



## F.24 Health Education - Grades 5-6

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

Provider/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:	

### PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
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### SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
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**Section 1: Standards Review: Health Education**

**PROVIDER/PUBLISHER INSTRUCTIONS:**

- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the provider/publisher will enter two citations per standard (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages within the materials.**
  - o **Columns C and G:** Enter one citation in Column C and one citation in Column G from either the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations” based on the citations provided.
  - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

<b>Reviewer directions for Health Education Standards Review:</b>		<p><b>Columns C-F:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each standard. Review the cited material and score the material by determining the degree to which it meets the standard:</p> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> </ul> <p>Evidence for the publisher citations is required <i>only</i> if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p><b>o Each score cell (column D) will turn green as you score the materials.</b></p>			<p><b>Columns G-J:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each standard. Review the cited material, score the material by determining the degree to which it meets the standard, and <b>provide evidence from the material to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> </ul> <p><b>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate if formulated to do so.</b></p> <p><b>o Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.</b></p>			
Criteria #	F.24 Health Education Grades 5-6	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, notes

**CONTENT STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention.**

<b>1</b>	<b>5-8 Benchmark 1:</b> Students will explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:							
<b>2</b>	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;							
<b>3</b>	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							

4	3. explain how personal daily choices can affect future health status.							
5	<b>5-8 Benchmark 2:</b> Students will describe the interrelationship of mental, emotional, social and physical health during adolescence:							
6	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;							
7	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;							
8	3. describe how changes during adolescence affect mental, emotional, social and physical health;							
9	4. identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence; and							
10	5. describe patterns of addiction and its influence on mental, emotional, social and physical health during adolescence.							
11	<b>5-8 Benchmark 3:</b> Students will explain how health is influenced by the interaction of body systems:							
12	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							
13	<b>5-8 Benchmark 4:</b> Students will describe how family and peers influence the health of adolescents:							

14	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.							
15	<b>5-8 Benchmark 5:</b> Students will analyze how environments and personal health are interrelated:							
16	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							
17	2. understand the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.							
18	<b>5-8 Benchmark 6:</b> Students will describe ways to reduce risks related to adolescent health issues:							
19	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;							
20	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							
21	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.).							
22	<b>5-8 Benchmark 7:</b> Students will explain how health care can prevent premature death and disability:							
23	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							

24	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.							
25	<b>5-8 Benchmark 8:</b> Students will describe how lifestyle, pathogens, family history and other risk factors are related to the prevention or cause of disease and other health problems:							
26	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							
27	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.							
<b>CONTENT STANDARD 2:</b> <b>Students will demonstrate the ability to access valid health information and health-promoting products and services.</b>								
28	<b>5-8 Benchmark 1:</b> Students will analyze the availability and validity of health information, products and services:							
29	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;							
30	2. analyze health-promoting products and services (i.e., food choices, community services, physical activity, etc.); and							
31	3. analyze health information that may be confusing or contradictory (i.e., from media, peers, siblings, etc.).							
32	<b>5-8 Benchmark 2:</b> Students will demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information:							

33	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							
34	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.							
35	<b>5-8 Benchmark 3:</b> Students will analyze how the media influences the selection of health information and products:							
36	1. analyze why media messages may be misleading;							
37	2. explain the goals of media (i.e., sell, entertain, etc.); and							
38	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.							
39	<b>5-8 Benchmark 4:</b> Students will demonstrate the ability to locate health products and services:							
40	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							
41	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.							
42	<b>5-8 Benchmark 5:</b> Students will compare the costs and validity of health products:							

43	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.);							
44	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							
45	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.							
46	<b>5-8 Benchmark 6:</b> Students will describe situations requiring professional health services:							
47	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.);							
48	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							
49	3. recognize and identify professional health services in the community.							
<b>CONTENT STANDARD 3:</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>								
50	<b>5-8 Benchmark 1:</b> Students will explain the importance of assuming responsibility for personal health behaviors:							
51	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;							

52	2. describe the consequences of personal health choices and their effects; and							
53	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.							
54	<b>Benchmark 2:</b> Students will analyze a personal health assessment to determine health strengths and risks:							
55	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							
56	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.).							
57	<b>5-8 Benchmark 3:</b> Students will distinguish between safe and risky or harmful behavior in relationships:							
58	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							
59	2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.							
60	<b>5-8 Benchmark 4:</b> Students will demonstrate strategies to improve or maintain personal and family health:							

61	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							
62	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.							
63	<b>5-8 Benchmark 5:</b> Students will develop injury prevention and management strategies for personal and family health:							
64	1. identify factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.);							
65	2. identify strategies to prevent intentional and unintentional injuries; and							
66	3. describe skills related to personal safety in the areas of physical, emotional or sexual abuse.							
67	<b>5-8 Benchmark 6:</b> Students will demonstrate ways to avoid and reduce threatening situations:							
68	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							
69	2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.).							
70	<b>5-8 Benchmark 7:</b> Students will demonstrate strategies to manage stress:							
71	1. identify stressors and strategies to reduce their harmful effects;							
72	2. identify the immediate and long term effects of stress on the body; and							
73	3. identify ways to manage stress.							

**CONTENT STANDARD 4:**  
Students will analyze the influence of culture, media, technology and other factors on health.

74	<b>5-8 Benchmark 1:</b> Students will describe the influence of cultural beliefs on health behaviors and the use of health services:							
75	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;							
76	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.);							
77	3. identify community and cultural factors that influence health (i.e., religion, values, habits, money, gender, ethnicity, etc.); and							
78	4. compare cultural values and beliefs with personal values and beliefs and identify how they relate to health behaviors and choices.							
79	<b>5-8 Benchmark 2:</b> Students will analyze how messages from media and other sources influence health behaviors:							
80	1. list examples of health-related advertisements (i.e., messages around sexual behavior, STI/HIV, exercise, nutrition, violence, alcohol, etc.);							
81	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.);							
82	3. identify sources that can help to determine whether media messages are true or false; and							
83	4. apply refusal skills in choices related to media messages.							
84	<b>5-8 Benchmark 3:</b> Students will analyze the influence of technology on personal and family health:							

85	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							
86	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.).							
87	<b>5-8 Benchmark 4:</b> Students will analyze how information from peers influences health:							
88	1. recognize that there are multiple messages (positive and negative) about health from peers; and							
89	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.).							
<b>CONTENT STANDARD 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health.								
90	<b>5-8 Benchmark 1:</b> Students will demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:							
91	1. recognize and describe different feelings and verbal and non-verbal forms of communication associated with them; and							
92	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.							
93	<b>5-8 Benchmark 2:</b> Students will describe how the behavior of family and peers affects interpersonal communication:							

94	1. recognize cultural diversity and its influence on verbal and non-verbal communication;							
95	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							
96	3. describe how values are formed.							
97	<b>5-8 Benchmark 3:</b> Students will demonstrate positive ways to express needs, wants and feelings:							
98	1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);							
99	2. describe and demonstrate how to express feelings in a positive way; and							
100	3. describe and demonstrate how to respond appropriately to other people's needs, wants and feelings.							
101	<b>5-8 Benchmark 4:</b> Students will demonstrate ways to communicate care, consideration and respect of self and others:							
102	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.							
103	<b>5-8 Benchmark 5:</b> Students will demonstrate communication skills to build and maintain relationships:							
104	1. describe and demonstrate communication skills as a tool to enhance relationships;							
105	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							

106	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.							
107	<b>5-8 Benchmark 6:</b> Students will demonstrate refusal and negotiation skills to enhance health:							
108	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;							
109	2. discuss aggressive, passive and assertive ways to respond to conflict; and							
110	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.							
111	<b>5-8 Benchmark 7:</b> Students will analyze the possible causes of conflict among youth in schools and communities:							
112	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.							
113	<b>5-8 Benchmark 8:</b> Students will demonstrate strategies to manage conflict in positive ways:							
114	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.							
<b>CONTENT STANDARD 6:</b> Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.								
115	<b>5-8 Benchmark 1:</b> Students will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:							

116	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.								
117	<b>5-8 Benchmark 2:</b> Students will analyze how health-related decisions are influenced by individuals, family, peers and community values:								
118	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								
119	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.								
120	<b>5-8 Benchmark 3:</b> Students will predict how decisions regarding health behaviors have consequences for self and others:								
121	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								
122	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.).								

<b>123</b>	<b>5-8 Benchmark 4:</b> Students will apply strategies and skills needed to attain personal health goals:							
<b>124</b>	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							
<b>125</b>	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.							
<b>126</b>	<b>5-8 Benchmark 5:</b> Students will describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:							
<b>127</b>	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							
<b>128</b>	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.							
<b>129</b>	<b>5-8 Benchmark 6:</b> Students will develop a plan that addresses personal strengths, needs and health risks:							
<b>130</b>	1. identify personal strengths, needs and health risks; and							
<b>131</b>	2. develop a personal wellness plan that addresses a personal health need and goal.							
<b>CONTENT STANDARD 7:</b> Students will demonstrate the ability to advocate for personal, family, peer and community health.								

132	<b>5-8 Benchmark 1:</b> Students will analyze various communication methods to accurately express health information and ideas:							
133	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.							
134	<b>5-8 Benchmark 2:</b> Students will express information and opinions about health issues:							
135	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.							
136	<b>5-8 Benchmark 3:</b> Students will identify barriers to effective communication of information, ideas, feelings and opinions about health issues:							
137	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.							
138	<b>5-8 Benchmark 4:</b> Students will demonstrate the ability to influence and support others in making health-enhancing choices:							
139	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.							
140	<b>5-8 Benchmark 5:</b> Students will demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools:							

141	1. 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.							
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**Section 2: Health Education Content Review**

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**FOCUS AREA 1 SEQUENCING AND ARTICULATION:**

1	Instructional materials include a sequence of courses and/or competencies across health education that incorporates personal health and wellness along with the knowledge and skills to apply the information.							
2	Instructional materials start with broad foundational knowledge and skills and progress in specificity to build students' depth of knowledge and skills.							
3	Instructional materials support using precise and accurate academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in grade appropriate sequence.							
4	Content and standards within the instructional materials are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.							

**FOCUS AREA 2 ENGAGING INSTRUCTION:**

5	Instructional materials provide project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning.							
6	Instructional materials incorporate comprehensive personal health plans that are coordinated and sequenced to promote and support the life long health goals and decision-making of all students.							

**FOCUS AREA 3 QUALITY OF TEXTS:**

7	Instructional materials align with current research based health practices and provide evidence to support these practices.							
8	Teacher materials contain full, adult-level explanations and examples of the more advanced health practices in the lessons so teachers can improve their own knowledge of the subject. Materials are in print or clearly distinguished/accessible as a teacher's edition in digital materials.							

**FOCUS AREA 4 ACCESSIBILITY:**

9	Instructional materials provide all students (e.g. those who read below grade level, students with special needs, gifted students, and ELL) with extensive opportunities to encounter and comprehend grade-level and complex texts.							
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Section 2: All Content Review				
<b>PROVIDERS/PUBLISHERS:</b> <ul style="list-style-type: none"> <li>The All Content tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab.</li> <li>The material will be scored for alignment with each criterion as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations”.</li> </ul>				
<b>Reviewer directions for All Content Review:</b>		<b>Columns C-F: The criteria presented on this tab will be scored and evidence provided based on your overall review of the materials.</b> Review the material, score the material by determining the degree to which it meets each criterion, and <b>provide evidence from the material to support your determination:</b> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> Your evidence should speak to where in the materials you have found the evidence as well as what is in the materials that supports the score given. <ul style="list-style-type: none"> <li>o <b>Each score cell (column C) and evidence cell (column E) will turn green as you score the materials.</b></li> <li>o <b>Any cells grayed out do not require a score or evidence.</b></li> </ul>		
Criteria #	All Content Criteria	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
<b>FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS:</b> <b>Instructional materials provide teacher resources to support planning and supports for all students.</b>				
1	Instructional materials provide a list of lessons in the Teacher Edition or teacher-facing core material (in print or clearly distinguished/accessible as a teacher-facing core material in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
2	Instructional materials integrate opportunities for digital learning, including interactive digital components, and digital assessment.			
3	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
4	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			
<b>FOCUS AREA 2 ASSESSMENT:</b> <b>Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.</b>				

5	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <i>(Adopted New Mexico Content Standards for 2023: 7-12 Career and Technical Education Standards; CSTA K-12 Computer Science Standards; K-12 Health Education Standards; K-12 Physical Education Standards)</i>			
6	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
7	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
<b>FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS: Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.</b>				
8	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
9	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
10	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
11	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			
12	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			