

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,