

# Nevada Instructional Materials Review K-12 Health Education (Spring 2024)

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## Narrative

The following instructional materials for K-12 Health Education were reviewed by educators from the following districts: Clark County School District, Mineral County School District, Nye County School District, and Washoe County School District. A minimum of three individuals reviewed each material and came to a consensus on whether that material would be recommended to the State Board of Education for adoption. The recommendations from the Instructional Materials Review Team are presented in the pages that follow.

It is important to note that it is out of the Nevada Department of Education's purview to adopt instructional materials related to sex education. Per Nevada Revised Statute (NRS) 389.036, each school district's or charter school's sex education advisory committee shall advise their district or charter school concerning the instructional materials that will be used to teach this content; the final decision on these matters must be that of a school district's board of trustees or charter school's governing board. Therefore, the instructional materials below that are recommended for adoption do not include a review of any sex education content. If a vendor includes sex education content within their instructional materials and a school district or charter school would like to use those materials, they must review and approve said materials via their board of trustees or governing board.

## Summary of K-12 Health Education Instructional Materials Recommendations

Vendor	Course Name	Grade Level	Standards Alignment Score (out of 18)	Social Justice Alignment Score (out of 12)	Status
CATCH Global Foundation	CATCH Health Ed Journeys	6-8	14	12	NOT RECOMMENDED
ETR	HealthSmart (K-5) Elementary	K-5	16	12	NOT RECOMMENDED
ETR	HealthSmart Middle School	6-8	18	12	RECOMMENDED
ETR	HealthSmart High School	9-12	18	12	RECOMMENDED
Goodheart-Willcox Publisher	Essential Health Skills for Middle School	6-8	18	12	RECOMMENDED
Goodheart-Willcox Publisher	Essential Health Skills for High School	9-12	18	12	RECOMMENDED
McGraw Hill	2021 Teen Health	6-8	18	12	RECOMMENDED
McGraw Hill	2022 Glencoe Health	9-12	18	12	RECOMMENDED
QuaverEd, Inc.	QuaverHealth•PE (Part 1: Health)	K-5	13	10	NOT RECOMMENDED
Studies Weekly, Inc.	Studies Weekly: K-5 Grades	K-5	18	12	RECOMMENDED
Studies Weekly, Inc.	Studies Weekly: 6 Grade	6-8	18	12	RECOMMENDED

## CATCH Global Foundation

**Vendor Name:** CATCH Global Foundation

**Course Name:** CATCH Health Ed Journeys

**Grade Level:** 6-8

**Status:** NOT RECOMMENDED

**Justification:**

CATCH Health Ed Journeys does not fully align to all required academic content standards for middle school health. The instructional materials offer limited opportunities to explore topics and content on a deeper and meaningful level. The instructional materials are not always consistent and the scope and sequence may be unclear in some areas. The materials do not offer enough content to fill a complete semester course of health.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are not aligned to all middle school standards.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials can be inconsistent throughout; for example, there are different pathways for the substance abuse unit (6 <sup>th</sup> grade is different from 7 <sup>th</sup> /8 <sup>th</sup> grade and Nevada’s standards are banded 6 <sup>th</sup> -8 <sup>th</sup> grade).
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials offer opportunity for student discussion but those discussions seem to only scratch the surface of the content.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials do not offer enough content fill a complete semester of a middle school health course.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students’ lives.	2	1	0	The instructional materials are relevant to students’ interests within these grade levels.
<b>Column Totals:</b>		10	4	0	<b>OVERALL SCORE: 14</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.



	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## ETR – HealthSmart (K-5) Elementary

**Vendor Name:** ETR

**Course Name:** HealthSmart (K-5) Elementary

**Grade Levels:** K-5

**Status:** NOT RECOMMENDED

**Justification:**

HealthSmart (K-5) Elementary is not fully aligned to all required academic content standards for elementary health. The content within the instructional materials do not always align with the appropriate grade level standards.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials do not fully address all standards.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are accurate and well written; however, the grade-level content does not align with the Nevada academic content standards for Health.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities that foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that supports further exploration of topics.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within these grade levels.
<b>Column Totals:</b>		14	2	0	<b>OVERALL SCORE: 16</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## ETR – HealthSmart Middle School

**Vendor Name:** ETR

**Course Name:** HealthSmart Middle School

**Grade Level:** 6-8

**Status:** RECOMMENDED

**Justification:**

HealthSmart Middle School meets all rubric criteria and aligns with the academic content standards for health. The instructional materials are organized and intuitive for teachers and students. The instructional materials are accessible, relevant, culturally centered, and allow for student voice.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for health.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities that foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that supports further exploration of topics.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within this grade span.
<b>Column Totals:</b>		18	0	0	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.



	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## ETR – HealthSmart High School

**Vendor Name:** ETR

**Course Name:** HealthSmart High School

**Grade Level:** 9-12

**Status:** RECOMMENDED

**Justification:**

HealthSmart High School meets all rubric criteria and aligns with the academic content standards for health. The instructional materials are organized and intuitive for teachers and students. The instructional materials are accessible, relevant, culturally centered, and allow for student voice.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for health.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities that foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that supports further exploration of topics.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within these grade levels.
<b>Column Totals:</b>		18	0	0	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## Goodheart-Willcox – Essential Health Skills for Middle School

**Vendor Name:** Goodheart-Willcox Publisher

**Course Name:** Essential Health Skills for Middle School

**Grade Level:** 6-8

**Status:** RECOMMENDED

**Justification:**

Essential Health Skills for Middle School meets all rubric criteria and aligns with the academic content standards for health. The instructional materials are organized and intuitive for teachers and students. The instructional materials are accessible, relevant, culturally centered, and allow for student voice.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for health.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities that foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that supports further exploration of topics.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within these grade levels.
<b>Column Totals:</b>		18	0	0	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.



	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## Goodheart-Willcox – Essential Health Skills for High School

**Vendor Name:** Goodheart-Willcox Publisher

**Course Name:** Essential Health Skills for High School

**Grade Level:** 9-12

**Status:** RECOMMENDED

**Justification:**

Essential Health Skills for High School meets all rubric criteria and aligns with the academic content standards for health. The instructional materials are organized and intuitive for teachers and students. The instructional materials are accessible, relevant, culturally centered, and allow for student voice.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for health.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities that foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that supports further exploration of topics.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within these grade levels.
<b>Column Totals:</b>		18	0	0	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## McGraw Hill – 2021 Teen Health

**Vendor Name:** McGraw Hill

**Course Name:** 2021 Teen Health

**Grade Level:** 6-8

**Status:** RECOMMENDED

**Justification:**

2021 Teen Health meets all rubric criteria and aligns with the academic content standards for health. The instructional materials are organized and intuitive for teachers and students. The instructional materials are accessible, relevant, culturally centered, and allow for student voice.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for health.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities that foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that supports further exploration of topics.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within these grade levels.
<b>Column Totals:</b>		18	0	0	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.



	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## McGraw Hill – 2022 Glencoe Health

**Vendor Name:** McGraw Hill

**Course Name:** 2022 Glencoe Health

**Grade Level:** 9-12

**Status:** RECOMMENDED

**Justification:**

2022 Glencoe Health meets all rubric criteria and aligns with the academic content standards for health. The instructional materials are organized and intuitive for teachers and students. The instructional materials are accessible, relevant, culturally centered, and allow for student voice.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for health.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities that foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that supports further exploration of topics.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within these grade levels.
<b>Column Totals:</b>		18	0	0	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada’s diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## QuaverEd, Inc.

**Vendor Name:** QuaverEd, Inc.

**Course Name:** QuaverHealth•PE (Part 1: Health)

**Grade Level:** K-5

**Status:** NOT RECOMMENDED

**Justification:**

QuaverHealth•PE (Part 1: Health) is not is not fully aligned to all required academic content standards for elementary health. While the instructional materials offer some opportunities for discussions, the course is mostly delivered via a self-directed computer program. There are limited opportunities for students to have meaningful and deeper discussion related to the content. The instructional materials do not fully allow students to put into practice the skills that they have learned throughout the course.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials do not fully address all standards; there needs to be more opportunity for students to demonstrate mastery of all standards.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The tools provided throughout the instructional materials only provide opportunities for surface-level for discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	While there are opportunities for students to think critically about some topics, they are limited and should be more consistent throughout.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials are mostly self-directed and there is a lot of independent work. The opportunities for further/deeper learning are limited.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	While the instructional materials offer students opportunities to engage with one another, there seems to lack the opportunity to fully practice the skills learned.

	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within these grade levels.
	<b><i>Column Totals:</i></b>	8	5	0	<b>OVERALL SCORE: 13</b>



### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Students will need access to internet and a computer to fully benefit from this instructional material.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Much of the curriculum seems to be self-directed and students would be working independently most of the time.

	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<i>Column Totals:</i>	8	2	0	<b>OVERALL SCORE: 10</b>

## Studies Weekly – Kindergarten-Fifth Grade

**Vendor Name:** Studies Weekly, Inc.

**Course Name:** Health and Wellness Studies Weekly: Kindergarten – Fifth Grade

**Grade Level:** K-5

**Status:** RECOMMENDED

**Justification:**

Health and Wellness Studies Weekly: Kindergarten – Fifth Grade meets all rubric criteria and aligns with the academic content standards for health. The instructional materials are organized and intuitive for teachers and students. The instructional materials are accessible, relevant, culturally centered, and allow for student voice.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for health.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities that foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that supports further exploration of topics.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within these grade levels.
<b>Column Totals:</b>		18	0	0	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## Studies Weekly – Sixth Grade

**Vendor Name:** Studies Weekly, Inc.

**Course Name:** Health and Wellness Studies Weekly: Sixth Grade

**Grade Level:** 6-8

**Status:** RECOMMENDED

**Justification:**

Health and Wellness Studies Weekly: Sixth Grade meets all rubric criteria and aligns with the academic content standards for health. The instructional materials are organized and intuitive for teachers and students. The instructional materials are accessible, relevant, culturally centered, and allow for student voice.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for health.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities that foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that supports further exploration of topics.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials offer learning activities that are meaningful, authentic, and relevant to the content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to students' interests within these grade levels.
<b>Column Totals:</b>		18	0	0	<b>OVERALL SCORE: 18</b>



### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	There are multiple opportunities for students to express and interact with the instructional materials in meaningful ways that are unique to them.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>