



FORM F.8 Citation Alignment and Scoring Rubric - 2017 Health Education Grades 5-6

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:	
SECTION	REVIEWER TOTAL	MAXIMUM POINTS	FACILITATOR VERIFIED
Section 1	0	291	
Section 2	0	33	
TOTAL SCORE	0	324	
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: <input type="checkbox"/> Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom's Taxonomy at the higher levels. <input type="checkbox"/> For Section 1 you may enter four citations per criteria. <input type="checkbox"/> 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. <input type="checkbox"/> Three (3) points: The citation demonstrates Bloom's Level 3. <input type="checkbox"/> Two (2) points: The citation demonstrates Bloom's Level 2. <input type="checkbox"/> One (1) points: The citation demonstrates Bloom's Level 1. <input type="checkbox"/> Zero (0) points: The citation does not meet Level 1, Level 2, or Level 3.								
Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:			1st Citation	2nd Citation	3rd Citation	4th Citation	SCORE	Reviewer Comments
5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:								
1	1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;							
2	2. identify healthy alternatives to unhealthy 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, selection of healthy food choices, "natural highs," etc.); and							
3	3. explain how personal daily choices can affect future health status.							
5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:								
4	1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;							
5	2. describe the impact of family history, cultural values, social systems and environmental influences on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;							
6	3. describe how changes during adolescence affect mental, emotional, social and physical health;							
7	4. identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence; and							
8	5. describe patterns of addiction and its influence on mental, emotional, social and physical health during adolescence.							
5-8 Benchmark 3: explain how health is influenced by the interaction of body systems:								
9	1. describe the reproductive, circulatory, digestive, nervous and endocrine systems and their relationships to adolescent health in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use, physical activity; personal safety; mental, social and emotional well-being							
5-8 Benchmark 4: describe how family and peers influence the health of adolescents:								
10	1. describe how family, peers, media, culture and others influence adolescent 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.							
5-8 Benchmark 5: analyze how environments and personal health are interrelated:								
11	1. explain how school, religion, culture, community, society and media, along with other outside influences (such as federal, state or local laws, policies, etc.), impact personal health decisions; and							
12	2. understand the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.							
5-8 Benchmark 6: describe ways to reduce risks related to adolescent health issues:								
13	1. identify health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;							
14	2. identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and							
15	3. identify ways to reduce health risks 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, selection of healthy food choices, etc.).							

5-8 Benchmark 7: explain how health care can prevent premature death and disability:							
16	1. identify health care providers in the community and available services in areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
17	2. identify ways to access health care providers within the community and state; identify how family history, genetics and preventive health care can affect personal health.						
5-8 Benchmark 8: describe how lifestyle, pathogens, family history and other risk factors are related to the prevention or cause of disease and other health problems:							
18	1. identify how family history, genetics and preventive health care can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
19	2. identify how lifestyle choices can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services. Students will:							
5-8 Benchmark 1: analyze the availability and validity of health information, products and services:							
20	1. identify school and community health resources related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;						
21	2. analyze health-promoting products and services (i.e., food choices, community services, physical activity, etc.); and						
22	3. analyze health information that may be confusing or contradictory (i.e., from media, peers, siblings, etc.).						
5-8 Benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information:							
23	1. 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						
24	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.						
5-8 Benchmark 3: analyze how the media influences the selection of health information and products:							
25	1. analyze why media messages may be misleading;						
26	2. explain the goals of media (i.e., sell, entertain, etc.); and						
27	3. give examples of media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
5-8 Benchmark 4: demonstrate the ability to locate health products and services:							
28	1. identify valid health products and resources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
29	2. identify where to obtain products and services in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
5-8 Benchmark 5: compare the costs and validity of health products:							
30	1. identify the availability and costs of health products 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 the patch for smoking cessation vs. the cost of smoking; diet and exercise vs. diabetes treatment: abstinence vs. having a baby: etc.);						
31	2. identify cost of health resources in the community and compare benefits of those that are more affordable (i.e., walking vs. joining a club for exercise, etc.); and						
32	3. analyze different health care products and their effectiveness in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
5-8 Benchmark 6: describe situations requiring professional health services:							
33	1. identify and recognize 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, STI/HIV, etc.);						

34	2. identify situations related to a health crisis 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, etc.); and						
35	3. recognize and identify professional health services in the community.						
Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:							
5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:							
36	1. identify the significance of personal responsibility for 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;						
37	2. describe the consequences of personal health choices and their effects; and						
38	3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety.						
5-8 Benchmark 2: analyze a personal health assessment to determine health strengths and risks:							
39	1. determine relationship between 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						
40	2. identify 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 log, youth-reported data for risk and resiliency factors, etc.).						
5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:							
41	1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.); and						
42	2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.						
5-8 Benchmark 4: demonstrate strategies to improve or maintain personal and family health:							
43	1. describe how families, peers and culture influence personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
44	2. identify personal, family and cultural 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.						
5-8 Benchmark 5: develop injury prevention and management strategies for personal and family health:							
45	1. identify factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.);						
46	2. identify strategies to prevent intentional and unintentional injuries; and						
47	3. describe skills related to personal safety in the areas of physical, emotional or sexual abuse.						
5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:							
48	1. identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
49	2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.).						
5-8 Benchmark 7: demonstrate strategies to manage stress:							
50	1. identify stressors and strategies to reduce their harmful effects;						
51	2. identify the immediate and long term effects of stress on the body; and						
52	3. identify ways to manage stress.						
Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health. Students will:							
5-8 Benchmark 1: describe the influence of cultural beliefs on health behaviors and the use of health services:							

53	1. identify and discuss qualities of cultures (both positive and negative) in the school and community and how they 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 well-being;						
54	2. describe 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.);						
55	3. identify community and cultural factors that influence health (i.e., religion, values, habits, money, gender, ethnicity, etc.); and						
56	4. compare cultural values and beliefs with personal values and beliefs and identify how they relate to health behaviors and choices.						
5-8 Benchmark 2: analyze how messages from media and other sources influence health behaviors:							
57	1. list examples of health-related advertisements (i.e., messages around sexual behavior, STI/HIV, exercise, nutrition, violence, alcohol, etc.);						
58	2. identify 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., abstinence vs. teenage sex, smoking vs. nonsmoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.);						
59	3. identify sources that can help to determine whether media messages are true or false; and						
60	4. apply refusal skills in choices related to media messages.						
5-8 Benchmark 3: analyze the influence of technology on personal and family health:							
61	1. recognize the purposes for technology and its impact on personal and family 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						
62	2. describe advances in technology and how they positively and negatively impact personal and family health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).						
5-8 benchmark 4: analyze how information from peers influences health:							
63	1. recognize that there are multiple messages (positive and negative) about health from peers; and						
64	2. describe health messages peers give 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 messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).						
Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:							
5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:							
65	1. recognize and describe different feelings and verbal and non-verbal forms of communication associated with them; and						
66	2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
5-8 Benchmark 2: describe how the behavior of family and peers affects interpersonal communication:							
67	1. recognize cultural diversity and its influence on verbal and non-verbal communication;						
68	2. identify factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peers that affect interpersonal communication; and						
69	3. describe how values are formed.						
5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:							
70	1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);						
71	2. describe and demonstrate how to express feelings in a positive way; and						
72	3. describe and demonstrate how to respond appropriately to other people's needs, wants and feelings.						
5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:							
73	1. identify and demonstrate, in both verbal and non-verbal ways, how 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.						

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:							
74	1. describe and demonstrate communication skills as a tool to enhance relationships;						
75	2. describe how someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
76	3. demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.						
5-8 Benchmark 6: demonstrate refusal and negotiation skills to enhance health:							
77	1. demonstrate 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;						
78	2. discuss aggressive, passive and assertive ways to respond to conflict; and						
79	3. 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.						
5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:							
80	1. discuss 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.						
5-8 benchmark 8: demonstrate strategies to manage conflict in positive ways:							
81	1. demonstrate 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.						
Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:							
5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:							
82	1. demonstrate actions both individually and collaboratively 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.						
5-8 Benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values:							
83	1. describe the relationship between personal, family, peer and community values in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and						
84	2. describe the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
5-8 Benchmark 3: predict how decisions regarding health behaviors have consequences for self and others:							
85	1. draw conclusions as to why 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 remain abstinent from sexual activity will lead to not having an unwanted pregnancy or sexually transmitted infection, the decision not to smoke a cigarette will help prevent lung cancer, etc.); and						
86	2. summarize 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 (i.e., the decision to do physical activity as a family will lead to better physical and social health, etc.).						
5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:							
87	1. explain 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						
88	2. set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
5-8 Benchmark 5: describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:							

89	1. evaluate how 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 change as individuals grow older (i.e., as a child, teenager, adult, etc.); and								
90	2. evaluate how 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 may change as information, abilities, priorities and responsibilities change.								
5-8 Benchmark 6: develop a plan that addresses personal strengths, needs and health risks:									
91	1. identify personal strengths, needs and health risks; and								
92	2. develop a personal wellness plan that addresses a personal health need and goal.								
Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:									
5-8 Benchmark 1: analyze various communication methods to accurately express health information and ideas:									
93	1. examine 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.								
5-8 Benchmark 2: express information and opinions about health issues:									
94	1. recognize 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.								
5-8 Benchmark 3: identify barriers to effective communication of information, ideas, feelings and opinions about health issues:									
95	1. describe 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 demonstrate ways to overcome those barriers.								
5-8 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:									
96	1. role play 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.								
5-8 Benchmark 5: demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools:									
97	1. grades 5-6 performance standard: role play 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.								
								0	0.00%

Criteria # SECTION 2: Other Relevant Criteria						
Publisher Instructions: <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.						
Reviewer Instructions: Use the Teacher's Edition and the Student Edition to conduct this portion of the review. <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.						
SECTION 2.A: Other Relevant Criteria – Publisher's Criteria						
	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.)	Occurrence 1	Occurrence 2	Occurrence 3	SCORE	Reviewer Comments
98	Academic Vocabulary: Provide focused resources to support students' acquisition of both general academic vocabulary and domain-specific vocabulary.					
99	Content: Provide clearly stated learning goals and objectives for lessons and tasks.					
100	Content: 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.					
101	Equity: Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.					
102	Equity: 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.					
103	Equity: Provide opportunities for teacher and students to integrate with other content areas.					
104	Assessment: Offer assessment tools that measure student progress.					
105	Assessment: Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.					
106	Technology and Digital Resources: Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.					
SECTION 2.B: Other Relevant Criteria – Student/Teacher Edition						
		Occurrence 1	Occurrence 2	Occurrence 3	SCORE	Reviewer Comments
107	The material provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.					
108	The material provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.					
109	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.					
110	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.					
111	The material provides references to support student learning such as a glossary and word lists.					
112	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.					
113	The Teacher's Edition provides tiered activities for differentiated instruction to meet the needs of all students including below proficiency and advanced learners.					
114	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)					

115	The Teacher's Edition provides writing activities where students explain their thinking.					
116	The Teacher's Edition provides cooperative learning strategies.					
117	The Teacher's Edition provides the teacher with instructional strategies for every lesson.					
118	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.					
119	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.					
					0	0.00%