

Instructional Resource Name: Emergency Care and Transportation Sick and Injured, 11th Edition

Publisher: AAOS, Author Andrew Pollak

Date Reviewed: 3/18/20

Organization

- Material provides a useful table of contents, glossary, supplemental pages, and index.
- Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.
- Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.
- Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards
- Vocabulary is specialized (language carefully considered and evolves across grade levels).
- Size and format of print is appropriate.
- Format is visually appealing and interesting.
- Material provides assessment type questions and/or performance-based tasks.
- Electronic and interactive format available.

Content

- Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.
- Real-world applications are relevant to the students.
- Information and directions are clearly written and explained.
- Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.
- Lessons/tasks are interdisciplinary when appropriate.
- Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.
- Tasks apply to the diversity of students and their abilities, interests and learning styles.
- Questions and tasks encourage the development and application of higher-level thinking skills.
- Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.
- Teacher edition includes formative assessment/evaluation tools processes.
- Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.
- Tasks have a purpose, aligned to a skill or concept at grade level.
- Material includes application of skills and concepts at grade level.
- The material is focused on the major ideas at that grade level.
- Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.

Inclusion

- Material reflects a variety of ways to differentiate instruction and model content to support all learners.
- Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.
- Material provides resources for students with disabilities and English Language Learners aligned to grade level content.
- Material is not available for students with visual impairments via a NIMAS file on the NIMAC system
- Material does not include access to a multilingual glossary for English Language Learners. (*It does include in the glossary cooking terms, which are generally French words, translated into English.*)

Alignment

- Material content aligns to district/organization curriculum.
- Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).
- Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/Literacy Standards and statewide assessments.

Concerns

- None

Reviewers:

Tiffany Pinkerton, Rancho High School, EMT Instructor Clark County School District

Heather Spencer, AACT and REMSA Instructor, Washoe County School District

Dennis Owen, Station Manager, Truckee Meadow Fire and Rescue

Randi Hunewill, Nevada Department of Education, Assistant Director CRALEO

Recommendation: Approve this textbook for adoption.

Textbook and Instructional Material Evaluation Rubric Form- Noncore Subjects

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Title: Emergency Care and Transportation

Author(s): Andrew Pollak

Publisher(s): AAOS

Copyright Date: 2017, 11th Ed.

Subject/Grade Level: 9-16

ISBN:

Teacher Edition ISBN:

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criteria.

Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	x		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	x		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	x		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	x		
5. Information is accurate, current, and research-based.	x		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	x		
7. Size and format of print is appropriate.	x		
8. Format is visually appealing and interesting.	x		
9. Material provides assessment type questions and/or performance-based tasks.	x		
10. Electronic and interactive format available.	x		
Other: _____			
Total Organization:	20		

Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	x		
12. Real-world applications are relevant to the students.	x		
13. Information and directions are clearly written and explained.	x		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	x		
15. Lessons/tasks are interdisciplinary when appropriate.	x		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	x		
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	x		
18. Questions and tasks encourage the development and application of higher-level thinking skills.	x		
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	x		
20. Teacher edition includes formative assessment/evaluation tools processes.	x		
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	x		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	x		
23. Material includes application of skills and concepts at grade level.	x		
24. The material is focused on the major ideas at that grade level.	x		High level
25. Content includes 21 st Century skill development such as collaboration, creative thinking, and problem solving.	x		
Other: _____			
Total Content Criteria:	30		

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	x		
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	x		
28. Material includes access to a multilingual glossary.	x		
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	x		
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	x		
Other: _____			
Total Inclusion Criteria:	10		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	x		
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	x		
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	x		
Other: _____			
Total Alignment Criteria:	6		

Total Score for Noncore Textbook or Instructional Material: 66

Signature Reviewer: Dennis Owen _____ Date: 3.18.20 _____

Textbook and Instructional Material Evaluation Rubric Form- Noncore Subjects

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Title: Emergency Care and

Transportation of the Sick and Injured

Author(s): Mistovich, Karren

Publisher(s): Pearson Education

Copyright Date: 2014

Subject/Grade Level: EMT/EMS 12th

Student ISBN:

Teacher Edition ISBN:

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criteria.

Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	x		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	x		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	x	x	
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	x		
5. Information is accurate, current, and research-based.	x		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	x		
7. Size and format of print is appropriate.	x		
8. Format is visually appealing and interesting.	x		
9. Material provides assessment type questions and/or performance-based tasks.	x		
10. Electronic and interactive format available.	x		
Other: _____			
Total Organization:	20		

Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	x		
12. Real-world applications are relevant to the students.	x		
13. Information and directions are clearly written and explained.	x		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	x		
15. Lessons/tasks are interdisciplinary when appropriate.	x		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	x		
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	x		
18. Questions and tasks encourage the development and application of higher-level thinking skills.	x		
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	x		
20. Teacher edition includes formative assessment/evaluation tools processes.	x	x	
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	x		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	x		
23. Material includes application of skills and concepts at grade level.	x		
24. The material is focused on the major ideas at that grade level.	x		
25. Content includes 21 st Century skill development such as collaboration, creative thinking, and problem solving.	x		
Other: _____			
Total Content Criteria:	30		

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	x		
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	x		
28. Material includes access to a multilingual glossary.	x		
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	x		
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	x		
Other: _____			
Total Inclusion Criteria:	10		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	x		
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	x		
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	x		
Other: _____			
Total Alignment Criteria:	6		

Total Score for Noncore Textbook or Instructional Material: 66

Signature Reviewer: Heather Spencer ___ Date: 3.16.20_____

Textbook and Instructional Material Evaluation Rubric Form- Noncore Subjects

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Title: Emergency Care and

Transportation of the Sick and Injured

Author(s): Andrew Pollak

Publisher(s): AAOS

Copyright Date: 2017, 11th Ed.

Subject/Grade Level: 12th Student ISBN:

978-1-284-10690-9

Teacher Edition ISBN: 978-128408017 9

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criteria.

Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	x		Very organized
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	x		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	x		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	x		
5. Information is accurate, current, and research-based.	x		Up to date
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	x		Excellent
7. Size and format of print is appropriate.	x		
8. Format is visually appealing and interesting.	x		Yes
9. Material provides assessment type questions and/or performance-based tasks.	x		
10. Electronic and interactive format available.	x		
Other: _____			
Total Organization:	20		

Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	x		Junior, Senior, College Level
12. Real-world applications are relevant to the students.	x		
13. Information and directions are clearly written and explained.	x		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	x		Yes, EMT Program of Study
15. Lessons/tasks are interdisciplinary when appropriate.	x		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	x		
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	x		
18. Questions and tasks encourage the development and application of higher-level thinking skills.	x		
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	x		NREMT Standards
20. Teacher edition includes formative assessment/evaluation tools processes.	x		Online, too
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	x		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	x		11 or 12 th or college
23. Material includes application of skills and concepts at grade level.	x		
24. The material is focused on the major ideas at that grade level.	x		
25. Content includes 21 st Century skill development such as collaboration, creative thinking, and problem solving.	x		Patient care
Other: _____			
Total Content Criteria:	30		

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	x		Hands on, problem solving
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	x		
28. Material includes access to a multilingual glossary.	x		
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.		x	Yes to a level
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	x		
Other: _____			
Total Inclusion Criteria:	9		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	x		State/National Standards
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	x		
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	x		
Other: _____			
Total Alignment Criteria:	6		

Total Score for Noncore Textbook or Instructional Material: 65

Signature Reviewer: Randi Hunewill _____ Date: 3.16.20

Textbook and Instructional Material Evaluation Rubric Form- Noncore Subjects

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Title: Emergency Care and

Transportation of the Sick and Injured

Author(s): Andrew Pollak

Publisher(s): AAOS

Copyright Date: 2017, 11th edition

Subject/Grade Level: 12th

Student ISBN: 978-1-284-10690-9

Teacher Edition ISBN:

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criteria.

Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	X		Organized and easy to read
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	X		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	X		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards	X		
5. Information is accurate, current, and research-based.	X		With the exception of the CPR portion which AHA guidelines change so frequently it's almost impossible to find a book that is exact
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	X		
7. Size and format of print is appropriate.	X		
8. Format is visually appealing and interesting.	X		yes
9. Material provides assessment type questions and/or performance-based tasks.	X		yes
10. Electronic and interactive format available.	X		It is more expensive but it is available
Other: _____			
Total Organization:	20		

Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	X		Senior/college level
12. Real-world applications are relevant to the students.	X		
13. Information and directions are clearly written and explained.	X		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	X		Yes, EMT program
15. Lessons/tasks are interdisciplinary when appropriate.	X		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	X		
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	X		
18. Questions and tasks encourage the development and application of higher-level thinking skills.	X		
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	X		NREMT Standards
20. Teacher edition includes formative assessment/evaluation tools processes.	X		The online edition comes with a test bank
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	X		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	X		
23. Material includes application of skills and concepts at grade level.	X		
24. The material is focused on the major ideas at that grade level.	X		
25. Content includes 21 st Century skill development such as collaboration, creative thinking, and problem solving.	X		
Other: _____			
Total Content Criteria:	30		

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	X		
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	X		
28. Material includes access to a multilingual glossary.	X		
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.		X	
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		X	I don't know if this is an option. Traditionally someone with visual imparity would not be interested in this material as it would be near impossible for them to work in this field of study
Other: _____			
Total Inclusion Criteria:	6	4	

Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	X		State and national standards
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	X		
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	X		
Other: _____			
Total Alignment Criteria:	6		

Total Score for Noncore Textbook or Instructional Material: 62 meets/ 2 inadequate

Signature Reviewer: Tiffany Pinkerton____ Date: 3/16/2020_____