

**INSTRUCTIONAL MATERIALS ADOPTION**

<b>PUBLISHER:</b>	<b>Holt Rinehart and Winston</b>
<b>SUBJECT:</b>	<b>Health</b>
<b>COURSE:</b>	<b>Health 6</b>
<b>TITLE:</b>	<b>Decisions for Health, Level Green</b>
<b>COPYRIGHT DATE:</b>	<b>2004</b>
<b>SE ISBN:</b>	<b>0-03-066458-6</b>
<b>TE ISBN:</b>	<b>0-03-066459-4</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		
✓			<p><b>I. INTER-ETHNIC</b></p> <p>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).</p>	
✓			<p><b>II. EQUAL OPPORTUNITY</b></p> <p>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).</p>	

(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: • hygiene • food preparation • antibiotic overuse • STD/STI prevention • environmental practices	—	✓	—	—
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>SUBJECT:</b>	<b>Health</b>
<b>COURSE:</b>	<b>Health 7</b>
<b>TITLE:</b>	<b>Decisions for Health, Level Red</b>
<b>COPYRIGHT DATE:</b>	<b>2004</b>
<b>SE ISBN:</b>	<b>0-03-066812-3</b>
<b>TE ISBN:</b>	<b>0-03-066816-6</b>

**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**  
**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.								
	a.					✓		
	b.					✓		
	c.						✓	
3.						✓		
<b>G.</b>	<b><u>ADVOCACY</u></b>							
	<b>SEVENTH GRADE</b>							
1.						✓		
2.								
							✓	

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<b>PUBLISHER:</b>	<b>Holt Rinehart and Winston</b>
<b>SUBJECT:</b>	<b>Health</b>
<b>COURSE:</b>	<b>Health 8</b>
<b>TITLE:</b>	<b>Decisions for Health, Level Blue</b>
<b>COPYRIGHT DATE:</b>	<b>2004</b>
<b>SE ISBN:</b>	<b>0-03-066817-4</b>
<b>TE ISBN:</b>	<b>0-03-066814-X</b>

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**Health K-12**

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**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

	✓	—	—	—
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**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

	—	—	✓	—
	✓	—	—	—
	✓	—	—	—
	✓	—	—	—

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<b>SUBJECT:</b>	<b>Health</b>
<b>COURSE:</b>	<b>Health 9-12</b>
<b>TITLE:</b>	<b>Lifetime Health</b>
<b>COPYRIGHT DATE:</b>	<b>2004</b>
<b>SE ISBN:</b>	<b>0-03-064614-6</b>
<b>TE ISBN:</b>	<b>0-03-064616-2</b>

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

#### Health K-12

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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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	<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>

**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				✓			

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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>				✓			
5.	demonstrate that he/she is a responsible and a productive citizen who helps ensure the health, safety and security of the community:							
	<ul style="list-style-type: none"> <li>• community service</li> <li>• community projects</li> <li>• volunteering</li> <li>• mentoring</li> <li>• peer tutoring</li> </ul>					✓		