

2023 Instructional Material Summer Review Institute
Review Team Appraisal of Title
Grades 7-12 Career and Technical 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 1: Life Management Skills	Publisher	eDynamic Holdings LP
SE ISBN	9781959433255	TE ISBN	
SW ISBN		Grade Level/Content	9-12 CTE

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

87%

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

100%

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:

The material addresses a range of cultures and backgrounds and takes into account different perspectives of health. Material also offers scaffolds for emergent bilingual learners. The material provides opportunities for audio support as well visuals to support comprehension.

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

Average Score
70%

OVERALL ALIGNMENT

Materials align with the CTE standards overall, including strands 1-10: Academic Foundations; Communications; Problem Solving and Critical Thinking; Information Technology Applications; Systems; Safety, Health, and Environmental Management; Leadership and Teamwork; Ethics and Legal Responsibilities; Employability and Career Development; and Technical Skills.

Statements of appraisal and supporting evidence:

Overall, materials include problem solving, critical thinking, informational technology, safety, health, teamwork, and technical skills. The materials provide several opportunities for students to read about skills, but lack student application of the standard. Students are asked to demonstrate knowledge of science specific to a career on health options when purchasing foods and how environmental factors can affect those options. Students also participate in a discussion on a controversial article they find online and share with a family member or peer. Students must interpret and analyze the number of reported paralytic polio cases by world region.

STRAND ALIGNMENT

Materials align with specific CTE content strands. *(Optional)*

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Technical Skills	Students use their technical skills to create a commercial and share it with their community.
Problem Solving and Critical Thinking	Students use critical thinking and problem solving skills to research foodborne illness and list strategies on how to combat them.
Communications	Students create surveys about making healthy choices and distribute them to their families.
Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	

CCTC Standards Review - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score
92%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The materials align with the CCTC standards. The materials require students to evaluate and use critical thinking skills to complete a task. For example, students are asked how culture influences diet. Additionally, the materials ask students to think about how PSAs have impacted their choices. Finally, tasks address client/patient communication.

CAREER CLUSTER

Materials align to the CCTC standards for the Career Cluster reviewed.

Statements of appraisal and supporting evidence:

The materials align to the CCTC standards for the career cluster. They draw attention to public health issues to prevent injuries or illness and evaluate cultural norms that could affect health. Students demonstrate skills in language arts by creating a survey, collecting data, and analyzing data from the survey. They are also asked to answer critical thinking questions and are required to use a word processor and use complete sentences. The materials also contain a question about Covid-19 and how American culture has adapted.

CAREER PATHWAY(s)

Materials align to the CCTC standards for the Career Pathway reviewed.

Statements of appraisal and supporting evidence:

Materials align to the CCTC standards for the career pathway by offering a variety of opportunities to learn and practice evaluation and communication strategies within a therapeutic setting, including critical thinking questions and knowledge checks that present a patient's concerns and require the student to evaluate the situation and advise.

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

Average Score

88%

FOCUS AREA 1 SEQUENCING AND ARTICULATION

Instructional materials show sequencing and articulation within and across grade bands and/or pathways.

Statements of appraisal and supporting evidence:

Instructional materials provide sequencing and articulation across grade bands. Student-facing materials provide a clearly articulated sequence as well as goals and objectives that start with broad foundational knowledge and progress in specificity. Each unit begins with a summary of the material to be learned as well as unit objectives. Teacher pacing guides provide a coherent sequence of competencies as well as supplemental guides.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Materials provide comprehensive development and project-based learning opportunities sequenced to support career planning for students. Critical thinking questions are provided in each unit, prompting students to analyze things such as how society discourages unhealthy behavior such as smoking, and how to use empathy to engage with friends and clients.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The materials emphasize the connection between academic knowledge and skills and incorporate technical knowledge. They provide information on career pathways, such as the path from a counselor to a psychiatrist. However, the materials do not provide information on obtaining certifications in pathway related careers.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Instructional materials incorporate opportunities for students to use a variety of technology sources to research, create a blog, create videos, and participate in an online discussions. Students are asked to create a timeline using a spreadsheet application.

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
100%	99%

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:

Instructional materials provide teacher resources like inquiry based learning, project based learning, and online continuous learning resources, which all support planning for all students. The pacing guide contains alternative assignments for special populations. Materials also provide the teacher with a pacing guide on what to teach each day of the week, as well as an Online Continuous Learning Guide.

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 formative and summative assessments with language and content objectives aligned to the standards. Each unit contains knowledge check questions, which are not graded but offer the students the opportunity to critically think about issues, such as when an issue is significant enough to require government regulation. There are also critical thinking questions, quizzes, and a test with every unit. The materials also provide differentiation strategies and assessments in the teacher resources.

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:

The material addresses a range of cultures and backgrounds and takes into account different perspectives of health. Material also offers scaffolds for emergent bilingual learners. The material provides opportunities for audio support as well visuals to support comprehension.

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 #: 40

Background and experience:

I am a middle school science and health teacher. I have been teaching for a total of 26 years. I am a Level III teacher. I have a Master's in Science and a Master's in Technology. I also have an endorsement in P.E and Health.

Professional summary of material:

Overall, the materials are adequate for teaching middle school health. The Project Based learning guide provides several ideas for application. However, I would have liked to more clearly see the standards that are being addressed in each lesson. Additionally, there is not a lot of career readiness information. For instance, if a student wants to become a counselor, or a psychologist, what amount of school do they need?

Reviewer #: 41

Background and experience:

I have 18 years experience as a middle school dual language classroom teacher. I have a background in comparative literature and Spanish and a MA in bilingual education. Additionally, I am a GLAD trainer and have worked with other teachers to support them in working with emergent bilinguals.

Professional summary of material:

Overall, the material addresses the standards for middle school and high school health classes in that it covers all aspects of health, emotional, social, physical and mental components of health. The material is well suited for an introductory health class, but I would have liked to have seen more opportunities for hands on career training.

Reviewer #: 42

Background and experience:

I am a level III teacher; have taught in the state of New Mexico for over 20 years; and have been teaching Advanced Career Exploration for 4 years, with other experience teaching Health and English Language Arts.

Professional summary of material:

I recommend with reservations these materials for use in a middle or high school health class in New Mexico schools. The materials align to health standards and cover a plethora of issues surrounding physical, mental, and community health. They include a variety of activities and materials to accommodate several learning modalities. There are reading passages, research activities, videos, and podcasts. However, the material offers little information related to health careers. While there are overviews about various therapeutic occupations and expectations of people in those professions, it offers no guidance on training or certification.