and/or strategies.		
Objective 5.2: Identify ways to help self or others when dealing with suicide.	a. Identify warning signs of suicide.		
	b. Practice skills or strategies that can help prevent a suicide; e.g., questioning skills,		

	communicating with others, asking for help, expressing emotions, referral.		
	c. Compile a list of resources in the school and community to help a person dealing with suicide.		
Objective 5.3: Develop strategies for ensuring personal safety in a variety of situations.	a. Identify potentially dangerous situations.		
	b. Identify person(s) to rely on in risky situations.		
	c. Create safety plans to address a variety of potential risks; e.g., automobile, recreational, natural disasters, assault, rape, confrontations, domestic and other violence.		
Objective 5.4: Analyze the process of creating a safe and caring environment for citizens.	a. Identify common values, rules, and responsibilities of various communities; e.g., nonviolence, respect, responsibility, honest, civility, cooperation, compassion.		
	b. Identify ways a community cares for itself; e.g., Neighborhood Watch, city and school clean-up, law enforcement, community mobilization, health resources and services, volunteerism.		
	c. Compile a list of		

	community/agency resources that contribute to a safe and caring community; e.g., public safety and health, recreational opportunities, mental health services.		
Standard VI: Students plan to incorporate healthy nutritional and fitness behaviors.			
Percentage of coverage for Standard VI: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 6.1: Evaluate nutrient density and balance of individual food intake.	a. Identify the basic nutrients found in each food group; i.e., vitamins, minerals, fats, proteins, water, and carbohydrates.		
	b. Evaluate various types of foods using the food labels.		
	c. Compare individual nutrient intake and Recommended Daily Allowances (RDA).		
	d. Identify low-nutrient foods.		
	e. Identify nutrient-dense foods that are enjoyable and cost effective.		
Objective 6.2: Design a personal peak performance plan to include proper nutrition, physical activity, and healthy behaviors.	a. Identify the five components of fitness and how to attain each.		
	b. Compute the proper amounts of exercise, rest, and nutrition to provide		

	peek personal performance.		
	c. Determine how fast food could be included in the plan.		
	d. Determine how addictions and fads impact personal health and performance; e.g., disordered eating, dietary supplements, performance-enhancing supplements, dysfunctional weight loss or gain.		
	e. Strategize ways to manage influences of heredity and prevent disease; e.g., body type, diabetes, hypertension, heart disease, cancer, osteoporosis.		
	f. Compare nutritional contents of personal plan with Dietary Guidelines for Healthy Americans.		
Objective 6.3: Analyze the relationship between a healthy sense of self and eating patterns.	a. Identify characteristics of a healthy self and body.		
	b. Compare body image and body acceptance and the influence of one on the other.		
	c. Predict how external and internal factors impact body image and acceptance; e.g., media, fashion, trauma, abuse, perfectionism,		

	control, lack of self-worth.		
	d. Explain the potential impact of negative body image and acceptance; e.g., fad dieting, starvation, compulsive eating and/or exercising, bulimia, anorexia, other disordered eating.		
	e. Develop strategies for improving body image and acceptance.		
	f. Identify warning signs and short- and long-term effects of disordered eating.		
	g. Identify ways to help someone who is experiencing disordered eating.		

Standard VII: Students evaluate health information needed to advocate for personal, peer, family, community, and environmental health.

Percentage of coverage for Standard VII: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 7.1: Determine how fads and trends may influence health.	a. Identify health-related fads and trends.		
	b. Summarize how fads and trends have influenced health in the past.		
	c. Predict how fads and trends may influence in the future.		
Objective 7.2: Create	a. Identify various		

and implement and advocacy plan to address an unmet health need.	professions that contribute to, or advocate for, health.		
	b. Identify health needs, opportunities to be proactive, related community resources, and available services.		
	c. Practice advocacy skills and methods.		
	d. Reflect on results of the action process.		

General Rubric

Review Category	High Quality - 3	2	1	0	NA	Comments
Curriculum Content Coverage						
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	Less than 50% of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or less of the necessary depth needed for appropriate instruction.	The program provides 50% or less of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.		

Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an age-appropriate manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	Materials have major content inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to the student promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Very little, if any, of the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and knowledge.		
Review Category	High Quality - 3	2	1	0	NA	Comments

Physical Qualities						
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of contents, glossary, index, and etc.	Student materials provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide very little, if any, table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound and reinforced while staying open and flat for teaching.	Teacher materials are adequately hardbound while staying open and flat for teaching	Teacher materials have secure bindings but do not open and lay flat to facilitate teaching.	Teacher materials have inferior bindings but do lay flat to facilitate teaching.		
Review Category Technology Qualities	High Quality - 3	2	1	0	NA	Comments

Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or expertise. Manuals are included.	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
Review Category Ancillary Materials	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	The program provides no student ancillary materials or student ancillary materials are of such poor quality and have little correlation to learning objectives that they are of no value.		

Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good support for desired student learning through home activities, homework, and practice opportunities.	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities.	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning.	There are no parent ancillary materials available.		
Review Category Assessment Materials	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		

Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		
--	---	---	--	---	--	--

Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
Category Universal Access	High Quality - 3	2	1	0	NA	Comments
Program content accurately reflects diverse populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

I have reviewed the above program and recommend the following use: (Choose one category only.)

- (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
 - (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
 - Materials could be used to support primary course instruction - **Tier I** of the **Utah Model for Instruction and Intervention**.
 - Materials could be used to support intervention instruction - **Tier II** of the **Utah Model for Instruction and Intervention**.
 - Materials could be used to support intervention instruction - **Tier III** of the **Utah Model for instruction and Intervention**.
 - (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.
 - (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.
- Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials.** Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature: _____

Date: _____