

**Textbook Alignment to the Utah 6th Grade Health Core Curriculum
Rubric for “Recommended Primary” Materials**

Title <u>Teen Health Course 1 © 2009</u> ISBN# <u>0-07-877405-5</u>			
Publisher: <u>Glencoe McGraw-Hill</u>			
Name of Person(s) conducting alignment and evaluation: <u>Sue Osborn</u>			
Overall percentage of coverage of the Utah State Core Curriculum: <u>100</u> %			
Healthy Self Standard I: The students will learn ways to improve mental health and manage stress.			
Percentage of coverage for Standard I: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Develop strategies for appropriately and safely expressing emotions.	a. Recognize the range of emotions, including extremes.	Student Edition: 41-43, 50-52, 204-205 <i>Building Health Skills</i> 54-55 <i>Lesson 3 Review</i> 44 #3, #4 Teacher Wraparound Edition: C 44; WTKW 51	

	<p>b. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.</p>	<p>Student Edition: 42-43, 69-70, 204-205 <i>Building Health Skills</i> 54-55 The following pages reference healthful ways to express strong emotions. <i>Go Online</i> 43 <i>Lesson 4 Review</i> 49 #3, #4 Teacher Wraparound Edition: WS 43</p>	
	<p>c. Predict the effect of substance use on emotions and the ability to appropriately manage them.</p>	<p>Student Edition: 243, 245, 254 <i>Lesson 1 Review</i> 245 #3, #5 <i>Reading Check</i> 254 Teacher Wraparound Edition: RC 254; RS 247 Alcoholism not only effects the emotions of a person with alcoholism but also those of his/her family. 246-247 <i>Quick Write</i> 246</p>	
<p>Objective 2: Demonstrate acceptance of self and others.</p>	<p>a. Identify the benefits of feeling good about self.</p>	<p>Student Edition: 4-6, 32-35 <i>Hands-On Health</i> 26, 56 <i>Lesson 1 Review</i> 35 #3 Teacher Wraparound Edition: C 11; HOH 56</p>	

	b. Recognize the value of other human beings.	Student Edition: 6, 11, 36-40, 68-69, 74-75 <i>Go Online</i> 69 <i>Hands-On Health</i> 216 Teacher Wraparound Edition: C 35; CT 33	
	c. Predict the outcome of caring about self and others.	Student Edition: 6, 11, 32-35, 36-40, 74-75 <i>Health Skills Activity</i> 53 <i>Lesson 3 Review</i> 15 #6 Teacher Wraparound Edition: C 35; DSI 75; HSC 38	
Objective 3: Develop personal assets that help promote resiliency.	a. Identify personal developmental assets; i.e., internal, external.	Student Edition: 4-7, 11, 12-15, 32-35, 36-40 <i>Developing Good Character</i> 68 <i>Hands-On Health</i> 56, 216 <i>Lesson 1 Review</i> 35 #6 <i>Lesson 2 Review</i> 11 #2 Teacher Wraparound Edition: C 11; DSI 33	
	b. Identify opportunities to incorporate additional assets into life.	Student Edition: 32-35, 36-40 <i>Developing Good Character</i> 68 <i>Hands-On Health</i> 56, 216 <i>Health Online</i> 69 <i>Lesson 1 Review</i> 35 #6 Teacher Wraparound Edition: DGC 68; HSP 37; QW 36; TT 54; WTWK 37	

Objective 4: Demonstrate positive strategies for managing stress.	a. Identify situations or circumstances that cause stress.	Student Edition: 45-48 <i>Lesson 4 Review 49 #3</i> <i>Quick Write 45</i> Teacher Wraparound Edition: DSI 33, 231; Q 45; TH 46	
	b. Recognize personal reaction or response to stressful situations.	Student Edition: 47-49 <i>Figure 47</i> <i>Lesson 4 Review 49 #2</i> <i>Reading Check 47</i> Teacher Wraparound Edition: RC 47; RS 47	
	c. Design a personal plan that includes options for managing stress and stressful situations.	Student Edition: 45-49, 122 <i>Health Skills Activity 48</i> <i>Lesson 4 Review 49 #4, #7</i> <i>Quick Write 45</i> Teacher Wraparound Edition: C 49; QW 45	

Substance Abuse Prevention**Standard II: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.****Percentage of coverage for Standard II: %**

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Examine the possible physical effects of substance abuse.	a. Identify the general physical effects of depressants and stimulants.	Student Edition: 250-252, 253-254 Alcohol is a depressant. The following pages can be used to meet this standard. 242-244, 246 <i>Figure 247</i> Teacher Wraparound Edition: C 255; HL 254; RC 251	
	b. Explain the concept of blood alcohol content.	Student Edition: 243-244 <i>Figure 244</i> <i>Lesson 1 Review 245 #3</i> Teacher Wraparound Edition: AL 243; RS 244	
	c. Explain the meaning of chemical dependence.	Student Edition: 223, 246-248, 254-255 <i>Figure 247</i> <i>Lesson 2 Review 248 #1</i> <i>Quick Write 249</i> <i>Reading Check 223</i> Teacher Wraparound Edition: RS 247	

<p>Objective 2: Summarize the legal, social, and emotional consequences of substance abuse.</p>	<p>a. Identify legal age for using some substances and the consequences for underage use.</p>	<p>Student Edition: 245, 253-254 <i>Lesson 1 Review</i> 245 #6 <i>Lesson 4 Review</i> 255 #4, #6 <i>Photo</i> 229, 243 Teacher Wraparound Edition: FZ 243</p>	
	<p>b. Describe how meaningful relationships may suffer as a result of substance use.</p>	<p>Student Edition: 71, 247-248, 254-255 <i>Reading Check</i> 254 Teacher Wraparound Edition: AL 254; DSI 247; RC 254</p>	
<p>Objective 3: Assess the role of positive peer involvement in making healthy choices.</p>	<p>a. Name the people comprising a personal support system.</p>	<p>Student Edition: 6, 9, 67-69, 73-75, 76 Teacher Wraparound Edition: PCHS 18</p>	
	<p>b. Explore the impact friends have on <i>decision making</i>.</p>	<p>Student Edition: 9, 19, 76-77, 228, 257 <i>Building Health Skills</i> 112-113, 260-261 <i>Health Skills Activity</i> 19 <i>Lesson 3 Review</i> 77 #3, #5, #6 <i>Reading Check</i> 257 Teacher Wraparound Edition: RC 257; WTKW 76, 258</p>	

	c. <i>Practice Refusal Skills</i> ® in responding to pressure from others.	Student Edition: 15, 78-80, 230-231, 257 <i>Building Health Skills</i> 234-235 Figure 231 <i>Health Skills Activity</i> 79 <i>Lesson 3 Review</i> 233 #4 <i>Lesson 5 Review</i> 259 #6 <i>Quick Write</i> 78 Teacher Wraparound Edition: C 80; HSA 79; QW 78	
Human Development and Relationships Standard III: The students will understand and respect self and others related to human development and relationships.			
Percentage of coverage for Standard III: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Practice ways of showing respect for self and others.	a. Adopt behaviors that contribute to a healthy body image; e.g., posture, hygiene, exercise, balanced diet.	Student Edition: 32-35, 102-107, 109, 121-122, 144-150, 154, 275 <i>Building Health Skills</i> 112-113 Figure 121 <i>Health Skills Activity</i> 34, 209, 276 <i>Lesson 3 Review</i> 158 #6 <i>Quick Write</i> 144 Teacher Wraparound Edition: C150; CT 109	

	b. Demonstrate ability to communicate affection appropriately.	Communication skills, including body language, are covered on the following pages. Student Edition: 42-43, 62-66	
Objective 2: Summarize changes that accompany puberty.	a. Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.	Student Edition: 41-44, 46, 50-52, 204-205 <i>Building Health Skills</i> 54-55 <i>Lesson3 Review</i> 44 #2 Teacher Wraparound Edition: WTWK 51	
	b. Predict ways that relationships may change over time.	Student Edition: 67-70, 73-75, 205	
	c. Recognize physical changes that occur during puberty.	Student Edition: 202-204, 206-208 <i>Building Health Skills</i> 214-215 <i>Figure</i> 204, 207, 208 <i>Health Online</i> 204 <i>Lesson 1 Review</i> 205 #2 <i>Quick Write</i> 202 Teacher Wraparound Edition: C 205; RS 204; WS 204	

	d. Practice behaviors that maintain good hygiene.	Student Edition: 144-150, 154, 275 <i>Health Skills Activity</i> 209, 276 <i>Lesson 1 Review</i> 150 #3, #6 <i>Photo</i> 150 <i>Quick Write</i> 144 Teacher Wraparound Edition: APK 144; C 150	
Disease Prevention and HIV/AIDS Education Standard IV: The students will understand concepts related to health promotion and disease prevention.			
Percentage of coverage for Standard IV: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Compare viruses to other microorganisms.	a. List several types of microorganisms.	Student Edition: 269-270 <i>Connect to Science</i> 270 <i>Lesson 1 Review</i> 271 #2, #3 Teacher Wraparound Edition: C 271	
	b. Explain how viruses differ from other microorganisms.	Student Edition: 269-270, 278 <i>Reading Check</i> 270 Teacher Wraparound Edition: HL 273; RC 270	

Objective 2: Describe the HIV disease continuum.	a. Explain the progression of the disease beginning with HIV infection.	Student Edition: 278-279 <i>Connect to Science</i> 280 <i>Figure</i> 279 <i>Lesson 3 Review</i> 281 #3 <i>Quick Write</i> 277 Teacher Wraparound Edition: HL 278	
	b. Recognize how infected yet symptom-free people can infect others.	Student Edition: 277, 279-280 <i>Lesson 3 Review</i> 281 #2	
	c. Explain why opportunistic infections occur in people with weakened immune systems.	Student Edition: 278-279 <i>Figure 11.4</i> 279 <i>Lesson 3 Review</i> 281 #3 Teacher Wraparound Edition: HL 278; RS 279	
Objective 3: Demonstrate decision-making and Refusal Skills® for HIV prevention.	a. List situations that pose a risk for transmission of HIV.	Student Edition: 277, 279-280 <i>Lesson 3 Review</i> 281 #2, #4 <i>Reading Check</i> 280 Teacher Wraparound Edition: APK 277; CT 279; RC 280	
	b. <i>Identify, avoid, manage, or escape</i> situations involving exposure to body fluids.	Student Edition: 277, 279, 280 <i>Lesson 3 Review</i> 281 #2, #4 <i>Reading Check</i> 280 Teacher Wraparound Edition: APK 277; CT 279; RC 280	

Safety and Injury/Violence Prevention

Standard V: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Percentage of coverage for Standard V: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Manage abusive situations.	a. Recognize abusive situations; e.g., physical, emotional, and sexual.	Student Edition: 71 <i>Reading Check</i> 72 Teacher Wraparound Edition: RC 72	
	b. Identify sources of responsible help for self and others; e.g., parents, grandparents, school counselors, health professionals, clergy.	Student Edition: 6, 49, 52, 72, 163-165 (health-care providers), 247 (help for family members of alcoholics), 259 (help for drug abusers and their families) <i>Lesson 2 Review</i> 72 #6 <i>Lesson 5 Review</i> 167 #6 Teacher Wraparound Edition: PCSH 18, 43, 71, 164; UA 71	

<p>Objective 2: Examine emotions that may lead to violence, and determine safe ways to manage them.</p>	<p>a. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.</p>	<p>The following pages list situations that can elicit strong emotions. Student Edition: 42-43, 69-70 <i>Building Health Skills</i> 54-55 <i>Lesson 4 Review</i> 49 #3 Teacher Wraparound Edition: AL 70</p>	
	<p>b. Identify strategies to appropriately and safely manage emotions that may lead to violence toward self or others.</p>	<p>Student Edition: 6, 42-44, 50-52, 81-85, 205 <i>Building Health Skills</i> 54-55, 86-87 <i>Go Online</i> 43 <i>Lesson 2 Review</i> 304 #6 <i>Lesson 3 Review</i> 44 #3 <i>Lesson 5 Review</i> 85 #6 Teacher Wraparound Edition: GO 43; HSC 83; HSP 42, 83</p>	
	<p>c. Predict the effect that substance use may have on emotions and the ability to appropriately manage them.</p>	<p>Student Edition: 243, 245, 254 <i>Lesson 1 Review</i> 245 #5 <i>Reading Check</i> 254 Alcoholism affects the person who drinks alcohol as well as his/her family's emotions. 246-247 <i>Quick Write</i> 246 Teacher Wraparound Edition: RC 254</p>	

Nutrition and Fitness

Standard VI: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

Percentage of coverage for Standard VI: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Evaluate food intake and levels of activity. (PE)	a. Analyze food intake and compare to Dietary Guidelines for Americans.	Student Edition: 98-101, 102-103, 105-107 <i>Building Health Skills</i> 112-113 <i>Figure 99</i> <i>Lesson 3 Review</i> 107 #3, #6 <i>Reading Check</i> 101 Teacher Wraparound Edition: C 107; HOHA 114; RC 101; TH 99	
	b. Modify personal eating and activity plans to promote health and well-being.	Student Edition: 100-101, 102-107, 108, 121-122, 124-125 <i>Go Online</i> 100, 123 <i>Hands-On Health</i> 114 <i>Lesson 3 Review</i> 107 #3 Teacher Wraparound Edition: C107; FZH xiv; HOHA 114	

	c. Choose activities to maintain or improve fitness.	<p>Student Edition: 121-125, 127-128 <i>Building Health Skills</i> 136-137 <i>Figure 5.3</i> 128 <i>Go Online</i> 123 <i>Lesson 2 Review</i> 131 #4, #6 <i>Time Health News</i> 138</p> <p>Teacher Wraparound Edition: FZ 124; FZH xv-1; GO 123; HL 123; HSP 128</p>	
	d. Examine how weight can be managed in a healthy manner.	<p>Student Edition: 103, 105-107, 108-109 <i>Careers 21st Century</i> 106 <i>Lesson 3 Review</i> 107 #5 <i>Lesson 4 Review</i> 111 #5</p> <p>Teacher Wraparound Edition: C21C 106; PCSH 103; WTWK 109</p>	
Objective 2: Compare a variety of food preparation techniques.	a. Explain the impact of food preparation on nutritional content.	<p>Student Edition: 105, 107 <i>Figure 4.4</i> 105 <i>Lesson 3 Review</i> 107 #2</p> <p>Teacher Wraparound Edition: AL 105; CP 104; RS 105</p>	

	b. Judge food preparation methods to determine impact on nutritional content.	<p>The following pages may be used as a springboard to help meet this standard.</p> <p>Student Edition: 105, 107 <i>Figure 4.4</i> 105 <i>Lesson 3 Review</i> 107 #2</p> <p>Teacher Wraparound Edition: AL 105; CP 104; RS 105</p>	
	c. Prepare a nutritionally sound snack.	<p>Student Edition: 106-107 <i>Building Health Skills</i> 113, 289 <i>Lesson 1 Review</i> 97 #4 <i>Reading Check</i> 107</p> <p>Teacher Wraparound Edition: RC 107</p>	
Objective 3: Explain nutritional labeling and identify nutritional content.	a. Recognize serving size information.	<p>Student Edition: 100-101, 103 <i>Health Skills Activity</i> 104 <i>Lesson 2 Review</i> 101 #3, #5</p> <p>Teacher Wraparound Edition: HAS 104</p>	
	b. Compare similar products and determine nutritional values of each.	<p>Student Edition: 100-101 <i>Health Skills Activity</i> 104 <i>Reading Check</i> 106</p> <p>Teacher Wraparound Edition: HSA 104; RC 106</p>	

Objective 4: Recognize the dangers of dysfunctional eating.	a. Identify eating habits that may be dysfunctional; e.g., unbalanced diet, fad dieting, starving, compulsive overeating, bulimia nervosa, anorexia nervosa.	Student Edition: 108-110 <i>Health Skills Activity</i> 111 <i>Lesson 4 Review</i> 111 #2 Teacher Wraparound Edition: HSA 110; HSC 110	
	b. Recognize the concept of self-abusive behaviors.	Student Edition: 110 Teacher Wraparound Edition: HSC 110	
	c. Determine how dysfunctional eating may have negative effects on mental, physical, and social health.	Student Edition: 106-107, 110, 286-287 <i>Lesson 3 Review</i> 107 #2 Teacher Wraparound Edition: HSC 110; DSI 286	
Consumer and Community Health Standard VII: The students will understand the value of service and effective consumer practices.			
Percentage of coverage for Standard VII: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Participate in service learning that benefits the environment.	a. <i>Identify</i> environmental protection <i>needs</i> .	Student Edition: 318-321 <i>Go Online</i> 321	

	b. Examine situations where a person or group assists with the protection of the environment.	<p>Student Edition: 320-321 <i>Building Health Skills</i> 322-323 <i>Go Online</i> 321 <i>Hands-On Health</i> 324 <i>Lesson 6 Review</i> 321 #3, #6 <i>Reading Check</i> 320</p> <p>Teacher Wraparound Edition: AL 320; RC 320</p>	
	c. Plan, implement, and report on environmental service.	<p>Student Edition: 320-321 <i>Building Health Skills</i> 322-323 <i>Go Online</i> 321 <i>Hands-On Health</i> 324 <i>Lesson 6 Review</i> 321 #6</p> <p>Teacher Wraparound Edition: WTT 320</p>	
Objective 2: Research and summarize the reliability of health resources and information.	a. Identify various types of health resources and information; e.g., pamphlets, journals, Internet, folklore, peers, fact lines, quackery, healthcare professionals, media.	<p>Student Edition: 13, 52, 163-167, 247, 255 <i>Lesson 5 Review</i> 167 #3, #5, #6 <i>Reading Check</i> 52</p> <p>Teacher Wraparound Edition: HSC 13, 83; PCSH 18, 43, 71, 164, 207; RC 52</p>	
	b. Determine a standard for reliability in health resources and information.	<p>Student Edition: 13 <i>Building Health Skills</i> 168-169</p> <p>Teacher Wraparound Edition: HSC 13</p>	

	c. Evaluate the reliability of resources and information based on the established standards.	Student Edition: 13 <i>Building Health Skills</i> 168-169 Teacher Wraparound Edition: HSC 13	
Objective 3: Determine ways to be a more effective health consumer.	a. Recognize media influences on making healthy choices.	Student Edition: 10, 155, 228-229 <i>Building Health Skills</i> 168-169 <i>Health Skills Activity</i> 14, 34, 157 <i>Lesson 2 Review</i> 101 #6 <i>Lesson 4 Review</i> 111 #6, 311 #4 <i>Media Watch</i> 40, 63, 134 Teacher Wraparound Edition: CP 22, 228	
	b. Predict the reliability of the product or information being considered.	Student Edition: 13 <i>Building Health Skills</i> 168-169 Teacher Wraparound Edition: HSC 13	

General Rubric

Review Category Curriculum Content Coverage	High Quality - 3	2	1	0	NA	Comments
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	Less than 50% of the Utah Core and objectives are covered		

Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or less of the necessary depth needed for appropriate instruction.	The program provides 50% or less of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an age-appropriate manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	Materials have major content inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to	80% or more of the	Less than 80% of	50% or less of the	Very little, if any, of		

the student.	materials and activities are interesting and engaging to the student promoting purposeful learning.	the materials and activities are interesting and engaging to the student promoting purposeful learning.	materials and activities are interesting and engaging to the student promoting purposeful learning.	the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and knowledge.		
Review Category Physical Qualities	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of contents, glossary, index, and etc.	Student materials provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents,	Student materials provide some table of contents, indices, glossaries, and other references to assist and guide students, parents,	Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students,	Student materials provide very little, if any, table of contents, indices, glossaries, and other references to assist and guide students, parents, and		

	and teachers.	and teachers.	parents, and teachers.	teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound and reinforced while staying open and flat for teaching.	Teacher materials are adequately hardbound while staying open and flat for teaching	Teacher materials have secure bindings but do not open and lay flat to facilitate teaching.	Teacher materials have inferior bindings but do lay flat to facilitate teaching.		
Review Category Technology Qualities	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or expertise.	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		

			Manuals are included.			
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
Review Category Ancillary Materials	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	The program provides no student ancillary materials or student ancillary materials are of such poor quality and have little correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		

Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good support for desired student learning through home activities, homework, and practice opportunities.	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities.	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning.	There are no parent ancillary materials available.		
Review Category Assessment Materials	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		
Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		

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Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
Category Universal Access	High Quality - 3	2	1	0	NA	Comments
Program content accurately reflects diverse populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

I have reviewed the above program and recommend the following use: (Choose one category only.)

- (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
- (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
- (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.

- G (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.
- G (5) Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials**.
- G (6) Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- G **Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature(s): _____

Date: _____