

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

HEALTH 10 Grade 10 Wellness Department 2019

(Last revision date: 2018)

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Health 10
Grade 10
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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 10 is designed to promote the overall health and wellness of Trumbull High School sophomores. This is an expansion and development of the health content and strategies taught in grades 6-9 in the Trumbull Public Schools. The goal of Health 10 is for students to become “physically literate” individuals who are informed decision makers that will enjoy lifelong physical wellness. By the end of this course, our students will have a thorough understanding of fitness principles and an understanding of the tools/resources needed to live an optimal healthy lifestyle. Through this curriculum students will be learning and applying a variety of wellness skills essential for living a healthy, balanced life. These skills include personal wellness with an emphasis on fitness for life, refusal and decision-making skills, substance abuse, and many more wellness topics. We believe that learning how the body works and responds to specific health factors leads to a lifelong understanding on how to live a well-balanced life.

The course is designed to be taught once every four days, intertwining between two days of Physical Education 10 and a science laboratory. Selected topics covered will correlate to lessons performed in Physical Education 10 classes.

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.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death 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.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 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.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.3 Determine the accessibility of products and services that 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.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

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.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

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.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

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

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

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- many factors affect one’s overall physical fitness.
- physical literacy means “the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person” (SHAPE America).
- basic health skills must be applied for one to be an overall healthy individual, including decision-making skills, refusal skills, and understanding of physical fitness concepts.
- various components of wellness affect one’s overall lifelong health.
- using proper decision-making skills contributes to one’s physical, mental, emotional, and social health.
- they have the ability and the confidence to refuse drugs, alcohol, and other negative choices.

COURSE ESSENTIAL QUESTIONS

- How can I learn fitness techniques and apply them through physical activity 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 wellness skills and knowledge do I need to gain to live a balanced, healthy life?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- various components of fitness that affect their overall physical health.
- various positive and negative consequences of various health-related decisions.
- credible resources that can be used to make a health-related decision.
- various types of physical activity, technology, nutrition and diet that can affect overall physical health.

Students will be able to . . .

- complete the appropriate steps of hands-only CPR.
- calculate and evaluate their own heart rate.
- develop a specific targeted planned fitness program.
- 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.

- determine if a product will promote or hinder their health.
- self-reflect on their habits and health decisions.
- use technology to aid in their evaluation of their physical fitness.
- synthesize health topics cohesively and effectively to make healthy decisions in the future

COURSE SYLLABUS

Course Name

Health 10

Level

Non-leveled

Prerequisites

None

Materials Required

None

General Description of the Course

An expansion and development of the content and strategies learned in Health 9, Health 10 focuses on the pillars of wellness in the Trumbull Public Schools grades 6-12: the brain, drug abuse and prevention, refusal skills & decision-making, human growth and development, stress and sleep management, healthy relationships, emergency preparedness, and goal-setting.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Unit review assessments (Units 1, 2, 3)
- Google Forms related to personal fitness and wellness (Units 1, 2, 3)
- SMART goal assessment (Unit 1)

Summative Assessments:

- Individual self-reflection focused on fitness concepts learned over the course of the semester (Unit 1)
- Project linked to Unit Goal(s) (Unit 2)
- End-of-course reflection (Unit 3)

Core Text

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

UNIT 1

Lifelong Fitness 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.
- 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.
- 3.12.3 Determine the accessibility of products and services that 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.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.
- 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.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Unit Essential Questions

- How are physical fitness, health, and wellness related?
- How do fitness, and lack of fitness, affect my body?
- What are the benefits of a healthy lifestyle?
- What can I do to be physically fit and active throughout my life?
- What are the components of physical fitness?
- How can I use a SMART goal to improve my wellness?
- How can I achieve and measure a fitness goal?
- How can I determine my heart rate, and what are the differences among resting, target, and maximum heart rates?
- What are the principles of exercise?
- What is the FITT formula, and how can I use it when I exercise?

- How active do I need to be to become fit?
- How is body composition related to good health and fitness?
- How can technology help or hinder my fitness?

Scope and Sequence

- Introduction: What is fitness? (Chp. 1.2)
 - Physical literacy
 - Positive attitude to physical activity (Chp. 14.2)
 - Five fitness components (Chp. 1.2)
 - Healthy lifestyle and skills (Chp. 2)
 - Benefits to health and wellness (Chp. 4.2)
- Types of physical activity
 - How much physical activity/fitness is enough? (Chp. 5)
 - FITT formula (Chp. 5)
 - HIIT vs. LISS
 - Moderate physical activity (Chp. 7)
 - Cardiorespiratory endurance (Chp. 8)
 - Heart rate (Chp. 8)
 - Vigorous physical activity (Chp. 9)
 - Muscle fitness and flexibility
 - Basics (Chp. 10)
 - Application (Chp. 11, excluding pp. 261-64)
 - Flexibility (Chp. 12)
- Body composition (Chp. 13)
 - Body Mass Index and body fat levels (Chp. 13.1)
 - Energy balance (Chp. 13.2)
- Goal setting (Chp. 3)
 - Personal goals
 - SMART goals
 - Planning & implementation
 - Beginning goal
 - Ending goal
 - Measurement of goal
 - Program planning (Chp. 14.1)
 - Goal reflection/evaluation

Assured Assessments

Formative Assessment:

- Unit review assessments
- Google Forms related to personal fitness and wellness
- SMART goal assessment

Summative Assessment:

- Individual self-reflection focused on fitness concepts learned over the course of the semester

Resources

Core

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

Supplemental

- Esposito, Emily. “The Essential Guide to Writing S.M.A.R.T. Goals.” <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>. Accessed July 30, 2018. Web.
- “My Fitness Journal.” <http://www.myfitnessjournal.com/>. Accessed July 30, 2018. Web.
- “Physical Activity Basics.” Centers for Disease Control and Prevention, June 4, 2015. <https://www.cdc.gov/physicalactivity/basics/index.htm>. Accessed July 30, 2018. Web.

Time Allotment

- Approximately the first semester

UNIT 2

Life Choices and Decision Making

Unit Goals

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

- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.
- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

Unit Essential Questions

- How do I make good choices related to my health and fitness, considering consumer decisions, quackery, social media, substances, etc.?
- How can I use assertive communication and refusal skills to avoid unhealthy behaviors?
- What are the physical, mental, emotional, and social implications of substance abuse?
- Where can I find resources and assistance for substance issues?
- What information and resources are available for students to make healthy personal relationship choices?

Scope and Sequence

- Decision making
 - Consumer decisions
 - Analyzing influences
 - Determining truth vs. fiction in product health
 - Evaluating quality of products (Chp. 15.2)
 - Performance supplements (pp. 261-64)
 - Quackery (Chp. 15.1)
 - Influence of social media and advertisement
- Refusal skills
 - Assertive communication
 - Peer influences
- Drugs and alcohol
 - Opioids
 - Vaping
 - Rehabilitation and resources
- Personal relationships
 - Abstinence
 - Consent
 - Contraception
 - Resources for students, including Connecticut’s Safe Havens Act for Newborns

Assured Assessments

Formative Assessment:

- Unit review assessments
- Google Forms related to personal fitness and wellness

Summative Assessment:

- Project linked to Unit Goal(s)

Resources

Core

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

Supplemental

- Berkeley Wellness. “10 Ways to Spot Health Quackery,” April 1, 2015. <http://www.berkeleywellness.com/herbal-supplements/self-care/home-remedies/over-counter-products/article/10-ways-spot-health>. Accessed July 30, 2018. Web.
- “Birth Control.” Planned Parenthood. <https://www.plannedparenthood.org/learn/birth-control>. Accessed February 15, 2019. Web.
- “Contraception.” Centers for Disease Control and Prevention, December 3, 2018, <https://www.cdc.gov/reproductivehealth/contraception/index.htm>. Accessed February 15, 2019. Web.
- “Drug and Alcohol Addiction: A Disease That Touches Everyone.” <https://drugabuse.com/library/famous-drug-abusers/>. Accessed July 30, 2018. Web.
- “Famous & Celebrity Drug Addicts,” October 7, 2015. <http://www.famouscelebritydrugaddicts.com/>. Accessed July 30, 2018. Web.

- “Opioid Overdose.” Centers for Disease Control and Prevention, October 23, 2017, <https://www.cdc.gov/drugoverdose/>. Accessed July 30, 2018. Web.
- “30 Famous Athletes Who Have Battled Drug Addiction and Alcoholism.” <https://drugabuse.com/30-famous-athletes-who-have-battled-drug-addiction-and-alcoholism/>. Accessed July 30, 2018. Web.

Time Allotment

- Approximately the third marking period

UNIT 3

Mindfulness and Health Skills

Unit Goals

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

- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 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.
- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.

Unit Essential Questions

- How do I correctly administer CPR?
- What can I do to minimize my risks and prevent injuries?
- How can I protect myself and avoid harmful situations?
- What are the components of a healthy diet, and how can it affect my health and fitness?
- What are the legal implications of driving/riding in a car with someone under the influence of substances?
- What is mindfulness, and how can I achieve it?
- How does physical activity affect one's mood?
- What tools can I use to have stronger mental health and resiliency?

Scope and Sequence

- CPR/First aid (Chp. 18, pp. 409-11)
 - Hands-only vs. rescue breaths
 - AED
 - Emergency response protocols
- Personal safety
- Driving

- Implications for driving under the influence / minors with illegal substances in car
- Road rage
- Nutrition (Chp. 16)
 - Meal prepping/planning
- Healthy and resilient mindset
 - Mindfulness
 - Stress management (Chp. 17)
 - Sleep (p. 408)
 - Physical activity and one's mood

Assured Assessments

Formative Assessment:

- Unit review assessments
- Google Forms related to personal fitness and wellness

Summative Assessment:

- End-of-course reflection

Resources

Core

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

Supplemental

- American Red Cross. "AED Basics." https://s3-us-west-2.amazonaws.com/phss-instructorcorner/PHSS-IC-FACPRAED-Instructor/AED_Basics.mp4. Accessed July 30, 2018. Web.
- American Red Cross. "Hands-Only CPR." <https://s3-us-west-2.amazonaws.com/phss-instructorcorner/PHSS-IC-FACPRAED-Instructor/Hands-only+CPR.mp4>. Accessed July 30, 2018. Web.
- "Benefits of Mindfulness: Practices for Improving Emotional and Physical Well-Being." <https://www.helpguide.org/harvard/benefits-of-mindfulness.htm>. Accessed July 30, 2018. Web.
- "Get Your MyPlate Plan," United States Department of Agriculture, June 12, 2018. <https://www.choosemyplate.gov/MyPlatePlan>. Accessed July 30, 2018. Web.
- "Mandatory Suspensions for 16- and 17-Year-Old Drivers," State of Connecticut, October 2014. <http://www.ct.gov/teendriving/lib/teendriving/teendriverbroch.pdf>. Accessed July 30, 2018. Web.
- "Meal Prep: A Helpful Healthy Eating Strategy," Harvard T.H. Chan School of Public Health, March 20, 2017. <https://www.hsph.harvard.edu/nutritionsource/2017/03/20/meal-prep-planning/>. Accessed July 30, 2018. Web.
- "Ramp Up Your Resilience!" Harvard Health Publishing, November 2017. <https://www.health.harvard.edu/mind-and-mood/ramp-up-your-resilience>. Accessed July 30, 2018. Web.
- Weir, Kirsten. "The Exercise Effect," American Psychological Association, December 2011. <http://www.apa.org/monitor/2011/12/exercise.aspx>. Accessed July 30, 2018. Web.

Time Allotment

- Approximately the fourth marking period

COURSE CREDIT

.25 credit in Wellness
One class period every fourth day for a full year

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 10 Participation Rubric (attached)

Trumbull High School School-Wide Problem-Solving Rubric

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

Trumbull High School School-Wide Social & Civic Expectations Rubric

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

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

Trumbull High School Health 10 Participation Rubric

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

Total: _____ / 20 points