

	<h2 style="margin: 0;">F.26 Health Education - Grades 9-12</h2>		
<b>PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)</b>			
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:	
<b>PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.</b>			
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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<b>SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)</b>			
Reviewer Number:		Date:	

**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) (print and/or digital)</b> 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>			
<b>Criteria #</b>	<b>F.26 Health Education Grades 9-12</b>	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>9-12 Benchmark 1:</b> Students will analyze how behavior can impact health maintenance and disease prevention:							
<b>2</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>3</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.);							

4	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							
5	4. explain how attitude(s) and behavior(s) affect health of self and others.							
6	<b>9-12 Benchmark 2:</b> Students will describe the interrelationships of mental, emotional, social and physical health throughout life:							
7	1. identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;							
8	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.);							
9	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.);							
10	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							
11	5. describe ways to manage stress (i.e., physical activity, relaxation, etc.);							

12	<b>9-12 Benchmark 3:</b> Students will explain the impact of personal health behaviors on the functioning of body systems:							
13	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.);							
14	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							
15	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.).							
16	<b>9-12 Benchmark 4:</b> Students will analyze how the family, peers and community influence the health of individuals:							
17	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.);							
18	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;							
19	3. analyze how inappropriate behavior such as bullying, harassment and intentional injury influence the health of individuals; and							

20	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.).								
21	<b>9-12 Benchmark 5:</b> Students will analyze how the environment influences the health of the community:								
22	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.);								
23	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								
24	3. understand the concept of sexually transmitted infections and recognize prevention strategies including abstinence, the proper use of condoms and immunizations.								
25	<b>9-12 Benchmark 6:</b> Students will describe how to delay onset and reduce risks of potential health problems during adulthood:								
26	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.);								

27	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							
28	3. understand the concept of sexually transmitted infections and recognize prevention strategies including abstinence, the proper use of condoms and immunizations.							
29	<b>9-12 Benchmark 7:</b> Students will analyze how public health policies and government regulations influence health promotion and disease prevention:							
30	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							
31	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.							
32	<b>9-12 Benchmark 8:</b> Students will analyze how the prevention and control of health problems are influenced by research and medical advances:							
33	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							
34	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.)							

**CONTENT STANDARD 2:**  
**Students will demonstrate the ability to access valid health information and health-promoting products and services.**

35	<b>9-12 Benchmark 1:</b> Students will evaluate the availability and validity of health information, products and services:							
36	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							
37	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.							
38	<b>9-12 Benchmark 2:</b> Students will demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information:							
39	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.);							
40	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;							
41	3. identify and devise solutions to barriers for health care (i.e., costs, transportation, culture, accessibility, etc.);							
42	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							

43	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.								
44	<b>9-12 Benchmark 3:</b> Students will evaluate factors that influence personal selection of health products and services:								
45	1. evaluate the characteristics that media uses to influence the selection of health products and services;								
46	2. describe influences of cultural beliefs and how they influence personal selection of health products and services;								
47	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								
48	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								
49	<b>9-12 Benchmark 4:</b> Students will demonstrate the ability to access school and community health services for self and others:								
50	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								



51	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.)								
52	<b>9-12 Benchmark 5:</b> Students will analyze the cost and accessibility of health care services:								
53	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								
54	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.).								
55	<b>9-12 Benchmark 6:</b> Students will analyze situations requiring professional health services								
56	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.);								
57	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								
58	3. demonstrate how to access professional health services in your community.								

**CONTENT STANDARD 3:**  
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

59	<b>9-12 Benchmark 1:</b> Students will analyze the role of individual responsibility for enhancing health:							
60	1. 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; and							
61	2. 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.							
62	<b>Benchmark 2:</b> Students will evaluate a personal health assessment to determine strategies for health enhancement and risk reduction:							
63	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							
64	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.).							
65	<b>9-12 Benchmark 3:</b> Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors:							
66	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.);							

67	2. recognize and analyze negative or harmful behaviors in relationships and identify strategies to resolve the situation; and							
68	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.							
69	<b>9-12 Benchmark 4:</b> Students will develop management strategies to improve or maintain personal, family, peer and community health:							
70	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							
71	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							
72	<b>9-12 Benchmark 5:</b> Students will develop injury prevention strategies for personal, family, peer and community health:							
73	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.);							
74	2. describe prevention strategies to avoid intentional and unintentional injuries;							
75	3. demonstrate refusal skills related to personal safety in the areas of physical, emotional or sexual abuse; and							
76	4. demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.							
77	<b>9-12 Benchmark 6:</b> Students will demonstrate ways to avoid and reduce threatening situations:							

78	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;							
79	2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, date rape, etc.);							
80	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.							
81	4. demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.							
82	<b>9-12 Benchmark 7:</b> Students will evaluate strategies to manage stress:							
83	1. evaluate stressors and strategies to reduce their harmful effects;							
84	2. explain the immediate and long-term effects of stress on the body;							
85	3. demonstrate ways to manage stress.							
<b>CONTENT STANDARD 4:</b> Students will analyze the influence of culture, media, technology and other factors on health.								
86	<b>9-12 Benchmark 1:</b> Students will analyze how cultural practices can enrich or challenge health behaviors:							
87	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;							
88	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							

89	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.								
90	<b>9-12 Benchmark 2:</b> Students will evaluate the effect of media and other factors on personal, family, peer and community health:								
91	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.);								
92	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								
93	3. analyze sources that can help to determine if media messages are true or false; demonstrate refusal skills in choices related to media messages								
94	<b>9-12 Benchmark 3:</b> Students will evaluate the impact of technology on personal, family, peer and community health:								
95	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								
96	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.).								

**CONTENT STANDARD 5:**  
Students will demonstrate the ability to use interpersonal communication skills to enhance health.

97	<b>9-12 Benchmark 1:</b> Students demonstrate skills for communicating effectively with family, peers and others:							
98	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							
99	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							
100	<b>9-12 Benchmark 2:</b> Students will analyze how interpersonal communication affects relationships:							
101	1. analyze how cultural diversity influences verbal and non-verbal communication; and							
102	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.							
103	<b>9-12 Benchmark 3:</b> Students will demonstrate positive ways to express needs, wants and feelings:							
104	1. analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);							
105	2. role play and analyze how to express feelings in a positive way; and							
106	3. role play and analyze how to respond appropriately to other people's needs, wants and feelings							
107	<b>9-12 Benchmark 4:</b> Students will demonstrate ways to communicate care, consideration and respect of self and others:							

108	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.								
109	<b>9-12 Benchmark 5:</b> Students will demonstrate strategies for solving interpersonal conflicts without harming self or others:								
110	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;								
111	2. describe and analyze aggressive, passive and assertive ways to respond to conflict; and								
112	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								
113	<b>9-12 Benchmark 6:</b> Students will demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations:								
114	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;								
115	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								
116	3. demonstrate effective negotiations and risk avoidance strategies ( i.e., avoiding unwanted pregnancy, alcohol tobacco and other drug use, bullying behavior, poor nutritional choices, physical inactivity, etc.)								

117	<b>9-12 Benchmark 7:</b> Students will analyze the possible causes of conflict in schools, families and communities:							
118	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							
119	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.							
120	<b>9-12 Benchmark 8:</b> Students will demonstrate strategies to prevent conflict:							
121	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:</b> Students will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults:								
122	<b>9-12 Benchmark 1:</b> Students will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults:							
123	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.							
124	<b>9-12 Benchmark 2:</b> Students will analyze health concerns that require collaborative decision-making:							
125	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							



126	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.								
127	<b>9-12 Benchmark 3:</b> Students will predict the immediate and long-term impact of health decisions on the individual, family, peers and community:								
128	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.);								
129	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.);								
130	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.								
131	<b>9-12 Benchmark 4:</b> Students will implement a plan for attaining a personal health goal:								
132	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								

133	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							
134	<b>9-12 Benchmark 5:</b> Students will evaluate progress toward achieving personal health goals:							
135	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.							
136	<b>9-12 Benchmark 6:</b> Students will formulate an effective plan for lifelong health							
137	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:</b> Students will demonstrate the ability to advocate for personal, family, peer and community health.								
138	<b>9-12 Benchmark 1:</b> Students will evaluate the effectiveness of communication methods for accurately expressing health information and ideas:							
139	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.							
140	<b>9-12 Benchmark 2:</b> Students will express information and opinions about health issues:							
141	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;							

142	<b>9-12 Benchmark 3:</b> Students will utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues:						
143	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.						
144	<b>9-12 Benchmark 4:</b> Students will demonstrate the ability to influence and support others in making health-enhancing choices:						
145	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.						
146	<b>9-12 Benchmark 5:</b> Students will demonstrate the ability to work cooperatively when advocating for healthy communities:						
147	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;						
148	<b>9-12 Benchmark 6:</b> Students will demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience:						
149	1. identify how healthy messages and communication techniques can target different audiences;						
150	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.						

**Section 2: Health Education Content Review**

**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 criterion (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. The citations should be concise and should allow the reviewer to easily determine that all components of the criterion 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 criterion.
- The material will be scored for alignment with each criterion 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.**

**Reviewer directions for Health Education Content Review:**

**Columns C-F:** The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material) (print and/or digital)** for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:

- o M = Meets the criterion
- o P = Partially meets the criterion
- o D = Does not meet the criterion

Evidence for the publisher citations is required *only* if you score the materials with a D. For your evidence for each criterion 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.

**o Each score cell (column D) will turn green as you score the materials.**

**Columns G-J:** The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material) (print and/or digital)** for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and **provide evidence from the material to support your determination:**

- o M = Meets the criterion
- o P = Partially meets the criterion
- o D = Does not meet the criterion

**o Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.**

Criteria #	Health Education Content Criteria	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
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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.			