

**2023 Instructional Material Summer Review Institute**

**Review Team Appraisal of Title  
Grades K-12 Health Education**

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

Text Title	QuaverHealth•PE (Part I: Health)	Publisher	QuaverEd, Inc.
SE ISBN		TE ISBN	9781642852073
SW ISBN		Grade Level/Content	K-5

**Core Instructional Material Designation** (*Core instructional material (CIM) is the comprehensive print and/or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.*)

**Recommended**  
(90% and above)



**Recommended with Reservations** (80-89%)



**Not Recommended and Not Adopted**  
(below 80%)



**Total Score** - The final score for the materials is averaged between the team of reviewers.

Average Score

90%

**Cultural and Linguistic Relevance Recognition** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 85% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

**CLR Recognized**



Average Score

93%

**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.**

*Statements of appraisal and supporting evidence:*

Materials affirm students' backgrounds by providing opportunities to reflect, compare, and share family traditions and cultures regarding health topics. Materials provide content in multiple perspectives and show a good visual representation of inclusion of different types of people including diverse cultures, physical appearances, and ability types.

**Health Education Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

88%

**OVERALL ALIGNMENT:**

**Materials align with the grades K-5 health education standards overall.**

*Statements of appraisal and supporting evidence:*

Materials align with the K-5 health education standards by providing a scope and sequence for each lesson; each individual lesson provides the components including the steps of engage, develop, apply, and review. Materials provide teachers with pre-established, digitally based lessons that include an overview of the different lesson components and their purposes.

**CONTENT STANDARD 1:**

**Materials align across grades K-5 with student comprehension of concepts related to health promotion and disease prevention.**

*Statements of appraisal and supporting evidence:*

Materials align vertically across grade levels as demonstrated by the scope and sequence of the materials. Materials begin with a broad overview of the health concepts and then become more detail-oriented as the grades progress, containing more specific vocabulary related to health promotion and disease prevention. Materials present multiple aspects of a healthy lifestyle, including the four dimensions of health: physical, social, emotional and intellectual health. Materials incorporate representation of disease prevention, including good hygiene practices, health nutrition practices and practicing refusal skills toward unhealthy choices.

**CONTENT STANDARD 2:**

**Materials align across grades K-5 student demonstration of the ability to access valid health information and health-promoting products and services.**

*Statements of appraisal and supporting evidence:*

Materials reference websites connected with the Centers for Disease Control and offer many opportunities for students to differentiate between valid or invalid sources. Students identify healthy adults such as parents, coaches, counselors, and medical professionals who can provide beneficial guidance toward identifying valid health information. Students are presented with opportunities to discern if advertisement for health products are factual or meant to promote sales. Materials offer opportunities for students to create advertisements that portray a positive health message.

**CONTENT STANDARD 3:**

**Materials align across grades K-5 with student demonstration of the ability to practice health-enhancing behaviors and reduce health risks.**

*Statements of appraisal and supporting evidence:*

Students across grades K-5 have multiple opportunities to practice healthy habits and behaviors through role playing, discussion circles, interactive games and screen activities, and whole group movement activities. Materials provide students with tools that encourage them to practice healthy habits outside of school, including physical activity, healthy nutrition, and safe social and emotional skills, including refusal skills and setting boundaries, in order to promote a positive healthy lifestyle.

**CONTENT STANDARD 4:**

**Materials align across grades K-5 with student analysis of the influence of culture, media, technology and other factors on health.**

*Statements of appraisal and supporting evidence:*

Materials include a wide range of exposure to different media sources and technology, allowing students to differentiate between valid and invalid sources. Students have multiple opportunities to see how information can be distorted through commercials, print ads, and social media. In addition, there are several forms of representation of online sources that analyze the validity and accuracy of information. Instructional materials integrate different cultures, traditions, and family values into students' analysis of healthy lifestyles and behaviors. Materials provide authentic representations of different cultures and diverse linguistic styles, representing minority populations in positive ways.

**CONTENT STANDARD 5:**

**Materials align across grades K-5 with student demonstration of the ability to use interpersonal communication skills to enhance health.**

*Statements of appraisal and supporting evidence:*

Students have multiple opportunities to use interpersonal skills and to practice refusal skills through student discussions and role play, along with many opportunities to practice verbal and nonverbal skills with the use of images and visual aids. Communication is presented to students in different ways including videos, pictures, graphics, charts, vocabulary practice, sentence frames, word banks, and visual organizers in addition to partner and group work. Communication supports all students including English Learners and Culturally and Linguistically Diverse students.

**CONTENT STANDARD 6:**

**Materials align across grades K-5 with student demonstration of the ability to use goal-setting and decision-making skills to enhance health.**

*Statements of appraisal and supporting evidence:*

Materials provide opportunities to practice goal setting through the use of journal writing, worksheets, and on-screen decision-making tools, which provide adaptive questioning to guide students' thought processes to make healthy choices. Students reflect upon health lessons through the practice of guided meditation to identify their learning goals and decision making processes in an activity. Students are presented with ways to set long term goals by breaking them into smaller short term goals that help improve their overall health and take steps towards future goals.

**CONTENT STANDARD 7:**

**Materials align across grades K-5 with student demonstration of the ability to advocate for personal, family, peer and community health.**

*Statements of appraisal and supporting evidence:*

Instructional materials provide opportunities for students to practice self-advocacy for personal health through on-screen activities and frequent questioning. Students are given skills to make positive and safe choices. Curriculum encourages students to involve their families in making personal health decisions and providing support for peers in health-related decisions.

**Health Education Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score
99%

**FOCUS AREA 1 SEQUENCING AND ARTICULATION**

*Statements of appraisal and supporting evidence:*

Materials provide a scope of personal health competencies and how to implement health practices into students' own lives in order to maintain and improve healthy behaviors. Materials are vertically aligned beginning in Kindergarten, with a broad overview of the topic; as the curriculum progresses through grade levels, the content develops more of a grade-appropriate, specific focus including academic language and health-specific vocabulary and terminology.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

*Statements of appraisal and supporting evidence:*

Materials provide inquiry-based learning opportunities through interactive online games that include scaffolding questions presented throughout and movement activities. Materials offer students opportunities to reflect on the lesson along with personal and family behaviors in regard to health and setting goals to improve their future health practices.

**FOCUS AREA 3 QUALITY OF TEXTS**

*Statements of appraisal and supporting evidence:*

Materials align with research-based health practices as evidenced through the lesson objectives and "I can" statements that correlate and align with the health standards. Teacher materials contain examples and explanations of the health concepts at a higher level in order to expand on the health concepts to deepen student understanding.

**FOCUS AREA 4 ACCESSIBILITY**

*Statements of appraisal and supporting evidence:*

Materials provide lessons in both English and Spanish. Lessons incorporate higher-level thinking prompts to facilitate more advanced discussion. Physical activities include modifications for individuals with different physical ability levels. The materials include a supporting document to make the curriculum more accessible for English Learners, focusing on the areas of environment, grouping, vocabulary, cultural relevance, differentiation and delivery of content.

**All Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, pacing, assessment, individual learners, and cultural and linguistic relevance and responsiveness.

CLR Recognition Average Score	Average Score
93%	96%

**FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS:**  
**Instructional materials provide teacher resources to support planning and supports for all students.**  
*Statements of appraisal and supporting evidence:*

Materials are 100% digital and include interactive activities and student assessments. On the teacher dashboard, resources are provided to support planning with alignment to standards. Instructional materials include different forms of media including audio with on-screen lyrics, visual aids to support text, music videos to retain health messages, and modifications for English Learners.

**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.**  
*Statements of appraisal and supporting evidence:*

Instructional materials include a variety of assessments, including formative assessments through the lessons and summative assessments at each grade level. Formative assessments include questions in game format and through movement activities. Materials do not provide differentiation methods in assessments based on learning needs.

**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.**  
*Statements of appraisal and supporting evidence:*

Materials affirm students' backgrounds by providing opportunities to reflect, compare, and share family traditions and cultures regarding health topics. Materials provide content in multiple perspectives and show a good visual representation of inclusion of different types of people including diverse cultures, physical appearances, and ability types.

**Reviewers' Professional Summary** - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 85

*Background and experience:*

I am a Level III certified Elementary teacher with a TESOL endorsement. I have a Bachelor's Degree in Communication Studies and a Master's Degree in Education. I have been teaching 3rd grade for 8 years and work primarily with Culturally and Linguistically Diverse students. I tutor students and am the instructor of a personal fitness class offered with the after school program. This is my third year working with the NM Instructional Material Bureau.

*Professional summary of material:*

The instructional materials offer a comprehensive Health and Physical Education curriculum for grades K-5. The curriculum is 100% digital and is easy to navigate. The lessons are grouped according to grade levels and health topics and offer many different ways for students to interact and practice the objectives of the lesson. There are opportunities for students to reflect on their personal lives and on how to live a healthy lifestyle.

Reviewer #: 86

*Background and experience:*

I am a Level III, National Board Certified Teacher, with a certification in Elementary Education. I have been teaching for the past 16 years, from pre-Kindergarten through 2nd grade. This is my third year as a Literacy Interventionist working with students from K-3. I am also a Literacy Coach. I have three years experience with the NM Instructional Material Bureau. I have taught physical education classes to kindergarten, taught nutrition in science class as a classroom teacher, and organized and oversee a running club in my school for grades K-8.

*Professional summary of material:*

The instructional materials provide a sequential, comprehensive curriculum for grades K-5. Content material, vocabulary and activities are appropriate for corresponding ages. There are multiple opportunities for students to improve their overall health, with guidance for goal setting, strategies to help them progress, and reflection to see if they achieved their goal. Materials are engaging and offer a variety of ways for students to demonstrate their understanding of the materials, including role-play, discussions, answering screen activity questions and playing games. The curriculum represents multiple ethnicities and reflects typically marginalized people in positive and affirmative roles and provides opportunities for students to see themselves throughout the materials. Throughout the curriculum, there are alternative suggestions for teaching and assessing students with diverse learning styles.

Reviewer #: 87

*Background and experience:*

I am a Level II certified teacher. I have my degree in Elementary Education with endorsements in English Language Arts, Teaching English as a second Language, and Physical Education. I taught 3rd grade for 7 years, second grade for one year and spent last year coaching PE. This is my second year with the NM Instructional Material Bureau. I have run many physical fitness and health-related clubs including running club, jump rope club, and archery club. I have facilitated the Kids Cook program where we integrate nutrition and healthy habits into cooking lessons for kids.

*Professional summary of material:*

This material presents health curriculum in a digital format. The teacher dashboard is easy to navigate and provides engaging digital health lessons for students. The materials align to the health standards and progress to more difficult/detailed topics as grade levels increase. Materials present activities that incorporate discussion and collaboration in many different ways, showing representation of individuals from all different walks of life, cultures, races, ability levels and more. Materials are accessible for different types of learners but lack modifications for different learners in regard to assessments. Materials provide lesson plans for teachers and lessons that engage students of many different learning styles.