Example Materials Review Sheet

Feel free to reference the [SHAPE America Health Education Program Checklist](https://www.shapeamerica.org/uploads/pdfs/2019/advocacy/position-statements/health/Health_Education_Program_Checklist.pdf) and HECAT for additional questions.

**When analyzing each material/curriculum, consider the following:**

1. What materials are included (e.g. grades, lessons, teacher guides, student materials, digital copies, assessments, professional development, LMS sync)?
2. How do the materials align with the school’s vision for excellent Health Education and instruction?
3. What school or community data points do the materials address?
4. What health skills do the materials address?

**EXAMPLE MODIFIED CURRICULUM RATING FORM**

Title of curriculum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| **Indicate the extent to which you agree with each statement.** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** | **Don’t Know** |
| ***The curriculum is a good fit for our school’s/District’s...*** |
| 1. Health Education Vision. | 1 | 2 | 3 | 4 | 5 | - |
| 2. Data Informed Health Priorities.Does the program address the health issues in our school/community? (Identified in key action I.2) | 1 | 2 | 3 | 4 | 5 | - |
| 3. Culture.  (e.g. examples connect with students and reflect diversity of student body, activities are accessible to families) | 1 | 2 | 3 | 4 | 5 | - |
| 4. Structure. Can the curriculum be feasibly implemented in the time the district has to teach health? (Length of course, daily lesson length, time for units) | 1 | 2 | 3 | 4 | 5 | - |
| ***The curriculum includes...*** |
| 4. Opportunities for students to learn and practice the essential health skills.(e.g., communication, decision-making, goal setting, self-management, advocacy) | 1 | 2 | 3 | 4 | 5 | - |
| 5. Strategies to engage students and personalize content.(e.g., sharing personal thoughts, feelings, and opinions; developing critical thinking skills) | 1 | 2 | 3 | 4 | 5 | - |
| 6. Examples, materials, and information that are culturally inclusive.(e.g., race, ethnicity, religion, sexual orientation, physical ability) | 1 | 2 | 3 | 4 | 5 | - |
| 7. Information that is medically accurate, relevant, and applicable to students’ lives. | 1 | 2 | 3 | 4 | 5 | - |
| 8. Opportunities for students to examine social pressures and influences.(e.g., peer pressure, media) | 1 | 2 | 3 | 4 | 5 | - |
| 9. Sources of data are clear and credible. | 1 | 2 | 3 | 4 | 5 | - |

Created by the Center for Rural School Health & Education, based on the CDC’s Characteristics of an Effective Health Education Curriculum, and the Colorado Department of Education and modified by the Nebraska Department of Education.