

General Health Education Curriculum Evaluation Form



1. Descriptive Information

Reviewer: _____ Date: _____
 Title of Material: _____ Year of Publication: _____
 Publisher: _____ ID Number: _____
 Health Topic(s): _____ Target Grade Level(s): _____
 Target Audience (if other than general classroom): _____

2. Program Design

	Inaccurate, Inappropriate, or Missing	Inadequate	Satisfactory	Good
Based on Theory that is Accepted by Experts in the Field	<input type="checkbox"/>	<input type="checkbox"/> Theory is referenced.	<input type="checkbox"/> Theory is referenced with citations and descriptions.	<input type="checkbox"/> Theory is referenced with citations, descriptions, and interrelationship with program content and strategies.
Focuses on Skill Development and Behavioral Goals	<input type="checkbox"/>	<input type="checkbox"/> Behavioral goals for program are identified.	<input type="checkbox"/> Behavioral goals for the program are identified and incorporated in some of the lessons.	<input type="checkbox"/> Behavioral goals for the program are identified and incorporated in most of the lessons.
Aligns to National or State Health Education Standards	<input type="checkbox"/>	<input type="checkbox"/> Links to standards are not explicit.	<input type="checkbox"/> Links to standards are explicit at the unit or theme levels.	<input type="checkbox"/> Links to standards are explicit at the lesson level.
Lesson Plans Include: ☆ Learning objectives ☆ Anticipatory set ☆ Activities aligned with objectives ☆ Assessment ☆ Closure ● Extensions and remediation ● Adaptations for English-language learners ● Prerequisites for learning ● Identification of required instructional materials ● Identification of additional resources	<input type="checkbox"/>	<input type="checkbox"/> Three or fewer starred elements.	<input type="checkbox"/> All starred elements.	<input type="checkbox"/> All starred elements and two or more additional elements.

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	Inaccurate, Inappropriate, or Missing	Inadequate	Satisfactory	Good
Establishes a Safe Learning Environment	<input type="checkbox"/>	<input type="checkbox"/> Suggests establishing a safe learning environment.	<input type="checkbox"/> Provides appropriate strategies and sample ground rules for establishing a safe learning environment for all students.	<input type="checkbox"/> Provides appropriate strategies and sample ground rules for establishing a safe learning environment for all students and suggestions to appropriately manage classroom discussions and personal questions.
Sequential, Coherent Organization of Lessons	<input type="checkbox"/>	<input type="checkbox"/> Few lessons are organized sequentially.	<input type="checkbox"/> Most lessons are organized sequentially.	<input type="checkbox"/> All lessons are organized sequentially with later lessons building on and expanding concepts/skills of earlier lessons.
Variety of Assessment Measures	<input type="checkbox"/>	<input type="checkbox"/> Limited assessment measures.	<input type="checkbox"/> Variety of assessment measures.	<input type="checkbox"/> Variety of assessment measures, including teacher and student evaluations.
Representative of Student Diversity and Free of Racial, Ethnic or Gender Biases	<input type="checkbox"/>	<input type="checkbox"/> Some activities and content are representative and appropriate.	<input type="checkbox"/> All activities and content are representative and appropriate.	<input type="checkbox"/> All activities and content are representative and appropriate including enrichment activities.
Materials and Activities are Appropriate for English Language Learners	<input type="checkbox"/>	<input type="checkbox"/> Some activities and content are appropriate.	<input type="checkbox"/> All activities and content are appropriate.	<input type="checkbox"/> All activities and content are appropriate including enrichment activities.
Materials are available in languages other than English <i>Specify languages:</i> _____ _____	<input type="checkbox"/>			<input type="checkbox"/> Translated materials are provided for: ___ Students ___ Parents ___ Teachers

Comments on Program Design: _____

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3. Content and Teaching Methods

Instructions: Check the content below if it is addressed and rate the quality of the content and teaching methods. Provide explanatory comments and examples to support ratings.	Not Addressed	Medically and Scientifically Accurate and Objective	Developmentally Appropriate and Relevant to Students' Social, Cultural and Ethnic Experiences	Interactive Teaching Methods	Meaningful Skills Development and Practice	Overall Quality of Presentation
<input type="checkbox"/> Recognize and Assess—Possible Risks and Positive/Negative Consequences of Health Behaviors (e.g., social, psychological, and physical).	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						
Understand and Analyze: <input type="checkbox"/> External Influences on Health Behaviors (e.g., family, peers, media), and <input type="checkbox"/> Internal Influences on Health Behaviors (e.g., desire for acceptance, perceptions of group norms).	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						

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Instructions: Check the content below if it is addressed and rate the quality of the content and teaching methods. Provide explanatory comments and examples to support ratings.	Not Addressed	Medically and Scientifically Accurate and Objective	Developmentally Appropriate and Relevant to Students' Social, Cultural and Ethnic Experiences	Interactive Teaching Methods	Meaningful Skills Development and Practice	Overall Quality of Instruction
<input type="checkbox"/> Learn and Practice—Personal and Social Skills <i>Check all that are addressed.</i> — Decision making — Goal setting and planning — Emotional awareness — Communication — Asserting rights — Developing personal	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
<input type="checkbox"/> Learn and Practice—Other Health Skills <i>Specify and evaluate any other health skills developed:</i>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						

Comments on Content and Teaching Methods: _____

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4. Characteristics of Program

Teaching Methods - Check the following teaching methods for which this material is a <u>high-quality exemplar</u> . (Check all that apply)	Standards - Check the following national content standards for student achievement in health education that are addressed in this material. (Check all that apply)	Support for Coordinated School Health - Check the following areas for which this material provides <u>high-quality resources</u> . (Check all that apply)
<input type="checkbox"/> Cooperative Group Activities <input type="checkbox"/> Behavioral Rehearsal/Role-Play <input type="checkbox"/> Writing Activities <input type="checkbox"/> Peer Teaching <input type="checkbox"/> Student Investigations <input type="checkbox"/> Games/Simulations <input type="checkbox"/> Peer/Social Influences Analysis <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Multi-Media/Technology <input type="checkbox"/> Instructional Strategies for Special Needs Students <input type="checkbox"/> Integration with Other Subject Areas ___ Social Studies/History ___ Language Arts ___ Science ___ Math ___ Other: _____ <input type="checkbox"/> Service Learning Activities <input type="checkbox"/> Family/Home Extension Activities <input type="checkbox"/> Use of Community Resources <input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Students will comprehend concepts related to health promotion and disease prevention. <input type="checkbox"/> Students will demonstrate the ability to access valid health information and health-promoting products and services. <input type="checkbox"/> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. <input type="checkbox"/> Students will analyze the influence of culture, media, technology, and other factors on health. <input type="checkbox"/> Students will demonstrate the ability to use interpersonal communication skills to enhance health. <input type="checkbox"/> Students will demonstrate the ability to use goal-setting skills to enhance health. <input type="checkbox"/> Students will demonstrate the ability to use decision-making skills to enhance health. <input type="checkbox"/> Students will demonstrate the ability to advocate for personal, family, and community health.	<input type="checkbox"/> Guidance for promoting parent/student communication and relationships. <input type="checkbox"/> Guidance for promoting youth development in caring school environments. <input type="checkbox"/> Parent workshops, training, and other materials. <input type="checkbox"/> Guidance regarding policies that support drug-abuse prevention objectives. <input type="checkbox"/> Materials, procedures, or policies for school/community, health/drug-abuse prevention counseling and services. (e.g. referrals for health services) <input type="checkbox"/> Guidance to coordinating school drug-abuse prevention, health services, and community programs. <input type="checkbox"/> Sample letters of parental notification or permission. <input type="checkbox"/> Guidance for using community resources and/or guest speakers. <input type="checkbox"/> Other (specify): _____

Comments on the program's use of Teaching Methods, match with National Health Education Standards, and Coordinated School Approach:

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5. Evaluation Summary

	Poor	Low Quality	Satisfactory	High Quality	Excellent
My overall evaluation of the Program and Instructional Design is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall evaluation of the Curriculum Content and Teaching Methods is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall evaluation is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on your evaluation: _____

6. Material Description - Please provide a brief description of the material. Also specify the grade level and audience for whom you think the curriculum is appropriate. (*Check all that apply*)

For use with: ☐ All Students ☐ Parents/Family Caregiver ☐ Professional ☐ E.L.L.
☐ Special Education ☐ G.A.T.E. ☐ Pregnant/Parenting Teens
☐ Other (Specify) _____

Grade level: ☐ PreK - K ☐ K - 3 ☐ 4 - 6 ☐ 6 - 8 ☐ 9 - 12

Brief Description of the Material: _____

7. Reviewer's Notes - Provide suggestions to teachers and other users, such as strengths of the material, possible applications, appropriate target audiences, teaching ideas, teaching alerts, connections with other resources, additional costs to implement lessons, facilities needed, etc.:
