

North Carolina Department of Public Instruction
K -12 Health Education
Instructional Materials Selection Criteria



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.

North Carolina Department of Public Instruction K -12 Health Education Criteria for Instructional Materials Selection



I. DESCRIPTION OF MATERIAL

Title of Material: _____

Publisher Information: _____

TYPE OF INSTRUCTIONAL SUPPORT MATERIAL:

Book	Textbook	Pamphlet	Curricula	Guest Speaker
Internet Site	Field Trip	Assemblies	Visual Image	Poster
DVD/VHS/TV/ Interactive Game				

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
Decision Making	Analyzing Influences	Goal Setting
		Interpersonal Communication

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:

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

Appropriateness of Content

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

3. SCOPE OF CONTENT

General Comments:

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

4. PROGRAM APPLICATION

General Comments:

	Omitted or Inaccurate	Additional Cost Required	Requires No Additional Cost	Materials Required	Time Required
Can be implemented using existing facilities					
Requires supplemental materials or equipment					
Encourages student engagement in school or community					
Empowers students to become advocates for health, wellness, and lifetime fitness					
Fits within existing instructional minutes and timelines					
Requires professional staff development					

5. CORRELATION TO STATE STANDARDS

		Reflected	Not Reflected
Reviewer's Name: _____			
Title: _____			
Reviewer:	DOES	DOES NOT	recommend this material/ speaker/ program for adoption.