

## INSTRUCTIONAL MATERIALS ADOPTION

|                        |  |
|------------------------|--|
| <b>PUBLISHER:</b>      | <b>Human Kinetics Publishers</b>                                       |
| <b>SUBJECT:</b>        | <b>Health</b>  |
| <b>COURSE:</b>         | <b>Health K</b>  |
| <b>TITLE:</b>          | <b>WOW! Ruby Discovers the World of Wellness: Big Book - Red Level</b> |
| <b>COPYRIGHT DATE:</b> | <b>2005</b>  |
| <b>SE ISBN:</b>        | <b>0-7360-5759-5 (Big Book)</b>  |
| <b>TE ISBN:</b>        | <b>0-7360-5758-7</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><br><br>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><br><br>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)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | <i>(IMR Committee) Responses</i> |                           |                          |  |          |          |          |          |
|--|----------------------------------|---------------------------|--------------------------|--|----------|----------|----------|----------|
|  | <i>I=In-depth<br/>80%</i>        | <i>A=Adequate<br/>80%</i> | <i>M=Minimal<br/>60%</i> | <i>N=Nonexistent<br/>Less than 60%</i> | <b>I</b> | <b>A</b> | <b>M</b> | <b>N</b> |

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

|  |   |       |       |       |       |       |       |
|--|---|-------|-------|-------|-------|-------|-------|
|  | 1. identify proper personal hygiene skills:   |       |       |       |       |       |       |
|  | <ul style="list-style-type: none"> <li>• bathing</li> <li>• hand washing</li> <li>• teeth care</li> <li>• hair care</li> <li>• skin care</li> <li>• nail care</li> <li>• ear care</li> <li>• clean clothes</li> </ul> | _____ | _____ | _____ | _____ | _____ | _____ |
|  | 2. describe physical activities students do outside of school that enhance one's health   | _____ | _____ | _____ | _____ | _____ | _____ |
|  | 3. identify characteristics of healthy snacks   | _____ | _____ | _____ | _____ | _____ | _____ |
|  | 4. label/identify feelings:   | _____ | _____ | _____ | _____ | _____ | _____ |
|  | <ul style="list-style-type: none"> <li>• love</li> <li>• happiness</li> <li>• joy</li> <li>• pride</li> <li>• anger</li> <li>• fear</li> <li>• sadness</li> <li>• hate</li> <li>• stress</li> </ul>                   | _____ | _____ | _____ | _____ | _____ | _____ |
|  | 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     |                           |                          |  |          | ✓        |          |          |
| <b>D.</b>  | <b><u>CULTURE, MEDIA AND TECHNOLOGY</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>KINDERGARTEN</b>   |                           |                          |  |          |          |          |          |
| 1.   | identify various tools that a doctor uses in a checkup  |                           |                          |  |          |          |          | ✓        |
| 2.   | list favorite foods and discuss the origins of each   |                           |                          |  |          |          | ✓        |          |
| <b>E.</b>  | <b><u>COMMUNICATION</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>KINDERGARTEN</b>   |                           |                          |  |          |          |          |          |
| 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.  |                           |                          |  |          |          | ✓        |          |
| <b>F.</b>  | <b><u>GOAL SETTING AND DECISION MAKING</u></b>  |                           |                          |  |          |          |          |          |
|  | <b>KINDERGARTEN</b>   |                           |                          |  |          |          |          |          |
| 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"> <li>• proper nutrition</li> <li>• adequate rest</li> <li>• exercise</li> <li>• weight control</li> <li>• good grooming habits</li> <li>• doctor check-ups</li> <li>• eye exams</li> <li>• dental exams</li> <li>• stay drug-free</li> </ul> | ✓ |  |  |  |
| _____ | 2. | identify the health-related roles of people in their family, neighborhood and school   | ✓ |  |  |  |
| _____ |    |  |   |  |  |  |

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**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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| <b>E.</b>  | <b><u>COMMUNICATION</u></b>  |                           |                          |  |          |          |          |          |
|  | <b>FIRST GRADE</b>   |                           |                          |  |          |          |          |          |
| 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"> <li>• using safety devices</li> <li>• meeting strangers</li> <li>• using ATODs</li> <li>• taking risks</li> </ul> |                           |                          |  |          | ✓        |          |          |
| 4.   | use “I can” statements when trying new activities  |                           |                          |  |          | ✓        |          |          |
| <b>F.</b>  | <b><u>GOAL SETTING AND DECISION MAKING</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>FIRST GRADE</b>   |                           |                          |  |          |          |          |          |
| 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  |                           |                          |  |          | ✓        |          |          |
| <b>G.</b>  | <b><u>ADVOCACY</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>FIRST GRADE</b>   |                           |                          |  |          |          |          |          |
| 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  |                           |                          |  |          | ✓        |          |          |

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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"> <li>• pamphlets</li> <li>• internet</li> <li>• magazines</li> <li>• television</li> <li>• newspapers</li> <li>• health books</li> <li>• doctors</li> <li>• nurses</li> <li>• parents</li> <li>• health teachers</li> <li>• health department</li> </ul> |  |  | ✓ |  |
|----|--|--|--|---|--|

| (Vendor/Publisher)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | (IMR Committee) Responses  |                           |                          |  |          |          |          |          |
|--|--|---------------------------|--------------------------|--|----------|----------|----------|----------|
|  | <i>I=In-depth<br/>80%</i>  | <i>A=Adequate<br/>80%</i> | <i>M=Minimal<br/>60%</i> | <i>N=Nonexistent<br/>Less than 60%</i> | <b>I</b> | <b>A</b> | <b>M</b> | <b>N</b> |
| 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  |                           |                          |  | ✓        |          |          |          |
| <b>C.</b>  | <b><u>HEALTH BEHAVIORS</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>SECOND GRADE</b>  |                           |                          |  |          |          |          |          |
| 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     |                          |  |          |          | ✓        |          |

| (Vendor/Publisher)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | (IMR Committee) Responses   |                           |                          |  |          |          |          |          |
|--|---|---------------------------|--------------------------|--|----------|----------|----------|----------|
|  | <i>I=In-depth<br/>80%</i>   | <i>A=Adequate<br/>80%</i> | <i>M=Minimal<br/>60%</i> | <i>N=Nonexistent<br/>Less than 60%</i> | <b>I</b> | <b>A</b> | <b>M</b> | <b>N</b> |
| 3.   | demonstrate proper food handling techniques:  |                           |                          |  |          |          |          |          |
|  | <ul style="list-style-type: none"> <li>• washing food</li> <li>• washing hands</li> <li>• checking expiration date</li> <li>• using clean utensils</li> <li>• using clean cooking surface</li> </ul>  |                           |                          |  |          |          | ✓        |          |
| 4.   | describe how tobacco and alcohol harm one's health  |                           |                          |  |          | ✓        |          |          |
| <b>D.</b>  | <b><u>CULTURE, MEDIA AND TECHNOLOGY</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>SECOND GRADE</b>   |                           |                          |  |          |          |          |          |
| 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  |                           |                          |  |          | ✓        |          |          |
| <b>E.</b>  | <b><u>COMMUNICATION</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>SECOND GRADE</b>   |                           |                          |  |          |          |          |          |
| 1.   | practice pro-social communication skills  |                           |                          |  |          | ✓        |          |          |
| 2.   | discuss, define and demonstrate body language   |                           |                          |  |          |          | ✓        |          |
| 3.   | identify appropriate uses of refusal skills   |                           |                          |  | ✓        |          |          |          |
| <b>F.</b>  | <b><u>GOAL SETTING AND DECISION MAKING</u></b>  |                           |                          |  |          |          |          |          |
|  | <b>SECOND GRADE</b>   |                           |                          |  |          |          |          |          |
| 1.   | use decision-making skills to avoid unhealthy risk-taking behaviors:  |                           |                          |  |          |          |          |          |
|  | <ul style="list-style-type: none"> <li>• swimming alone</li> <li>• talking to strangers</li> <li>• taking medicines without adult supervision</li> <li>• not wearing a helmet</li> <li>• not wearing seatbelts</li> <li>• not wearing sunscreen</li> <li>• not wearing insect repellent</li> <li>• staying away from ATODs</li> </ul> |                           |                          |  |          | ✓        |          |          |

| (Vendor/Publisher)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | (IMR Committee) Responses  |                           |                          |  |          |          |          |          |
|--|--|---------------------------|--------------------------|--|----------|----------|----------|----------|
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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  |                           |                          |  |          | ✓        |          |          |
| <b>G.</b>  | <b><u>ADVOCACY</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>SECOND GRADE</b>  |                           |                          |  |          |          |          |          |
| 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

|                        |   |
|------------------------|---|
| <b>PUBLISHER:</b>      | <b>Human Kinetics Publishers</b>  |
| <b>SUBJECT:</b>        | <b>Health</b>   |
| <b>COURSE:</b>         | <b>Health 3</b>   |
| <b>TITLE:</b>          | <b>WOW! Cody Investigates the World of Wellness: Student Book - Green Level</b> |
| <b>COPYRIGHT DATE:</b> | <b>2005</b>   |
| <b>SE ISBN:</b>        | <b>0-7360-6230-0 (hardback) 0-7360-5578-9 (paperback)</b>                       |
| <b>TE ISBN:</b>        | <b>0-7360-5127-9</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><br><br>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><br><br>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)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | (IMR Committee) Responses |                           |                          |  |          |          |          |          |
|--|---------------------------|---------------------------|--------------------------|--|----------|----------|----------|----------|
|  | <i>I=In-depth<br/>80%</i> | <i>A=Adequate<br/>80%</i> | <i>M=Minimal<br/>60%</i> | <i>N=Nonexistent<br/>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**  
**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 | _____ | _____ | _____ | _____ |



| (Vendor/Publisher)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | (IMR Committee) Responses  |                           |                          |  |          |          |          |          |
|--|--|---------------------------|--------------------------|--|----------|----------|----------|----------|
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| 3.   | compare and contrast what advertisements infer about smoking to what students have learned in school   |                           |                          |  |          | ✓        |          |          |
| <b>E.</b>  | <b><u>COMMUNICATION</u></b>  |                           |                          |  |          |          |          |          |
|  | <b>THIRD GRADE</b>   |                           |                          |  |          |          |          |          |
| 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  |                           |                          |  |          | ✓        |          |          |
| <b>F.</b>  | <b><u>GOAL SETTING AND DECISION MAKING</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>THIRD GRADE</b>   |                           |                          |  |          |          |          |          |
| 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"> <li>• food choices</li> <li>• physical activity</li> <li>• genetic factors</li> <li>• proper rest</li> <li>• water intake</li> <li>• avoid risky behaviors</li> </ul> |                           |                          |  |          | ✓        |          |          |
| 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   |                           |                          |  |          | ✓        |          |          |

| (Vendor/Publisher)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | (IMR Committee) Responses |                          |                         |                                       |          |          |          |          |
|--|---------------------------|--------------------------|-------------------------|---------------------------------------|----------|----------|----------|----------|
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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                            | _____ | _____ | _____ | _____ | _____ | _____ |

## INSTRUCTIONAL MATERIALS ADOPTION

|                        |   |
|------------------------|---|
| <b>PUBLISHER:</b>      | <b>Human Kinetics Publishers</b>  |
| <b>SUBJECT:</b>        | <b>Health</b>   |
| <b>COURSE:</b>         | <b>Health 4</b>   |
| <b>TITLE:</b>          | <b>WOW! T.J.'s Adventures in the World of Wellness: Student Book - Blue Level</b> |
| <b>COPYRIGHT DATE:</b> | <b>2005</b>   |
| <b>SE ISBN:</b>        | <b>0-7360-5579-7 (paperback) 0-7360-6231-9 (hardback)</b>                         |
| <b>TE ISBN:</b>        | <b>0-7360-5128-7</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><br><br>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><br><br>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)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | (IMR Committee) Responses |                           |                          |  |          |          |          |          |
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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   | _____ | ✓ | _____ | _____ |

| (Vendor/Publisher)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | (IMR Committee) Responses |                          |                         |                                       |          |          |          |          |
|--|---------------------------|--------------------------|-------------------------|---------------------------------------|----------|----------|----------|----------|
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**C. HEALTH BEHAVIORS**

**FOURTH GRADE**

|    |  |       |       |       |       |       |       |       |
|----|--|-------|-------|-------|-------|-------|-------|-------|
| 1. | state reasons why people do or do not misuse drugs:<br><ul style="list-style-type: none"> <li>• ATODs</li> <li>• caffeine</li> <li>• OTC drugs</li> <li>• prescription drugs</li> </ul>  | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 2. | define risk-taking behaviors and their present and future consequences:<br><ul style="list-style-type: none"> <li>• ATODs</li> <li>• non-use of protective equipment</li> <li>• non-use of sunscreen and insect repellent</li> </ul> | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 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:<br><ul style="list-style-type: none"> <li>• bike riding</li> <li>• helmet use</li> <li>• ATV safety</li> </ul> | _____ | _____ | _____ | _____ | _____ | _____ | _____ |



## INSTRUCTIONAL MATERIALS ADOPTION

|                        |   |
|------------------------|---|
| <b>PUBLISHER:</b>      | <b>Human Kinetics Publishers</b>  |
| <b>SUBJECT:</b>        | <b>Health</b>   |
| <b>COURSE:</b>         | <b>Health 5</b>   |
| <b>TITLE:</b>          | <b>WOW! Sydney Travels Through the World of Wellness: Student Book - Purple Level</b> |
| <b>COPYRIGHT DATE:</b> | <b>2005</b>   |
| <b>SE ISBN:</b>        | <b>0-7360-5580-0 (paperback) 0-7360-6232-7 (hardback)</b>                             |
| <b>TE ISBN:</b>        | <b>0-7360-5129-5</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 |  |       |
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**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   | _____ | ✓     | _____ | _____ |

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

**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   | ✓ |  |  |  |   |  |  |

| (Vendor/Publisher)<br>SPECIFIC<br>LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | (IMR Committee) Responses                      |                           |                          |  |          |          |          |          |
|--|--|---------------------------|--------------------------|--|----------|----------|----------|----------|
|  | <i>I=In-depth<br/>80%</i>                      | <i>A=Adequate<br/>80%</i> | <i>M=Minimal<br/>60%</i> | <i>N=Nonexistent<br/>Less than 60%</i> | <b>I</b> | <b>A</b> | <b>M</b> | <b>N</b> |
| 3.   |  |                           |                          |  |          |          |          |          |
|  |  |                           |                          |  |          |          |          | ✓        |
|  |  |                           |                          |  |          | ✓        |          |          |
|  |  |                           |                          |  |          | ✓        |          |          |
|  |  |                           |                          |  |          |          | ✓        |          |
| 4.   |  |                           |                          |  | ✓        |          |          |          |
| 5.   |  |                           |                          |  |          |          | ✓        |          |
| 6.   |  |                           |                          |  |          | ✓        |          |          |
| <b>F.</b>  | <b><u>GOAL SETTING AND DECISION MAKING</u></b> |                           |                          |  |          |          |          |          |
|  | <b>FIFTH GRADE</b>                             |                           |                          |  |          |          |          |          |
| 1.   |  |                           |                          |  |          |          |          |          |
|  |  |                           |                          |  |          | ✓        |          |          |
| 2.   |  |                           |                          |  |          |          |          |          |
|  |  |                           |                          |  |          | ✓        |          |          |
| <b>G.</b>  | <b><u>ADVOCACY</u></b>                         |                           |                          |  |          |          |          |          |
|  | <b>FIFTH GRADE</b>                             |                           |                          |  |          |          |          |          |
| 1.   |  |                           |                          |  |          |          |          | ✓        |
| 2.   |  |                           |                          |  |          | ✓        |          |          |
| 3.   |  |                           |                          |  |          | ✓        |          |          |
| 4.   |  |                           |                          |  |          | ✓        |          |          |