

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **HEALTH 9 Grade 9 Wellness Department 2019**

**(Last revision date: 2013)**

### **Curriculum Writing Team**

|                        |                    |
|------------------------|--------------------|
| <b>Vincent DiScala</b> | <b>Team Leader</b> |
| <b>Kevin Maurutis</b>  | <b>Teacher</b>     |
| <b>Melynda Mickool</b> | <b>Teacher</b>     |
| <b>Brendan Moore</b>   | <b>Teacher</b>     |
| <b>Victoria Pfohl</b>  | <b>Teacher</b>     |

**Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments**

**Health 9**  
**Grade 9**  
**Table of Contents**

|   |    |
|---|----|
| Core Values & Beliefs .....                   | 2  |
| Introduction & Philosophy .....               | 2  |
| Course Goals.....                             | 2  |
| Course Enduring Understandings .....          | 3  |
| Course Essential Questions.....               | 4  |
| Course Knowledge & Skills.....                | 4  |
| Course Syllabus .....                         | 5  |
| Unit 1: Health and Wellness .....             | 6  |
| Unit 2: Mental and Emotional Health .....     | 8  |
| Unit 3: Substance Use .....                   | 10 |
| Unit 4: Peer and Personal Relationships ..... | 12 |
| Unit 5: Digital Citizenship .....             | 14 |
| Course Credit .....                           | 16 |
| Prerequisites .....                           | 16 |
| Assured Student Performance Rubrics .....     | 16 |

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Health is the state of total well-being. Although heredity and environment are health factors, an individual's personal health is greatly influenced by the choices and decisions the individual makes. To achieve a high level of health, the physical, mental/emotional, and social aspects of daily life must be balanced. Developing prevention skills, such as increasing one's health literacy, should be the focus of everyone's health goals, and is the central theme of Health 9.

The focus of the Trumbull High School health program, beginning with Health 9, is to move students toward "health literacy," defined as the capacity of individuals "to obtain, process, and understand basic health information and services" to make more knowledgeable positive decisions about their own health, their families' health, and the health of their communities (U.S. Department of Health and Human Services, 2000, *Healthy People 2010*). The health-literate person is: a critical thinker and problem solver; a responsible, productive member of society; a self-directed learner; and an effective communicator.

## COURSE GOALS

The following course goals derive from the 2015 Centers for Disease Control and Prevention (CDC) National Health Education Standards.

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

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.

- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

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

- 3.12.4 Determine when professional health services may be required.  
3.12.5 Access valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.  
4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.  
4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.12.1 Assess personal health practices and overall health status.  
6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

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

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.  
8.12.4 Adapt health messages and communication techniques to a specific target audience.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- many factors affect one's overall health and wellness.

- health literacy means “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions” (U.S. Department of Health and Human Services, 2000, *Healthy People 2010*).
- basic health skills must be applied for one to be an overall healthy individual.
- various components of wellness affect one’s overall lifelong health.
- health concepts contribute to one’s physical, mental, emotional, and social health.
- they have the ability and the confidence to refuse drugs, alcohol, and other negative choices.
- mental and emotional health affects one’s life.

## **COURSE ESSENTIAL QUESTIONS**

- How can I apply health literacy skills to increase my overall wellness throughout my life?
- When faced with a decision regarding personal health, what resources and aids can I use to make the best health-informed decision?
- What mental and emotional information do I need to gain to live a balanced, healthy life?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- various components of health that affect their overall physical wellness.
- various positive and negative consequences of various health-related decisions.
- credible resources that can be used to make a health-related decision.

Students will be able to . . .

- make a healthy decision based on skills learned.
- use refusal skills with assertive communication.
- use the SMART goal-setting methods to make a detailed plan to achieve a goal.
- self-reflect on their habits and health decisions.
- analyze factors that affect their overall mental and emotional health.

# COURSE SYLLABUS

**Course Name**  
Health 9

**Level**  
Non-leveled

**Prerequisites**  
None

**Materials Required**  
None

## **General Description of the Course**

Health 9 is a comprehensive approach to making healthy choices regarding personal health and safety, community, and environmental health. Topics including mental and emotional health, substance use, peer and personal relationships, and digital citizenship are presented to enable students to develop health literacy.

## **Assured Assessments**

Formative Assessments:

Formative assessments can include, but are not limited to:

- Class participation (Units 1, 2, 3, 4)

Summative Assessments:

- Google quizzes related to unit concepts (Units 1, 3, 4)
- Group poster related to mental health disorder (Unit 2)
- STI brochure (Unit 4)

## **Core Text**

- Corbin, Charles B., Guy C. Le Masurier, and Karen E. McConnell. *Fitness for Life*. 6<sup>th</sup> ed. Champaign, IL: Human Kinetics, 2014. Print.

# UNIT 1

## Health and Wellness

### Unit Goals

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit, students will:

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 3.12.5 Access valid and reliable health products and services.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

### Unit Essential Questions

- What is health literacy?
- What can I do to avoid or reduce health risk?
- What influences my healthy behaviors and decisions?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?

### Scope and Sequence

- Health literacy
  - “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions” (U.S. Department of Health and Human Services, 2000, *Healthy People 2010*)
- Health triangle/pillars

- National health standards
  - Decision making
  - Goal setting (SMART goals)
- Chronic diseases (e.g., diabetes, heart disease, stroke, cancer)

### **Assured Assessments**

Formative Assessment:

- Class participation

Summative Assessment:

- Google quiz related to unit concepts

### **Resources**

#### Core

- Corbin, Charles B., Guy C. Le Masurier, and Karen E. McConnell. *Fitness for Life*. 6<sup>th</sup> ed. Champaign, IL: Human Kinetics, 2014. Print.

#### Supplemental

- Centers for Disease Control and Prevention, <https://www.cdc.gov/>. Accessed June 17, 2019. Web.
- Mayo Clinic, <https://www.mayoclinic.org/>. Accessed June 17, 2019. Web.
- TEDEd, <https://ed.ted.com/>. Accessed June 17, 2019. Web.

### **Time Allotment**

- Approximately 1-2 weeks

## **UNIT 2**

### **Mental and Emotional Health**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit, students will:

- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.
- 6.12.1 Assess personal health practices and overall health status.
- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

#### **Unit Essential Questions**

- What are some specific ways I can manage my emotions?
- What is the stress response?
- What are healthy ways I can manage stress?
- What are some aspects of everyday life that affect an individual’s mental and emotional health?
- What factors influence an individual’s self-esteem?
- What are some symptoms of someone’s struggling with his/her mental health?
- Where can I get help when someone I know needs support?
- How can I identify and support those struggling with mental and emotional issues?

#### **Scope and Sequence**

- Self-esteem and personal identity
- Mood disorders
- Anxiety
- Stigma
- Where to find help
- Follow-up to “Truth about Hate”
- Empathy
- Stress management

#### **Assured Assessments**

Formative Assessment:

- Class participation

### Summative Assessment:

- Group poster related to mental health disorder

### Resources

#### Core

- Corbin, Charles B., Guy C. Le Masurier, and Karen E. McConnell. *Fitness for Life*. 6<sup>th</sup> ed. Champaign, IL: Human Kinetics, 2014. Print.

#### Supplemental

- American Psychological Association, <https://www.apa.org/>. Accessed June 17, 2019. Web.
- Anxiety Disorders Association of Manitoba, <http://www.adam.mb.ca/>. Accessed June 17, 2019. Web.
- Centers for Disease Control and Prevention, <https://www.cdc.gov/>. Accessed June 17, 2019. Web.
- Mayo Clinic, <https://www.mayoclinic.org/>. Accessed June 17, 2019. Web.
- Mental Health First Aid, <https://www.mentalhealthfirstaid.org/>. Accessed June 17, 2019. Web.
- National Institute of Mental Health, <https://www.nimh.nih.gov/index.shtml>. Accessed June 17, 2019. Web.
- TEDEd, <https://ed.ted.com/>. Accessed June 17, 2019. Web.
- Walk in Our Shoes, <https://walkinourshoes.org/>. Accessed June 17, 2019. Web.
- Yale Center for Emotional Intelligence, <http://ei.yale.edu/>. Accessed June 17, 2019. Web.

### Time Allotment

- Approximately 1-2 weeks

## **UNIT 3**

### **Substance Use**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit, students will:

- 3.12.4 Determine when professional health services may be required.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

#### **Unit Essential Questions**

- What are the short-term and long-term effects of substance use?
- What are some health risks of drug misuse and substance abuse?
- How can illicit drug use by one person affect people who do not use drugs?
- What are some of the common side effects of substance use?
- What are ways I can resist peer pressure against substance use?
- What resources for individuals are available regarding substance use?
- What is addiction?

#### **Scope and Sequence**

- Prevention and intervention
- Opioids
- Marijuana
- Alcohol
- Vaping

#### **Assured Assessments**

Formative Assessment:

- Class participation

Summative Assessment:

- Google quiz related to unit concepts

#### **Resources**

##### Core

- Corbin, Charles B., Guy C. Le Masurier, and Karen E. McConnell. *Fitness for Life*. 6<sup>th</sup> ed. Champaign, IL: Human Kinetics, 2014. Print.

### Supplemental

- Centers for Disease Control and Prevention, <https://www.cdc.gov/>. Accessed June 17, 2019. Web.
- Mayo Clinic, <https://www.mayoclinic.org/>. Accessed June 17, 2019. Web.
- TEDEd, <https://ed.ted.com/>. Accessed June 17, 2019. Web.

### **Time Allotment**

- Approximately 1-2 weeks

## **UNIT 4**

### **Peer and Personal Relationships**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit, students will:

- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

#### **Unit Essential Questions**

- What are some traits of healthy and unhealthy relationships?
- What are some ways that teens can demonstrate respect for others?
- What communication skills do I need to maintain healthy relationships?
- What are the benefits of healthy communication when discussing contraception?
- What is the difference between barrier and hormonal methods of birth control?
- How are HIV and AIDS related?
- What is the best way to prevent HIV/AIDS?
- What are some resources available for testing and treatment of STI/HIV?

#### **Scope and Sequence**

- Peer relationships
  - Communication (“I” statements)

- Speaking with adults, parents, bosses
  - Assertive refusal skills
  - Friendships
  - Conflict resolution scenarios
- Personal relationships
  - Consent
  - Healthy vs. unhealthy relationships; boundaries
  - HIV/AIDS
  - Sexually-transmitted infection (STI)

### **Assured Assessments**

Formative Assessment:

- Class participation

Summative Assessment:

- Google quiz related to unit concepts
- STI brochure

### **Resources**

#### Core

- Corbin, Charles B., Guy C. Le Masurier, and Karen E. McConnell. *Fitness for Life*. 6<sup>th</sup> ed. Champaign, IL: Human Kinetics, 2014. Print.

#### Supplemental

- Centers for Disease Control and Prevention, <https://www.cdc.gov/>. Accessed June 17, 2019. Web.
- Mayo Clinic, <https://www.mayoclinic.org/>. Accessed June 17, 2019. Web.
- TEDEd, <https://ed.ted.com/>. Accessed June 17, 2019. Web.

### **Time Allotment**

- Approximately 1-2 weeks

## **UNIT 5**

### **Digital Citizenship**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit, students will:

- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

#### **Unit Essential Questions**

- How can technology affect one's health?
- How can my digital footprint affect my life?
- What precautions should I take to protect my safety online?
- What are the implications of inappropriate posting and messaging?
- How can what someone posts or writes online affect others' health?

#### **Scope and Sequence**

- Confidentiality and awareness
- Posting online
- Permanence of the Internet
- Cyberbullying
- Sexting

#### **Assured Assessments**

Formative Assessment:

- Class participation

Summative Assessment:

- Google quiz related to unit concepts
- Final SMART goal project

#### **Resources**

##### Core

- Corbin, Charles B., Guy C. Le Masurier, and Karen E. McConnell. *Fitness for Life*. 6<sup>th</sup> ed. Champaign, IL: Human Kinetics, 2014. Print.

### Supplemental

- Centers for Disease Control and Prevention, <https://www.cdc.gov/>. Accessed June 17, 2019. Web.
- Mayo Clinic, <https://www.mayoclinic.org/>. Accessed June 17, 2019. Web.
- TEDEd, <https://ed.ted.com/>. Accessed June 17, 2019. Web.

### **Time Allotment**

- Approximately 1-2 weeks

## **COURSE CREDIT**

.25 credit in Wellness  
One class period every day for a marking period

## **PREREQUISITES**

None.

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Problem-Solving Rubric (attached)
- Trumbull High School School-Wide Social & Civic Expectations Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Trumbull High School Health 9 Participation Rubric (attached)
- Trumbull High School Health 9 Final Project Rubric (attached)

## Trumbull High School School-Wide Problem-Solving Rubric

| Category/<br>Weight                         | Exemplary<br>4   | Goal<br>3   | Working Toward<br>Goal<br>2   | Needs Support<br>1-0  |
|---|--|---|---|---|
| Understanding<br>X_____                     | <ul style="list-style-type: none"> <li>• Student demonstrates clear understanding of the problem and the complexities of the task</li> </ul>   | <ul style="list-style-type: none"> <li>• Student demonstrates sufficient understanding of the problem and most of the complexities of the task</li> </ul>   | <ul style="list-style-type: none"> <li>• Student demonstrates some understanding of the problem but requires assistance to complete the task</li> </ul>   | <ul style="list-style-type: none"> <li>• Student demonstrates limited or no understanding of the fundamental problem after assistance with the task</li> </ul>  |
| Research<br>X_____                          | <ul style="list-style-type: none"> <li>• Student gathers compelling information from multiple sources including digital, print, and interpersonal</li> </ul>   | <ul style="list-style-type: none"> <li>• Student gathers sufficient information from multiple sources including digital, print, and interpersonal</li> </ul>  | <ul style="list-style-type: none"> <li>• Student gathers some information from few sources including digital, print, and interpersonal</li> </ul>   | <ul style="list-style-type: none"> <li>• Student gathers limited or no information</li> </ul>   |
| Reasoning and Strategies<br>X_____          | <ul style="list-style-type: none"> <li>• Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies</li> </ul>  | <ul style="list-style-type: none"> <li>• Student demonstrates some critical thinking skills to develop a plan integrating some strategies</li> </ul>  | <ul style="list-style-type: none"> <li>• Student demonstrates limited or no critical thinking skills and no plan</li> </ul>   |
| Final Product and/or Presentation<br>X_____ | <ul style="list-style-type: none"> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive use of 21<sup>st</sup>-century technology skills</li> </ul> | <ul style="list-style-type: none"> <li>• Solution shows sufficient understanding of the problem and its components</li> <li>• Solution shows sufficient use of 21<sup>st</sup>-century technology skills</li> </ul> | <ul style="list-style-type: none"> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some use of 21<sup>st</sup>-century technology skills</li> </ul> | <ul style="list-style-type: none"> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no use of 21<sup>st</sup>-century technology skills</li> </ul> |

## Trumbull High School School-Wide Social & Civic Expectations Rubric

| Category/<br>Weight                            | Exemplary<br>4  | Goal<br>3   | Working Toward Goal<br>2  | Needs Support<br>1-0   |
|--|---|---|---|--|
| Responsibility<br>for Self<br>X_____           | <ul style="list-style-type: none"> <li>• Highly self-directed</li> <li>• Consistently displays ethical conduct in the classroom and on campus</li> </ul>  | <ul style="list-style-type: none"> <li>• Self-directed</li> <li>• Displays ethical conduct in the classroom and on campus</li> </ul>  | <ul style="list-style-type: none"> <li>• Occasionally self-directed</li> <li>• At times displays ethical conduct in the classroom and on campus</li> </ul>                                | <ul style="list-style-type: none"> <li>• Rarely self-directed</li> <li>• Seldom displays ethical conduct in the classroom and on campus</li> </ul>   |
| Respects<br>Others<br>X_____                   | <ul style="list-style-type: none"> <li>• Sensitive and considerate to others</li> </ul>   | <ul style="list-style-type: none"> <li>• Considerate to others</li> </ul>   | <ul style="list-style-type: none"> <li>• At times considerate to others</li> </ul>  | <ul style="list-style-type: none"> <li>• Insensitive to others</li> </ul>  |
| Practices<br>Interpersonal<br>Skills<br>X_____ | <ul style="list-style-type: none"> <li>• Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner</li> </ul> | <ul style="list-style-type: none"> <li>• Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted</li> </ul>                 | <ul style="list-style-type: none"> <li>• At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates intolerance and lacks social interaction skills</li> </ul>   |
| Cultural<br>Understanding<br>X_____            | <ul style="list-style-type: none"> <li>• Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>                | <ul style="list-style-type: none"> <li>• Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul> |

## Trumbull High School School-Wide Independent Learning and Thinking Rubric

| Category/<br>Weight                                | Exemplary<br>4  | Goal<br>3   | Working Toward<br>Goal<br>2  | Needs Support<br>1-0  |
|--|---|---|--|---|
| Proposal<br>X_____                                 | <ul style="list-style-type: none"> <li>• Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work</li> </ul>  | <ul style="list-style-type: none"> <li>• Student demonstrates initiative by generating appropriate questions, creating original projects/work</li> </ul>  | <ul style="list-style-type: none"> <li>• Student demonstrates some initiative by generating questions, creating appropriate projects/work</li> </ul>   | <ul style="list-style-type: none"> <li>• Student demonstrates limited or no initiative by generating few questions and creating projects/work</li> </ul>  |
| Independent<br>Research &<br>Development<br>X_____ | <ul style="list-style-type: none"> <li>• Student is analytical, insightful, and works independently to reach a solution</li> </ul>  | <ul style="list-style-type: none"> <li>• Student is analytical, and works productively to reach a solution</li> </ul>   | <ul style="list-style-type: none"> <li>• Student reaches a solution with direction</li> </ul>  | <ul style="list-style-type: none"> <li>• Student is unable to reach a solution without consistent assistance</li> </ul>   |
| Presentation of<br>Final Product<br>X_____         | <ul style="list-style-type: none"> <li>• Presentation shows compelling evidence of an independent learner and thinker</li> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive and appropriate application of 21<sup>st</sup>-century skills</li> </ul> | <ul style="list-style-type: none"> <li>• Presentation shows clear evidence of an independent learner and thinker</li> <li>• Solution shows adequate understanding of the problem and its components</li> <li>• Solution shows adequate application of 21<sup>st</sup>-century skills</li> </ul> | <ul style="list-style-type: none"> <li>• Presentation shows some evidence of an independent learner and thinker</li> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some application of 21<sup>st</sup>-century skills</li> </ul> | <ul style="list-style-type: none"> <li>• Presentation shows limited or no evidence of an independent learner and thinker</li> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no application of 21<sup>st</sup>-century skills</li> </ul> |

## Trumbull High School Health 9 Participation Rubric

|  | <b>4<br/>Exemplary</b> | <b>3<br/>Goal</b> | <b>2<br/>Working<br/>Towards<br/>Goal</b> | <b>1<br/>Needs<br/>Support</b> | <b>0<br/>Unacceptable</b> |
|--|------------------------|-------------------|---|--------------------------------|---------------------------|
| <p style="text-align: center;"><b>Level of Engagement</b></p> <p>~ Listens to instructor &amp; classmates</p> <p>~ Is attentive to the educational process</p> | Always                 | Usually           | Sometimes                                 | Rarely                         | Never                     |
| <p style="text-align: center;"><b>Class Discussion</b></p> <p>~ Participates in class/group discussion</p> <p>~ Is respectful of others' opinions</p>          | Always                 | Usually           | Sometimes                                 | Rarely                         | Never                     |
| <p style="text-align: center;"><b>Preparation for Class</b></p> <p>~ Comes to class on time</p> <p>~ Brings class materials</p>                                | Always                 | Usually           | Sometimes                                 | Rarely                         | Never                     |
| <p style="text-align: center;"><b>Attitude</b></p> <p>~ Respects teacher and class</p> <p>~ Listens and responds appropriately</p>                             | Always                 | Usually           | Sometimes                                 | Rarely                         | Never                     |
| <p style="text-align: center;"><b>Behavior</b></p> <p>~ Makes relevant and appropriate comments</p> <p>~ Follows class rules and expectations</p>              | Always                 | Usually           | Sometimes                                 | Rarely                         | Never                     |

**Total: \_\_\_\_\_ / 20 points**

## Trumbull High School Health 9 Final Project Rubric

|  | <b>10<br/>points</b>  | <b>7.5<br/>points</b>   | <b>5<br/>points</b>  | <b>4-0<br/>points</b>  |
|--|---|---|--|--|
| <b>Topics and<br/>Content</b>                    | All content throughout the presentation is accurate. There are no factual errors, and all topics are covered.       | Most of the content is accurate, but there is one piece of information that might be inaccurate, and one topic is missing.                | The content is generally accurate, but one piece of information is clearly flawed or inaccurate, and two topics are missing. | The content is typically confusing or contains more than one factual error, with many topics missing.                          |
| <b>Credible<br/>Websites</b>                     | The websites chosen are very credible and can be trusted to learn factual information on this topic.                | Most of the websites chosen are very credible. Some websites have information that is factual; some websites may be biased or inaccurate. | Half of the websites chosen are credible; the other half are not.  | Most of the websites chosen are not credible and do not give factual information about the subjects.                           |
| <b>Personal<br/>Goal</b>                         | Your personal goal reflects a SMART goal and is measurable for every topic.   | Most of your personal goals are SMART goals, but some are not measurable.   | A few of your personal goals are SMART goals, but some are not measurable or not present.                                    | Your personal goals are not SMART goals or not present.  |
| <b>How the Topic<br/>Affects Your<br/>Health</b> | All topics are covered with information on why each topic is important and how it specifically affects your health. | Most topics are covered with information on why each topic is important and how it generally affects your health.                         | A few topics are covered with information on why each topic is important or how it specifically affects your health.         | Not many topics are covered with information on why each topic is important or how it affects your health.                     |
| <b>Health Literacy<br/>Skills Used</b>           | Multiple health literacy skills are listed that match how the topic specifically affects your health.               | A couple of health literacy skills are listed that match how the topic specifically affects your health.                                  | One health literacy skill is listed that can be linked to the topic.   | No health literacy skills are listed, or the one that is listed does not match how the topic specifically affects your health. |

**Total: \_\_\_\_\_ / 50 points**