

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Harcourt School Publishers
SUBJECT:	Health
COURSE:	Health K
TITLE:	Harcourt Health and Fitness, Big Book
COPYRIGHT DATE:	2006
SE ISBN:	0-15-338305-4
TE ISBN:	0-15-337531-0

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		
✓			I. INTER-ETHNIC 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).	
✓			II. EQUAL OPPORTUNITY 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).	

COORDINATED AND HEALTH SPECIFIC CRITERIA

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:

(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>	I	A	M	N

**A. HEALTH PROMOTION AND DISEASE PREVENTION
KINDERGARTEN**

	1.	identify proper personal hygiene skills:						
		• bathing						
		• hand washing						
		• teeth care						
		• hair care						
		• skin care						
		• nail care						
		• ear care						
		• clean clothes			✓			
	2.	describe physical activities students do outside of school that enhance one's health				✓		
	3.	identify characteristics of healthy snacks			✓			
	4.	label/identify feelings:						
		• love						
		• happiness						
		• joy						
		• pride						
		• anger						
		• fear						
		• sadness						
		• hate						
		• stress				✓		
	5.	describe the role that healthful food plays in developing and maintaining a healthy body and mind			✓			
	6.	identify tobacco as a harmful substance			✓			

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**B. HEALTH INFORMATION AND SERVICES
KINDERGARTEN**

1.	identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances:							
	a. trusted adult					✓		
	b. teachers					✓		
	c. counselor					✓		
	d. law enforcement					✓		
	e. crossing guard					✓		
	f. EMT/paramedic					✓		
	g. firefighter					✓		
	h. poison control					✓		
2.	demonstrate the use of 9-1-1.	✓						
3.	identify healthy and unhealthy household products					✓		
4.	identify health care resource persons:							
	a. doctor	✓						
	b. eye doctor	✓						
	c. dentist	✓						
	d. nurse					✓		
	e. health department							✓
	f. health teacher					✓		

**C. HEALTH BEHAVIORS
KINDERGARTEN**

1.	demonstrate proper clothing to wear for various weather conditions and various activities					✓		
2.	describe various safety devices and their use in various activities:							
	• helmets							
	• knee and elbow pads							
	• wrist guards							
	• goggles							
	• gloves							
	• seatbelts							
	• sunscreen							
	• insect repellent							
	• reflective clothing							
	• lights					✓		

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3.	demonstrate safety procedures:							
	• street crossing				✓			
	• fire drill							
	• stop, drop and roll							
	• stranger safety							
	• dialing 9-1-1							
	• school bus safety							
	• gun safety				✓			
4.	identify household poisons and their symbols and drugs and medicines to avoid without supervised use				✓			
5.	identify actions that might lead to accidents or dangerous situations at school or in the community				✓			
D.	<u>CULTURE, MEDIA AND TECHNOLOGY</u>							
	KINDERGARTEN							
1.	identify various tools that a doctor uses in a checkup					✓		
2.	list favorite foods and discuss the origins of each					✓		
E.	<u>COMMUNICATION</u>							
	KINDERGARTEN							
1.	demonstrate the use of “I” statements when expressing needs or feelings.				✓			
2.	show various ways of communicating care and consideration of others.				✓			
3.	differentiate between safe and unsafe situations involving touching.				✓			
4.	discuss ways to be a responsible listener.					✓		
5.	demonstrate respect for other’s bodies and personal space.					✓		
F.	<u>GOAL SETTING AND DECISION MAKING</u>							
	KINDERGARTEN							
1.	set a goal of eating a healthy snack every day.					✓		
2.	set a goal to exercise daily with adult guidance.					✓		
3.	determine the appropriate people to ask for help in a fire, sudden illness, child abuse situation, etc.				✓			

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G. ADVOCACY

KINDERGARTEN

	1.	explain his/her health needs to an adult:				
		<ul style="list-style-type: none"> • proper nutrition • adequate rest • exercise • weight control • good grooming habits • doctor check-ups • eye exams • dental exams • stay drug-free 	✓			
_____	2.	identify the health-related roles of people in their family, neighborhood and school	✓			

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Harcourt School Publishers
SUBJECT:	Health
COURSE:	Health 1
TITLE:	Harcourt Health and Fitness
COPYRIGHT DATE:	2006
SE ISBN:	0-15-337524-8 0-15-338306-2
TE ISBN:	0-15-337533-7

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

Health K-12

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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
FIRST GRADE

	1.	explain the effects on the body of healthful and less healthful foods.	✓			
_____	2.	verbally list ways to keep germs out of one's body.	✓			
_____	3.	identify the need for medical checkups and other health-care procedures:				
_____	a.	doctor check-ups		✓		
_____	b.	eye exams		✓		
_____	c.	dental	✓			
_____	4.	identify the dangers of playing with sharp objects and being in contact with body fluids.				✓

B. HEALTH INFORMATION AND SERVICES
FIRST GRADE

	1.	identify which safety helpers to contact for different problems:				
_____	a.	trusted adult	✓			
_____	b.	police officer		✓		
_____	c.	sheriff		✓		
_____	d.	firefighter		✓		
_____	e.	EMT		✓		
_____	f.	crossing guard		✓		
_____	g.	teacher		✓		
_____	h.	counselor		✓		
_____	i.	poison control		✓		
_____	2.	demonstrate when and how to use 9-1-1	✓			
_____	3.	identify harmful household products		✓		

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C. HEALTH BEHAVIORS

FIRST GRADE

1.	choose and verbalize proper use of safety equipment for different activities:							
	• riding in a car							
	• rollerblading							
	• bicycling							
	• skateboarding							
	• skiing							
	• 4-wheeler riding							
	• horseback riding							
	• swimming							
	• sporting activities							
	• activities in the sun				✓			
2.	demonstrate healthy ways to act on feelings				✓			
3.	identify personal activities that can keep the home, school and neighborhood pollution free				✓			
4.	identify and follow safety rules				✓			
5.	demonstrate how to perform basic self-care/safety procedures				✓			
6.	identify escape routes at home and school				✓			
7.	list and follow safety rules for taking medicine				✓			

D. CULTURE, MEDIA AND TECHNOLOGY

FIRST GRADE

1.	describe family similarities and differences and how family structures change					✓		
2.	discuss differences and their impact on role expectations:							
	a. physical					✓		
	b. gender					✓		
	c. culture					✓		
3.	explain the importance of regular exercise (play) in a world of increasing technology					✓		
4.	cite examples of how television, computers and video games affect personal health							✓

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E.	<u>COMMUNICATION</u>							
	FIRST GRADE							
1.	discuss the concepts of responsibility, trust and respect for self and others				✓			
2.	identify a variety of feelings and recognize the verbal and non-verbal cues associated with each					✓		
3.	use refusal skills in potentially harmful dangerous situations: <ul style="list-style-type: none"> • using safety devices • meeting strangers • using ATODs • taking risks 				✓			
4.	use “I can” statements when trying new activities					✓		
F.	<u>GOAL SETTING AND DECISION MAKING</u>							
	FIRST GRADE							
1.	set goals for task completion				✓			
2.	decide when problems require the help of a trusted adult				✓			
3.	use decision-making skills to select a healthful meal				✓			
G.	<u>ADVOCACY</u>							
	FIRST GRADE							
1.	cite ways of coping with stressful situations				✓			
2.	convey accurate health information and ideas				✓			
3.	identify ways to help others make positive health choices				✓			
4.	identify ways to support positive interaction				✓			

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Harcourt School Publishers
SUBJECT:	Health
COURSE:	Health 2
TITLE:	Harcourt Health and Fitness
COPYRIGHT DATE:	2006
SE ISBN:	0-15-337525-6 0-15-338307-0 (Big Book)
TE ISBN:	0-15-337534-5

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

Health K-12

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A. HEALTH PROMOTION AND DISEASE PREVENTION
SECOND GRADE

1.	identify the functions of sensory organs	✓			
2.	identify symptoms of poisoning and how to get help		✓		
3.	explain the importance of good dental care and how to demonstrate good dental hygiene	✓			
4.	identify situation that promote specific feelings of hurt and develop skills to overcome those feelings	✓			
5.	describe how immunizations and medicines help fight disease	✓			

B. HEALTH INFORMATION AND SERVICES
SECOND GRADE

1.	identify sources of health information: <ul style="list-style-type: none"> • pamphlets • internet • magazines • television • newspapers • health books • doctors • nurses • parents • health teachers • health department 	✓			
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2.	explain the roles of safety personnel:							
	a.	trusted adults			✓			
	b.	crossing guards			✓			
	c.	police officers			✓			
	d.	EMTs			✓			
	e.	firefighters			✓			
	f.	sheriff			✓			
	g.	teachers			✓			
	h.	counselors						✓
	i.	poison control			✓			
3.	define first aid and give examples					✓		
4.	identify situations in which he/she needs medicine and list rules for using medicine in safe ways				✓			
C.	<u>HEALTH BEHAVIORS</u>							
	SECOND GRADE							
1.	describe behaviors and habits that may be dangerous at home, on the playground or in the community				✓			
2.	demonstrate knowledge of appropriate safety skills and equipment for recreational activities:							
	•	riding in a car						
	•	rollerblading						
	•	bicycling						
	•	skateboarding						
	•	sled riding						
	•	snowboarding						
	•	skiing						
	•	horseback riding						
	•	swimming						
	•	sporting activities						
	•	activities in the sun				✓		

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3.	demonstrate proper food handling techniques:							
	<ul style="list-style-type: none"> • washing food • washing hands • checking expiration date • using clean utensils • using clean cooking surface 					✓		
4.	describe how tobacco and alcohol harm one's health				✓			
D.	<u>CULTURE, MEDIA AND TECHNOLOGY</u>							
	SECOND GRADE							
1.	explain the relationship between where people live and the foods they eat					✓		
2.	recognize the ways news media, technology and other sources provide information about health				✓			
3.	recognize that individuals have different cultural backgrounds that may impact health practices					✓		
4.	explain how commercials influence the purchase of health-related products and services				✓			
E.	<u>COMMUNICATION</u>							
	SECOND GRADE							
1.	practice pro-social communication skills					✓		
2.	discuss, define and demonstrate body language					✓		
3.	identify appropriate uses of refusal skills				✓			
F.	<u>GOAL SETTING AND DECISION MAKING</u>							
	SECOND GRADE							
1.	use decision-making skills to avoid unhealthy risk-taking behaviors:							
	<ul style="list-style-type: none"> • swimming alone • talking to strangers • taking medicines without adult supervision • not wearing a helmet • not wearing seatbelts • not wearing sunscreen • not wearing insect repellent • staying away from ATODs 				✓			

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2.	record eating and exercise habits and discuss positive and negative health behaviors				✓			
3.	work with a family member to plan a family meal				✓			
G.	<u>ADVOCACY</u>							
	SECOND GRADE							
1.	discuss how the community works to prevent and control diseases				✓			
2.	discuss family free-time activities and how they promote fitness and healthy behaviors				✓			
3.	share with a trusted adult any symptoms that may lead to illness					✓		
4.	identify community agencies that support healthy families, individuals and communities					✓		

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Harcourt School Publishers
SUBJECT:	Health
COURSE:	Health 3
TITLE:	Harcourt Health and Fitness
COPYRIGHT DATE:	2006
SE ISBN:	0-15-337526-4
TE ISBN:	0-15-337535-3

**GENERIC EVALUATION CRITERIA
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Health K-12

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A. HEALTH PROMOTION AND DISEASE PREVENTION
THIRD GRADE

1.	identify and describe the major functions of the sensory organs:						
	a. eyes						
	b. ears						
	c. nose						
	d. tongue						✓
	e. skin						
2.	list ways to prevent the spread of germs	✓					
3.	describe the basic emotions					✓	
4.	describe the major parts and functions of the digestive system	✓					
5.	describe the food pyramid and its value to personal health, understanding that food provides energy and nutrients for growth and development	✓					
6.	explain the value of different kinds of fitness:						
	a. flexibility					✓	
	b. muscular endurance						
	c. muscular strength						
	d. cardiovascular endurance						
	e. body composition						✓

B. HEALTH INFORMATION AND SERVICES
THIRD GRADE

1.	list places where health information is available						
		✓					
2.	list people who promote community health	✓					
3.	list information needed to place an accurate and efficient call to 9-1-1	✓					

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3.	compare and contrast what advertisements infer about smoking to what students have learned in school					✓		
E.	<u>COMMUNICATION</u>							
	THIRD GRADE							
1.	express needs and wants by communication in positive and proactive ways					✓		
2.	practice effective ways to say “no” (refusal skills) to those that threaten safety				✓			
3.	describe the steps involved in conflict resolution				✓			
4.	discuss aggressive, passive and assertive ways to respond to conflict					✓		
F.	<u>GOAL SETTING AND DECISION MAKING</u>							
	THIRD GRADE							
1.	set a goal to become involved in keeping the community clean					✓		
2.	assess factors that contribute to achieving and maintaining a healthy body: <ul style="list-style-type: none"> • food choices • physical activity • genetic factors • proper rest • water intake • avoid risky behaviors 					✓		
3.	list health-related personal decisions and who might assist in making a positive decision				✓			
4.	record food choices; with an adult, compare them to the recommended food chart to decide whether the choices were good					✓		
5.	practice making good judgments in risky situations				✓			

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G. ADVOCACY

THIRD GRADE

_____	1.	describe appropriate self-care procedures for colds, sore throats and flu	_____	_____	_____	_____	_____	_____
_____	2.	use safety equipment and explain how one would encourage family members and friends to do so as well	_____	_____	_____	_____	_____	_____
_____	3.	name agencies in the community that will assist in making healthy choices	_____	_____	_____	_____	_____	_____

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COURSE:	Health 4
TITLE:	Harcourt Health and Fitness
COPYRIGHT DATE:	2006
SE ISBN:	0-15-337527-2
TE ISBN:	0-15-337536-1

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A. HEALTH PROMOTION AND DISEASE PREVENTION
FOURTH GRADE

1.	describe how people have a variety of feelings and ways of expressing those feelings					✓		
2.	identify responsible health behaviors to avoid the spread of contagious diseases	✓						
3.	identify health problems that are common in his/her school setting					✓		
4.	describe the major parts of the muscular and skeletal systems of the human body					✓		
5.	describe the harmful effects of too much sun exposure and what steps can be used to reduce exposure	✓						
6.	explain rules for the safe use of drugs; cite ways to keep from misusing and abusing drugs	✓						

B. HEALTH INFORMATION AND SERVICES
FOURTH GRADE

1.	identify specific places in the community from which to seek health care, health information and health enhancing activities					✓		
2.	identify health-related products advertised on TV (or through other media) and explain whom the media is trying to influence					✓		
3.	identify ways a person with drug dependence can get help	✓						

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C. HEALTH BEHAVIORS

FOURTH GRADE

1.	state reasons why people do or do not misuse drugs: <ul style="list-style-type: none"> • ATODs • caffeine • OTC drugs • prescription drugs 					✓	—	—	—
2.	define risk-taking behaviors and their present and future consequences: <ul style="list-style-type: none"> • ATODs • non-use of protective equipment • non-use of sunscreen and insect repellent 					✓	—	—	—
3.	develop and practice a personal hygiene plan					✓	—	—	—
4.	give examples of managing stress					✓	—	—	—

D. CULTURE, MEDIA AND TECHNOLOGY

FOURTH GRADE

1.	analyze menus from culturally different restaurants for nutritional value						✓	—	—
2.	discuss examples of food advertising, identifying the purposes and the relationship to personal health							✓	—
3.	list TV programs that exemplify family relationships and explain their selection					✓	—	—	—
4.	explain why healthy human bodies can be various shapes and sizes						✓	—	—
5.	explain how humans depend on their natural and constructed environments and that new ideas and inventions continue to influence their environments					✓	—	—	—
6.	use technology to examine/explore risks involved in not using appropriate safety skills and equipment for recreational purposes: <ul style="list-style-type: none"> • bike riding • helmet use • ATV safety 						✓	—	—

(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>	I	A	M	N
E. <u>COMMUNICATION</u>	FOURTH GRADE							
1.	express answers, both verbally and non-verbally, to “How do you feel today?”					✓		
2.	identify positive personal qualities that one has and state the qualities that one would like to see in their friends					✓		
3.	demonstrate communication skills necessary for making, being and keeping friends					✓		
4.	practice assertiveness and refusal skills				✓			
F. <u>GOAL SETTING AND DECISION MAKING</u>	FOURTH GRADE							
1.	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions				✓			
2.	evaluate some dangerous situations, consider alternatives and identify the consequences of various choices				✓			
G. <u>ADVOCACY</u>	FOURTH GRADE							
1.	examine their personal vaccination and disease record					✓		
2.	propose family menus that meet dietary guidelines				✓			
3.	explain how to recognize and avoid risky situations involving personal safety: <ul style="list-style-type: none"> • helmet use • safety equipment • insect repellent • ATOD • sunscreen use • seatbelt use 					✓		

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Harcourt School Publishers
SUBJECT:	Health
COURSE:	Health 5
TITLE:	Harcourt Health and Fitness
COPYRIGHT DATE:	2006
SE ISBN:	0-15-337529-9
TE ISBN:	0-15-337537-X

**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		
✓			I. INTER-ETHNIC 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).	
✓			II. EQUAL OPPORTUNITY 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
FIFTH GRADE

	1. identify the five aspects of total wellness and typical changes that occur during adolescence:				
_____	a. physical	✓	_____	_____	_____
_____	b. emotional	✓	_____	_____	_____
_____	c. social	✓	_____	_____	_____
_____	d. mental	_____	✓	_____	_____
_____	e. spiritual	_____	_____	_____	✓
_____	2. describe the relationship between nutrition and health risk factors	_____	✓	_____	_____
_____	3. explain potentially dangerous situations and know how to obtain help appropriately	✓	_____	_____	_____
_____	4. describe different organisms that cause diseases	_____	✓	_____	_____
_____	5. explain the basic physiology and functions of the body systems	✓	_____	_____	_____
_____	6. identify environmental dangers and describe precautions and treatments for exposure to elements	_____	✓	_____	_____

B. HEALTH INFORMATION AND SERVICES
FIFTH GRADE

	1. list activities that community agencies do to promote safety				
_____		_____	✓	_____	_____
	2. compare legal and illegal drugs:				
_____	• considering access				
	• purpose				
	• cost				
_____	• effects on the body	✓	_____	_____	_____

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C. HEALTH BEHAVIORS

FIFTH GRADE

1.	distinguish between safe and risky or harmful behaviors in relationships and list strategies to reduce threatening situations:							
	a. anger management	✓						
	b. peer pressure reversal	✓						
	c. self-protective strategies	✓						
	d. conflict resolution	✓						
2.	identify hygiene practices related to puberty and diet practices for improved personal/family health	✓						
3.	apply techniques for managing stress	✓						
4.	compare and contrast the nutritional value of foods when making personal food choices	✓						

D. CULTURE, MEDIA AND TECHNOLOGY

FIFTH GRADE

1.	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors					✓		
2.	explain peer and media impact upon common eating disorders and how to prevent them						✓	
3.	analyze the cultural differences of health practices						✓	
4.	recognize and respect people's differences	✓						

E. COMMUNICATION

FIFTH GRADE

1.	describe or demonstrate non-verbal expression other than facial expressions:							
	a. body language					✓		
	b. actions/reactions to situations					✓		
2.	use a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations:							
	a. negotiation through peer mediation						✓	
	b. anger management	✓						
	c. confiding in trusted friend	✓						

3. practice active listening skills:

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		a. restating				✓		
		b. individual/group conversation			✓			
		c. eye contact				✓		
		d. not interrupting the other person				✓		
	4.	show three acceptable ways to say “No” in a demonstration with peers			✓			
	5.	explain the value of assertive strategies when asking for help in an emergency			✓			
	6.	practice assertiveness and refusal skills			✓			
	F.	<u>GOAL SETTING AND DECISION MAKING</u>						
		FIFTH GRADE						
	1.	analyze disease prevention plans:						
		• diet						
		• exercise						
		• avoiding ATODs			✓			
	2.	identify strategies to change an unhealthy behavior:						
		• not using ATODs						
		• using safety devices						
		• preventing eating disorders						
		• using sunscreen and insect repellent			✓			
		• avoiding unnecessary risks						
	G.	<u>ADVOCACY</u>						
		FIFTH GRADE						
	1.	verify their personal vaccination and disease record				✓		
	2.	propose family menus that meet dietary guidelines				✓		
	3.	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices				✓		
	4.	discuss her/his role in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and laws			✓			