

Instructional Materials Spring 2022 Review Results

[Adobe Photoshop Creative Cloud Revealed- Not Reviewed.](#)

[Applied Medical Terminology-Edmentum- Recommended Limited](#)

The pretest for the units were very difficult and would make it frustrating for the students. Also, you were not able to what you missed and the correct answers. Each of the units were set up basically the same. Starting with a pretest and then the units with an assessment after finishing that unit. What I did not like about the units, were you could very easy just click through the information and just completed the check points. I also would of like to see the terms, abbreviations, ect more separated out so that students could make flashcards from that information. Each unit had a test, and they same as all the others you were not able to look at your answers and see what you have missed or gotten correct. This program is set up to also include careers research, which is good if this is the only class you have that ask for that, but most students would of had Introduction into Health Science, so they would of already learned that information. This book could be used as a review book for someone who is is wanting additional practice before taking a Medical Term test. I would not recommended this for a regular classroom book.

[Big Java Early Objects- 7th Ed.-Houghton Mifflin Harcourt Publishing Company- Recommended Primary](#)

The concepts taught in this book are the same concepts which have been taught for many years in Computer Science. Overall the book's material aligns well with the Utah Strands and Standards for Computer Programming 1, 2, and Advanced Programming. The publisher of the book has included many resources to help students and teachers succeed teaching the material supporting the Utah Strands and Standards. The scaffolding is complex, engaging, and provides students with real world exercises in both formative and summative assessments. Teachers have the flexibility to pick and choose what they want to leverage in the classroom in a hard copy or online format.

[Certified Nurse Aid- Edmentum-Recommended Limited](#)

While this is a good online program, it has one semester of just Medical Term and Body Systems. Students would not learn the basic skills for Nursing Assistant until semester 2. The requirements for UNAR are not fully met. The first semester was not fully needed and went too far into Medical Anatomy and Physiology then the state requires. The abbreviation section is good but did not go through all the needed abbreviations the state requires.

The second semester was the Nursing Assistant skills section. While this was very easy to follow and understand, it did not go through the required skills. Examples are: Temperature only went through a oral temperature- not all the other ways of taking a temperature. Blood pressure for me as an instructor was confusing. It stated to pump the cuff 30 above the systolic pressure. If it is the first time taking a blood pressure, you would not know this information. Plus there was incorrect information in the videos. One I really noticed is that on the blood pressure, they put the stethoscope in the wrong position.

If using this book and program- a UNAR approved program would have to provide the supplemented information that is needed. Students in this program do not get to read about or learn about all the 72 required skills. This book would be good just as a reference or to pull parts out to supplement teaching when full in class teaching is not available, but would not recommend it as a complete teaching material.

[EVERFI Sample of College and Career Readiness Curriculum-Grades 7-12 \(Student & Teacher Editions PLU- Recommended Student Resource](#)

Covers a portion of the standards well, and using fully voice acted lessons, illustrations and real life examples it does so in an engaging manner that most students would find entertaining. Information is presented clearly, but advertising is quite prominent in parts of the platform. As a free resource with considerable work put into accessibility this could be an excellent resource to provide to students for review and as a supplement to classroom learning.

Keys To Your Future: This is a very exciting, interactive and versatile program. Can be used from middle to high school. This could be a school wide, multi grade career development process. Can be used by counselors, classroom teachers, SEL, and includes family involvement. Included lesson plans are in depth and expand learning. Linked resources are widely used for career development. Fulfills state standards for CCA.

[EVERFI Sample of Financial Literacy Curriculum-Grades 4-12 \(Student & Teacher Editions\) PLUS Review- Recommended Teacher Resource](#)

Everfi has several different modules that we were given to review. Overall we would recommend using "Everfi: Financial Literacy for High School", "Pathways", and "Money Moves" in the USBE Personal Finance course. The modules FutureSmart & Vault would not be appropriate for this course, but would be appropriate for courses in elementary & middle schools.

[Introduction to Anatomy and Physiology, 2nd Ed. Goodheart-Willcox Publisher Recommended Teacher Resource](#)

This is a basic Medical Anatomy and Physiology book. There is nothing that sets this book apart from any other book. It has a minimal amount of pictures.

[Medical Terminology \(High School Edition\) B.E.Publishing- Recommended Primary](#)

When reviewing this textbook and resources, I found it to be very well organized and layout of the information was easy to follow. There was a lot of additional resources that teachers could use to enhance additional practice with the medical terminology taught in the each of the chapters.

Additional benefit I found was that they lesson plans were set up that even a 1st year teacher could follow them and the activities it presented. Each lesson plan had a prompt, direct instruction and then an activity for the class to do related to what was learned that day. I found the textbook was easy to follow and the PowerPoints provided followed the textbook.

This book with all the resources would be a good book for teachers who are just starting out to teachers who are more experienced but are looking at different ways to teach the information.

[Introduction to Medical Terminology, 2nd Ed. -Goodheart-Willcox Publisher-Recommended Primary](#)

This textbook and curriculum is setup like most of the other medical terminology books. There is a workbook that can be purchased for the students to use which is a good resource for the students. The curriculum will help prepare high school students to succeed in future coursework and build confidence to enter a fast-growing career field. Students are given case studies to solve and career research with each of the units. This collection aligns with the Precision Testing and HOSA medical term and career research events.

[Networking Fundamentals-Edmentum-Recommended Primary](#)

Covers the topics very well and would be a useful reference book even after passing the course. Course technically details each aspect in general terms making it an easy read. The basics and also the general knowledge and important points are covered in the book in a visually engaging way.

[Pearson Forensic Science: An Introduction Savvas Learning LLC-Recommended Teacher Resource](#)

This book has a lot of great information and valuable lab ideas. It does not cover all of the Strands and Standards in Medical Forensics so wouldn't make a great primary book. It does provide a lot of resource material and has lots of great pictures and graphics. The labs that are offered at the end of each chapter are all well thought out and would be easy to incorporate into in any classroom settings.

[Pearson Introduction to Basic Construction Skills-Savvas Learning LLC-No Recommendation](#)

Reviewer declined to participate in the review.

[Pearson Introduction to Computers and Information Technology-Savvas Learning LLC-Recommended Primary](#)

This is a very useful tool for both the instructor and the student. There is a plethora of links, pictures, sources, and tools. It can be a bit overwhelming for some and can take some students time to get use to. Once the instructor/student is use the resource it is a very powerful tool to bring the student's learning higher. The resource covers all necessary content and adds in study help and additional tools.

[Robotics-Edmentum- Reviewed Not Recommended- Materials Commission changed review to "Recommended Teacher Resource".](#)

All my initial evaluation was lost. I do not recommend this course material.

1... Safety... lack of battery proper storage for fire prevention.

2... Failed to build a student bridge of understanding of building a bridge form robotics to the real world of automation. There are no job in robotics. A robot is only a hammer in a tool box. Students will never build a robot.

3... Lack of digital electronics fundamentals. Industrial logic.

4... No student learning of automation in industry.

5... Most important skill is troubleshooting. Be a problem finder. No knowledge development in this area.

6... No actual programming... C, C#, C++, Python. Actual coding. No PLC, ladder logic, industrial controls,

The Materials Commission commented about the need for teachers to have resources to use for guidance and reference for this subject. This would be a good resource for that type of use.

Teaching, 3rd Ed. Goodheart-Willcox Publisher-Recommended Limited

We evaluated this collection using Teaching as a Profession I Strands and Standards. Units 1, 3 & 4 align to some of the strands. Unit 2 and parts of other units also align to Teaching as a Profession II Strands and Standards.

This would be an adequate collection for both classes in the pathway, but would require some supplemental materials. The chapters would not be followed number order, but could be used as they pertained to the strands in both classes. An instructor would have to be familiar with all the concepts of all the chapters to find matching content with each strand.

The Culinary Professional, 4th Ed. Goodheart-Willcox Publisher-Recommended Primary

Aligns well with current stands and standards. All content areas seem to be well covered. At the end of each chapter there are summary points, which is helpful. It also included test prep and looking at links with core skills. Critical thinking activities are included. Activities are appropriate for individuals and groups. Many different groups of people represented in the pictures and various issues are addressed in regards to disabilities related to customer service. There are at least 3 ways to access the textbook. A variety of resources are available. Resources are available for an extended period of time. There are a variety of videos and other resources. The workbook was not visually appealing. The online learning suite has a 6 year contract and a minimum contract period. Unclear if the price is per year or contract period. Could be restrictive if class size changes. The lab manual and recipes were exceptional quality. Slides available for instruction.

Understanding Anatomy & Physiology (High School Edition) B.E. Publishing-Recommended Primary

This book follows the Utah Strands and Standards for Medical Anatomy and Physiology. All of the Strands and Standards are covered in the book. The book is visually appealing. There are lots of pictures and infographics that are related to each topic being discussed. The pages of the book are not strictly text which can be boring to read. There are so many pictures that are describing the topics which makes the book more

interesting that if it was strictly words on a page. The book is well organized and goes through all of the body systems in a logical order.

[Welding Fundamentals, 6th Ed.V- No Recommendation](#)

Reviewer declined to participate in the review.

Instructional Materials Appeal Review

[1183 Latin Novellas - Beginner to Low Intermediate](#)

Approved

Sample Received

The publisher appears to provide sufficient data privacy. Students are able to login under a class code and password. The login process does not appear to require any personal identifying information.

[2228 Three Cheers for Pre-K ©2022](#)

Rejected

Awaiting Sample

The cost of this curriculum is prohibitive for public schools. The purchase of the assessments is especially high if they are required for individual students. Material provided is limited for a start-up and/or comprehensive program. There are thematic units that are provided that depends on teacher direction and teacher scripted time. Each lesson is 8 pages in length, which extremely scripted and lengthy. Opportunities for child exploration is limited. Developmental guidelines indicate that children's learning is enhanced through child directed experiences. This curriculum appear lofty for pre-k. The preschool learning outcomes seem to match mid year Kindergarten expectations rather than end of preschool. The assessments are lengthy to do on an individual basis and need to be completed 3 times a year. Questions of available training exist. Validity of some of the items are also questioned such as looking at a picture and word to determine phonemic awareness and /a/ for airplane. In examining the digital component it was noted that similar digital resources are available for no cost from other sources. Experience in the state of Utah shows that many families still do not have consistent internet access. Digital components could possibly be used for enrichment but not teaching. Based on this information this curriculum has been reviewed but is not recommended.

[2232 LearnZillion Illustrative Mathematics K-5](#)

Approved

Sample Received

After reviewing the materials and considering the state's evaluation rubric, we have chosen to approve the publisher's appeal for the following reasons:

In regards to the first appeal focused on "Tasks and assessments of student learning are designed to provide evidence of student proficiency in the Standards of Mathematical Practice," we determined that the resource MEETS the criteria set forth in the rubric. We saw, regardless of grade level, multiple opportunities in each lesson for students to use one, and often several, math practices (in both tasks and assessments). In regards to the second appeal focused on "Materials provide scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently," we determined that the resource MEETS the criteria set forth in the rubric. We saw that each task gave learners the opportunity to use strategies that made sense to them and their current level of proficiency (e.g. completing a task using manipulatives, pictures, or equations; engaging in tasks individually and with partners, etc.). The publisher stated in the appeal that this program is designed to "operationalize the Five Practices framework. Tasks are designed such that students could approach them in different ways. Teacher planning consists of anticipating what approaches students will take, with help from the lesson plans. During the lesson, the teacher launches the task so that students understand what it is asking, then monitors students and selects responses to display to the class, sequencing the responses or orchestrating a discussion to synthesize the learning goal. This approach provides access for all students, with a low-floor, high-ceiling approach such that the entire class can access grade level content." Looking through multiple units, lessons and tasks across several grade-levels, we found this statement to be true. In the original review, the evaluator spent much of their time discussing the perceived inability to use this resource for whole-class, tier 1 instruction, citing the "scripted" nature of the slides for each lesson. In our judgment, the pieces that were seen as scripted were, instead, were actually intended as supports to guide teachers in having meaningful discussions with their students.

2233 LearnZillion Illustrative Mathematics 6-8

Approved

Awaiting Sample

We agree with the publisher's appeal for the following reasons: In regards to item "Tasks and assessments of student learning are designed to provide evidence of students' proficiency in standards of mathematical practice," we found multiple opportunities in both tasks and assessments where students have the opportunity to demonstrate their proficiency in the standards for mathematical practices. Each lesson contains multiple

tasks where students are expected to use the standards for mathematical practice (for example: students are asked to engage in a task in which they make sense of a problem and persevere in solving it. They then construct an argument for their strategy and collaborate with peers as they present their argument and critique the arguments of others. Finally, they engage in a whole class discussion that may include tools, structure, and repeated reasoning). Moreover, teachers have multiple opportunities to assess their students' proficiency in the standards for mathematical practice. Each lesson contains a "cool down" problem where students would use one or more of the standards of mathematical practice to complete the problem. Each unit also contains two versions of a preassessment (Check Your Readiness) and post assessments that also give evidence of students' proficiency in the standards of mathematical practice. In regards to the item "Multiple measurements of individual student progress occur at regular intervals, ensuring the success of all students," the reviewer stated that "the units only provide a pre-unit assessment and a post unit assessment," and that "a handful of the longer units include a mid-unit assessment," we agree that these formal assessments are available for each unit, but each lesson also includes the "cool down" problem which may be used as a daily formative assessment for the intended learning target of the lesson. In regards to the item "Assessments measure what students understand and can do through well-designed mathematical tasks and applications," the original reviewer already pointed out that "the assessments provided DO measure what skills students understand in a variety of ways." We agree with that statement. Our only conclusion is that the reviewer accidentally selected "partial" rather than "meets" as their answer seems to indicate that the assessments meet the criteria of the rubric.

[2234 HEART: Health Education and Relationship Training \(A New Sex Ed Curriculum\)](#)

Reviewed-Not Recommended.

Rejected

Awaiting Sample

Our recommendation is to uphold the denial and remove it as a teacher resource. It doesn't align with Utah core standards or follow Utah state law. There are several instances where contraceptives are encouraged and advocated for which is prohibited by Utah. There are several instances where California State Law is referenced, which differs from Utah State Law. The curriculum is designed to be used in 7th, 8th and 9th grades consecutively. Because Utah Law does not require these subjects be taught all 3 years, it would be impossible to ensure the curriculum be taught equitably and with fidelity. There are multiple instances of incorrect and biased information without references and in contradiction to reliable resources such as the Mayo Clinic. This curriculum does not address all of the Utah core standards and would have to be heavily

supplemented. The tone of the curriculum is threaded with micro aggression toward the LGBTQ+ community and people of color.

2235 1776 Unites

Rejected

Sample Received

This appeal has been rejected for the following reasons:

Response to the Appeal

- The materials presented displayed a set of resources, rather than a cohesive text. They cover US History through the introduction of 13 chapters of content. There is no contextualization between these chapters, making this resource something that would not be useful as a primary text in a classroom setting.
- This resource doesn't align well with enough of Utah state standards and resembles a supplemental guide alone. It matches US History II Strand 2 and 4 slightly, and while including content of US History I (such as Revolutionary War, Civil War, etc.) it does not give a cohesive approach to those subjects. It does not align with AP US History standards and lacks the rigor of an AP text. AP audits require appropriate, college-level instructional resources—a level which this resource does not reach (reading materials, slides, multiple-choice questions, etc.).
- Rather than alignment with Utah History standards, the material resembles lessons given for the purpose of social/emotional learning. They focus on character-building, moral principles, etc. rather than on the teaching and learning of history.
- This source doesn't provide facts free of interpretation—conclusions are drawn for students in explicit ways. For example: Slide 14 of the Booker T. Washington chapter, states: "The Rosenwald schools were a product of its hopeful vision of the future. According to historian Stephanie Deutsch, the schoolhouses "were new and modern, with big tall windows, and lots of light streaming in. They felt special [to the students], because they were new and they were theirs." This doesn't afford students the opportunity to consider and come to their own conclusion but provides the view of an outside, secondary/tertiary source of how the student should respond.
- The following comment was offered in the initial review of this source:
 - o This text should cause alarm amongst those concerned about bias. The 1776 Unites campaign references on their website and through media that their goal is to refute the claims made by the New York Times' 1619 Project regarding the history of slavery. They also reference that they are conservative, immediately giving bias to their work. Many sections reference biased thinking, including quotes such as: "Look first among people suffering the problem for a solution. Then rely on the practical knowledge of those living in the same geographic and cultural zip code as the people experiencing the problem,

instead of lofty ideas from distant “experts.” There is another section with a game called “Vocabulary Practice” that includes the word “grace” with the definition “a participation, or a sharing, in God’s life and friendship.” Other sections refer to God often.

- o The second review concurs with this assessment and points particularly to the “Building Character” chapters, which do not align with state history curriculum and emphasize social emotional learning.
- o Additionally, the Woodson Principles highlight discussion of ‘grace,’ ‘Ivory-tower elites,’ and “we are all sinners in need of a Savior.” Some referenced video links originate with religious organizations which comment, “a uniquely Christian view” and encourages viewers to “think more Biblically.”
- o A second example of this type of embedded bias is found in the Woodson Principles. For instance, “In searching for healing agents within toxic communities, study those who are “in” troubled circumstances but not “of” those circumstances—those who have managed to survive and thrive[.] If 70% of parents have troubled kids, study the 30% who have successful, healthy children to discover the secret of their success. This comment illustrates the repeated focus within this source on minimizing student realities and experiences.
- o A third example originates in the Critical Thinking Discussion (page 3) attached to the Bidy Mason chapter. Material in this section equates slavery with education, skill-building or opportunity.
- Limited citations are provided in this material. Visual sources embedded in slides are cited, but references are provided infrequently with primary source materials included. There is no culminating reference page which provides sourcing for all learning materials.

2286 Science Techbook - Grade 4-Recommended Primary

Approved

Sample Received

The Standards Section of the Grade 4 Program Book does not show the coverage for the following standards: 4.1.3, 4.1.4, 4.4.1, and 4.4.2

(<https://app.discoveryeducation.com/learn/standards/course/571f70ff-9651-474e-a1bf-76478ae874dc/name/Core%20Standards/year/2015/subject/Science%20with%20Engineering%20Education%20%28SEEd%29/grades/4%2C5>)

However, the Program Guidebook shows the alignment for Utah SEEd Standards (https://s3.amazonaws.com/midas-instructional-materials/f16d5cbe-c691-4af4-844c-ac245be60fa/Utah_Alignment_Science_Grade_4.pdf). More specifically, Strand 4.4: Observable Patterns In The Sky is covered under Utah Grade 5 Unit on Discovery

Education. As a suggestion can be moving Grade 5 Unit 4: Patterns In the Sky to Utah Grade 4.

The standard 4.1.3, 4.1.4, 4.4.1, and 4.4.2 are not addressed directly. They can be addressed indirectly as explained below. The standards that are addressed are done well. Even with a few standards missing, the majority of the information presented is accurate and appropriate for 4th grade students.

Concepts are taught in a scope and sequence that will make sense to most students and engage them.

In addition, the available videos, though not linked to the specific standards, do support the teaching of the standards aforementioned. i.e., "fossils" pulls up several different videos that can be used to discover Standard 4.1.3 "Analyze and interpret data from fossils to provide evidence of the stability and change..." This alleviates concerns that all the standards were not addressed as they can be addressed through the available content.

Anchor phenomenon are thoughtful and the questions asked of students help them build their own conceptual knowledge of the topic. The resources has a strong tie to most of the 4th grade standards. A few of the standards - it has a weaker tie, but still evident. The content and resources are appropriate for 4th grade.

2296 ThinkCERCA-Recommended Limited

Rejected

Sample Received

Based on the materials provided, this appeal is being rejected. This curriculum would be adequate as a limited resource, but it would need additional materials to fully cover the needs of students and teachers in each grade level.1) ThinkCerca aligns to some grade level standards, but this curriculum would need supporting materials to cover all ELA grade level standards.2) There are various scaffolding measures for most students to access the text and writing lessons. However, differentiation among the scaffolding items (graphic organizers, sentence stems, etc.) would provide access to the materials for all students.

3) This curriculum has printable materials to incorporate into a classroom that does not have 1:1 technology. While there are more resources and opportunities to practice with 1:1 technology, there are many opportunities for student engagement and learning with the printable resources provided.4) Although the CERCA slides are integrated with the resources, we did not find the slides very student facing friendly and think that teachers would need to make significant adjustments for the slides to be engaging and supportive for learners. 5) The lesson supports for ELL's is not adequate, as many ELL's could speak a language other than Spanish, and teaching strategies and supports are

more necessary than Spanish translation. Also, differentiation by using resources in different grade levels also is not recommended because 1) if the curriculum is being used across grade levels then content could be repeated in different grades, and 2) using resources from other grade levels does not guarantee that students are being taught their grade level standards.