



## FORM F.10 Citation Alignment and Scoring Rubric - 2017 Health Education Grades 9-12

### PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER)

Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

### SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
<b>SECTION</b>	<b>REVIEWER TOTAL</b>	<b>MAXIMUM POINTS</b>	<b>FACILITATOR VERIFIED</b>
Section 1	0	318	
Section 2	0	33	
<b>TOTAL SCORE</b>	<b>0</b>	<b>351</b>	
Percent Score	0.0%		

### FINAL SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)

Verified 90% or Higher (Y/N)		Facilitator Notes: (enter comments below)
Facilitator Name:		
Verified 89% or Lower (Y/N)		
Facilitator Name:		

**Criteria # SECTION 1: Content Standards, Benchmarks and Performance Standards**

**Publisher Instructions:**  
 Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.  
 For Section 1 you may enter four citations per criteria.  
 Citations for Section 1 will refer to the Student Edition, Teacher Edition, or Student Workbook

**Reviewer Instructions: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.**  
 Three (3) points: The citation demonstrates Bloom’s Level 3.  
 Two (2) points: The citation demonstrates Bloom’s Level 2.  
 One (1) points: The citation demonstrates Bloom’s Level 1.  
 Zero (0) points: The citation does not meet Level 1, Level 2, or Level 3.

<b>Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:</b>	<i>1st Citation</i>	<i>2nd Citation</i>	<i>3rd Citation</i>	<i>4th Citation</i>	<b>SCORE</b>	<i>Reviewer Comments</i>
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**9-12 Benchmark 1: analyze how behavior can impact health maintenance and disease prevention:**

<b>1</b>	1. differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;					
<b>2</b>	2. identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.);					
<b>3</b>	3. identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships; and					
<b>4</b>	4. explain how attitude(s) and behavior(s) affect health of self and others.					

**9-12 Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life:**

<b>5</b>	1. identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;					
<b>6</b>	2. describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life (i.e., unintended pregnancy, STI/HIV, chronic diseases, addiction, intentional and unintentional injuries, depression, suicide, etc.);					
<b>7</b>	3. explain relationship between risk behaviors and health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.);					
<b>8</b>	4. describe how emotions affect health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., attraction, love, lust, infatuation, jealousy, anger, etc.); and					
<b>9</b>	5. describe ways to manage stress (i.e., physical activity, relaxation, etc.);					

**9-12 Benchmark 3: explain the impact of personal health behaviors on the functioning of body systems:**

<b>10</b>	1. identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.);					
<b>11</b>	2. identify emotional and physical changes that occur during puberty; identify the impact of health screenings on personal health and wellness; identify ways in which diseases are transmitted (i.e., HIV, bacterial diseases, viral diseases, etc.); and					
<b>12</b>	3. describe how untreated health conditions can affect the functioning of body systems (i.e., an untreated sexually-transmitted infection on the reproductive system, untreated asthma on the respiratory system, etc.); explain the benefits of healthy food choices and physical activity on body systems (i.e., weight gain/loss, heart disease, diabetes, etc.).					

**9-12 Benchmark 4: analyze how the family, peers and community influence the health of individuals:**

13	1. identify and analyze how family, peers and community can be helpful or a hindrance to healthy behaviors (i.e., family choices for meals, community norms for sexual behavior, etc.);						
14	2. describe how family, peers and community influence the ability to apply refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;						
15	3. analyze how inappropriate behavior such as bullying, harassment and intentional injury influence the health of individuals; and						
16	4. identify how family, peer and community factors influence personal health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, culture, family values, budget, etc.).						
<b>9-12 Benchmark 5: analyze how the environment influences the health of the community:</b>							
17	1. describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STI/HIV, etc.);						
18	2. demonstrate knowledge of pregnancy prevention and prevention of sexually transmitted infections; understand human reproduction and how pregnancy can be prevented through the use of various methods of contraception, including barrier and hormonal methods; and						
19	3. understand the concept of sexually transmitted infections and recognize prevention strategies including abstinence, the proper use of condoms and immunizations.						
<b>9-12 Benchmark 6: describe how to delay onset and reduce risks of potential health problems during adulthood:</b>							
20	1. describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STI/HIV, etc.);						
21	2. demonstrate knowledge of pregnancy prevention and prevention of sexually transmitted infections; understand human reproduction and how pregnancy can be prevented through the use of various methods of contraception, including barrier and hormonal methods; and						
22	3. understand the concept of sexually transmitted infections and recognize prevention strategies including abstinence, the proper use of condoms and immunizations.						
<b>9-12 Benchmark 7: analyze how public health policies and government regulations influence health promotion and diseaseprevention:</b>							
23	1. research local, state and national regulations and policies that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
24	2. identify how policies are developed that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 8: analyze how the prevention and control of health problems are influenced by research and medical advances:</b>							
25	1. identify scientific journals, agencies and organizations that contribute to research and medical advances in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
26	2. analyze how research and medical advances can influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., new treatment in diabetes control, etc.)						
<b>Content Standard 2: Students will demonstrate the ability to access valid health information and healthpromoting products and services. Students will:</b>							
<b>9-12 Benchmark 1: evaluate the availability and validity of health information, products and services:</b>							

27	1. explain and evaluate the functions and effectiveness of school and community health information, products and services (i.e., school nurse, school-based health center, public health office, private health care provider, etc.); and						
28	2. evaluate health information products and services advertised by media; demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information:</b>							
29	1. evaluate how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, school nurse, etc.);						
30	2. compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;						
31	3. identify and devise solutions to barriers for health care (i.e., costs, transportation, culture, accessibility, etc.);						
32	4. explain how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
33	5. compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 3: evaluate factors that influence personal selection of health products and services:</b>							
34	1. evaluate the characteristics that media uses to influence the selection of health products and services;						
35	2. describe influences of cultural beliefs and how they influence personal selection of health products and services;						
36	3. explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, values, habits, budget, etc.); and						
37	4. demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being						
<b>9-12 Benchmark 4: demonstrate the ability to access school and community health services for self and others:</b>							
38	1. demonstrate the ability to access local health resources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, local health facilities, walking trails, etc.); and						
39	2. demonstrate how to determine the appropriate school and community health services in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., where to go for immunizations, wellness check-up, pregnancy/STI/HIV testing, help for depression, treatment for diabetes, etc.)						
<b>9-12 Benchmark 5: analyze the cost and accessibility of health care services:</b>							
40	1. demonstrate the ability to compare cost and accessibility of health care services in the community and benefits of those that are more affordable (i.e., walking vs. joining a club for exercise, public health clinic vs. private doctor, sexual activity/unprotected sex vs. teen pregnancy/STI/HIV, etc.); and						
41	2. analyze the availability and costs of health care services utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the availability and cost of smoking cessation class, nutrition education programs, prenatal care; etc.).						
<b>9-12 Benchmark 6: analyze situations requiring professional health services</b>							
42	1. prepare a plan of action for risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, teen pregnancy, STI/HIV, etc.);						

43	2. analyze situations related to health crises and formulate solutions to intervene or prevent the crisis (i.e., a friend tells you he is thinking about suicide; a friend tells you he is smoking, a friend tells you she is pregnant, etc.); and						
44	3. demonstrate how to access professional health services in your community.						
<b>Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:</b>							
<b>9-12 Benchmark 1: analyze the role of individual responsibility for enhancing health:</b>							
45	(a) analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;						
46	(b) demonstrate decision-making skills to determine personal health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being						
<b>9-12 Benchmark 2: evaluate a personal health assessment to determine strategies for health enhancement and risk reduction</b>							
47	1. differentiate among health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.); and						
48	2. chart and analyze individual health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., physical fitness data, nutrition logs, youth reported data for risk and resiliency factors, etc.).						
<b>9-12 Benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors:</b>							
49	1. demonstrate skills to avoid risky or harmful behaviors in relationships (i.e., abstinence or birth control methods to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.);						
50	2. recognize and analyze negative or harmful behaviors in relationships and identify strategies to resolve the situation; and						
51	3. identify consequences of risky and harmful behaviors on self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health:</b>							
52	1. describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.); and						
53	2. develop personal, family, community and cultural health goals and management strategies for achieving the goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being						
<b>9-12 benchmark 5: develop injury prevention strategies for personal, family, peer and community health:</b>							
54	1. analyze personal, family, peer and community factors that contribute to intentional and unintentional injuries (i.e., use of alcohol or other drugs, steroid use, food safety, etc.);						
55	2. describe prevention strategies to avoid intentional and unintentional injuries;						
56	3. demonstrate refusal skills related to personal safety in the areas of physical, emotional or sexual abuse; and						
57	4. demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.						
<b>9-12 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:</b>							
58	1. recognize threatening situations and formulate strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;						
59	2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, date rape, etc.);						

60	3. reflect on the possible outcomes of being in dangerous situations and explain different options that could have been chosen (i.e., riding a motorcycle without a helmet, driving a car while intoxicated, having unprotected sex, etc.); and.						
61	4. demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.						
<b>9-12 Benchmark 7: evaluate strategies to manage stress:</b>							
62	1. evaluate stressors and strategies to reduce their harmful effects;						
63	2. explain the immediate and long-term effects of stress on the body;						
64	3. demonstrate ways to manage stress.						
<b>Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health. Students will:</b>							
<b>9-12 Benchmark 1: analyze how cultural practices can enrich or challenge health behaviors:</b>							
65	1. explain how cultural practices (both positive and negative) in the school and community contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional wellbeing;						
66	2. analyze how the media and culture portray gender roles (i.e., aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.); and						
67	3. analyze cultural values and beliefs compared with personal values and beliefs in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health:</b>							
68	1. analyze health-related advertisements and their influences on health behaviors (i.e., messages around sexual behavior, STI/HIV, condom use, exercise, nutrition, violence, alcohol, etc.);						
69	2. explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., condom use vs. unprotected sex, smoking vs. nonsmoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); and						
70	3. analyze sources that can help to determine if media messages are true or false; demonstrate refusal skills in choices related to media messages						
<b>9-12 Benchmark 3: evaluate the impact of technology on personal, family, peer and community health:</b>							
71	1. analyze the purposes for technology and its impact on personal, family, peer and community health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., internet, medical, conveniences, communication, etc.); and						
72	2. compare and contrast how advances in technology positively or negatively impact personal, family, peer and community health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).						
<b>Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:</b>							
<b>9-12 Benchmark 1: demonstrate skills for communicating effectively with family, peers and others</b>							
73	1. role play and analyze effective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
74	2. compare and contrast effective and ineffective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being						
<b>9-12 Benchmark 2: analyze how interpersonal communication affects relationships:</b>							
75	1. analyze how cultural diversity influences verbal and non-verbal communication; and						

76	2. role play and analyze interpersonal communications skills that affect relationships in the areas related to sexuality; nutrition; alcohol tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:</b>							
77	1. analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);						
78	2. role play and analyze how to express feelings in a positive way; and						
79	3. role play and analyze how to respond appropriately to other people's needs, wants and feelings						
<b>9-12 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:</b>							
80	1. role play and analyze both verbal and non-verbal ways to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 5: demonstrate strategies for solving interpersonal conflicts without harming self or others:</b>							
81	1. demonstrate skills used in conflict resolution in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;						
82	2. describe and analyze aggressive, passive and assertive ways to respond to conflict; and						
83	3. explain and demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being						
<b>9-12 Benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations:</b>							
84	1. describe and analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and identify appropriate responses;						
85	2. role play and analyze refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
86	3. demonstrate effective negations and risk avoidance strategies ( i.e., avoiding unwanted pregnancy, alcohol tobacco and other drug use, bullying behavior, poor nutritional choices, physical inactivity, etc.)						
<b>9-12 Benchmark 7: analyze the possible causes of conflict in schools, families and communities:</b>							
87	1. discuss and analyze possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
88	2. design possible solutions to resolving conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 8: demonstrate strategies to prevent conflict:</b>							
89	1. demonstrate and analyze conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:</b>							
<b>9-12 Benchmark 1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults:</b>							
90	1. analyze and demonstrate strategies used to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 2: analyze health concerns that require collaborative decision-making:</b>							
91	1. describe health issues that require decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						

92	2. role play and analyze the difference between making an individual decision or collaborating with others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community:</b>							
93	1. predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.);						
94	2. predict and analyze how impulsive actions relate to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections; taking drugs can lead to addictive behavior, etc.);						
95	3. predict and analyze how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities.						
<b>9-12 Benchmark 4: implement a plan for attaining a personal health goal; grades 9-12 performance standards:</b>							
96	1. analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
97	2. create strategies and implement a plan to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being						
<b>9-12 Benchmark 5: evaluate progress toward achieving personal health goals:</b>							
98	1. create strategies and implement an evaluation plan in attaining a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 6: formulate an effective plan for lifelong health</b>							
99	1. develop and implement a personal wellness plan that includes both short and long term goals and describe how that plan can be effective for lifelong health and wellness.						
<b>Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:</b>							
<b>9-12 Benchmark 1: evaluate the effectiveness of communication methods for accurately expressing health information and ideas</b>							
100	1. role play and evaluate different ways to communicate health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 2: express information and opinions about health issues:</b>							
101	1. define and analyze information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;						
<b>9-12 Benchmark 3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues:</b>							
102	1. analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and illustrate ways to overcome those barriers.						
<b>9-12 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:</b>							
103	1. role play and analyze how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
<b>9-12 Benchmark 5: demonstrate the ability to work cooperatively when advocating for healthy communities</b>							



104	1. role play and analyze how to work cooperatively when advocating for healthy individuals, families and schools in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;						
<b>9-12 Benchmark 6: demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience:</b>							
105	1. identify how healthy messages and communication techniques can target different audiences;						
106	2. create positive health messages in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
						0	0.00%

Criteria # SECTION 2: Other Relevant Criteria						
<b>Publisher Instructions:</b> <input type="checkbox"/> Section 2 criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom's. <input type="checkbox"/> Citations for Section 2 "Other Relevant Criteria" will usually refer to the Teacher Edition, but may refer to the Student Edition. <input type="checkbox"/> List one citation per occurrence cell. <input type="checkbox"/> All three citation occurrences must be found satisfactory by the Reviewer to meet the requirements of the standard.						
<b>Reviewer Instructions: Use the Teacher's Edition and the Student Edition to conduct this portion of the review.</b> <input type="checkbox"/> Zero (0): All 3 citations did not meet the requirements of the standard. <input type="checkbox"/> One and a Half (1.5): All 3 citations met the requirements of the standard.						
<b>SECTION 2.A: Other Relevant Criteria – Publisher's Criteria</b>						
	<b>Materials aligned with standards provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. (Specify or cite how the following instructional recommendations occur within this curriculum.)</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>SCORE</b>	<b>Reviewer Comments</b>
<b>107</b>	<b>Academic Vocabulary:</b> Provide focused resources to support students' acquisition of both general academic vocabulary and domain-specific vocabulary.					
<b>108</b>	<b>Content:</b> Provide clearly stated learning goals and objectives for lessons and tasks.					
<b>109</b>	<b>Content:</b> Provide a scope and sequence that enables students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication defined by the standards.					
<b>110</b>	<b>Equity:</b> Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.					
<b>111</b>	<b>Equity:</b> Provide a balanced representation of people and points of view and is free of bias regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers, and career choices.					
<b>112</b>	<b>Equity:</b> Provide opportunities for teacher and students to integrate with other content areas.					
<b>113</b>	<b>Assessment:</b> Offer assessment tools that measure student progress.					
<b>114</b>	<b>Assessment:</b> Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.					
<b>115</b>	<b>Technology and Digital Resources:</b> Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.					
<b>SECTION 2.B: Other Relevant Criteria – Student/Teacher Edition</b>						
		<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>SCORE</b>	<b>Reviewer Comments</b>
<b>116</b>	The material provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.					
<b>117</b>	The material provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.					
<b>118</b>	The material provides an introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.					
<b>119</b>	The material provides activities for students to make interdisciplinary connections to science, language arts, math, music, art and sports plus connections with their personal experiences.					
<b>120</b>	The material provides references to support student learning such as a glossary and word lists.					
<b>121</b>	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.					
<b>122</b>	The Teacher's Edition provides tiered activities for differentiated instruction to meet the needs of all students including below proficiency and advanced learners.					

<b>123</b>	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)					
<b>124</b>	The Teacher's Edition provides writing activities where students explain their thinking.					
<b>125</b>	The Teacher's Edition provides cooperative learning strategies.					
<b>126</b>	The Teacher's Edition provides the teacher with instructional strategies for every lesson.					
<b>127</b>	The Teacher's Edition embeds various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.					
<b>128</b>	The Teacher's Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.					
					<b>0</b>	<b>0.00%</b>