Health K-5 Evaluation Form

2024 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the course evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the course evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for K-5 Alignment to Health Standards:

To evaluate each grade or course’s materials for alignment to [Idaho Content Standards](https://www.sde.idaho.gov/academic/shared/health/ICS-Health.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with content standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Health Practice is not evident. | There is some evidence of the Standard for Health Practice.   | Materials explicitly align to and support the Standard for Health through regular and authentic engagement opportunities for students. |  |

| Comprehend Core Concepts | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials consist of a variety of examples representing the core concepts related to health promotion and disease prevention including: Alcohol, tobacco, and other drugs; nutrition and physical activity; injury prevention and safety; mental, emotional, and social health; prevention and control of disease; consumer and community health; growth, development and family life; and environmental health as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to analyze and predict relationships between behaviors, body systems, and wellness as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to describe the interrelationships of emotional, mental, physical and social health as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to analyze how environment and wellness are interrelated as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to analyze and describe how genetics and family history can affect personal health as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students to describe and propose ways to prevent injuries and reduce health problems as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to explain and analyze the relationship between access to health care and health status as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to describe, compare, and contrast the benefits and barriers to practicing a variety of healthy behaviors as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in examining and analyzing the potential health problems that result from engaging in health behaviors as appropriate to grade level.
 | 0 1 2 N/A |  |

| Analyzing Influences | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities to examine and analyze how family, culture, peers, school, and community influence healthy and unhealthy behaviors as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to analyze how the media and technology influence health practices and behaviors as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in describing and analyzing how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to explain and analyze how public health policies and government regulations can influence health promotion and disease prevention as appropriate to grade level.
 | 0 1 2 N/A |  |

| Accessing Information | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to analyze and evaluate the validity of healthy information, products, and services as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide instruction on finding reliable sources, from home, school, and community that provide valid health information as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in accessing valid and reliable health information, products, and services as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to describe and determine when professional health services may be required as appropriate to grade level.
 | 0 1 2 N/A |  |

| Interpersonal Communication | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to apply and use effective communication skills to family, peers, and others to enhance health as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in demonstrating refusal, negotiation, conflict resolution, and collaboration skills to enhance health and to avoid or reduce health risks as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in demonstrating strategies to prevent, manage or resolve interpersonal conflicts as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in demonstrating how to request and offer assistance to enhance the health of self or others as appropriate to grade level.
 | 0 1 2 N/A |  |

| Decision Making | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to identify circumstances and examine barriers that can help or hinder health decision making as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to determining and applying thoughtful decision-making processes in health-related situations as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students’ ability to distinguish and justify when individual or collaborative decision making is appropriate as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to distinguish and generate healthy and unhealthy alternatives to health-related issues or problems as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to predict the potential short-term and long-term impact of each alternative on self, others, and the environment as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to choose and defend healthy alternatives over unhealthy alternatives when making health-related decisions as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in analyzing the evaluating the effectiveness of health-related decisions as appropriate to grade level.
 | 0 1 2 N/A |  |

| Goal Setting | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to assess personal health practices and overall health status as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in developing plans and goals to adopt, maintain, or improve a personal health practice that addresses strengths, needs, and risks as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in applying and implementing effective strategies and monitor progress in achieving a personal health goal as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in formulating an effective long-term personal health plan as appropriate to 9-12 grade level only.
 | 0 1 2 N/A |  |

| Practice Healthy Behavior | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to explain and analyze the role of individual responsibility in personal health behaviors as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in explaining the importance of personal hygiene, self-care, food behavior, and physical activity as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide instruction for hands-only CPR training including proper utilization of an AED as appropriate to 9-12 grade level only.
 | 0 1 2 N/A |  |

| Advocacy | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to use accurate information to formulate a health-enhancing message as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provides opportunities for students to

demonstrate how to influence and support others to make positive health choices as appropriate to grade level.  | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to work

cooperatively as an advocate for improving persona, family, and community health as appropriate to grade level.  | 0 1 2 N/A |  |
| 1. Materials support students adapting health messages and

communication techniques to target a specific audience as appropriate to grade level.  | 0 1 2 N/A |  |

Scoring for Best Practices:

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices and assessment.  |  |

Scoring for Alignment to Best Practices and Assessment:

| Best Practices and Assessments | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes.
 | 0 1 2 N/A |  |
| 1. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately.
 | 0 1 2 N/A |  |
| 1. Materials provide questioning and discussion techniques that promote learning through thinking, discussion, and reflection.
 | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.
 | 0 1 2 N/A |  |
| 1. Materials contain teacher-specific instructions and explanations for expanding content knowledge and lesson planning development.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific formative assessments that can be used by all students (and teachers) to elicit and use evidence of learning that improve student understanding of intended outcomes to best inform next steps.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific summative assessments for students to demonstrate mastery of standards and provide teacher with information related to proficiency of learning targets.
 | 0 1 2 N/A |  |

Scoring for Multi-Tiered System of Support

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the feature. | The feature is included and partially aligned to Tier 1 instruction. | The feature is included and fully aligned to Tier 1 instruction. |  |

Scoring for Alignment to Idaho Multi-Tiered Systems of Support:

| Multi-tiered Instruction | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide a variety of resources and strategies for small group instruction that can be used for differentiation in the general education classroom.
 | 0 1 2 N/A |  |
| 1. Materials provide interventions aligned to core instruction. Interventions are more frequent and varied to support acquisition of identified skills. (Tier II)
 | 0 1 2 N/A |  |
| 1. Materials provide interventions for students whom Tier I and II interventions have not adequately supported student growth. (Tier III)
 | 0 1 2 N/A |  |

Scoring for Additional Indicators of Quality Materials

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of scaffolding, differentiation elements, or engaging tools.  | There is some evidence of scaffolding, differentiation elements, or engaging tools. | Materials include scaffolding and differentiation elements as well as engaging tools.  |  |

Scoring for Alignment to Additional Indicators of Quality Materials:

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials include a high degree of teacher-student interaction including frequent responses from students with immediate feedback from teacher.
 | 0 1 2 N/A |  |
| 1. Materials provide examples of scaffolding and guided practice.
 | 0 1 2 N/A |  |
| 1. Materials include supports for differentiation, pacing, remediation and extension activities, and alternative teaching approaches.
 | 0 1 2 N/A |  |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students.
 | 0 1 2 N/A |  |
| 1. Materials are relevant and interesting for grade level with authentic contexts and tools that allow students to make connections.
 | 0 1 2 N/A |  |
| 1. Materials integrate technology and interactive tools, visuals, videos, manipulatives, or dynamic software to engage students.
 | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English.
 | 0 1 2 N/A |  |

For Questions Contact

Content & Curriculum – Curricular Materials

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