

 <p>NEW MEXICO Public Education Department</p>	<h2>F.22 Health Education - Grades 1-2</h2>		
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.		
Digital Material Log In (if applicable):	Website:	Username:	Password:
SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)			
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.**

Reviewer directions for Health Education Standards Review:	<p>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 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"> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <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>o Each score cell (column D) will turn green as you score the materials.</p>	<p>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 standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence from the material to support your determination:</p> <ul style="list-style-type: none"> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <p>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.</p> <p>o Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.</p>
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Criteria #	F.22 Health Education Grades 1-2	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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CONTENT STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention.

1	K-4 Benchmark 1: Students will identify/describe/understand the relationships between personal health behaviors and individual well-being:							
2	1. identify how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety);							
3	2. identify characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and							
4	3. recognize what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention).							

5	K-4 Benchmark 2: Students will identify examples of mental, emotional, social and physical health during childhood:							
6	1. describe different emotions;							
7	2. describe compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs);							
8	3. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and							
9	4. recall positive health choices and activities that promote health and help prevent diseases.							
10	K-4 Benchmark 3: Students will describe the basic structure and functions of the human body systems:							
11	1. know the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity);							
12	2. identify and list how stress and emotions affect the body systems; and							
13	3. utilize correct terminology for the human body. 3. understand correct terminology for the human body.							
14	K-4 Benchmark 4: Students will describe how physical, social and emotional environments influence personal health:							
15	1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);							
16	2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco and other drugs, food contamination, poisonous substances);							
17	3. know how to access help (e.g., dial 911 in an emergency, trusted adult); and							
18	4. describe the influences of media and peer pressure on health.							

19	K-4 Benchmark 5: Students will identify common health issues of children:						
20	1. describe common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene);						
21	2. describe common social health issues of children in same age group (e.g., peer pressure, relationships);						
22	3. describe common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and						
23	4. describe common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).						
24	K-4 Benchmark 6: Students will identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:						
25	1. describe symptoms of illness (e.g., runny nose, coughing, fever, stomachache, sadness);						
26	2. list individuals that can help with detecting and treating childhood injuries and illnesses (e.g., parent, grandparent, teacher, counselor, nurse, doctor);						
27	3. describe the benefits of following the directions of healthcare providers;						
28	4. describe safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and						
29	5. describe the importance of taking personal responsibility for actions.						
CONTENT STANDARD 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.							
30	K-4 Benchmark 1: Students will identify characteristics of valid health information and health-promoting products and services:						

31	1. identify safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles);							
32	2. identify health-promoting products and services (e.g., food choices, community services, physical activity); and							
33	3. identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult).							
34	K-4 Benchmark 2: Students will demonstrate the ability to locate resources from home, school and community that provide valid health information:							
35	1. understand how to use emergency phone numbers (e.g., 911, poison control);							
36	2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult);							
37	3. recognize unsafe environments/situations; and							
38	4. identify where to seek valid health information.							
39	K-4 Benchmark 3: Students will explain how the media influences the selection of health information, products and services:							
40	1. recognize that media messages may be misleading;							
41	2. recognize the goals of media (e.g., sell, entertain); and							
42	3. recognize 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.							
43	K-4 Benchmark 4: Students will demonstrate the ability to locate school and community health helpers:							
44	1. recognize safety officials (e.g., police, fire, security, crossing guard); and							
45	2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).							

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

46	K-4 Benchmark 1: Students will identify responsible health behaviors:							
47	1. recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and							
48	2. demonstrate conflict resolution skills.							
49	Benchmark 2: Students will identify personal health needs:							
50	1. describe where to go when you don't feel good (e.g., parent, teacher, school nurse);							
51	2. demonstrate the importance of hygiene (e.g., washing hands to avoid colds); and							
52	3. identify personal safety rules (e.g., don't push others, playground safety, don't go with strangers).							
53	K-4 Benchmark 3: Students will compare behaviors that are safe to those that are risky or harmful:							
54	1. identify when to report dangerous situations to an adult; and							
55	2. identify behaviors that are safe and unsafe in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.							
56	K-4 Benchmark 4: Students will demonstrate strategies to improve or maintain personal health:							
57	1. describe ways to improve or maintain 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 (e.g., eat fruits and vegetables, exercise, don't smoke);							
58	2. describe 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; and							

59	3. identify 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 (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods).								
60	K-4 Benchmark 5: Students will develop injury prevention and management strategies for personal health:								
61	1. demonstrate 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; and								
62	2. demonstrate safety rules at home, in school and in the community.								
63	K-4 Benchmark 6: Students will demonstrate ways to avoid and reduce threatening situations:								
64	1. identify trusted adults to go to when faced with a threatening situation.								
65	K-4 Benchmark 7: Students will apply skills to manage stress:								
66	1. identify situations that cause stress and recognize that stress is not always negative (e.g., bullies, going to a birthday party, reading out loud); and								
67	2. list activities that help reduce stress (e.g., physical activity, reading).								
CONTENT STANDARD 4: Students will analyze the influence of culture, media, technology and other factors on health.									
68	K-4 Benchmark 1: Students will describe how cultures within the local community influence personal health behaviors:								
69	1. recognize similarities and differences in cultures within the community;								
70	2. recognize how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys); and								

71	3. identify how school and community values relate 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.							
72	K-4 Benchmark 2: Students will explain how media influences thoughts, feelings and health behaviors:							
73	1. identify different forms of media (e.g., television, newspaper, magazines, radio);							
74	2. identify the purposes for media (e.g., entertain, sell products, promote services);							
75	3. understand that not all media messages are true; and							
76	4. recognize how media influences feelings and thoughts.							
77	K-4 Benchmark 3: Students will describe ways technology can influence personal health:							
78	1. identify different forms of technology (e.g., computers, video games, microwaves, cell phones);							
79	2. identify the purposes for technology (e.g., convenience, entertainment, selling products, promoting services); and							
80	3. understand that technology affects how we live.							
81	K-4 Benchmark 4: Students will explain how information from school and family influences health:							
82	1. recognize health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities); and							
83	2. list different types of families (e.g., two parents, single parents, extended families).							

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

84	K-4 Benchmark 1: Students will distinguish between verbal and non-verbal communication:						
85	1. identify the differences between verbal and non-verbal communication;						
86	2. describe how people communicate in different ways; and						
87	3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.						
88	K-4 Benchmark 2: Students will describe characteristics needed to be a responsible friend and family member:						
89	1. list ways that a person can show responsibility for his/her own health behaviors.						
90	K-4 Benchmark 3: Students will demonstrate positive ways to express needs, wants and feelings:						
91	1. explain feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and						
92	2. explain how to express feelings in a positive way.						
93	K-4 Benchmark 4: Students will demonstrate ways to communicate care, consideration and respect of self and others:						
94	1. demonstrate the ability to appropriately use "I" statements in communication.						
95	K-4 Benchmark 5: Students will demonstrate attentive listening skills to build and maintain health-enhancing relationships:						
96	1. demonstrate listening skills as a tool to enhance relationships;						
97	2. describe when it is appropriate to interrupt for health needs; and						
98	3. recognize when someone is telling you to do something that is wrong.						

99	K-4 Benchmark 6: Students will demonstrate refusal skills and explain why they are important to enhance health:							
100	1. explain refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.							
101	K-4 Benchmark 7: Students will differentiate between negative and positive behaviors used in conflict situations:							
102	1. identify common conflict situations that occur among friends, family members and others;							
103	2. describe possible causes of conflict; and							
104	3. explain the differences between negative and positive behaviors used in conflict situations.							
105	K-4 Benchmark 8: Students will demonstrate non-violent strategies to resolve conflicts:							
106	1. identify common conflict situations that occur among friends, family members and others; and							
107	2. explain non-violent strategies to resolve conflict.							
CONTENT STANDARD 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.								
108	K-4 Benchmark 1: Students will demonstrate the ability to apply a decision-making process to health issues and problems:							
109	1. identify actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.							
110	K-4 Benchmark 2: Students will explain when to ask for assistance in making health-related decisions and setting health goals:							
111	1. identify when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied).							

112	K-4 Benchmark 3: Students will predict outcomes of positive health decisions:						
113	1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eating right and exercising leads to healthy development).						
114	K-4 Benchmark 4: Students will set a personal health goal and track progress toward achievement:						
115	1. identify a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.						
CONTENT STANDARD 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.							
116	K-4 Benchmark 1: Students will describe a variety of methods to convey accurate health information and ideas:						
117	1. recognize methods to convey accurate health information and ideas.						
118	K-4 Benchmark 2: Students will express information and opinions about health issues:						
119	1. discuss when it is appropriate to express opinions about health issues.						
120	K-4 Benchmark 3: Students will identify community agencies/resources that advocate for healthy individuals, families, peers and communities:						
121	1. list places and people in the school and community you can go to for health information (e.g., school nurse, doctor's office).						
122	K-4 Benchmark 4: Students will demonstrate the ability to influence and support others in making health-enhancing choices:						
123	1. list ways to help others make healthy choices.						

Section 2: Health Education Content Review

PROVIDER/PUBLISHER INSTRUCTIONS:

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 - 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				
PROVIDERS/PUBLISHERS: <ul style="list-style-type: none"> 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. The material will be scored for alignment with each criterion as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations”. 				
Reviewer directions for All Content Review:		Columns C-F: The criteria presented on this tab will be scored and evidence provided based on your overall review of the materials. Review the material, score the material by determining the degree to which it meets each criterion, and provide evidence from the material to support your determination: <ul style="list-style-type: none"> M = Meets the criterion P = Partially meets the criterion D = Does not meet the criterion 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"> Each score cell (column C) and evidence cell (column E) will turn green as you score the materials. Any cells grayed out do not require a score or evidence. 		
Criteria #	All Content Criteria	Score	Required: Reviewer’s Evidence from Material	Comments, citations, notes
FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS: Instructional materials provide teacher resources to support planning and supports for all students.				
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.			
FOCUS AREA 2 ASSESSMENT: Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.				

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.			
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.				
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.			