

## HEALTH EDUCATION EIGHTH GRADE INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

### SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

*All submissions must be aligned to the Health Education Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.*

*Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials. Evaluators of materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards.*

#### Health Education Eighth Grade

### SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

*All submissions must be aligned to the Tennessee State Health Education Standards and therefore must meet all of the non-negotiable criteria of Section I.*

SECTION I. Alignment to Tennessee State Physical Education Standards				
<b>Part A.</b> The instructional materials represent 80% alignment with the Tennessee State Health Education Standards and explicitly focus teaching and learning on the grade level standards and are at a level of rigor necessary for students to reach mastery:				
Component: Personal Wellness (PCW)				
Subcomponent: Nutrition		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Standard			
PW.1	<b>8.PW.1</b> Describe body composition and eating disorders, and practice principles of food safety.			

PW.2	<b>8.PW.2</b> Apply formulas such as body mass index to demonstrate how healthy nutrition can affect body composition.			
PW.3	<b>8.PW.3</b> Analyze the relationship between nutrition, fitness, and healthy weight management for the prevention of diseases such as diabetes, obesity, cardiovascular disease, and eating disorders.			
PW.4	<b>8.PW.4</b> Analyze lifelong nutrition and health-related fitness to enhance quality of life.			
<b>Subcomponent: Personal Hygiene</b>		<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Standard			
PW.5	<b>8.PW.5</b> Discuss the physical, emotional, and social implications of personal hygiene.			
PW.6	<b>8.PW.6</b> Differentiate personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).			
<b>Subcomponent: Physical Activity and Fitness</b>		<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Standard			

PW.7	<b>8.PW.7</b> Determine the benefits of exercise during all stages of life for improved physical fitness.			
PW.8	<b>8.PW.8</b> Research various physical activities and analyze their social, emotional, and physical benefits.			
<b>Component: Mental, Emotional, and Social Health</b>				
<b>Subcomponent: Core</b>		<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Standard			
MESH.1	<b>8.MESH.1</b> Describe common mental health conditions and the importance of seeking help.			
MESH.2	<b>8.MESH.2</b> Identify a variety of nonviolent ways to respond when angry or upset.			
MESH.3	<b>8.MESH.3</b> Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.			

MESH.4	<b>8.MESH.4</b> Analyze situations that may call for acts of caring among friends or require getting help from trusted adults.			
MESH.5	<b>8.MESH.5</b> Create a plan to seek help for a mental, social, or emotional health problem from trusted adults for self or others.			
MESH.6	<b>8.MESH.6</b> Design nonviolent solutions to conflicts based on respect for others.			
MESH.7	<b>8.MESH.7</b> Utilize family, school, and community resources to avoid or reduce mental, social, and emotional health risks (e.g., bullying, harassment).			

MESH.8	<b>8.MESH.8</b> Differentiate between the need for individual or collaborative decision-making, and identify circumstances that can support or hinder decision-making and goal setting.			
MESH.9	<b>8.MESH.9</b> Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities.			
<b>Component: Safety and Prevention</b>				
<b>Subcomponent: Disease Prevention</b>		<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Standard			
SP.1	<b>8.SP.1</b> Identify the relationship between participation in risky behaviors and contracting a communicable disease.			
SP.2	<b>8.SP.2</b> Identify the relationship between participation in risky behaviors and contracting a non- communicable disease.			

Subcomponent: First Aid		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Standard			
SP.3	<b>8.SP.3</b> Demonstrate emergency techniques to respond to varying emergency situations that may occur at school, home, and in the community.			
SP.4	<b>8.SP.4</b> Develop strategies to increase community knowledge of how to respond in different emergency situations.			
SP.5	<b>8.SP.5</b> Evaluate individual, group, and societal influences that promote positive and negative health behaviors.			
Subcomponent: Technology Safety				
Skill	Standard			
SP.6	<b>8.SP.6</b> Compare and contrast health information gathered from various sources.			
SP.7	<b>8.SP.7</b> Analyze the possible legal consequences of improper social media usage.			
Subcomponent: Prevention		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Skill	Standard			
SP.8	<b>8.SP.8</b> Demonstrate de-escalation techniques used in threatening situations.			

SP.9	<b>8.SP.9</b> Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.			
SP.10	<b>8.SP.10</b> Analyze the validity of health information, products, and services.			
SP.11	<b>8.SP.11</b> Analyze how global and environmental policies and situations affect local health.			
<b>Component: Human Growth and Development</b>		<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
<b>Subcomponent: Anatomy and Physiology</b>				
Skill	Standard			
HGD.1	<b>8.HGD.1</b> Describe how personal choice impacts bodily systems. (e.g., risky behaviors).			
HGD.2	<b>8.HGD.2</b> Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.			
<b>Subcomponent: Puberty and Adolescent Development</b>				
Skill	Standard			
HGD.3	<b>8.HGD.3</b> Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.			

HGD.4	<b>8.HGD.4</b> Identify the physical, social, and emotional changes that occur during puberty (e.g., menstrual cycle, reproductive system, conception).			
HGD.5	<b>8.HGD.5</b> Demonstrate behaviors that promote healthy growth and development during puberty.			
<b>Subcomponent: Pregnancy and Reproduction</b>				
Skill	Standard			
HGD.6	<b>8.HGD.6</b> Describe the social, emotional, and economic impact associated with teen parenting (e.g., perspective of the teen mother, teen father, and parents of the teens).			
HGD.7	<b>8.HGD.7</b> Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.			
HGD.8	<b>8.HGD.8</b> Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illnesses).			



HGD.9	<b>8.HGD.9</b> Identify medically-accurate resources about pregnancy prevention and reproductive health care.			
<b>Subcomponent: Pregnancy and Reproduction</b>				
Skill	Standard			
HGD.10	<b>8.HGD.10</b> Analyze ways pathogens and diseases are spread, prevented, and managed.			
HGD.11	<b>8.HGD.11</b> Research strategies to develop and maintain reproductive and sexual health (including HIV, HPV, and common STIs).			
HGD.12	<b>8.HGD.12</b> Compare and contrast behaviors, including abstinence, to determine potential risk of STI/HIV transmission.			
HGD.13	<b>8.HGD.13</b> Describe ways people can protect themselves against serious blood borne communicable diseases.			
HGD.14	<b>8.HGD.14</b> Analyze how changes in family structure can impact personal decision making.			
HGD.15	<b>8.HGD.15</b> Analyze the similarities and difference between friendships and romantic relationships.			

HGD.16	<b>8.HGD.16</b> Analyze how internal and external influences affect growth and development in relationships (including abuse, neglect, dysfunction) and sexual behavior.			
HGD.17	<b>8.HGD.17</b> Evaluate the influence of media on personal values, attitudes, and beliefs.			
<b>Component: Substance Abuse and Use</b>		<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
<b>Subcomponent: Health Risks</b>				
Skill	Standard			
SUA.1	<b>8.SUA.1</b> Evaluate the impact of addiction on individuals, families, and communities including physical, emotional, and economic costs.			
SUA.2	<b>8.SUA.2</b> Explain how misusing substances including tobacco, alcohol, and drugs can negatively impact each of eleven body systems.			
<b>Subcomponent: Protective Behaviors and Risk Reduction</b>				
Skill	Standard			
SUA.3	<b>8.SUA.3</b> Demonstrate and analyze positive alternatives to the use of alcohol, tobacco, and other drugs.			

SUA.4	<b>8.SUA.4</b> Predict the short and long term effects of drug use on an individual's health.			
<b>Subcomponent: Community Resources and Substance Abuse Recovery</b>				
Skill	Standard			
SUA.5	<b>8.SUA.5</b> Develop strategies for informing the public of the dangers associated with substance abuse.			

## SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- ☐ **2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- ☐ **1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- ☐ **0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

## HEALTH EDUCATION – 8

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant <b>national and/or state organizations</b> (i.e. <i>Tennessee Association of Health, Physical Education, Recreation and Dance – TAHPERD</i> ) where appropriate. For example, TAHPERD provides annual training and guidance to Health Education Teachers around the state at an annual meeting and is there for support as needed.	2   1   0	
B. Materials are aligned to discipline-specific <b>content or pedagogical frameworks</b> frequently used by professionals in the health education field. For example, <i>Youth Tobacco Prevention</i> materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of students, as specified in the standards.	2   1   0	
C. Connections are made to discipline-specific <b>professional societies and organizations</b> , and their value is clearly communicated in the materials. For example, health education training materials in the LEAs routinely make reference to and reinforce connections with the American School Health Association (ASHA).	2   1   0	

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2   1   0	

B. Materials are vertically coherent with previous courses and these connections are made clear in the materials. The connections are explicit to the other materials in the course.	2   1   0	
C. For materials in a series, content progressions reflect the progressions as seen in the standards. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the standards as written.	2   1   0	

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2   1   0	
B. Materials include teacher-directed materials that explain the role of the practice activities in the classroom and in students' content development. Problems and activities present opportunities for students to make use of and exhibit the skills as they work on mastery of content.	2   1   0	
C. Opportunities and resources are provided for teachers to conduct independent study to enhance their own understanding and knowledge of course topics. Materials provide avenues to seek and identify quality professional development in a manner that will support student learning.	2   1   0	

Section II(4). USABILITY	SCORE	JUSTIFICATION/NOTES
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A. Materials can be accessed in a variety of formats and media, including but not limited to printed textbooks, digital storage devices, online applications, and cloud-based forums.	2   1   0	
B. Materials are clear and easy to read for students, teachers, and parents. The design and graphics do not distract from the course content and are appropriately placed.	2   1   0	
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2   1   0	
D. Materials are culturally and politically sensitive to the full range of potential users, and do not advance unwarranted opinions that are not factually based. All materials strive to present content, not beliefs.	2   1   0	

Please note any concerns with sensitivity below:

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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A. Materials include aligned assessments at regular intervals throughout the text(s), or as supplements to the primary instructional materials. Aligned assessments may include end-of-chapter quizzes, unit test modules, and practice exams.	2 1 0	
B. Materials offer ideas and guidance on measuring student progress throughout the duration of the aligned course(s). Formative, interim, and summative assessment strategies are all presented to inform instructional strategy and improvement.	2 1 0	
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2 1 0	