

**Textbook Alignment to the Utah 7 - 8 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: Use strategies for managing stressful situations.	a. Distinguish between eustress and distress.		
	b. Identify situations or circumstances that cause stress.		
	c. Describe the stress response and how it influences reactions or performance.		
	d. Develop strategies for managing or reducing stress.		

Objective 1.2: Apply decision-making skills to address an issue.	a. Identify factors that influence decision making: e.g., values, emotions, esteem, habits, peers, media, parents, faith.		
	b. Analyze decision-making process(es).		
	c. Develop an individual decision-making process.		
Objective 1.3: Analyze factors that impact mental/emotional health.	a. Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental assets, values, dreams, goals, positive risk-taking, sense of purpose.		
	b. Describe factors that interfere with mental/emotional health; e.g., phobias, depression, chemical imbalance, unhealthy use of defense mechanisms, intolerance.		
	c. Predict how mental/emotional health may be influenced by values, dreams, and goals.		
	d. Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.		
Objective 1.4: Analyze the correlation between	a. Identify characteristics of an emotionally and socially		

acceptance of responsibility and personal growth and maturity.	mature person.		
	b. Describe how developmental assets contribute to personal growth, success, and wellness.		
	c. Recognize the difference between immediate and delayed gratification.		
	d. Predict the outcomes of being responsible for one's actions.		
Objective 1.5: Analyze the impact of body image and other factors on disordered eating.	a. Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media.		
	b. Determine the factors that establish and maintain body size and shape; e.g., heredity, puberty, a body's natural genetics, diet, environment.		
	c. Explain how self-acceptance impacts eating and exercising patterns.		
	d. Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem abuse.		
	e. Identify warning signs and short- and long-term effects of disordered eating.		
	f. Compile resources that		

	can help develop a healthy self and/or assist with disordered eating.		
Standard II: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.			
Percentage of coverage for Standard II: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 2.1: Analyze the results of individual choice and consequences related to drug use and/or non-use.	a. Identify the types of drugs in our society; e.g., over-the-counter (OTC), prescription, herbal, legal/age-restricted, illicit.		
	b. Analyze the role of drugs in our society; e.g., treatment for mental or physical disorders, mood altering, escape.		
	c. Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.		
	d. Identify the short- and long-term effects of alcohol, tobacco, and marijuana use.		
	e. Develop healthy alternatives to substance use.		
	f. Develop a decision-making process to set personal limits related to substance use.		
Objective 2.2: Practice Refusal Skills® and other	a. Identify the people comprising a personal		

strategies for maintaining healthy personal limits.	support system.		
	b. Generate ways to open a conversation with parent/guardian related to personal limits.		
	c. Analyze the influence of an individual's support system on choices related to substance use.		
	d. Describe how peers and peer group norms can help support abstinence from substance use.		
	e. Assess the importance of positive involvement with others in making healthy choices.		
	f. Develop ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking, Refusal Skills.®		

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: Demonstrate healthy expressions regarding interpersonal relationships.	a. Identify qualities of and ways to build healthy relationships with self and with others.		
	b. Identify criteria for		

	establishing personal boundaries and limits.		
	c. Recognize the need to respect the boundaries of self and others.		
	d. Generate ways to communicate personal boundaries.		
	e. Identify positive ways to express interest in another person.		
	f. Develop ways to manage inappropriate or unwanted comments or advances from others.		
	g. Practice respectful, honest ways to accept or decline invitations.		
Objective 3.2: Develop ways to manage and/or adapt to changes in relationships.	a. Determine how relationships can and do change; e.g., friend moving away, new friends and/or family members, breakups, siblings leaving or returning home, people aging, death.		
	b. Analyze how societal norms and personal beliefs may influence choices, behavior, and relationships; e.g., age, gender, culture, ethnicity.		
	c. Predict the possible impact of loss and grief on self and relationships.		
	d. Determine healthy ways		

	people accept, manage, or adapt to changes in relationships; e.g., talking with a parent, talking with a trusted friend, therapy, journals, exercise, assertiveness. Develop healthy, positive ways to end a friendship or a relationship.		
Objective 3.3: Demonstrate the ability to manage unhealthy or dangerous relationships or situations.	a. Summarize unhealthy behaviors; e.g., violence, coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.		
	b. Explain the consequences of a wide disparity in age of partners; e.g., balance, growth, equity in relationships.		
	c. Identify sexual harassment behaviors.		
	d. Develop ways to manage sexual harassment in self and others.		
	e. Identify people, resources, and services that may help with personal or relationship issues.		
Objective 3.4: Summarize the physical, social, and emotional changes that occur during adolescence.	a. Identify physical and emotional changes that occur during adolescence.		
	b. Explain the anatomy and physiology of the female		

	and male reproductive systems.		
	c. Explain how physical changes may affect one emotionally and socially.		
Objective 3.5: Determine how abstinence from sexual activity can enhance the development of relationships.	a. Identify ways to show interest and express affection for one another.		
	b. Describe the benefits of sexual abstinence.		
	c. Predict how sexual activity may compromise both personal and relationship growth.		
	d. Explain why abstinence is the best method for preventing early and/or unintended pregnancy and sexually transmitted infections. (Contraceptive information is subject to Utah State law and State Board of Education policy – see below.)		
	e. Predict the impact of adolescent parenting; e.g., on self, child, parent, society.		
	f. Adoption presentation. (Subject to Utah State Law – see below.)		
Standard IV: Students summarize issues related to health promotion and disease prevention.			
Percentage of coverage for Standard IV: %			

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 4.1: Analyze how communicable and non-communicable diseases differ, and the roles of heredity and behavioral choices on each.	a. Compare communicable and non-communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infections, heart disease, cancers, emphysema, cirrhosis.		
	b. Identify methods of prevention for communicable diseases; e.g., hand washing, personal hygiene, immunization, balanced diet, exercise, rest, abstinence from high-risk behaviors.		
	c. Identify methods for reducing the risks on non-communicable diseases; e.g., exercise, non-use of alcohol, tobacco, and other drugs (ATOD), balance diet, regular check-ups, coping skills.		
	d. Summarize ways in which many diseases are treatable and manageable; e.g., proper use of medication, appropriate check-ups, diet, humor, exercise.		

Objective 4.2: Analyze the impact of HIV disease.	a. Determine the seriousness of HIV.		
	b. Describe the general physiology of HIV disease.		
	c. List the modes of transmission.		
	d. Determine methods or preventing HIV infection.		
	e. Describe how HIV/AIDS affects everyone; e.g., family, peers, friends, society, economics, services, science.		
Standard V: Students assess how individual behavior affects 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: Determine an individual's role and responsibilities in creating a safe and caring community.	a. Identify the core values, characteristics, and advantages of a safe and caring community.		
	b. Identify personal behaviors that contribute to, or detract from, a safe and caring community; e.g., service, respect, civility, inclusion, apathy, aggression, gang involvement, criminal behavior, prejudice.		
	c. Contribute to making school a safe and caring community; e.g., following		

	classroom and school rules, reporting suspicious behavior, respect.		
Objective 5.2: Practice assertive communication, problem-solving, and conflict-management skills.	a. Identify emotions that may lead to harming self or others; e.g., jealousy, euphoria, grief, frustration, anger, sense of failure.		
	b. Identify abusive behavior; e.g., verbal, emotional, physical, and sexual abuse; harassment, threats, self-injury, rape, suicidal behaviors, animal abuse.		
	c. Develop ways to reinforce healthy behavior by self or others.		
	d. Develop ways to reinforce healthy decisions made by peers.		
	e. Describe how to access health-related school and community resources.		
Objective 5.3: Determine the impact of suicide and the importance of prevention.	a. Determine the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt.		
	b. Identify suicide warning signs in self and others.		
	c. Identify factors contributing the suicide risk; e.g., depression, substance use, coping skills, events.		

	d. Determine steps that could be taken to help oneself or another prevent suicide; e.g., question, persuade, referral.		
Objective 5.4: Create safety plans to mitigate a variety of risks.	a. Identify potentially dangerous situations that could result in intentional or unintentional injury.		
	b. Identify a person(s) to rely on in risky situations.		
	c. List the elements of a safety plan.		
	d. Create a personal safety plan related to an identified risk.		
Objective 5.5: Critically analyze media influences regarding violence and safety.	a. Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions.		
	b. Predict how exposure to media impacts character and choices, both positively and negatively.		
	c. Analyze the role of personal responsibility related to media influences.		
	d. Analyze current trends in media content.		
Objective 5.6: Demonstrate ability to respond effectively in an emergency situation.	a. Identify emergency number and information to be given.		
	b. Identify basic first aid for common medical		

	emergencies.		
	c. Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury.		
	d. List response procedures for a variety of emergency situations.		

Standard VI: Summarize the benefits of adopting healthy nutritional and fitness behaviors.

Percentage of coverage for Standard VI: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 6.1: Analyze the benefits of good nutrition and physical fitness.	a. Explain how following the food guide pyramid can help ensure proper nutrition.		
	b. Determine the benefits of eating healthy breakfasts and snacks.		
	c. Determine the benefits of proper food handling and preparation.		
	d. Critique products or supplements purportedly designed to enhance looks, performance, or general health.		
	e. Demonstrate the ability to balance caloric intake with energy expenditure.		
	f. Describe the benefits of physical fitness.		
	g. Record participation in a		

	variety of daily physical activities.		
Objective 6.2: Analyze the impact of the seven dietary guidelines on helping prevent diet-related illnesses.	a. List the seven dietary guidelines.		
	b. Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium.		
	c. Determine the influence of heredity on illnesses.		
	d. Explain why following dietary guidelines may help prevent some illnesses.		
	e. Explain the impact of unhealthy daily food choices and habits.		
Standard VII: Students evaluate basic health information needed to advocate for personal, peer, and family health.			
Percentage of coverage for Standard VII: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 7.1: Evaluate the reliability of health information and services based on established criteria.	a. Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone book, clinics.		
	b. Determine media influences on perceptions and choices related to health.		
	c. Develop criteria for determining reliability of health information and		

	services.		
Objective 7.2: Create an advocacy plan to address a health-related need.	a. Identify health issues that affect individuals and/or families.		
	b. Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.		
	c. Predict the effect of an advocacy plan.		

General Rubric

Review Category Curriculum Content Coverage	High Quality - 3	2	1	0	NA	Comments
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.		
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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.
- (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**.
- (5) 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**.
- (6) 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(s): _____

Date: _____