

## INSTRUCTIONAL MATERIALS ADOPTION

|                        |                                     |
|------------------------|-------------------------------------|
| <b>PUBLISHER:</b>      | <b>MacMillan McGraw-Hill</b>        |
| <b>SUBJECT:</b>        | <b>Health</b>                       |
| <b>COURSE:</b>         | <b>Health K</b>                     |
| <b>TITLE:</b>          | <b>Health and Wellness</b>          |
| <b>COPYRIGHT DATE:</b> | <b>2005</b>                         |
| <b>SE ISBN:</b>        | <b>0-02-281481-7, 0-02-280390-4</b> |
| <b>TE ISBN:</b>        | <b>0-02-281448-5</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 |  |       |
| ✓               |    |     | <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 | (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> |

**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  | — | — | — | — |

| (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> |

**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  |  |  |  |  |   | ✓ |  |

| (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 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. |                           |                          |  |          | ✓        |          |          |

| (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> |

**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   |   | ✓ |  |  |
| _____ |    |  |   |   |  |  |

## INSTRUCTIONAL MATERIALS ADOPTION

|                        |                                     |
|------------------------|-------------------------------------|
| <b>PUBLISHER:</b>      | <b>MacMillan McGraw-Hill</b>        |
| <b>SUBJECT:</b>        | <b>Health</b>                       |
| <b>COURSE:</b>         | <b>Health 1</b>                     |
| <b>TITLE:</b>          | <b>Teacher's Edition</b>            |
| <b>COPYRIGHT DATE:</b> | <b>2005</b>                         |
| <b>SE ISBN:</b>        | <b>0-02-281482-5, 0-02-281478-7</b> |
| <b>TE ISBN:</b>        | <b>0-02-281449-3</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**

**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                              |  | ✓ | _____ | _____ |

| (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**

**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     | ✓ |  |  |  |   |   |   |

| (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> |
| <b>E. <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. <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. <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  |                           |                          |  |          | ✓        |          |          |

## INSTRUCTIONAL MATERIALS ADOPTION

|                        |                                     |
|------------------------|-------------------------------------|
| <b>PUBLISHER:</b>      | <b>MacMillan McGraw-Hill</b>        |
| <b>SUBJECT:</b>        | <b>Health</b>                       |
| <b>COURSE:</b>         | <b>Health 2</b>                     |
| <b>TITLE:</b>          | <b>Teacher's Edition</b>            |
| <b>COPYRIGHT DATE:</b> | <b>2005</b>                         |
| <b>SE ISBN:</b>        | <b>0-02-281479-5, 0-02-281483-3</b> |
| <b>TE ISBN:</b>        | <b>0-02-281451-5</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 |  |       |
| ✓               |    |     | <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**  
**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: |       |   |       |       |
|    | • pamphlets                             |       |   |       |       |
|    | • internet                              |       |   |       |       |
|    | • magazines                             |       |   |       |       |
|    | • television                            |       |   |       |       |
|    | • newspapers                            |       |   |       |       |
|    | • health books                          |       |   |       |       |
|    | • doctors                               |       |   |       |       |
|    | • nurses                                |       |   |       |       |
|    | • parents                               |       |   |       |       |
|    | • health teachers                       |       |   |       |       |
|    | • health department                     | _____ | ✓ | _____ | _____ |

| (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  |                           |                          |  |          |          |          |          |
|--|--|---------------------------|--------------------------|--|----------|----------|----------|----------|
|  | <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.   | 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>MacMillan McGraw-Hill</b> |
| <b>SUBJECT:</b>        | <b>Health</b>                |
| <b>COURSE:</b>         | <b>Health 3</b>              |
| <b>TITLE:</b>          | <b>Teacher's Edition</b>     |
| <b>COPYRIGHT DATE:</b> | <b>2005</b>                  |
| <b>SE ISBN:</b>        | <b>0-02-280611-3</b>         |
| <b>TE ISBN:</b>        | <b>0-02-280384-X</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                      |   |       |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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>   |       |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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)<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   |                           |                          |  |          |          |          |          |
|--|---|---------------------------|--------------------------|--|----------|----------|----------|----------|
|  | <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> |
| 4.   | demonstrate basic first aid procedures  |                           |                          |  | ✓        |          |          |          |
| 5.   | name different kinds of medicines and their appropriate and inappropriate uses  |                           |                          |  |          | ✓        |          |          |
| <b>C.</b>  | <b><u>HEALTH BEHAVIORS</u></b>  |                           |                          |  |          |          |          |          |
|  | <b>THIRD GRADE</b>  |                           |                          |  |          |          |          |          |
| 1.   | explain the value of different kinds of fitness:  |                           |                          |  |          |          |          |          |
|  | a. flexibility  |                           |                          |  |          | ✓        |          |          |
|  | b. muscular endurance   |                           |                          |  |          | ✓        |          |          |
|  | c. muscular strength  |                           |                          |  |          | ✓        |          |          |
|  | d. cardiovascular endurance   |                           |                          |  |          | ✓        |          |          |
|  | e. body composition   |                           |                          |  |          | ✓        |          |          |
| 2.   | use protective gear:  |                           |                          |  |          |          |          |          |
|  | • seat belts  |                           |                          |  |          |          |          |          |
|  | • helmets   |                           |                          |  |          |          |          |          |
|  | • goggles   |                           |                          |  |          |          |          |          |
|  | • gloves  |                           |                          |  |          |          |          |          |
|  | • sunscreen   |                           |                          |  |          |          |          |          |
|  | • face mask   |                           |                          |  |          |          |          |          |
|  | • chest protector   |                           |                          |  |          |          |          |          |
|  | • shin guard  |                           |                          |  |          |          |          |          |
|  | • wrist, elbow and knee pads  |                           |                          |  |          | ✓        |          |          |
| 3.   | describe personal responsibility for one's own hygiene  | ✓                         |                          |  |          |          |          |          |
| 4.   | describe possible risky health situations at home, in school and in the community   | ✓                         |                          |  |          |          |          |          |
| 5.   | list ways to reduce stress  |                           |                          |  |          | ✓        |          |          |
| 6.   | differentiate between healthy and unhealthy behaviors or comments   | ✓                         |                          |  |          |          |          |          |
| 7.   | explain how personal choices and behaviors can reduce accidents   |                           |                          |  |          | ✓        |          |          |
| <b>D.</b>  | <b><u>CULTURE, MEDIA AND TECHNOLOGY</u></b>   |                           |                          |  |          |          |          |          |
|  | <b>THIRD GRADE</b>  |                           |                          |  |          |          |          |          |
| 1.   | explore menus from fast food restaurants for nutritional value  |                           |                          |  |          |          | ✓        |          |
| 2.   | identify changes to school and other public facilities that accommodate people with various kinds of challenges and/or cultural differences |                           |                          |  |          | ✓        |          |          |

| (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.   |  |                           |                          |  |          | ✓        |          |          |
| <b>E.</b>  | <b><u>COMMUNICATION</u></b>                    |                           |                          |  |          |          |          |          |
|  | <b>THIRD GRADE</b>                             |                           |                          |  |          |          |          |          |
| 1.   |  |                           |                          |  | ✓        |          |          |          |
| 2.   |  |                           |                          |  | ✓        |          |          |          |
| 3.   |  |                           |                          |  | ✓        |          |          |          |
| 4.   |  |                           |                          |  |          | ✓        |          |          |
| <b>F.</b>  | <b><u>GOAL SETTING AND DECISION MAKING</u></b> |                           |                          |  |          |          |          |          |
|  | <b>THIRD GRADE</b>                             |                           |                          |  |          |          |          |          |
| 1.   |  |                           |                          |  |          | ✓        |          |          |
| 2.   |  |                           |                          |  |          |          |          |          |
|  |  |                           |                          |  |          |          |          |          |
|  |  |                           |                          |  |          |          |          |          |
|  |  |                           |                          |  |          |          |          |          |
|  |  |                           |                          |  |          |          |          |          |
| 3.   |  |                           |                          |  |          | ✓        |          |          |
| 4.   |  |                           |                          |  |          |          |          |          |
|  |  |                           |                          |  | ✓        |          |          |          |
| 5.   |  |                           |                          |  | ✓        |          |          |          |

| (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> |

**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>MacMillan McGraw-Hill</b> |
| <b>SUBJECT:</b>        | <b>Health</b>                |
| <b>COURSE:</b>         | <b>Health 4</b>              |
| <b>TITLE:</b>          | <b>Health &amp; Wellness</b> |
| <b>COPYRIGHT DATE:</b> | <b>2005</b>                  |
| <b>SE ISBN:</b>        | <b>0-02-280612-1</b>         |
| <b>TE ISBN:</b>        | <b>0-02-280385-8</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**  
**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 |                           |                          |  |          |          |          |          |
|--|---------------------------|---------------------------|--------------------------|--|----------|----------|----------|----------|
|  | <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**

**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> |  |  |  |  |   |   | ✓ |  |

| (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> |
| <b>E. <u>COMMUNICATION</u></b>   | <b>FOURTH GRADE</b>  |                           |                          |  |          |          |          |          |
| 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  |                           |                          |  | ✓        |          |          |          |
| <b>F. <u>GOAL SETTING AND DECISION MAKING</u></b>                          | <b>FOURTH GRADE</b>  |                           |                          |  |          |          |          |          |
| 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   |                           |                          |  | ✓        |          |          |          |
| <b>G. <u>ADVOCACY</u></b>  | <b>FOURTH GRADE</b>  |                           |                          |  |          |          |          |          |
| 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"> <li>• helmet use</li> <li>• safety equipment</li> <li>• insect repellent</li> <li>• ATOD</li> <li>• sunscreen use</li> <li>• seatbelt use</li> </ul> |                           |                          |  | ✓        |          |          |          |

## INSTRUCTIONAL MATERIALS ADOPTION

|                        |                       |
|------------------------|-----------------------|
| <b>PUBLISHER:</b>      | MacMillan McGraw-Hill |
| <b>SUBJECT:</b>        | Health                |
| <b>COURSE:</b>         | Health 5              |
| <b>TITLE:</b>          | Health & Wellness     |
| <b>COPYRIGHT DATE:</b> | 2005                  |
| <b>SE ISBN:</b>        | 0-02-280613-X         |
| <b>TE ISBN:</b>        | 0-02-280386-6         |

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

#### Health K-12

| R-E-S-P-O-N-S-E |    |     | CRITERIA   | NOTES |
|-----------------|----|-----|--|-------|
| Yes             | No | N/A |  |       |
| ✓               |    |     | <b>I. INTER-ETHNIC</b><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**  
**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   |  |  |  |  | ✓ |  |  |

3. practice active listening skills:

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