

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	Health Student Edition with 6-Year Digital License	Publisher	Savvas Learning Company, LLC
SE ISBN	9781418344641	TE ISBN	9780133275117
SW ISBN		Grade Level/Content	9-12 Health Education

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)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	Average Score
		98%

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:

Throughout the Teacher Edition, the instructional materials provide teachers with ways to connect the content to students' cultures. These connections can be found in the "Cultural Connection" and the "Connect to Your Life" sections in the text, which allow students to reflect upon what shapes their healthy or unhealthy behaviors as individuals. The videos at the beginning of each chapter show multiple perspectives and explanations about how culture impacts our health choices.

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 health education standards overall.

Statements of appraisal and supporting evidence:

The instructional materials mostly align overall with the health standards. The materials use comprehensive coverage of health topics and a skills-based approach, which engages the students and gives them the knowledge and skills needed to lead healthy lives while making informed decisions about their well-being.

CONTENT STANDARD 1:

Materials align with student comprehension of concepts related to health promotion and disease prevention.

Statements of appraisal and supporting evidence:

The instructional materials partially align with the standards including concepts related to health promotion and disease prevention. While the materials address students analyzing how their behavior has an impact on their health throughout all health dimensions, it falls short on correlating how much of a factor family, peers, and community have on their health.

CONTENT STANDARD 2:

Materials align with student demonstration of the ability to access valid health information and health-promoting products and services.

Statements of appraisal and supporting evidence:

The instructional materials align with students' ability to access valid health information. The "Cultural Connections" and "Connect to Your Life" sections have students evaluate factors that influence their decisions about their health as well as analyzing the access they have to community health services.

CONTENT STANDARD 3:

Materials align with student demonstration of the ability to practice health-enhancing behaviors and reduce health risks.

Statements of appraisal and supporting evidence:

The instructional materials align with students being able to demonstrate health-enhancing behaviors and reducing health risks. The digital resources available in each chapter engage the students and have them thinking about the individual responsibility they have in improving their health. There are numerous activities where the students assess their health, including their Body Mass Index and cardiovascular fitness. The materials lack developing strategies to improve the health of their family and peers.

CONTENT STANDARD 4:

Materials align with student analysis of the influence of culture, media, technology and other factors on health.

Statements of appraisal and supporting evidence:

The materials align with having students analyze the influence of culture, media, and technology. Each unit in the book has students making connections to themselves and to their culture. There are also numerous lessons on how the media influences our health, both positively and negatively.

CONTENT STANDARD 5:

Materials align with student demonstration of the ability to use interpersonal communication skills to enhance health.

Statements of appraisal and supporting evidence:

The instructional materials align with students demonstrating the ability to use interpersonal communication to enhance their health. Role-playing is used numerous times throughout the units for the students to practice communicating effectively, analyzing how their communication affects their relationships and solving interpersonal conflicts in a constructive manner.

CONTENT STANDARD 6:

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

Statements of appraisal and supporting evidence:

The instructional materials align with students demonstrating the ability to use various strategies when it comes to making decisions. While the one place the materials fall short is collaborative decision-making, there are plenty of opportunities for the students to use different strategies to make healthy decisions, predict how their decisions could impact their future health, and implement plans to be healthier in the short and long term.

CONTENT STANDARD 7:

Materials align with student demonstration of the ability to advocate for personal, family, peer and community health.

Statements of appraisal and supporting evidence:

The instructional materials align with students demonstrating the ability to advocate for themselves, family, and peers. There are consistent activities where the students demonstrate the ability to influence and support others through role-play and discussions, as well as evaluate different ways to communicate health issues amongst their peers.

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

100%

FOCUS AREA 1 SEQUENCING AND ARTICULATION

Statements of appraisal and supporting evidence:

The materials are scaffolded to build upon prior knowledge, showing sequencing and articulation by explaining how growing into an adult is a process and requires knowledge of oneself and skills to make decisions. The materials are tailored to meet the cognitive, emotional, and social development of the students. Students demonstrate a broad foundational knowledge of muscles then progress to a specificity of the different types of muscles and what muscle pairs are. The materials also use precise and accurate academic language and concrete or abstract representations through charts, pictures, and models.

FOCUS AREA 2 ENGAGING INSTRUCTION

Statements of appraisal and supporting evidence:

The instructional materials provide interactive teaching such as group discussions, hands-on activities, and role-playing. The students are actively involved in their learning using problem-based and project-based learning. For example, students are challenged to place a bag of flour inside a plastic bag and pretend it's a baby for a day. After a day, students reflect on their experience. The materials are also adapted for differentiated instruction to meet the needs of all students.

FOCUS AREA 3 QUALITY OF TEXTS

Statements of appraisal and supporting evidence:

The instructional materials provide current research-based health practices and evidence to support these practices. For example, the materials provide exploratory, formative and summative research to support the health practices in the textbook. Moreover, the Teacher Edition provides full, adult-level explanations and examples of the more advanced practices in lessons such as Public Health Approach to Violence Prevention. The texts are engaging, age-appropriate, and written so all students can comprehend.

FOCUS AREA 4 ACCESSIBILITY

Statements of appraisal and supporting evidence:

The materials provide differentiation for all students regardless of language, exceptionalities, and culture with extensive opportunities to encounter and comprehend grade-level and complex texts. The units provide accommodations and alternative assessments for English Learners, Gifted and Talented students, students performing below grade level, and students with special needs.

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
98%	98%

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:

The instructional materials provide teacher resources and support planning for all students by providing a list of lessons (print and digital) and cross-referencing the National Health Education Standards with estimated instructional time for each lesson, chapter, and unit. Incorporated into the digital platform are plug-in features from Google to help students make meaning of the text by translating, highlighting, and reading aloud.

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:

The materials provide a variety of assessments that measure student progress through End of Section reviews, class discussions, role-plays, and hands-on activities. The instructional materials provide multiple formative and summative assessments and clearly define which National Health Education Standards are being addressed through content and language objectives. The materials provide various modes of differentiation, accommodations, and assessment alternatives for English Learners (verbal responses), Culturally and Linguistically Diverse students (activities affirming culture), advanced students (interviewing health officials and doing an oral presentation) and special needs students (adding pictures and words).

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:

Throughout the Teacher Edition, the instructional materials provide teachers with ways to connect the content to students' cultures. These connections can be found in the "Cultural Connection" and the "Connect to Your Life" sections in the text, which allow students to reflect upon what shapes their healthy or unhealthy behaviors as individuals. The videos at the beginning of each chapter show multiple perspectives and explanations about how culture impacts our health choices.

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 #: 91

Background and experience:

BA in Psychology; Level II teacher with 14 years of experience, as well as Department Head of Science at my high school. I am dual certified, endorsed in PE, and teach Health, Psychology, and AP Psychology. I have partnered with our district to promote adolescent health and I helped rewrite the sexual health curriculum for high schools in our district.

Professional summary of material:

I highly recommend these instructional materials for the state of New Mexico. Having these materials in a book and online platform makes it easy to navigate through the lessons. The standards show alignment through each lesson and differentiation is evident, which makes these materials teacher-friendly, while the videos at each chapter opener make the lesson more engaging for the students. These materials give students plenty of opportunities for discussions, role-playing, hands-on activities, and project-based learning. The assessments are clear and give students the option to use a pop-out box which moves the content to a Google Doc if they need to translate or use a toolbar. Cultural connections are evident throughout the lessons, which makes the text more meaningful to students.

Reviewer #: 92

Background and experience:

I am a Level III teacher in the specialty areas of Health Education and PE. I have been working for 4 years as a Health Education and PE instructor in my school district. This is my 21st year as an educator, 17 years in the Philippines and 4 years here in the US. I have experienced teaching middle school to college level in the Philippines. Currently I am teaching Grade 9 Health Education class and 9-12 Physical Education.

Professional summary of material:

These instructional materials are highly recommended for New Mexico students. The materials are provided in both print and digital online platform, which give an opportunity to work in synchronous and asynchronous formats. The materials provide video to deepen the understanding of the content. They also give connectivity to the cultural backgrounds of the students. The materials give many opportunities for the students to engage because of the variety of activities like role-playing, writing their own thoughts, self-reflection, making life connections, and addressing gender and culture-sensitive issues. The materials also provide differentiated instruction for English Learners, students with special needs, proficient and less proficient readers, advanced students, and gifted students.

Reviewer #: 93

Background and experience:

I have been an educator for 8 years and I am a Level II teacher. I am currently on my journey of becoming a National Board Certified teacher. I am endorsed in TESOL and Secondary 7th/8th Grade Social Studies, Health, and AVID. I teach 8th grade Social Studies and 7th Grade Health at the only virtual school in our District. I was part of the review of the 2022 Social Studies instructional materials review and Social Studies professional development courses.

Professional summary of material:

The instructional material is aligned with the New Mexico State Standards and recommended for use for our teachers and students. The digital and online format provides easy accessibility and support for teachers. There are various modes of learning modalities in the resources, such as videos, read-aloud text, writing, and kinesthetic (hands-on) activities. Throughout each unit, there is evidence of differentiated instruction for EL students, Culturally and Linguistically Diverse students. Gifted and Talented students, and students with special needs. The material provides a variety of formative and summative assessments in the forms of chapter reviews, think-pair-share, class discussions, presentations, and more. The material meets our standards of being Culturally and Linguistically responsive as it allows for translation and various cultural connections to the content. Students connect the content to their lives through the "Connect to your life" sections in the materials, which provide students a chance to bring the content to life and see how it plays out in the world. The book allows for teacher creativity as well, as it has editable worksheets so that teachers can adjust the work to meet the needs of their students.