High quality and effective teaching and learning have many components. In Health Education, the instructional delivery, the materials used to support instruction and the materials used to assess student comprehension should reflect the: functional knowledge, personal and social competencies, and essential health skills that lead to health-enhancing behavioral outcomes for learners.

Students with the opportunity to practice and perform skills through a variety of interactive experiential activities that engage learners are more likely to demonstrate mastery of the functional knowledge, essential skills, and health-enhancing attitudes or beliefs to make sound responsible healthy decisions.

In the instructional discipline of Health Education, instructional support materials can take a variety of forms based upon the needs of the learners in relation to the instructional goals and objectives. Textbooks, approved guest speakers, skill-practice, field trips, videos, assemblies, and Internet sites are some examples of instructional support materials.

When selecting instructional support materials the relevance to the behavioral outcomes for the learners, the correlation of the materials to the instructional goals and objectives, and the appropriateness of the materials to include all learners must always be considered. The instructional support materials should enhance rather than direct the instructional process. It is the instructional goals, objectives, and assessments that drive the teaching and learning process. The instructional support materials allow the teacher to meet the instructional needs of the students.

In Health Education most assessments are performance based. Examples of performance-based assessments include skill demonstration, didactic presentations, visual images, cooperative learning, or advocacy projects. When selecting instructional support materials, a process used to consider the relevance of the materials to the ongoing assessment process is more likely to meet the overall goals and objectives in the course.

School systems recognize that when selecting instructional materials for teaching Health Education, this discipline includes instruction on human reproduction, adolescent and pubescent development, sexually transmitted disease risk reduction, intentional and unintentional injury prevention, sexual abuse, sexual assault and other aspects of reproductive health and safety education. When considering these instructional materials, school systems may reference that North Carolina General Statute 115C-81 (e1) to ensure local policies regarding review of instructional materials meet the guidelines of this statute. Local education agencies that establish a Kindergarten-High School content-specific Health Education Curriculum Committee or Professional Learning Community before selecting instructional support or assessment materials, are more likely to maintain consistency across grade levels and within the course content that is reflective of local and state policy guidelines.

Criteria for Reviewing Instructional Support Material has been designed to assist local education agencies with identifying the most appropriate instructional materials for success in the teaching and learning of Health Education based upon local identified need and established best practices.
1. DESCRIPTION OF MATERIAL
Title of Material:______________________________________________________________
Publisher Information:__________________________________________________________

TYPE OF INSTRUCTIONAL SUPPORT MATERIAL:

<table>
<thead>
<tr>
<th>Book</th>
<th>Textbook</th>
<th>Pamphlet</th>
<th>Curricula</th>
<th>Guest Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Site</td>
<td>Field Trip</td>
<td>Assemblies</td>
<td>Visual Image</td>
<td>Poster</td>
</tr>
<tr>
<td>DVD/VHS/TV/Interactive Game</td>
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</tr>
</tbody>
</table>

TARGETED GRADE LEVEL(S): _________________________________________________________

PUBLICATION DATE: *Note School Health Education Best Practice: publication date within the past 5 years
cost: __________________________

PRODUCT DESCRIPTION:
________________________________________________________________________________

HEALTH EDUCATION TOPIC AREAS, G.S. 115C-81(e1):
Circle those that apply
Understanding Health and Wellness Mental Health Promotion
Nutrition & Lifetime Fitness Chronic/Infectious Disease Prevention
Alcohol, Tobacco, Other Drug Prevention Intentional/Unintentional Injury Prevention
Reproductive Health and Safety Education

NATIONAL HEALTH EDUCATION STANDARDS:
Circle those that apply
Functional Health Knowledge Peer and Social Influences Focused on Behavioral Outcomes
Supports Health Enhancing Behaviors Reinforces Protective Factors Builds Personal/Social Competence
Focuses on Harmfulness of Risky Behaviors Engages Students Age Appropriate
Culturally Inclusive Adequate Instructional Time Connects Outside the Classroom

ESSENTIAL HEALTH SKILLS:
Circle those that apply
Accessing Information Self Management Advocacy Goal Setting
Decision Making Analyzing Influences Interpersonal Communication

NC DPI, NCHealthy Schools 2008
1. A. GUEST SPEAKER/ASSEMBLY: *NOTE HEALTH EDUCATION BEST PRACTICE: Guest speakers reinforce but do not replace direct instruction.*

**NAME OF SPEAKER:**

**SPEAKER’S AFFILIATION:**

**CORRELATION TO INSTRUCTIONAL PROGRAM:**

2. **ACCURACY OF MATERIAL:**

**General Comments:**

<table>
<thead>
<tr>
<th>Errors Exist</th>
<th>Level of Errors</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Accurate / Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar, spelling, and sentence structure</td>
<td>Serious Minor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material is scientifically-research based</td>
<td>Serious Minor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information presented is relevant and current</td>
<td>Serious Minor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts and skills presented are relevant, current, and clearly defined</td>
<td>Serious Minor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material is unbiased and reflects access and equity for all learners</td>
<td>Serious Minor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appropriateness of Content**

<table>
<thead>
<tr>
<th>Omitted / Inaccurate</th>
<th>Level of Correcting Omissions/ Inaccuracies</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Accurate and Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content reflects North Carolina's Healthy Youth Act GS 115C-8(e1)</td>
<td>High Moderate Easy</td>
<td></td>
<td></td>
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<tr>
<td>Content promotes Health Literacy</td>
<td>High Moderate Easy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Content appropriate to student needs, behaviors, or norms</td>
<td>High Moderate Easy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Content is not time sensitive and will continue to be relevant</td>
<td>High Moderate Easy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Content is cognitively appropriate</td>
<td>High Moderate Easy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content respects all learners (EC and LEP students)</td>
<td>High Moderate Easy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content design is easy to use and applies to various classroom settings</td>
<td>High Moderate Easy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. SCOPE OF CONTENT

**General Comments:**

<table>
<thead>
<tr>
<th></th>
<th>Omitted or Inaccurate</th>
<th>Level of Correcting Omissions/Inaccuracies</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Accurate and Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based upon acceptable theories and practices</td>
<td></td>
<td>High Moderate Easy</td>
<td></td>
<td></td>
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<tr>
<td>Sequential and comprehensive content</td>
<td></td>
<td>High Moderate Easy</td>
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<tr>
<td>Behavioral objectives in line with NC Healthful Living Standard Course of Study</td>
<td></td>
<td>High Moderate Easy</td>
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<tr>
<td>Aligns with National Health Education Standards</td>
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<td>High Moderate Easy</td>
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<tr>
<td>A strong focus on skill development</td>
<td></td>
<td>High Moderate Easy</td>
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<tr>
<td>A strong focus is on core concepts</td>
<td></td>
<td>High Moderate Easy</td>
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<tr>
<td>Various performance-based assessment strategies (if appropriate)</td>
<td></td>
<td>High Moderate Easy</td>
<td></td>
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<tr>
<td>Concepts, skills, competencies identified, reviewed and reinforced</td>
<td></td>
<td>High Moderate Easy</td>
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<tr>
<td>Promotes critical thinking skills</td>
<td></td>
<td>High Moderate Easy</td>
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<tr>
<td>Promotes responsible lifelong healthy decision making</td>
<td></td>
<td>High Moderate Easy</td>
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</tbody>
</table>

### 4. PROGRAM APPLICATION

**General Comments:**

<table>
<thead>
<tr>
<th></th>
<th>Omitted or Inaccurate</th>
<th>Additional Cost Required</th>
<th>Requires No Additional Cost</th>
<th>Materials Required</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can be implemented using existing facilities</td>
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<td>Requires supplemental materials or equipment</td>
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<tr>
<td>Encourages student engagement in school or community</td>
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<tr>
<td>Empowers students to become advocates for health, wellness, and lifetime fitness</td>
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<tr>
<td>Fits within existing instructional minutes and timelines</td>
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<tr>
<td>Requires professional staff development</td>
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<tr>
<td>Reflected</td>
<td>Not Reflected</td>
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</tbody>
</table>

**Reviewer’s Name:** ________________________________

**Title:** ________________________________

Reviewer: **DOES** **DOES NOT** recommend this material/ speaker/ program for adoption.