

**Instructional Resource Name: Basic Life Support Manual**

**Publisher: American Heart Association**

**Date Reviewed: 10/22/20**

**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

**Recommendation: Approve this textbook for adoption.**

# Textbook and Instructional Material Evaluation Rubric Form

## CTE Program of Study

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: *Basic Life Support* Author(s): \_\_\_\_\_ Publisher(s): *American Heart Association*

Copyright Date: *2016*

Subject/Grade Level: *9-12*

Student ISBN: *978-1-61669-407-4*

Teacher Edition ISBN: *978-1-61669-406-7*

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

### 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		<i>Instructor tips Discussion Prompts</i>
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		<i>Skills Tests</i>
10. Electronic and interactive format available.	X		<i>DVD</i>
Other:			
<b>Total Organization:</b>	<i>20</i>		

## 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		Real world scenarios
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		Lesson plans with detail
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well-integrated into the instructional material.	X		Chain of Survival
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		Yes
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	Only 1 way to do skills
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 <sup>st</sup> Century skill development such as collaboration, creative thinking, and problem solving.	X		Lesson 5 Team Dynamics
Other:			
<b>Total Content Criteria:</b>	<b>29</b>		

### 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		Many hands on tasks
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	Not able to find this
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	X		Spanish manual is available
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		X	Could not find resource
Other:			
<b>Total Inclusion Criteria:</b>	8		

### 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		Industry Certification
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		End of Course Assessment
Other:			
<b>Total Alignment Criteria:</b>	6		

Total Score for Textbook or Instructional Material: \_\_\_\_\_

Signature Reviewer: Elaine Adams Date: 10-18-20

# Textbook and Instructional Material Evaluation Rubric Form

## CTE Program of Study

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: \_\_\_\_\_ Author(s): \_\_\_\_\_ Publisher(s): \_\_\_\_\_

Copyright Date: \_\_\_\_\_ Subject/Grade Level: \_\_\_\_\_

Student ISBN: \_\_\_\_\_

Teacher Edition ISBN: \_\_\_\_\_

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

### Organization

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

## Content

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


## Inclusion

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

## Alignment

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

Total Score for Textbook or Instructional Material: \_\_\_\_\_

Signature Reviewer:  \_\_\_\_\_ Date: \_\_\_\_\_



# Textbook and Instructional Material Evaluation Rubric Form

## CTE Program of Study

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: Basic Life Support Manual Author(s): Hazinski, Travis Publisher(s): American Heart Association

Copyright Date: 2016

Subject/Grade Level: Health Science I/II (CTE)

Student ISBN: BLS Provider Manual 9781616694074

Teacher Edition ISBN: BLS Instructor Manual 9781616694067

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

### Organization

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

## Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		
12. Real-world applications are relevant to the students.	2		
13. Information and directions are clearly written and explained.	2		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	2		
15. Lessons/tasks are interdisciplinary when appropriate.		1	not interdisciplinary
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well-integrated into the instructional material.	2		
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	2		
18. Questions and tasks encourage the development and application of higher-level thinking skills.	2		Instructor Manuel - Scenario & discussion suggestions
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		Instructor Manuel - Scenario & discussion suggestions
20. Teacher edition includes formative assessment/evaluation tools processes.	2		Instructor Manuel includes questions (formative) & access to testing materials (summative)
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	2		
23. Material includes application of skills and concepts at grade level.	2		
24. The material is focused on the major ideas at that grade level.	2		
25. Content includes 21 <sup>st</sup> Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other:			
<b>Total Content Criteria:</b>	28	1	

### Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		Materials are available in alternate languages for purchase
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	2		
28. Material includes access to a multilingual glossary.		1	Materials are available in alternate languages for purchase
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		1	Not Available
Other:			
<b>Total Inclusion Criteria:</b>	6	2	

### Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	2		Certification included in State Standards
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	2		Certification on the Nevada OWINN list for College and Career Rediness
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	2		Academic language used in scenario based skill testing would be considered DOK 4
Other:			
<b>Total Alignment Criteria:</b>	6		

60/3

Total Score for Textbook or Instructional Material: \_\_\_\_\_

Signature Reviewer: Maggi Cox Date: 10-20-20