

Classroom Instructional Material Alignment Tool – Noncore

The purpose of this document is to assist teachers in determining alignment of their instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: Emergency Medical Response Author(s): Andrew Pollak Publisher(s): Jones & Bartlett Publishing Grade Level: 9-12

Standard(s) addressed in this instructional material: Emergency Medical Technician (CTE)

Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.

I. Alignment to the Nevada Academic Content Standards (NVACS)- NON NEGOTIABLES

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Targets a set of grade-level Nevada Academic Content Standards (NVACS).	x			Emergency Medical Technician
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.	x			
Other: _____				

II. Key Shifts in the Nevada Academic Content Standards (NVACS)

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.	x			
Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).	x			
Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. Include a balance of on-demand and process writing and short, focused research projects.	x			Requires short responses in each chapter
Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	x			Text identifies academic vocabulary, uses in context, and provides some review
Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade band (a balance of informational and literary texts as defined by the NVACS). Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.	x			This is a collegiate text. Some supports provided online.
Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic/subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.	x			Text builds on knowledge and skills learned in Level 1 and 2 classes. Students

				apply information from Level 1 and 2 to the scenarios and situations in this text.
Other: _____				

III. Assessment

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Assesses various modes, including a range of pre-, formative, summative, performance tasks, and self-assessment measures.	x			Online teacher resources
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	x			Online teacher resources
Other: _____				

IV. Instructional Supports

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.	x			This text is a collegiate training manual for students who wish to become EMTs. The learning is designed to prepare students for a variety of situations in which critical thinking, problem solving, collaboration, communication, and reflection are employed.
Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading.			x	
Provides appropriate level and type of scaffolding, differentiation, intervention and support for all learners. <ul style="list-style-type: none"> Supports diverse cultural and linguistic backgrounds, interests and styles. Provides extra supports for students working below grade level. Provides extensions for students with high interest or working above grade level. 	x			Student workbook provides scaffolded activities directed toward review and mastery.
Other: _____				

Summary/Reflection:

Curriculum Review

Based on review of the instructional materials provided by Jones & Bartlett Learning, the Evaluation Committee recommends Emergency Medical Responder: Your First Response in Emergency Care for the following reasons:

1. Alignment with Standards: College and Career Readiness Anchor Standards for Reading and Writing, Grades 6-12; Standards for Literacy in Science and Technical Skills, grades 6-12

Upon review, the Jones & Bartlett Publishing curriculum Emergency Medical Responder: Your First Response in Emergency Care addresses and supports student learning needs with regard to the College and Career Readiness Anchor Standards for Reading and Writing as detailed in the Standards for Literacy in Science and Technical Skills, grades 6-12.

2. Alignment to Standards: Emergency Medical Technician

Emergency Medical Technician is a three-year Program of Study in the Health Science and Public Safety Career Cluster. Curriculum found in Emergency Medical Responder directly correlates with the Emergency Medical Technician Standards. This text is one of two texts utilized in the Emergency Medical Technician Program of Study.

Emergency Medical Technician Standards	Emergency Medical Responder: Your First Response in Emergency Care
<u>Content Standard 1.0</u> Relate Academic Foundations to Achieve Skill Requirement 1.1 Apply Concepts of Language Arts Knowledge 1.2 Apply Concepts of Mathematics Knowledge 1.3 Apply Concepts of Science Knowledge	Chapter 1: EMS Systems
<u>Content Standard 2.0</u> Demonstrate the Use of Communication 2.1 Select and Employ Appropriate Reading and Communications Strategies 2.2 Enhance Diversity to Enhance Skills 2.3 Create Verbal and Nonverbal Behaviors	Chapter 2: Workforce Safety and Wellness Chapter 3: Medical, Legal, and Ethical Issues Chapter 8: Patient Assessment
<u>Content Standard 3.0</u> Demonstrate Problem Solving and Critical Thinking 3.1 Utilize Critical Thinking Skills Independently and as a Team 3.2 Employ Interpersonal Skills to Resolve Conflicts 3.3 Monitor Workplace Performance Goals	Chapter 2: Workforce Safety and Wellness Chapter 3: Medical, Legal, and Ethical Issues Chapter 8: Patient Assessment

3.4 Conduct Technical Research	
<p><u>Content Standard 4.0</u> Use Information Technology Tool</p> <p>4.1 Differentiate Between Various Electronic Tasks 4.2 Organize and Manipulate Tasks</p>	Chapter 4: Communications and Documentation
<p><u>Content Standard 5.0</u> Identify Key Organizational Systems</p> <p>5.1 Describe the Scope of Departmental Organizations 5.2 Implement Quality Controls and Practices</p>	Chapter 1: EMS Systems
<p><u>Content Standard 6.0</u> Understand the Importance of Health, Safety and the Environment</p> <p>6.1 Understand the Importance of Health, Safety, and the Environment 6.2 Employee Rights and Responsibilities 6.3 Employ Emergency Procedures and Disaster Response Plans 6.4 Describe and Apply Healthy Behaviors</p>	Chapter 2: Workforce Safety and Wellness
<p><u>Content Standard 7.0</u> Understand Importance of Ethics and Legal Responsibilities</p> <p>7.1 Apply Ethical Reasoning to Workplace Situations 7.2 Interpret Written Agency Policies and Procedures</p>	Chapter 3: Medical, Legal, and Ethical Issues
<p><u>Content Standard 8.0</u> Use Leadership and Teamwork Skills</p> <p>8.1 Employ Leadership Skills to Accomplish Goals and Objectives 8.2 Establish and Maintain Effective Working Relationships 8.3 Use Teamwork to Accomplish Goals and Objectives</p>	<p>Chapter 1: EMS Systems</p> <p>Chapter 4: Communications and Documentations</p>

<p><u>Content Standard 9.0</u> Demonstrate Knowledge and Technical Skills</p> <p>9.1 Identify Fundamentals of Emergency Medical Services 9.2 Describe the Structure and Function of the Human Body Systems 9.3 Medical Terminology 9.4 Incorporate Principles of Pathophysiology</p>	<p>Chapter 1: EMS Systems</p> <p>Chapter 5: The Human Body</p>
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3. Alignment with Standards: Employability Skills for Career Readiness

Emergency Medical Responder: Your First Response in Emergency Care addresses and supports student learning needs by using concrete examples within the field of Emergency Medical Technician to support the Standards for Employability Skills for Career Readiness.

Nevada Employability Skills for Career Readiness	Essentials of Athletic Injury Management
<i>Performance Standard 1.1</i> Demonstrate Employability Skills for Career Readiness	Chapter 1: EMS Systems
<i>Performance Standard 1.2</i> Demonstrate Professional Knowledge and skills	Chapter 1: EMS Systems
<i>Performance Standard 1.3</i> Demonstrate Technology and Skills	Chapter 4: Communications and Documentation

Overall Classroom Instructional Material Meets Criteria Rating: ☒ Yes ☐ No ☐ N/A