

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](#)

<b>Text Title</b>	Health and Physical Education 1a/1b (health bundle) one year student license	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781959433248	<b>TE ISBN</b>	
<b>SW ISBN</b>		<b>Grade Level/Content</b>	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)

**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

69%

**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

90%

**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 instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives with lessons that affirm students' backgrounds, such as using different names, showing pictures of people from different backgrounds, and learning how culture, traditions, and beliefs can affect our emotional, physical, and social health. They also contain skills and resources for students to demonstrate and understand multiple perspectives in a specific concept, such as "perspective listening". The materials fall short of including this cultural and linguistic diversity consistently across all the units in the text.

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

Average Score

61%

**OVERALL ALIGNMENT:**

**Materials align with the health education standards overall.**

*Statements of appraisal and supporting evidence:*

The instructional materials do not align with Health standards overall. While some of the activities do foster student learning and provide a scaffolded approach to rigorous content acquisition, the materials fall short in determining health risks, demonstrating refusal skills, analyzing long-term consequences of health behaviors, and featuring effective strategies to demonstrate how students can advocate for their personal health.

**CONTENT STANDARD 1:**

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

*Statements of appraisal and supporting evidence:*

While the materials are somewhat aligned with concepts relating to health promotion and disease prevention, they fall short in explaining the impact of health behaviors on the functions of body systems as well as describing how to delay the onset of potential health problems during adulthood, especially in sexual education where they do not include lessons on the proper use of condoms and other contraceptives.

**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 explain factors in the community that influence health choices, but do not adequately cover the availability and validity of health information and fall short in evaluating factors that influence personal selection of health services. The materials also lack demonstrations of refusal skills across all health dimensions.

**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:*

While the materials align to the benchmarks of analyzing the role of the students' responsibilities for enhancing health and assessing their health, they fall short in determining strategies to enhance their health and reduce risks. They also fail to cover the analysis of long-term consequences of unhealthy behaviors and developing prevention strategies.

**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 instructional materials do not fully align with student analysis of the influence of culture, media, and technology on health because they do not cover how the media portrays gender roles, nor do they have students demonstrate refusal skills in their choices related to media messages.

**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:*

While the instructional materials align with demonstrating skills to effectively communicate and with developing skills to demonstrate conflict resolution strategies, they fall short in demonstrating positive ways for students to express their feelings and how to analyze the feelings associated with frustration/satisfaction.

**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 the students demonstrating the ability to use strategies when making decisions related to health needs and risks. The materials give the students many activities where they analyze their impulsive actions and the consequences related to them and evaluate the short term impact of their health decisions.

**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 materials do not align with the students demonstrating the ability to advocate for personal, family, peer, and community health standards. They fall short of evaluating the effectiveness of communication methods, do not include role play, and do not provide opportunities to evaluate different ways to communicate health issues with an intended audience. The materials also do not cover how students can create positive health messages.

**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

94%

**FOCUS AREA 1 SEQUENCING AND ARTICULATION**

*Statements of appraisal and supporting evidence:*

The instructional materials provide sequences of course competencies across health education in terms of the history of weight training and the evolution of equipment. They also allow students to practice broad foundational knowledge such as empathy in relationship building. The materials use precise and accurate academic terminology and have students vet sources for reliable information and scientific proof that will prepare them for the next grade level of education.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

*Statements of appraisal and supporting evidence:*

The instructional materials provide project-based learning opportunities, individually and in groups. There are many chances for discussions, questions to get the students thinking critically, and activities that keep the students engaged. The materials lack the “authentic/real life product” aspect of project-based learning, in terms of “pretend your infographic will be displayed in your local high school” rather than actually displaying it.

**FOCUS AREA 3 QUALITY OF TEXTS**

*Statements of appraisal and supporting evidence:*

The instructional materials provide full adult-level explanations and examples for “suggested answers” in the teaching guides, give other material and resources for the teacher to advance their own health practices, and are up to date with current trends in research-based health practices.

**FOCUS AREA 4 ACCESSIBILITY**

*Statements of appraisal and supporting evidence:*

In the first section where it tells students how to use the curriculum to be successful, the instructional materials provide all students with extensive opportunities to encounter and comprehend grade-level and complete texts, such as the text-speech functions, definitions, pictures, translations, and opportunities for enrichment.

**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
90%	87%

**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 to support planning and support for all students, such as lists of lessons, pacing guides for the units, estimated instructional time, interactive digital components, and appropriate support to English Learners and Culturally and Linguistically Diverse students. However, the materials do not provide ways to cross-reference standards.

**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 instructional materials offer teachers a variety of formative and summative assessments throughout the curriculum in the form of quizzes, exams, and projects. Exit tickets are used daily to collect ongoing data about student progress. However, the materials do not clearly define which standards are being assessed. The instructional materials provide appropriate assessments for English Learners, Culturally and Linguistically Diverse students and advanced students, but they do not include appropriate assessments for 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.**  
*Statements of appraisal and supporting evidence:*

The instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives with lessons that affirm students' backgrounds, such as using different names, showing pictures of people from different backgrounds, and learning how culture, traditions, and beliefs can affect our emotional, physical, and social health. They also contain skills and resources for students to demonstrate and understand multiple perspectives in a specific concept, such as "perspective listening". The materials fall short of including this cultural and linguistic diversity consistently across all the units in the text.

**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:*

I have a BA in Psychology and am a Level II teacher with 14 years of experience serving as head of the Science department at my high school. I am dual certified, endorsed in PE, and teach Health, Psychology, and AP Psychology. I helped rewrite the sexual health curriculum for high schools in our district and am a partner with our district in promoting adolescent health.

*Professional summary of material:*

The eDynamic Health is not recommended for use in the state of New Mexico. While the format is easy to use, the teaching and pacing guides provided are an asset to teachers, and the tools provided for the students support their needs, the standards are not fully addressed. The materials fall short in determining health risks, demonstrating refusal skills, and analyzing long-term consequences of health behaviors, and they lack effective strategies for demonstrating how students can advocate for their personal health, most notably in the areas of sexual health and contraceptives.

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 P.E 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 experience teaching middle school through college level in the Philippines. Currently, I am teaching a 9th Grade Health Education class and Grade 9 to 12 Physical Education.

*Professional summary of material:*

Some of the materials are aligned to some of the New Mexico standards in Health Education and P.E, but overall they are lacking in analyzing health risks and demonstrating how to advocate for personal health.

Reviewer #: 93

*Background and experience:*

I have 8 years of teaching experience as a Level II teacher, and I am currently on my journey of becoming a National Board Certified teacher. I am endorsed in TESOL and Secondary Education: Social Studies, Health, and AVID. I teach 8th grade Social Studies and 7th Grade Health at the only virtual school in my district. I was part of the review of the 2022 Social Studies Instructional Materials review and Social Studies Professional Development Courses. I was a guest speaker at the NMPED Humanities Conference and a member of the Embracing Equity NM cohort.

*Professional summary of material:*

There are many instances where the material aligns with our standards, such as sequencing and articulation, accessibility, resources and support for teachers/students, and Cultural and Linguistic perspectives and responsiveness. There are also tools and resources for teachers to use to support students' needs and provide strategies for online learning/environment. However, the instructional materials fall short of providing extensive sexual education, such as the proper use of condoms and other contraceptives. It also lacks the development of prevention strategies, such as refusal skills related to the areas of physical, emotional, and sexual abuse.