

**INSTRUCTIONAL MATERIALS ADOPTION**

<b>PUBLISHER:</b>	Health Edco Curriculum
<b>SUBJECT:</b>	Health
<b>COURSE:</b>	Health 7
<b>TITLE:</b>	7th Grade (6 Modules: Personal, Community and Environmental Health; Injury & Violence Prevention; Alcohol & Other Drugs; Mental & Emotional Health; Tobacco; Nutrition)
<b>COPYRIGHT DATE:</b>	2005
<b>SE ISBN:</b>	
<b>TE ISBN:</b>	

**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**  
**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.								✓
3.								
					✓			
<b>F.</b>	<b><u>GOAL SETTING AND DECISION MAKING</u></b>							
	<b>SEVENTH GRADE</b>							
1.						✓		
2.								
					✓			
						✓		
								✓
3.								
					✓			
<b>G.</b>	<b><u>ADVOCACY</u></b>							
	<b>SEVENTH GRADE</b>							
1.						✓		
2.								
					✓			