

## INSTRUCTIONAL MATERIALS ADOPTION

<b>PUBLISHER:</b>	Glencoe/McGraw-Hill
<b>SUBJECT:</b>	Health
<b>COURSE:</b>	Health 6
<b>TITLE:</b>	Glencoe Teen Health Course 1
<b>COPYRIGHT DATE:</b>	2005
<b>SE ISBN:</b>	0-07-861095-8
<b>TE ISBN:</b>	0-07-861096-6

### GENERIC EVALUATION CRITERIA GROUP V – 2006 TO 2012

#### Health K-12

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
✓			<b>I. INTER-ETHNIC</b>  The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
✓			<b>II. EQUAL OPPORTUNITY</b>  The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>

Health literacy for all students is the fundamental goal of a comprehensive school health education curriculum. The health-literate student is a critical thinker and problem solver, a self-directed learner, an effective communicator and a responsible, productive citizen. Students must have the capacity to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance a healthy lifestyle. The instructional materials program shall present information and opportunities in a manner that enables the student to:

**A. HEALTH PROMOTION AND DISEASE PREVENTION**  
**SIXTH GRADE**

1.	describe the USDA Food Pyramid, including number and size of servings and basic nutrients needed for an adolescent female/male on a daily basis	✓				
2.	identify the negative effects of alcohol, drugs and tobacco	✓				
3.	identify the strategies for the prevention of communicable diseases: <ul style="list-style-type: none"> <li>• hygiene</li> <li>• food preparation</li> <li>• antibiotic overuse</li> <li>• STD/STI prevention</li> <li>• environmental practices</li> </ul>		✓			
4.	describe the major parts and functions of the nervous system		✓			
5.	identify hereditary factors that affect adolescent development		✓			
6.	list the steps for breathing emergencies and basic first aid	✓				

**B. HEALTH INFORMATION AND SERVICES**  
**SIXTH GRADE**

1.	recognize hereditary factors that should be reflected in medical records		✓			
2.	identify school and community services for physical and mental health concerns			✓		

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<b>C.</b>	<b><u>HEALTH BEHAVIORS</u></b>							
	<b>SIXTH GRADE</b>							
1.	distinguish between safe and risky or harmful behaviors in relationships:							
	• peer pressure							
	• sexual behaviors							
	• physical, psychological, sexual abuse					✓		
	• date rape							
2.	identify protective behaviors used to avoid and reduce threatening situations:							
	• don't walk alone							
	• associate with safe groups							
	• avoid strangers/stalkers							
	• consult trusted adults							
	• be aware of potential threats					✓		
3.	identify hygiene and food safety practices for improved personal and family health					✓		
<b>D.</b>	<b><u>CULTURE, MEDIA AND TECHNOLOGY</u></b>							
	<b>SIXTH GRADE</b>							
1.	recognize that people grow and mature at different rates and have different body types than those portrayed by the media					✓		
2.	analyze the influence that advertisers have on consumer choices:							
	a. clothing styles						✓	
	b. dietary patterns					✓		
	c. sexual behaviors						✓	
	d. ATOD use					✓		
3.	identify the importance of respecting people's differences						✓	
<b>E.</b>	<b><u>COMMUNICATION</u></b>							
	<b>SIXTH GRADE</b>							
1.	identify positive and socially appropriate ways to express needs, wants and feelings					✓		
2.	identify communication skills to build and maintain healthy relationships	✓						
3.	identify the possible causes of conflict among youth and strategies to manage conflict in schools and communities					✓		

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**F. GOAL SETTING AND DECISION MAKING  
SIXTH GRADE**

1.	use decision-making skills to protect against communicable and non-communicable diseases					✓			
2.	explain how goal-setting and decision-making processes are important in designing strategies regarding risky behaviors:								
a.	ATOD						✓		
b.	recreation safety (e.g. ATV, hunting and skateboarding, etc.)						✓		
c.	sexual behaviors						✓		

**G. ADVOCACY  
SIXTH GRADE**

1.	identify effective advocacy skills to use with health care providers						✓		
2.	identify the importance of maintaining natural settings and promoting their use for stress/anxiety reduction, wellness and recreation						✓		

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<b>PUBLISHER:</b>	Glencoe/McGraw-Hill
<b>SUBJECT:</b>	Health
<b>COURSE:</b>	Health 7
<b>TITLE:</b>	Glencoe Teen Health Course 2
<b>COPYRIGHT DATE:</b>	2005
<b>SE ISBN:</b>	0-07-861097-4
<b>TE ISBN:</b>	0-07-861098-2

### GENERIC EVALUATION CRITERIA GROUP V – 2006 TO 2012

#### Health K-12

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**A. HEALTH PROMOTION AND DISEASE PREVENTION**  
**SEVENTH GRADE**

1.	analyze the effects of various behaviors on body systems and wellness:							
	• dietary patterns							
	• mental health							
	• ATOD							
	• safety							
	• medical/dental/eye exams	✓						
2.	describe the major parts and functions of the reproductive system					✓		
3.	identify general symptoms and potential long-term health consequences of STD/STI					✓		
4.	demonstrate first aid procedures	✓						

**B. HEALTH INFORMATION AND SERVICES**  
**SEVENTH GRADE**

1.	identify the relationship of cost and effectiveness of health products	✓						
2.	identify situations that require professional health services and community resources that can provide those services					✓		
3.	identify myths, misinformation and stereotyping associated with the use of health services					✓		

**C. HEALTH BEHAVIORS**  
**SEVENTH GRADE**

1.	evaluate personal health practices to avoid STD/STI					✓		
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2.	analyze the differences between safe and risky behaviors, including methods for prevention:							
	a. sexual behaviors					✓		
	b. STD/STI					✓		
	c. abstinence					✓		
	d. contraception							✓
	e. ATOD	✓						
	f. recreation					✓		
	g. intentional and unintentional injuries					✓		
	h. safety	✓						
	i. dietary habits					✓		
3.	recognize signs of and strategies to reduce stress, anxiety and depression	✓						
<b>D.</b>	<b><u>CULTURE, MEDIA AND TECHNOLOGY</u></b>							
	<b>SEVENTH GRADE</b>							
1.	describe the influence of cultural beliefs on health behaviors and the use of health services:							
	• nutrition							
	• hygiene							
	• medical treatments							
	• ATOD use							
	• physical fitness							
	• sexual practices							✓
2.	explain the impact of peer harassment on physical, emotional and social health and identify necessary coping skills							✓
3.	recognize the importance of respecting individual differences					✓		
4.	analyze media messages about alcohol, tobacco and other drugs					✓		
<b>E.</b>	<b><u>COMMUNICATION</u></b>							
	<b>SEVENTH GRADE</b>							
1.	explain how character and personality affect the perception of one's ability to communicate:							
	• passive/assertive/aggressive							
	• poor listening and sending skills							
	• verbal and nonverbal skills	✓						

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2.	discuss ways one can develop healthful family relationships				✓			
3.	explain steps that can be taken to improve dysfunctional family relationships; discuss adjustments that can be made if family changes occur				✓			
<b>F.</b>	<b><u>GOAL SETTING AND DECISION MAKING</u></b>							
	<b>SEVENTH GRADE</b>							
1.	apply the USDA Dietary Guidelines and Food Pyramid in meal planning				✓			
2.	discuss the consequences of poor nutritional choices for self and others:							
	a. eating disorders					✓		
	b. malnutrition						✓	
	c. deficiencies							✓
3.	clarify the process of a decision-making model; predict situations and practice skills requiring decisions with alcohol, tobacco and other drugs				✓			
<b>G.</b>	<b><u>ADVOCACY</u></b>							
	<b>SEVENTH GRADE</b>							
1.	demonstrate effective advocacy skills to use with public health services					✓		
2.	explain the importance of maintaining natural environmental settings and promote clean in-door air, recycling and responsible use of natural resources				✓			

## INSTRUCTIONAL MATERIALS ADOPTION

<b>PUBLISHER:</b>	Glencoe/McGraw-Hill
<b>SUBJECT:</b>	Health
<b>COURSE:</b>	Health 8
<b>TITLE:</b>	Glencoe Teen Health Course 3
<b>COPYRIGHT DATE:</b>	2005
<b>SE ISBN:</b>	0-07-861099-0
<b>TE ISBN:</b>	0-07-861100-8

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Health literacy for all students is the fundamental goal of a comprehensive school health education curriculum. The health-literate student is a critical thinker and problem solver, a self-directed learner, an effective communicator and a responsible, productive citizen. Students must have the capacity to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance a healthy lifestyle. The instructional materials program shall present information and opportunities in a manner that enables the student to:

**A. HEALTH PROMOTION AND DISEASE PREVENTION**  
**EIGHTH GRADE**

1.	identify and explain the components of total wellness					✓		
2.	apply nutritional concepts to food choices and disease prevention	✓						
3.	determine risk factors leading to teen pregnancy, HIV/AIDS and other sexually transmitted diseases					✓		

**B. HEALTH INFORMATION AND SERVICES**  
**EIGHTH GRADE**

1.	identify ways to access current health information and services: <ul style="list-style-type: none"> <li>• appropriate websites</li> <li>• pamphlets, brochures</li> <li>• hotline numbers</li> <li>• local health facilities</li> <li>• community resources</li> </ul>					✓		
2.	investigate resources related to ATOD, dating violence, STD/STI and harassment					✓		

**C. HEALTH BEHAVIORS**  
**EIGHTH GRADE**

1.	identify and list ways to prevent pregnancy, emphasizing abstinence					✓		
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2.	describe safety guidelines for preventing various intentional and unintentional injuries:							
	<ul style="list-style-type: none"> <li>• pedestrian</li> <li>• motor vehicles, ATVs, bicycles</li> <li>• recreational sports</li> <li>• stress reduction</li> <li>• violence</li> <li>• homicides, suicides</li> <li>• safety/electrical, chemical, fire, workplace, hunting</li> <li>• natural disasters</li> </ul>				✓	—	—	—
3.	describe examples of harassment, bullying and intimidation and the legal ramifications in the school, community and job setting				—	✓	—	—
4.	recognize and report signs of self-destructive behaviors in others:				—	—	—	—
	<ul style="list-style-type: none"> <li>• anxiety/anger</li> <li>• depression/suicide</li> <li>• eating disorders</li> <li>• cutting/self-mutilation</li> <li>• ATOD abuse</li> <li>• gang membership</li> <li>• sexual behavior</li> </ul>				—	✓	—	—
<b>D.</b>	<b><u>CULTURE, MEDIA AND TECHNOLOGY</u></b>							
	<b>EIGHTH GRADE</b>							
1.	recognize bias in advertising and misleading media communication about health information, products and services				✓	—	—	—
2.	identify and interpret the effect of media messages on health and nutrition				✓	—	—	—
3.	identify the effect of culture and media messages on dating relationships				—	—	✓	—

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**E. COMMUNICATION**

**EIGHTH GRADE**

1.	demonstrate ways to communicate care, consideration and respect of self and others:							
	a. peer mediation				✓			
	b. conflict resolution					✓		
	c. respect				✓			
	d. tolerance						✓	
	e. empathy					✓		
2.	demonstrate refusal skills to protect personal health against risky and harmful behaviors				✓			

**F. GOAL SETTING AND DECISION MAKING**

**EIGHTH GRADE**

1.	identify personal health goals and choose strategies regarding nutrition and alcohol, tobacco, drug use and personal safety to achieve optimal personal health				✓			
2.	explain the effects that different choices, regarding sexual behaviors can have on their personal future					✓		
3.	describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities				✓			

**G. ADVOCACY**

**EIGHTH GRADE**

1.	identify community resources that advocate against dating violence, harassment, bullying, intimidation and discrimination					✓		
2.	recognize and promote environmental practices that will preserve natural resources for personal and community health				✓			
3.	explain why personal safety is everyone's responsibility and describe their personal role				✓			
4.	explain the need for legislation to protect and promote personal safety and health					✓		

## INSTRUCTIONAL MATERIALS ADOPTION

<b>PUBLISHER:</b>	Glencoe/McGraw-Hill
<b>SUBJECT:</b>	Health
<b>COURSE:</b>	Health 9-12
<b>TITLE:</b>	Glencoe Health
<b>COPYRIGHT DATE:</b>	2005
<b>SE ISBN:</b>	0-07-861211-X
<b>TE ISBN:</b>	0-07-861212-8

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**A. HEALTH PROMOTION AND DISEASE PREVENTION**  
**HIGH SCHOOL**

	1.	compare and contrast the components of total wellness:					
_____		a. physical	_____	✓	_____	_____	_____
_____		b. mental	_____	✓	_____	_____	_____
_____		c. social	_____	✓	_____	_____	_____
_____		d. emotional	_____	✓	_____	_____	_____
_____		e. spiritual	_____	_____	_____	_____	✓
	2.	discriminate between the positive and potentially negative effects of local and global environmental health problems:					
		• pollution					
		• pesticides					
		• food production					
_____		• government regulations	_____	✓	_____	_____	_____
	3.	analyze and interpret how public health and social policies, along with government regulations influence health promotion and disease prevention:					
_____		a. world	_____	✓	_____	_____	_____
_____		b. federal	_____	✓	_____	_____	_____
_____		c. state	_____	✓	_____	_____	_____
_____		d. local	_____	✓	_____	_____	_____
	4.	differentiate between the causes of communicable and non-communicable diseases:					
_____		a. disease process	_____	✓	_____	_____	_____
_____		b. lifestyle choices	_____	✓	_____	_____	_____
_____		c. hereditary characteristics	_____	✓	_____	_____	_____
_____		d. environmental	_____	✓	_____	_____	_____
_____		e. sexual behaviors	_____	✓	_____	_____	_____

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5.	identify and apply skills that prevent communicable and non-communicable diseases: <ul style="list-style-type: none"> <li>• hygiene</li> <li>• decision-making process</li> <li>• refusal skills (ATOD, sexual behaviors)</li> <li>• physical fitness</li> <li>• dietary patterns</li> <li>• medical, dental, eye exams</li> </ul>					✓		
<b>B.</b>	<b><u>HEALTH INFORMATION AND SERVICES</u></b>							
	<b>HIGH SCHOOL</b>							
1.	identify and evaluate resources that provide accurate health information in regard to the National Standards of Health Education:							
	a. Healthy People 2010					✓		
	b. government agencies (USDA, HHS, CDC, NIH, etc.)				✓			
	c. NGOs (AHA, ACS, ALA, Easter Seals, YMCA, etc.)					✓		
2.	identify factors that influence choices on health-promoting products based on current information: <ul style="list-style-type: none"> <li>• media/advertising</li> <li>• quackery</li> <li>• cost and availability</li> <li>• food labels</li> <li>• peers and family</li> <li>• culture</li> </ul>				✓			
3.	locate and utilize resources to identify health care services advantageous for optimal health: <ul style="list-style-type: none"> <li>• governmental agencies</li> <li>• NGOs</li> <li>• hotlines</li> <li>• yellow pages</li> <li>• guest speakers</li> <li>• appropriate websites</li> </ul>					✓		

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**C. HEALTH BEHAVIORS**

**HIGH SCHOOL**

1.	complete a personal health assessment and detail behavioral changes and strategies to enhance health and reduce risk						✓	
2.	recognize and demonstrate the positive effects of nutrition and physical activity on health					✓		
3.	list examples and explain short-term and long-term impacts of health decisions on the individual, family and community: <ul style="list-style-type: none"> <li>• ATOD</li> <li>• proper diets</li> <li>• weight control</li> <li>• sexual behaviors</li> <li>• physical activity</li> <li>• seat belts</li> <li>• COPD</li> <li>• emotional wellness</li> <li>• diabetes</li> <li>• heart disease</li> </ul>						✓	
4.	identify signs of stress and common stressors and develop effective stress management				✓			
5.	identify causes, warning signs and prevention strategies of depression and suicide					✓		
6.	identify ways to develop good character and improve self-esteem: <ul style="list-style-type: none"> <li>a. respect</li> <li>b. responsibility</li> <li>c. trustworthiness</li> <li>d. caring</li> <li>e. honesty</li> <li>f. fairness</li> </ul>				✓			
					✓			
					✓			
						✓		
						✓		
						✓		
						✓		

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7.	identify causes, preventions and treatments for injuries and list responsible actions to create a safe and healthy environment:							
	<ul style="list-style-type: none"> <li>• CPR/AEDs</li> <li>• first aid</li> <li>• emergency plans</li> <li>• outdoor safety</li> <li>• seatbelts</li> <li>• fire safety</li> </ul>							✓
<b>D.</b>	<b><u>CULTURE, MEDIA AND TECHNOLOGY</u></b>							
	<b>HIGH SCHOOL</b>							
1.	recognize cultural diversities and their influences on health behaviors:							
	<ul style="list-style-type: none"> <li>• ATOD</li> <li>• life expectancy</li> <li>• risk behaviors</li> <li>• dietary patterns</li> <li>• sexual practices</li> <li>• religious traditions</li> </ul>							✓
2.	evaluate how media perspectives of health impact on personal, family and community health					✓		
3.	explore technology and its influence on personal, family and community health:							
	a. exercise equipment						✓	
	b. computer programs							✓
	c. appropriate internet websites					✓		
4.	identify factors in the community that influence health:							
	a. religion						✓	
	b. traditions						✓	
	c. values					✓		
	d. access to health services					✓		
	e. geography							✓
	f. socio-economic status						✓	
	g. health literacy					✓		

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**E. COMMUNICATION**

**HIGH SCHOOL**

1.	utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others					✓		
2.	exhibit healthy ways to express feelings, needs and desires in different situations: <ul style="list-style-type: none"> <li>• good sportsmanship</li> <li>• ending relationships</li> <li>• death and dying</li> <li>• stages of grief</li> </ul>					✓		
3.	demonstrate a variety of communication skills: <ul style="list-style-type: none"> <li>a. verbal</li> <li>b. non-verbal</li> <li>c. listening</li> <li>d. writing</li> </ul>					✓		
4.	identify potentially harmful situations and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills: <ul style="list-style-type: none"> <li>a. dating violence</li> <li>b. domestic violence</li> <li>c. peer mediation</li> <li>d. conflict resolution</li> </ul>					✓		

**F. GOAL SETTING AND DECISION MAKING**

**HIGH SCHOOL**

1.	apply a decision-making process to set goals for various life situations: <ul style="list-style-type: none"> <li>• food choices</li> <li>• weight control</li> <li>• physical activity</li> <li>• relationships</li> <li>• education and career options</li> <li>• making purchases</li> </ul>					✓		
2.	identify and discuss health concerns that require collaborative decision-making: <ul style="list-style-type: none"> <li>• sexuality</li> <li>• STD/STI transmission</li> <li>• STD/STI prevention</li> <li>• refusal skills</li> </ul>					✓		

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3.	analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on their family, community and self:							
	<ul style="list-style-type: none"> <li>• ATOD</li> <li>• STD/STIs</li> <li>• teenage pregnancy</li> <li>• environmental issues</li> <li>• high risk behaviors</li> <li>• dietary patterns</li> <li>• sedentary lifestyle</li> <li>• intentional/unintentional injuries</li> <li>• lack of health care</li> </ul>					✓		
<b>G.</b>	<b><u>ADVOCACY</u></b>							
	<b>HIGH SCHOOL</b>							
1.	use written, audio and visual communication methods to express health messages:							
	<ul style="list-style-type: none"> <li>• posters</li> <li>• reports</li> <li>• role playing</li> <li>• video/DVD</li> <li>• multimedia presentation</li> <li>• journals</li> </ul>					✓		
2.	demonstrate the ability to adapt health messages to characteristics of a particular audience				✓			
3.	promote the use of personal, family and community resources in health care situations					✓		
4.	identify school support staff and community health services and describe the impact these services have on individual school and community health:							
	<ul style="list-style-type: none"> <li>• counselors</li> <li>• nurses</li> <li>• professionals</li> <li>• big brothers</li> <li>• ministerial counseling</li> <li>• YMCA</li> <li>• Boys and Girls Club</li> </ul>					✓		

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5. demonstrate that he/she is a responsible and a productive citizen who helps ensure the health, safety and security of the community:

- community service
- community projects
- volunteering
- mentoring
- peer tutoring



## INSTRUCTIONAL MATERIALS ADOPTION

<b>PUBLISHER:</b>	Glencoe/McGraw-Hill
<b>SUBJECT:</b>	Health
<b>COURSE:</b>	Health 9-12
<b>TITLE:</b>	Meeks Heit Health & Wellness
<b>COPYRIGHT DATE:</b>	2005
<b>SE ISBN:</b>	0-07-830861-5
<b>TE ISBN:</b>	0-07-830863-1

### GENERIC EVALUATION CRITERIA GROUP V – 2006 TO 2012

#### Health K-12

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
✓			<b>I. INTER-ETHNIC</b>  The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
✓			<b>II. EQUAL OPPORTUNITY</b>  The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

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Health literacy for all students is the fundamental goal of a comprehensive school health education curriculum. The health-literate student is a critical thinker and problem solver, a self-directed learner, an effective communicator and a responsible, productive citizen. Students must have the capacity to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance a healthy lifestyle. The instructional materials program shall present information and opportunities in a manner that enables the student to:

**A. HEALTH PROMOTION AND DISEASE PREVENTION**  
**HIGH SCHOOL**

	1.	compare and contrast the components of total wellness:				
_____		a. physical	✓			
_____		b. mental		✓		
_____		c. social		✓		
_____		d. emotional		✓		
_____		e. spiritual			✓	
	2.	discriminate between the positive and potentially negative effects of local and global environmental health problems:				
		• pollution				
		• pesticides				
		• food production				
_____		• government regulations		✓		
	3.	analyze and interpret how public health and social policies, along with government regulations influence health promotion and disease prevention:				
_____		a. world			✓	
_____		b. federal			✓	
_____		c. state			✓	
_____		d. local			✓	
	4.	differentiate between the causes of communicable and non-communicable diseases:				
_____		a. disease process	✓			
_____		b. lifestyle choices	✓			
_____		c. hereditary characteristics		✓		
_____		d. environmental		✓		
_____		e. sexual behaviors		✓		

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5.	identify and apply skills that prevent communicable and non-communicable diseases:	<ul style="list-style-type: none"> <li>• hygiene</li> <li>• decision-making process</li> <li>• refusal skills (ATOD, sexual behaviors)</li> <li>• physical fitness</li> <li>• dietary patterns</li> <li>• medical, dental, eye exams</li> </ul>				✓			
<b>B.</b>	<b><u>HEALTH INFORMATION AND SERVICES</u></b>								
	<b>HIGH SCHOOL</b>								
1.	identify and evaluate resources that provide accurate health information in regard to the National Standards of Health Education:								
	a. Healthy People 2010					✓			
	b. government agencies (USDA, HHS, CDC, NIH, etc.)					✓			
	c. NGOs (AHA, ACS, ALA, Easter Seals, YMCA, etc.)					✓			
2.	identify factors that influence choices on health-promoting products based on current information:	<ul style="list-style-type: none"> <li>• media/advertising</li> <li>• quackery</li> <li>• cost and availability</li> <li>• food labels</li> <li>• peers and family</li> <li>• culture</li> </ul>					✓		
3.	locate and utilize resources to identify health care services advantageous for optimal health:	<ul style="list-style-type: none"> <li>• governmental agencies</li> <li>• NGOs</li> <li>• hotlines</li> <li>• yellow pages</li> <li>• guest speakers</li> <li>• appropriate websites</li> </ul>					✓		

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**C. HEALTH BEHAVIORS**

**HIGH SCHOOL**

1.	complete a personal health assessment and detail behavioral changes and strategies to enhance health and reduce risk					✓			
2.	recognize and demonstrate the positive effects of nutrition and physical activity on health					✓			
3.	list examples and explain short-term and long-term impacts of health decisions on the individual, family and community: <ul style="list-style-type: none"> <li>• ATOD</li> <li>• proper diets</li> <li>• weight control</li> <li>• sexual behaviors</li> <li>• physical activity</li> <li>• seat belts</li> <li>• COPD</li> <li>• emotional wellness</li> <li>• diabetes</li> <li>• heart disease</li> </ul>					✓			
4.	identify signs of stress and common stressors and develop effective stress management					✓			
5.	identify causes, warning signs and prevention strategies of depression and suicide						✓		
6.	identify ways to develop good character and improve self-esteem: <ul style="list-style-type: none"> <li>a. respect</li> <li>b. responsibility</li> <li>c. trustworthiness</li> <li>d. caring</li> <li>e. honesty</li> <li>f. fairness</li> </ul>						✓		
						✓			

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7.	identify causes, preventions and treatments for injuries and list responsible actions to create a safe and healthy environment:							
	<ul style="list-style-type: none"> <li>• CPR/AEDs</li> <li>• first aid</li> <li>• emergency plans</li> <li>• outdoor safety</li> <li>• seatbelts</li> <li>• fire safety</li> </ul>							✓
<b>D.</b>	<b><u>CULTURE, MEDIA AND TECHNOLOGY</u></b>							
	<b>HIGH SCHOOL</b>							
1.	recognize cultural diversities and their influences on health behaviors:							
	<ul style="list-style-type: none"> <li>• ATOD</li> <li>• life expectancy</li> <li>• risk behaviors</li> <li>• dietary patterns</li> <li>• sexual practices</li> <li>• religious traditions</li> </ul>					✓		
2.	evaluate how media perspectives of health impact on personal, family and community health					✓		
3.	explore technology and its influence on personal, family and community health:							
	a. exercise equipment					✓		
	b. computer programs						✓	
	c. appropriate internet websites					✓		
4.	identify factors in the community that influence health:							
	a. religion							✓
	b. traditions					✓		
	c. values					✓		
	d. access to health services					✓		
	e. geography						✓	
	f. socio-economic status					✓		
	g. health literacy					✓		

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**E. COMMUNICATION**

**HIGH SCHOOL**

1.	utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others					✓			
2.	exhibit healthy ways to express feelings, needs and desires in different situations: <ul style="list-style-type: none"> <li>• good sportsmanship</li> <li>• ending relationships</li> <li>• death and dying</li> <li>• stages of grief</li> </ul>					✓			
3.	demonstrate a variety of communication skills: <ul style="list-style-type: none"> <li>a. verbal</li> <li>b. non-verbal</li> <li>c. listening</li> <li>d. writing</li> </ul>						✓		
4.	identify potentially harmful situations and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills: <ul style="list-style-type: none"> <li>a. dating violence</li> <li>b. domestic violence</li> <li>c. peer mediation</li> <li>d. conflict resolution</li> </ul>						✓		

**F. GOAL SETTING AND DECISION MAKING**

**HIGH SCHOOL**

1.	apply a decision-making process to set goals for various life situations: <ul style="list-style-type: none"> <li>• food choices</li> <li>• weight control</li> <li>• physical activity</li> <li>• relationships</li> <li>• education and career options</li> <li>• making purchases</li> </ul>						✓		
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2.	identify and discuss health concerns that require collaborative decision-making:							
	<ul style="list-style-type: none"> <li>• sexuality</li> <li>• STD/STI transmission</li> <li>• STD/STI prevention</li> <li>• refusal skills</li> </ul>				✓			
3.	analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on their family, community and self:							
	<ul style="list-style-type: none"> <li>• ATOD</li> <li>• STD/STIs</li> <li>• teenage pregnancy</li> <li>• environmental issues</li> <li>• high risk behaviors</li> <li>• dietary patterns</li> <li>• sedentary lifestyle</li> <li>• intentional/unintentional injuries</li> <li>• lack of health care</li> </ul>				✓			
<b>G.</b>	<b><u>ADVOCACY</u></b>							
	<b>HIGH SCHOOL</b>							
1.	use written, audio and visual communication methods to express health messages:							
	<ul style="list-style-type: none"> <li>• posters</li> <li>• reports</li> <li>• role playing</li> <li>• video/DVD</li> <li>• multimedia presentation</li> <li>• journals</li> </ul>					✓		
2.	demonstrate the ability to adapt health messages to characteristics of a particular audience					✓		
3.	promote the use of personal, family and community resources in health care situations					✓		

