

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Thomson Learning Delmar Learning
SUBJECT:	Health
COURSE:	High School Health Education
TITLE:	Essentials of Health and Wellness
COPYRIGHT DATE:	2005
SE ISBN:	1-4018-1523-5
TE ISBN:	1-4018-1524-3

GENERIC EVALUATION CRITERIA GROUP V – 2006 TO 2012

Health K-12

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
✓			I. INTER-ETHNIC The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
✓			II. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

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

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
HIGH SCHOOL

	1. compare and contrast the components of total wellness:				
_____	a. physical	_____	✓	_____	_____
_____	b. mental	_____	✓	_____	_____
_____	c. social	_____	✓	_____	_____
_____	d. emotional	_____	✓	_____	_____
_____	e. spiritual	_____	✓	_____	_____
	2. discriminate between the positive and potentially negative effects of local and global environmental health problems:				
	• pollution				
	• pesticides				
	• food production				
_____	• government regulations	_____	_____	✓	_____
	3. analyze and interpret how public health and social policies, along with government regulations influence health promotion and disease prevention:				
_____	a. world	_____	_____	_____	✓
_____	b. federal	_____	✓	_____	_____
_____	c. state	_____	_____	✓	_____
_____	d. local	_____	_____	✓	_____
	4. differentiate between the causes of communicable and non-communicable diseases:				
_____	a. disease process	_____	✓	_____	_____
_____	b. lifestyle choices	_____	✓	_____	_____
_____	c. hereditary characteristics	_____	_____	✓	_____
_____	d. environmental	_____	✓	_____	_____
_____	e. sexual behaviors	_____	✓	_____	_____

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5.	identify and apply skills that prevent communicable and non-communicable diseases: <ul style="list-style-type: none"> • hygiene • decision-making process • refusal skills (ATOD, sexual behaviors) • physical fitness • dietary patterns • medical, dental, eye exams 					✓		
B.	<u>HEALTH INFORMATION AND SERVICES</u>							
	HIGH SCHOOL							
1.	identify and evaluate resources that provide accurate health information in regard to the National Standards of Health Education: <ul style="list-style-type: none"> a. Healthy People 2010 b. government agencies (USDA, HHS, CDC, NIH, etc.) c. NGOs (AHA, ACS, ALA, Easter Seals, YMCA, etc.) 					✓		
2.	identify factors that influence choices on health-promoting products based on current information: <ul style="list-style-type: none"> • media/advertising • quackery • cost and availability • food labels • peers and family • culture 					✓		
3.	locate and utilize resources to identify health care services advantageous for optimal health: <ul style="list-style-type: none"> • governmental agencies • NGOs • hotlines • yellow pages • guest speakers • appropriate websites 						✓	

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C. HEALTH BEHAVIORS

HIGH SCHOOL

1.	complete a personal health assessment and detail behavioral changes and strategies to enhance health and reduce risk					✓		
2.	recognize and demonstrate the positive effects of nutrition and physical activity on health					✓		
3.	list examples and explain short-term and long-term impacts of health decisions on the individual, family and community: <ul style="list-style-type: none"> • ATOD • proper diets • weight control • sexual behaviors • physical activity • seat belts • COPD • emotional wellness • diabetes • heart disease 						✓	
4.	identify signs of stress and common stressors and develop effective stress management				✓			
5.	identify causes, warning signs and prevention strategies of depression and suicide				✓			
6.	identify ways to develop good character and improve self-esteem: <ul style="list-style-type: none"> a. respect b. responsibility c. trustworthiness d. caring e. honesty f. fairness 					✓	✓	✓
						✓	✓	✓
						✓	✓	✓
						✓	✓	✓
						✓	✓	✓
						✓	✓	✓

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7.	identify causes, preventions and treatments for injuries and list responsible actions to create a safe and healthy environment: <ul style="list-style-type: none"> • CPR/AEDs • first aid • emergency plans • outdoor safety • seatbelts • fire safety 						✓	
D.	<u>CULTURE, MEDIA AND TECHNOLOGY</u>							
	HIGH SCHOOL							
1.	recognize cultural diversities and their influences on health behaviors: <ul style="list-style-type: none"> • ATOD • life expectancy • risk behaviors • dietary patterns • sexual practices • religious traditions 						✓	
2.	evaluate how media perspectives of health impact on personal, family and community health					✓		
3.	explore technology and its influence on personal, family and community health: <ul style="list-style-type: none"> a. exercise equipment b. computer programs c. appropriate internet websites 					✓		
4.	identify factors in the community that influence health: <ul style="list-style-type: none"> a. religion b. traditions c. values d. access to health services e. geography f. socio-economic status g. health literacy 						✓	

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E. COMMUNICATION

HIGH SCHOOL

1.	utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others	_____	_____	_____	_____	✓	_____	_____
2.	exhibit healthy ways to express feelings, needs and desires in different situations: <ul style="list-style-type: none"> • good sportsmanship • ending relationships • death and dying • stages of grief 	_____	_____	_____	_____	✓	_____	_____
3.	demonstrate a variety of communication skills: <ul style="list-style-type: none"> a. verbal b. non-verbal c. listening d. writing 	_____	_____	_____	_____	✓	_____	_____
4.	identify potentially harmful situations and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills: <ul style="list-style-type: none"> a. dating violence b. domestic violence c. peer mediation d. conflict resolution 	_____	_____	_____	_____	✓	_____	_____

F. GOAL SETTING AND DECISION MAKING

HIGH SCHOOL

1.	apply a decision-making process to set goals for various life situations: <ul style="list-style-type: none"> • food choices • weight control • physical activity • relationships • education and career options • making purchases 	_____	_____	_____	_____	✓	_____	_____
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2.	identify and discuss health concerns that require collaborative decision-making:					✓		
	<ul style="list-style-type: none"> • sexuality • STD/STI transmission • STD/STI prevention • refusal skills 							
3.	analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on their family, community and self:							
	<ul style="list-style-type: none"> • ATOD • STD/STIs • teenage pregnancy • environmental issues • high risk behaviors • dietary patterns • sedentary lifestyle • intentional/unintentional injuries • lack of health care 					✓		
G.	<u>ADVOCACY</u>							
	HIGH SCHOOL							
1.	use written, audio and visual communication methods to express health messages:							
	<ul style="list-style-type: none"> • posters • reports • role playing • video/DVD • multimedia presentation • journals 						✓	
2.	demonstrate the ability to adapt health messages to characteristics of a particular audience					✓		
3.	promote the use of personal, family and community resources in health care situations					✓		

