

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

**INSTRUCTIONAL MATERIALS ADOPTION**

**GRADE:** \_\_\_\_\_

**VENDOR:** \_\_\_\_\_

**COURSE:** \_\_\_\_\_

**TITLE:** \_\_\_\_\_

**COPYRIGHT DATE:** \_\_\_\_\_

**SE ISBN:** \_\_\_\_\_

**TE ISBN:** \_\_\_\_\_

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

**Health K-12**

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

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

**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:

**PUBLISHER NOTES: *Abbreviations used:* Student Book pp. are listed by numbers only; Teacher’s Guide pp. are listed by Unit and Lesson numbers (e.g., U1, L4), by Form numbers (e.g., Form 3.1, which is the first reproducible in Unit 3), and by OM, which stands for Optional Materials, found under the tab by the same title in the Teacher’s Guide. Big Books are listed as BB, and OL refers to online lessons and forms that can be found at [www.WOWHealth.org](http://www.WOWHealth.org).**

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

**A. HEALTH PROMOTION AND DISEASE PREVENTION  
KINDERGARTEN (RED LEVEL)**

BB 5-6 (U1, L5 & L6),  
BB 13 (U2, L13), BB  
21 (U3, L21), BB 23  
(U3, L23), BB 34 (art),  
BB 35 (U6, L35), Form  
3.1, OM p. 1-2

1. identify proper personal hygiene skills:

- bathing
- hand washing
- teeth care
- hair care
- skin care
- nail care
- ear care
- clean clothes

BB 1-3 (U1, L1-3), BB  
7-9 (U1, L7-9), BB 15  
(U2, L15), BB 18 (U3,  
L18), BB 23 (U3, L23),  
BB 24-26 (U4, L24-  
26), BB 31 (U5, L31),  
BB 34 (U6, L34), BB

2. describe physical activities students do  
outside of school that enhance one’s health

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
36 (U6, L36), Form 1.1, Form 3.1, Form 4.1, Form 5.1, Form 6.1					_____	_____	_____	_____
BB 13-16 (U2, L13-16), BB 17 (U3, L17), BB 21 (U3, L21), BB 32 (U5, L32), Form 1.1, Form 2.1, Form 3.1, Form 4.1, Form 5.1, Form 6.1	3.	identify characteristics of healthy snacks			_____	_____	_____	_____
Art throughout models, e.g., BB 1, 7, 11, 25-27, 29, 31, 35, 36, Form 4.1, Form 5.1	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>			_____	_____	_____	_____
BB 1 (U1, L1), BB 6 (U1, L6), BB 12-16 (U2, L12-16), BB 17-18 (U3, L17-18), BB 21 (U3, L21), BB 34 (U6, L34), Form 1.1, Form 2.1, Form 3.1, Form 4.1, Form 5.1, Form 6.1	5.	describe the role that healthful food plays in developing and maintaining a healthy body and mind			_____	_____	_____	_____
BB 29 (U5, L29), BB 31 (U5, L31), Form 5.1, <b>OM</b> p. 1-2	6.	identify tobacco as a harmful substance			_____	_____	_____	_____
<b>B. <u>HEALTH INFORMATION AND SERVICES</u> KINDERGARTEN (RED LEVEL)</b>								
OL ext. of U5, L29: form K.6	1.	identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances:			_____	_____	_____	_____
BB 2 (U1, L2), BB 11 (U1, L11), BB 12 (U2, L12), BB 30 (U5, L30), BB 32 (U5, L32)	a.	trusted adult			_____	_____	_____	_____
BB 4 (U1, L4), BB 26 (U4, L26)	b.	teachers			_____	_____	_____	_____
BB 26 (U4, L26):	c.	counselor			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
teacher as counselor								
BB 10 (U1, L10), BB 33 (U6, L33), Parent Newsletter (Form 6.1)		d.	law enforcement		_____	_____	_____	_____
Form 1.1, Form 6.1 (parent newsletters--general safety related to)		e.	crossing guard		_____	_____	_____	_____
BB 10 (U1, L10), BB 33 (U6, L33), Form 6.1		f.	EMT/paramedic		_____	_____	_____	_____
BB 10 (U1, L10), BB 33 (U6, L33), Form 6.1		g.	firefighter		_____	_____	_____	_____
BB 22, BB 30 (background for medications vs. drugs)		h.	poison control		_____	_____	_____	_____
BB 10 (U1, L10), BB 33 (U6, L33)	2.		demonstrate the use of 9-1-1.		_____	_____	_____	_____
OL: ext. of U5, L30—form K.7, BB 5 (U1, L5), BB 6 (U1, L6), BB 11 (U1, L11)-dangers discussed: medications, guns, poisons, BB 29 (U5, L29), BB 30-31 (U5, L30-31)- drugs vs. medications, alcohol, tobacco as dangerous products in household, including secondhand smoke, Form 5.1, Form 6.1 Healthy/unhealthy products depicted: soap BB 5 (U1, L5); toothpaste, toothbrush, healthy foods BB6 (U1, L6)	3.		identify healthy and unhealthy household products		_____	_____	_____	_____
OL: ext. of U6, L33-form K.8 reinforces a.-f. BB 21 (U3, L21), BB 22 (U3, L22), BB 29 (U5, L29), BB 33 (U6, L33), Form 6.1	4.		identify health care resource persons:		_____	_____	_____	_____
		a.	doctor		_____	_____	_____	_____
		b.	eye doctor		_____	_____	_____	_____
		c.	dentist		_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
(U3, L21), Form 6.1					_____	_____	_____	_____
BB 21 (U3, L21), BB 23 (U3, L23), BB 33 (U6, L33), Form 6.1	d.	nurse			_____	_____	_____	_____
BB 33 (U6, L33): general community helpers	e.	health department			_____	_____	_____	_____
BB 4-5 (U1, L4-5), BB 19 (U3, L19)	f.	health teacher			_____	_____	_____	_____
<b>C. <u>HEALTH BEHAVIORS</u></b>								
<b>KINDERGARTEN (RED LEVEL)</b>								
BB 3 (U1, L3); Art: BB 3 (helmet), BB 14, (apron), BB 15 & 18 (shoes, thick shin- guarding socks), BB 34 (gloves), Form 1.1	1.	demonstrate proper clothing to wear for various weather conditions and various activities			_____	_____	_____	_____
BB 3 & 31 (helmet, U1, L3); BB 4, 9 & 11 (sunscreen, U1, L4, L9, L11); Art: BB 3-4, 9, 11, 34 (gloves), Form 1.1, <b>OM</b> p. 1	2.	describe various safety devices and their use in various activities:						
		<ul style="list-style-type: none"> <li>• helmets</li> <li>• knee and elbow pads</li> <li>• wrist guards</li> <li>• goggles</li> <li>• gloves</li> <li>• seatbelts</li> <li>• sunscreen</li> <li>• insect repellent</li> <li>• reflective clothing</li> <li>• lights</li> </ul>			_____	_____	_____	_____
BB 2-4 (U1, L2-4), BB 10-11 (U1, L10-11), BB 33 (U6, L33), Form 1.1, <b>OM</b> pp. 1-3	3.	demonstrate safety procedures:						
		<ul style="list-style-type: none"> <li>• street crossing</li> <li>• fire drill</li> <li>• stop, drop and roll</li> <li>• stranger safety</li> <li>• dialing 9-1-1</li> <li>• school bus safety</li> <li>• gun safety</li> </ul>			_____	_____	_____	_____
BB 11 (U1, L11), BB 22 (U3, L22), BB 29- 32 (U5, L29-32), Form 5.1	4.	identify household poisons and their symbols and drugs and medicines to avoid without supervised use			_____	_____	_____	_____
BB 2-4 (U1, L2-4), BB	5.	identify actions that might lead to accidents			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
7 (U1, L7), BB 9 (U1, L9), BB 11 (U1, L11), BB 29-32 (U5, L29-32), BB 33-34 (U6, L33-34), Form 1.1, Form 4.1, Form 5.1					_____	_____	_____	_____
	<b>D.</b>	<b><u>CULTURE, MEDIA AND TECHNOLOGY</u> KINDERGARTEN (RED LEVEL)</b>						
OL : ext. of U3, L21-form K.4, BB 6 (U1, L6)-dentist, tools, BB 21 (U3, L21)-depicts visit to doctor, immunization tools, BB 33 (U6, L33)-depicts doctor	1.	identify various tools that a doctor uses in a checkup			_____	_____	_____	_____
OL: ext. of U2, L14-form K.2, BB 12-16 (U2, L12-16)-depict diverse nutritional choices and provide foundational information regarding health-promoting nutrition, BB 17 (U3, L17), BB 32 (U5, L32)-personal preferences as a concept, parent newsletters encourage and support--Form 1.1, Form 2.1, Form 3.1, Form 4.1, Form 5.1, Form 6.1	2.	list favorite foods and discuss the origins of each			_____	_____	_____	_____
	<b>E.</b>	<b><u>COMMUNICATION</u> KINDERGARTEN (RED LEVEL)</b>						
Story line models with siblings/friends: BB 2 (U1, L2), BB 10 (U1, L10), BB 29 (U5, L29), Form 4.1, Form 5.1, <b>OM</b> pp. 1-3	1.	demonstrate the use of “I” statements when expressing needs or feelings.			_____	_____	_____	_____
BB 2-3 (U1, L2-3), BB 7 (U1, L7), BB 11 (U1, L11), BB 25-28 (U4, L25-28), BB 32 (U5, L32), BB 34 (U6, L34), BB 36 (U6, L36), Form 4.1, <b>OM</b> pp. 2-3	2.	show various ways of communicating care and consideration of others.			_____	_____	_____	_____
BB 2 (U1, L2), BB 7 (U1, L7), BB 11 (U1, L11), BB 20 (U3, L20), BB 25 (U4, L25), BB 32 (U5, L32), <b>OM</b> p. 1	3.	differentiate between safe and unsafe situations involving touching.			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
BB 4 (U1, L4), BB 25-28 (U4, L25-28), Form 4.1	4.	discuss ways to be a responsible listener.			_____	_____	_____	_____
OL: ext. of U4, L28-form K.5, BB 3 (U1, L3), BB 4 (art), BB 29 (U5, L29), Form 4.1 (parent newsletter includes articles on expressing emotions appropriately, building friendships, health-promoting decision making), Form 5.1 (parent newsletter-safety concerning alcohol, tobacco, and other drugs), <b>OM</b> p. 1, L2 (good touch vs. bad touch and dealing with strangers)	5.	demonstrate respect for other’s bodies and personal space.			_____	_____	_____	_____
<b>F. <u>GOAL SETTING AND DECISION MAKING</u> KINDERGARTEN (RED LEVEL)</b>					_____	_____	_____	_____
Healthy choices taught and encouraged: OL: ext. of U2, L13 and U2, L15-form K.1, BB 1 (U1, L1)-blue sidebar, BB 13 (U2, L13)-general nutrition, BB 15 (U2, L15)-snacks addressed, BB 32 (U5, L32)-healthy drink choice vs. alcohol; Parent Newsletters encourage health-promoting nutrition, including snacks: Form 1.1, Form 2.1, Form 3.1, Form 4.1, Form 5.1, Form 6.1	1.	set a goal of eating a healthy snack every day.			_____	_____	_____	_____
Encouragement for and benefits of physical activity: OL: ext. of U3, L18-form K.3, BB 1 (U1, L1)-blue sidebar, BB 7-9 (U1, L7-9) (physical activity modeled in story), BB 15 (U2, L15), BB 18 (U3, L18), BB 21 (U3, L21)-doctor’s encouragement, BB 23 (U3, L23), BB36 (U6,	2.	set a goal to exercise daily with adult guidance.			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
L36)-yellow sidebar; Parent Newsletters encourage physical activity: Form 1.1, Form 3.1, Form 4.1, Form 5.1, Form 6.1, App. B (the kinesthetic classroom table, involving moving to learn across the elementary curriculum					_____	_____	_____	_____
BB 2 (U1, L2), BB 4 (U1, L4), BB 10-11 (U1, L10-11), BB 20- 23 (U3, L20-23), BB 25-27 (U4, L25-27), BB 30 (U5, L30), BB 33 (U6, L33), Form. 1.1, Form 4.1, Form 5.1, Form 6.1	3.	determine the appropriate people to ask for help in a fire, sudden illness, child abuse situation, etc.			_____	_____	_____	_____
<b>G.</b>		<b><u>ADVOCACY</u></b>	<b>KINDERGARTEN (RED LEVEL)</b>					
BB 1 (U1, L1), BB 5-9 (U1, L5-9), BB 11 (U1, L11), BB 12-16 (U2, L12-16), BB 17-18 (U3, L17-18), BB 20- 23 (U3, L20-23), BB 29-33 (U5, L29-33), BB 35-36 (U6, L35- 36); Parent Newsletters encourage: Form 1.1, Form 2.1, Form 3.1 Form 4.1, Form 5.1, Form 6.1, <b>OM</b> pp. 1-3, App. B	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>			_____	_____	_____	_____
Story line models: BB 1-36; Parent newsletters encourage: Form 1.1, Form 2.1, Form 3.1, Form 4.1, Form 5.1, Form 6.1, <b>OM</b> pp. 1-3	2.	identify the health-related roles of people in their family, neighborhood and school			_____	_____	_____	_____



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

13 (BB 6; U1, L6); 26-39 (BB 12-17; U2, L12-16; U3, L1); 46-47 (BB 21; U3, L21); Form 1.6, Forms 2.1-2.5, Form 3.1, Form 3.4, Form 4.3, Form 5.3, Form 6.1	1.	explain the effects on the body of healthful and less healthful foods.	_____	_____	_____	_____
10-11 (BB 5; U1, L10-11); 14 (BB 21; U3, L21); 28-29 (BB 13; U2, L13); 50-51 (BB 23; U3, L23); 78-79 (BB34, U6, L34); Form 1.4, Form 2.5, <b>OM</b> p. 1, L5 & L6; <b>OM</b> p. 2, L23; <b>OM</b> p. 3, L34	2.	verbally list ways to keep germs out of one’s body.	_____	_____	_____	_____
46-51 (BB 21-23; U3, L21-23); 76-77 (BB 33; U6, L33); 67-69 (BB 29-30; U5, L29-30), Form 6.1, <b>OM</b> p. 2, L33 & L34	3.	identify the need for medical checkups and other health-care procedures:	_____	_____	_____	_____
44-45 (BB 20; U3, L20); 47 (BB 21, U3, L21), Form 3.3		a. doctor check-ups	_____	_____	_____	_____
12-13 (BB 6; U1, L12-13); 47 (BB 21, U3, L21); 76-77 (BB 33; U6, L33), Form 6.1		b. eye exams	_____	_____	_____	_____
78-79 (BB 34; U6, L34); <b>OM</b> p. 3, L34		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 (ORANGE LEVEL)**

OL: ext. of U1, L10-forms 1.1a and 1.1b (collectively address all safety helpers listed)	1.	identify which safety helpers to contact for different problems:	_____	_____	_____	_____
--	----	--	-------	-------	-------	-------

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
4-5 (BB 2; U1, L2); 20-21 (BB10; U1, L10)-students construct their own “emergency phone book,” 22-23 (BB 11; U1, L22-23); 26 (art, BB 12); 68-69 (art, BB 30); 73 (BB 32; U5, L32); Form 1.2, Form 1.6, Form 4.3, Form 6.1								
76-77 (BB 33; U6, L33)-police officer represented; Form 6.1					_____	_____	_____	_____
76-77 (BB 33; U6, L33); Form 6.1					_____	_____	_____	_____
76-77 (BB 33; U6, L33); Form 6.1					_____	_____	_____	_____
Parent newsletters-form 1.1, 6.1 (general safety)					_____	_____	_____	_____
8-9 (BB 4, U1, L4); 58-59 (BB 26; U4, L26)					_____	_____	_____	_____
47 (BB 21; U3, L21)-“Who Do You See...” sidebar; 58-59 (BB 26; U4, 26)-teacher as counselor; <b>OM</b> p. 2, L28-regarding avoiding alcohol, tobacco, and other drugs					_____	_____	_____	_____
48-49 (BB22, U3, L22), 68-69 (BB30, U5, L30)-background for medications vs. drugs					_____	_____	_____	_____
20-21 (BB 10; U1, L10); 77 (BB 33; U6, L1-2)	2.	demonstrate when and how to use 9-1-1			_____	_____	_____	_____
22-23 (art, BB 11; U1, L11); 66-67 (BB 29; U5, L29); 68-69 (BB 30; U5, L30); 70-71 (BB 31; U5, L31)	3.	identify harmful household products			_____	_____	_____	_____
<b>C. <u>HEALTH BEHAVIORS</u></b>								
<b>FIRST GRADE (ORANGE LEVEL)</b>								
1 (art) 6-7 (BB 3; U1, L3); 8-9 (BB 4; U1, L4); 16 (art: shoes, socks, BB 8); 18-19 (BB 9; U1, L9); 32 (art,	1.	choose and verbalize proper use of safety equipment for different activities:			_____	_____	_____	_____
		• riding in a car			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	<i>(IMR Committee) Responses</i>							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
BB15); 40 (art: shoes, socks, BB 18); 65 (art); 70 (art, BB31); cover art—BB & SB; title p. art; Form 1.6								
Story line models; 5 (U1, L2); 8-9 (BB 4; U1, L4); 14 (BB 7; U1, L7); 22-23 (BB 11; U1, L11); 56-63 (BB 25-28; U4, L25-28); Forms 4.2-4.3	2.							
71 (BB 31; U5, L31); 78-79 (BB 34; U6, L34); Form 6.1	3.							
4-9 (BB 2-4; U1, L2-4); 14 (BB 7; U1, L7); 16-17 (art & sidebar, BB 8; U1); 18-23 (BB 9-11; U1, L9-11); 28-29 (BB 13; U2, L13); 66-69 (BB 29-30; U5, L29-30); 72-73 (BB 32, U5, L32); 77 (U6, L33); 78 (BB 34; U6, L34); Forms 1.2-1.3, Form 1.6, Form 2.5, Form 5.1, Form 5.3	4.							
Story line models; 4-15, 17-23 (BB 2-11; U1, L2-11); 26-33 (BB 12-15; U2, L12-15); 50-51 (BB 23; U3, L23)	5.							
8-9 (BB4; U1, L4); 20-21 (BB 10; U1, L10); Form 1.6	6.							
66-69 (BB 29-30; U5, L29-30); Form 5.1, Form 5.3	7.							
<b>D. CULTURE, MEDIA AND TECHNOLOGY</b>								
<b>FIRST GRADE (ORANGE LEVEL)</b>								
2-3 (BB 1; U1, L1); 18-19 (BB 9; U1, L9); 31	1.							

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
(BB 14; U2, L14); 54-57 (BB 24-25; U4, L24-25); Form 4.1, Form 4.3								
OL: ext. of U3, L17-forms 1.2a and 1.2b	2.	change						
Art throughout shows physical differences; 4-5 (BB 2; U1, L2); 15 (BB 7; U1, L7); 34 (BB 16; U2, L16); 38-39 (BB 17; U3, L17); 44-45 (BB 20; U3, L20); 55 (BB 24; U4, L24); 60-61 (BB 27; U4, L27)		a. physical						
55 (art, BB 24; U4, L24)-“What Makes You Special” sidebar; 60-61 (BB 27; U4, L27)-general respect		b. gender						
55 (BB 24; U4, L24)-general idea of; U1 p. 11 “Culture Moves” (moving to learn across elementary curriculum)		c. culture						
Encouraged to participate thru art & phys. activity (PA) sidebars (yellow). PA sidebars: 3, 5, 11, 13, 21, 27, 31, 35, 45, 47, 49, 51, 55, 61, 63, 69, 73, 77, 83; Also health sidebars: 15, 17, 19, 23, 33, 39, 57, 70; 80-81 (BB 35, U6, L35); Other: 31; BB: PA – 1, 2, 5, 6, 10, 12, 14, 16, 20-24, 27-28, 30, 32-33, 36; Health: 4, 7-9, 11, 17, 18, 25-26, 35; Form 6.1	3.	explain the importance of regular exercise (play) in a world of increasing technology						
OL: ext. of U6, L35-forms 1.5a, 1.5b, 1.6, 80-81 (BB 35; U6, L35)-advertising: buy wisely to promote health; Form 2.5, Form 5.3, All parent newsletters encourage health-promoting alternatives to media	4.	cite examples of how television, computers and video games affect personal health						

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
(“Family Fun Fitness and Nutrition Corner”): form 1.6, 2.5 (“The Food and Physical Activity Connection”), form 3.4, form 4.3, form 5.3 (esp. 3 <sup>rd</sup> bullet in “Family Fun Fitness and Nutrition Corner”), 6.1					_____	_____	_____	_____
<b>E. <u>COMMUNICATION</u></b> <b>FIRST GRADE (ORANGE LEVEL)</b>								
Storyline models; 3 (BB 1; U1, L1); 8 (BB4; U1, L8); 14 (BB 7; U1, L7); 23 (BB 11; U1, L11); 34-35 (BB 16; U2, L16); 39 (BB 17; U3, L17); 46-47 (BB 21; U3, L21); 50-51 (BB 23; U3, L23); 56-57 (BB 25; U4, L25); 58-59 (BB 26; U4, L26); 60-61 (BB 27; U4, L27); 62-63 (BB 28; U4, L28); 72-73 (BB 32; U5, 32); 78-79 (BB 34; U5, 34); 81 (BB 35; U6, L35); Form 1.6, Form 2.4, Form 3.1, Form 3.4, Form 4.1	1.	discuss the concepts of responsibility, trust and respect for self and others						
1-2 (BB 1; U1, L1); 15 (BB 7; U1, L7); 22-23 (BB 1; U1, L1); 47 (BB 21; U3, L21); 55 (U4, L24); 56-57 (BB 25; U4, L25); 58-59 (BB 26; U4, L26); 60-61 (BB 27; U4, L27); 70 (BB 31; U5, L31); 82-83 (BB 36; U6, L36); Forms 4.1-4.3	2.	identify a variety of feelings and recognize the verbal and non-verbal cues associated with each						
4-5 (BB 2; U1, L2); 22-23 (BB 11; U1, L11); 29 (U2, L13); 66-67 (BB 29; U5, L29); 70 (BB 31; U5, L31); 73 (U5, L32); Forms 5.1-5.3; <b>OM</b> p. 2, L27, <b>OM</b> p. 3, L29 & L31	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>						

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
Story line models a positive “I can” attitude toward life.	4.	use “I can” statements when trying new activities						
<b>F. <u>GOAL SETTING AND DECISION MAKING</u> FIRST GRADE (ORANGE LEVEL)</b>								
OL: ext. of U3, L18-form 1.3, 11 (BB 5; U1)-setting an age-appropriate goal is modeled by storyline, e.g. handwashing; 35 (BB 15; U2, L15)-feeding a pet; 39 (BB 17; U3, L17)-healthy goals (lower left sidebar); 47 (BB 21; U3, L21)-rhyme; 62-63 (BB 28; U4, L28)-health-promoting choices as goals	1.	set goals for task completion						
4-5 (BB 2; U1, L2); 8-9 (BB 4; U1, L4); 20-21 (BB 10; U1, L10); 22-23 (BB 11; U1, L11); (L29); 56-57 (BB 25; U4, L25); 58-59 (BB 26; U4, L26); 60-61 (BB 27; U4, L27); 68-69 (BB 30; U5, L30); 72-73 (BB 32; U5, L32); 76-77 (BB 33; U6, L33); Form 1.2, Form 1.6, Forms 4.2-4.3, Form 5.1, Form 5.3, Form 6.1	2.	decide when problems require the help of a trusted adult						
26-27 (BB 12; U2, L12); 28-29 (BB 13; U2, L13); 30-31 (BB 14; U2, L14); Form 1.6, Forms 2.1-2.3, Form 2.5, Form 3.4, Form 4.3, Form 5.3, Form 6.1	3.	use decision-making skills to select a healthful meal						
<b>G. <u>ADVOCACY</u> FIRST GRADE (ORANGE LEVEL)</b>								
4-5 (BB 2; U1, L2); 6-7 (BB 3; U1, L3); 8-9 (BB 4; U1, L4); 15 (BB 7; U1, L7); 20-21 (BB 10; U1, L10); 22-23 (BB 11; U1, L11); 29 (stranger, U2, L13); 46-47 (BB 21; U3, L21);	1.	cite ways of coping with stressful situations						

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
48-49 (BB 22; U3, L22); 56-57 (BB 25; U4, L25); 66-67 (BB 29; U5, L29); 73 (BB 32; U5, L32); 76-77 (BB 33; U6, L33); Form 1.2, Form 1.6, Form 3.4, Form 4.2, Form 4.3								
OL: ext. of U3, L23-form 1.4, Story line models (Ruby’s narration throughout, teacher throughout): 50-51 (BB23; U3, L23)-nurse; big sister Sidney: 20-21 (BB10; U1, L10), 22-23 (BB11; U1, L11); taking each newsletter home applies/conveys accurate health information: Form 1.6, Form 2.5, Form 3.4, Form 4.3, Form 5.3, Form 6.1	2.	convey accurate health information and ideas						
Story line models; 5 (BB 2; U1, L2); 6-7 (Bus, U1, L3); 8-9 (BB 4; U1, L4); 23 (BB 11; U1, L11); 61 (BB 27; U4, L27); 62-63 (BB 28; U4, L28); 66-67 (BB 29; U5, L29); 76-77 (BB 33; U6, L33); all newsletters: Form 1.6, Form 2.5, Form 3.4, Form 4.3, Form 5.3, Form 6.1	3.	identify ways to help others make positive health choices						
Story line models; 4-5 (BB 2; U1, L2); 6-7 (BB 3; U1, L3); 18-19 (BB 9; U1, L9); 23 (BB 11; U1, L11); 56-57 (BB 25; U4, L25); 61 (BB 27; U4, L27); 62-63 (BB 28; U4, L28); 72-73 (BB 32; U5, L32); 76-77 (BB 33; U6, L33); 81 (BB 35; U6, L35); Forms 4.1-4.3, Form 5.1, Form 5.3	4.	identify ways to support positive interaction						

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

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 (YELLOW LEVEL)**

42-45 (U3, L19-20); Forms 3.1-3.3, Form 3.7	1.	identify the functions of sensory organs	_____	_____	_____	_____
OL: ext. of U1, L11- forms 2.4, 2.5; 66-69 (U5, L29-30)-poison control includes learning, application, and practice of self- control, decision- making skills, and refusal skills; forms 5.1, 5.2, 5.3, and 5.4	2.	identify symptoms of poisoning and how to get help	_____	_____	_____	_____
12-13 (U1, L6); 47 (U3, L21); 76-77 (U6, L33); Forms 3.4-3.5; OM p. 1, L6	3.	explain the importance of good dental care and how to demonstrate good dental hygiene	_____	_____	_____	_____
5 (U1, L2); 22-23 (U1, L11); 56-61 (U4, L25- 27); 73 (U5, L32); 81 (U6, L35); Forms 4.1- 4.3; OM p. 1, L2 (1 <sup>st</sup> Bullet); OM p. 1, L9; OM p. 2, L26 & L27	4.	identify situation that promote specific feelings of hurt and develop skills to overcome those feelings	_____	_____	_____	_____
46-47 (U3, L21); 48-49 (U3, L22); 66-69 (U5, L29-30); Forms 5.1- 5.2, Form 5.4; OM p. 2, L22, OM p. 3, L30 & L34	5.	describe how immunizations and medicines help fight disease	_____	_____	_____	_____

**B. HEALTH INFORMATION AND SERVICES  
SECOND GRADE (YELLOW LEVEL)**

OL: ext. of U3, L23- form 2.11; OL: ext. of U6, L35-form 2.14; Story line and text itself, health info from trusted adults: 4-5 (teacher), 8-9 (U1, L4); 10-11 (U1, L5); 12-13 (U1, L6); 16-17 (U1, L 8); 26-27 (U2,	1.	identify sources of health information: <ul style="list-style-type: none"> <li>• pamphlets</li> <li>• internet</li> <li>• magazines</li> </ul>	_____	_____	_____	_____
---	----	--	-------	-------	-------	-------



(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
L12); 30 (U2, L14); 32-33 (U2, L15)-parent/coach; 34 (U2, L16); 40-41 (U3, L18); 42 (U3, L19); 44-45 (U3, L20); 46-47 (U3, L21)-doctor; 50-51 (U3, L23)-nurse; 56-57 (U4, L25); 58-59 (U4, L26); 62-63 (U4, L28); 66 (U5, L29); 69 (U5, L30); 72 (U5, L32), 78-79 (U6, L34); 80 (U6, L35); Forms 3.4-3.5 (simulated interactions with people as sources), 3.6, Form 5.1 (decision-making related to reliable vs. unreliable sources), Form 5.4, Form 6.1; parent newsletters: forms 1.4, 2.5, 3.7, 4.3, 5.4, 6.2								
OL: ext. of U1, L10 and U6, L33-forms 2.3, 2.3								
4-5 (U1, L2); 22-23 (U1, L11); 26 (U2, L12); 68-69 (U5, L30); 73 (U5, L32); Form 1.4, Form 4.3, Forms 5.1-5.2, Form 6.1; <b>OM</b> p. 1, L2 & L9, <b>OM</b> p. 2, L26 & L28	2.	explain the roles of safety personnel:						
General safety related to in parent newsletters-forms 1.6, 6.2		a. trusted adults						
76-77 (U6, L33); Forms 6.1-6.2		b. crossing guards						
76-77 (U6, L33); Forms 6.1-6.2		c. police officers						
76-77 (U6, L33); Forms 6.1-6.2		d. EMTs						
76-77 (U6, L33); Forms 6.1-6.2		e. firefighters						
		f. sheriff						
8-9 (U1, L4); 58-59 (U4, L26)		g. teachers						
58-59 (U4, L26)-teacher as; 47 (U3, L21)-“Who Do You See” sidebar; <b>OM</b> p. 2,		h. counselors						

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
L28-avoiding alcohol, tobacco, and other drugs; Forms 3.4-3.5					_____	_____	_____	_____
48-49 & 68-69 (U3, L22, U5, L30)-background for medications vs. drugs					_____	_____	_____	_____
OL: ext. of U1, L9, 48-49 (U3, L22)-decision making related to illness; 50-51 (U3, L23)-prevention of spreading germs	3.		i. poison control					
48-49 (U3, L22); 66-69 (U5, L29-30)	4.		define first aid and give examples					
	<b>C.</b>		<b><u>HEALTH BEHAVIORS</u></b>					
			<b>SECOND GRADE (YELLOW LEVEL)</b>					
4-5 (L1, U2); 6-7 (U1, L3); 8-9 (U1, L4); 13 (U1, L6); 14-15 (U1, L7); 17 (U1, L8); 19 (U1, L9); 22-23 (U1, L11); 29 (U2, L13); 30-31 (U2, L14); 39 (U3, L17); 51 (U3, L23); 56-57 (U4, L25); 59 (U4, L26); 60-61 (U4, L27); 69 (U5, L30); 70 (U5, L31); 72-73 (U5, L32); 78-79 (U6, L34); <b>OM</b> pp. 1-3; Form 1.2, Form 1.4, Form 2.5, Form 3.7, Forms 4.1-4.3, Forms 5.1-5.4	1.		describe behaviors and habits that may be dangerous at home, on the playground or in the community					
OL: ext. of U1, L3 and U1, L7-form 2.1; 7 (U1, L3)-safety tips sidebar; 8-9 (U1, L4)-general safety; 16 (art); 18-19 (U1, L9)-including Pool and Sun Safety sidebar; 32 (U2, L15); Art depicts safety equipment: 16, 32, 40 (art—shoes, socks), 70 (art—bike helmet); title p. art, p. 1 art; Form 1.2 (through which students may demonstrate knowledge)	2.		demonstrate knowledge of appropriate safety skills and equipment for recreational activities:					
			<ul style="list-style-type: none"> <li>riding in a car</li> </ul>					



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

**E. COMMUNICATION  
SECOND GRADE (YELLOW LEVEL)**

Story line models; 56-57 (U4, L25); 60-61 (U4, L27); 63 (U4, L28); 67 (U5, L29); Forms 4.1-4.3, Form 5.4

1. practice pro-social communication skills

OL: ext. of U5, L29-form 2.12; Art models, e.g., happy, excited – numerous, e.g. 3, 82, sad – 28, listening or not – 62, refusal – 65, 66, disappointed – 80, serious - 8-9, 20, dismayed – 10, proud – 12, tired – 16, silly – 50

2. discuss, define and demonstrate body language

4-5 (U1, L2); 22-23 (U1, L11); 29 (stranger); 66-67 (U5, L29); 70 (U5, L31); Forms 5.1-5.4; **OM** p. 2, L27, **OM** p. 3, L29 & L31

3. identify appropriate uses of refusal skills

**F. GOAL SETTING AND DECISION MAKING  
SECOND GRADE (YELLOW LEVEL)**

4-5 (U1, L2); 6-7 (U1, L3); 18-19 (U1, L9); 23 (U1, L11); 66-69 (U5, L29-30); 48-49 (U3, L22)

1. use decision-making skills to avoid unhealthy risk-taking behaviors:

- swimming alone
- talking to strangers
- taking medicines without adult supervision
- not wearing a helmet
- not wearing seatbelts
- not wearing sunscreen
- not wearing insect repellent
- staying away from ATODs

Entire story line discusses/models health behaviors; Form 1.3, Form 3.7 (1<sup>st</sup> bullet), 30-31 (U3, L23); 50-51 (U3, L23); 62-63 (U4, L28); 83 (U6, L36); Form 4.2

2. record eating and exercise habits and discuss positive and negative health behaviors

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
Forms 2.1-2.3, Form 2.5	3.	work with a family member to plan a family meal			_____	_____	_____	_____
<p><b>G. <u>ADVOCACY</u></b> <b>SECOND GRADE (YELLOW LEVEL)</b></p>								
46-47 (U3, L21); 48-49 (U3, L22); 50-51 (U3, L23); 76-77 (U6, L33); 78-79 (U6, L34); Forms 3.4-3.7, <b>OM</b> , pp. 1-3	1.	discuss how the community works to prevent and control diseases			_____	_____	_____	_____
2-3 (U1, L1); 16-17 (U1, L8); 18-19 (U1, L9); 30-31 (U2, L14); 32-33 (U2, L15); 35 (U2, L16); 41 (U3, L18); 55 (U4, L24); 56-57 (U4, L25); 78 (U6, L23); 81 (U6, L35); 83 (U6, L36); Form 4.3, Form 5.4, Form 6.2	2.	discuss family free-time activities and how they promote fitness and healthy behaviors			_____	_____	_____	_____
OL: ext. of U3, L22-form 2.10; 12-13 (U1, F6); 44-45 (U3, L20)-blue sidebar; 46-47 (U3, L21)-blue sidebar; 48-49 (U3, L22)-know symptoms to report; 58-59 (U4, L26)-reach out to a trusted adult when depressed; 61 (U4, L27); Form 4.3-facilitating effective communication (Expressing Emotions sidebar); General health-promoting practice: forms 5.1-5.4; <b>OM</b> p. 2, L26 & L28	3.	share with a trusted adult any symptoms that may lead to illness			_____	_____	_____	_____
OL: ext. of U6, L34-forms 2.2, 2.13; 12-13 (U1, L6)-dental care; 21 (U1, L10)-emergency care; 44-45 (U3, L20)-eye and hearing care; 46-47 (U3, L21)-medical care; 48-49 (U3, L22)-home care related to doctor's care; 76-77 (U6, L33)-doctor and nurse depicted; 78-79 (U6, L34)-recycling, Form 1.4, Health	4.	identify community agencies that support healthy families, individuals and communities			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
helpers introduced: forms 3.4-3.5, Form 5.4, Forms 6.1-6.2					_____	_____	_____	_____
					_____	_____	_____	_____

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 (GREEN LEVEL)**

<p>1. identify and describe the major functions of the sensory organs:</p> <p>a. eyes</p> <p>b. ears</p> <p>c. nose</p> <p>d. tongue</p> <p>e. skin</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>43 (U3, L18)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>36-37 (U3, L16); 38-39 (U3, L17); Forms 3.1-3.4, Form 3.6; <b>OM</b> p. 1, L16; <b>OM</b> p. 2, L17; <b>OM</b> p. 3, L35</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>2. list ways to prevent the spread of germs</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>46-47 (U4, L20); Forms 4.1-4.2, Form 4.4; <b>OM</b> p. 2, L20</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. describe the basic emotions</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
42 (U3, L18); Form 3.6	4.	describe the major parts and functions of the digestive system	_____	_____	_____	_____	_____	_____
25 (U2, L11); 26-27 (U2, L12); 30-31 (U2, L14); 32-33 (U2, L15); Form 2.2, Form 3.6	5.	describe the food pyramid and its value to personal health, understanding that food provides energy and nutrients for growth and development	_____	_____	_____	_____	_____	_____
17 (U1, L8); 33 (U2, L15); 67; App. B Number Shapes; Forms 1.11-1.14; Form 2.1	6.	explain the value of different kinds of fitness:	_____	_____	_____	_____	_____	_____
6 (U1, L3); 17 (U1, L8); 33 (U2, L15); Forms 1.11-1.14; Form 2.1	a.	flexibility	_____	_____	_____	_____	_____	_____
17 (U1, L8); 33 (U2, L15); Forms 1.11-1.14; Form 2.1	b.	muscular endurance	_____	_____	_____	_____	_____	_____
6-7 (U1, L3); 17 (U1, L8); 53 (U4, L23); Forms 1.11-1.14; Form 2.1; Form 3.6; App. B Heart Health	c.	muscular strength	_____	_____	_____	_____	_____	_____
17 (U1, L8); 23 (U2, L10); 26-27 (U2, L12); 30-31 (U2, L14); 33 (U2, L15); Forms 1.11-1.14; Forms 2.1-2.2; Form 3.6	d.	cardiovascular endurance	_____	_____	_____	_____	_____	_____
	e.	body composition	_____	_____	_____	_____	_____	_____
<b>B. <u>HEALTH INFORMATION AND SERVICES</u></b>								
<b>THIRD GRADE (GREEN LEVEL)</b>								
Modeled in story line by Mr. G and the school settings depicted; 12-13 (U1, L6); 14-15 (U1, L7); 16-17 (U1, L8); 19 (U1, L9); 23 (URL); 27 (cite); 30-31 (U2, L14); 32 (U2, L15); 38-39 (U3, L17); 40-43 (U3, L18); 58-59 (U5, L25); 60-61 (U5, L26); 62-63 (U5, L27); 74-75 (U6, L32); 76-77 (U6, L33); 78-79 (U6, L34); 80-81 (U6, L35); Form 6.3	1.	list places where health information is available	_____	_____	_____	_____	_____	_____
Mr. G, the teacher in the story line models teachers as resources; 14-15 (U1, L7); 16-17 (U1, L8); 19 (U1, L9);	2.	list people who promote community health	_____	_____	_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
58-59 (U5, L25); 63 (U5, L27); 74-75 (U6, L32); 76-77 (U6, L33); 79 (U6, L34); 81 (URL); 82-83 (U6, L36); Forms 1.7-1.8, Form 6.3					_____	_____	_____	_____
14-15 (U1, L7); Form 1.14	3.	list information needed to place an accurate and efficient call to 9-1-1			_____	_____	_____	_____
14-15 (U1, L7); Forms 1.9-1.10	4.	demonstrate basic first aid procedures			_____	_____	_____	_____
36-37 (U3, L16); 59 (U5, L25); 60-61 (U5, L26)	5.	name different kinds of medicines and their appropriate and inappropriate uses			_____	_____	_____	_____
<b>C.</b>		<b><u>HEALTH BEHAVIORS</u></b>			_____	_____	_____	_____
		<b>THIRD GRADE (GREEN LEVEL)</b>						
17 (U1, L8); 33 (U2, L15); 67; App. B Number Shapes; Forms 1.11-1.14; Form 2.1	1.	explain the value of different kinds of fitness:						
6 (U1, L3); 17 (U1, L8); 33 (U2, L15); Forms 1.11-1.14; Form 2.1		a. flexibility			_____	_____	_____	_____
17 (U1, L8); 33 (U2, L15); Forms 1.11-1.14; Form 2.1		b. muscular endurance			_____	_____	_____	_____
6-7 (U1, L3); 17 (U1, L8); 53 (U4, L23); Forms 1.11-1.14; Form 2.1; Form 3.6; App. B Heart Health		c. muscular strength			_____	_____	_____	_____
17 (U1, L8); 23 (U2, L10); 26-27 (U2, L12); 30-31 (U2, L14); 33 (U2, L15); Forms 1.11-1.14; Forms 2.1-2.2; Form 3.6		d. cardiovascular endurance			_____	_____	_____	_____
8-9 (U1, L4); 13 (U1, L6); 50 (art); 54-55 (U4, L24); 69 (art); 80 (art); 83; Form 1.14	2.	use protective gear:						
		• seat belts						
		• helmets						
		• goggles						
		• gloves						
		• sunscreen						
		• face mask						
		• chest protector						



(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
4-5 (U1, L2); 18-19 (U1, L9); 31 (U2, L14); 39 (U3, L17); 62; Form 1.13, Forms 3.3-3.4, Form 3.6	3.	<ul style="list-style-type: none"> <li>shin guard</li> <li>wrist, elbow and knee pads</li> </ul> <p>describe personal responsibility for one's own hygiene</p>						
7 (U1, L3); 8-9 (U1, L4); 10-11 (U1, L5); 12-13 (U1, L6); 14-15 (U1, L7); 17 (U1, L8); 22-23 (U2, L10); 31 (U2, L14); 39 (U3, L17); 58-59 (U5, L25); 60-61 (U5, L26); 62-63 (U5, L27); 65 (U5, L28); 66-67 (U5, L29); 70-71 (U6, L30); 73 (U6, L31); 74-75 (U6, L32); 76-77 (U6, L33); 78-79 (U6, L34); 80-81 (U6, L35); Form 1.14, Forms 3.1-3.4, Form 3.6, Forms 5.1-5.2, Forms 5.5-5.6, Form 6.1, Form 6.3	4.	describe possible risky health situations at home, in school and in the community						
7 (U1, L3); 16 (art); 17 (U1, L8); 33 (U2, L15); 58-59 (U5, L25); yellow PA sidebars: 19 ("relaxation," U1, L9); 67 (yellow PA sidebar); Form 1.13, Forms 4.1-4.2, Form 4.4, Form 5.6	5.	list ways to reduce stress						
8-9 (U1, L4); 10-11 (U1, L5); 12-13 (U1, L6); 14-15 (U1, L7); 17 (U1, L8); 18-19 (U1, L9); 22-23 (U2, L10); 26-27 (U2, L12); 30-31 (U2, L14); 39 (U3, L17); 46-47 (U4, L20); 48-49 (U4, L21); 54-55 (U4, L24); 58-59 (U5, L25); 60-61 (U5, L26); 62-63 (U5, L27); 65, (U5, L28); 66-67 (U5, L29); 70-71 (U6, L30); 72-73 (U6, L31); 78-79 (U6, L34); 80-81 (U6, L35); 82-83 (U6, L36); Forms 1.13-1.14, Forms 3.1-3.4, Form 3.6, Forms 5.1-5.2;	6.	differentiate between healthy and unhealthy behaviors or comments						

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
Forms 4.1-4.4, Forms 5.3-5.4, Form 5.6					_____	_____	_____	_____
8-9 (U1, L4); 12-13 (U1, L6); 17 (U1, L8); 49 (U4, L21); 60-61 (U5, L26); 70-71 (U6, L30); 79 (U6, L34); 80-81 (U6, L35); Form 1.14	7.	explain how personal choices and behaviors can reduce accidents			_____	_____	_____	_____
<b>D. CULTURE, MEDIA AND TECHNOLOGY</b>								
<b>THIRD GRADE (GREEN LEVEL)</b>								
22-23 (U2, L10)	1.	explore menus from fast food restaurants for nutritional value			_____	_____	_____	_____
Art models curb cut, p. 70; kid in wheelchair: 1, 12, 14, 16, 42, 58; 5 (blue sidebar); (U1, L2); 28-29 (U2, L13); 47 (U4, L20); Appendix B “Cultural Changes”	2.	identify changes to school and other public facilities that accommodate people with various kinds of challenges and/or cultural differences			_____	_____	_____	_____
62-63 (U5, L27); 65 (U5, L28); 66-67 (U5, L29); Form 6.3	3.	compare and contrast what advertisements infer about smoking to what students have learned in school			_____	_____	_____	_____
<b>E. COMMUNICATION</b>								
<b>THIRD GRADE (GREEN LEVEL)</b>								
Story line models positive and proactive communication of wants and needs. Specific examples and tips are offered on 10-11 (U1, L5); 17 (U1, L8); 43 (sporting behavior); 46-47 (U4, L20); 50-51 (U4, L22); 58-59 (U5, L25); 62-63 (U5, L27); Form 1.14, Forms 4.1-4.2; Form 4.4	1.	express needs and wants by communication in positive and proactive ways			_____	_____	_____	_____
54-55 (U4, L24); 58-59 (U5, L25); 62-63 (U5, L27)	2.	practice effective ways to say “no” (refusal skills) to those that threaten safety			_____	_____	_____	_____
11 (U1, L5); 46-47 (U4, L20); Form 1.14, Forms 4.1-4.2, Form 4.4	3.	describe the steps involved in conflict resolution			_____	_____	_____	_____
10-11 (U1, L5); 46-47 (U4, L20); 48-49 (U4,	4.	discuss aggressive, passive and assertive			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
L21); 54-55 (U4, L24); 70-71 (U6, L30); Forms 4.1-4.2					_____	_____	_____	_____
					_____	_____	_____	_____
	<b>F.</b>	<b><u>GOAL SETTING AND DECISION MAKING</u></b> <b>THIRD GRADE (GREEN LEVEL)</b>						
76-81 (U6, L33-35); Forms 6.2-6.3	1.	set a goal to become involved in keeping the community clean			_____	_____	_____	_____
22-23 (U2); physical activity sidebars (yellow) 5, 11, 15, 37, 47, 49, 53, 61, 67, 73, 77, 81; Health sidebars (blue): 7 (U1, L3); 9 (U1, L4); 19 (U1, L9); 47, 51, 53, 73, 81, 83; Other: 16-17 (U1, L8); 58-67 (U5); Forms 1.13-1.14, Forms 2.1- 2.2, Form 3.6, Form 4.4, Forms 5.1-5.6, Form 6.3	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>			_____	_____	_____	_____
Global note: The story line frequently shows characters modeling good decision-making and who might assist. 8-9 (U1, L4); 11 (U1, L5); 12-13 (U1, L6); 14-15 (U1, L7); 17 (U1, L8); 18-19 (U1, L9); 22-23 (U2, L10); 26-27 (U2, L12); 30-31 (U2, L14); 54-55 (U4, L24); 58-59 (U5, L25); 62-63 (U5, L27); 65 (U5, L28); 70-71 (U6, L30); 79 (U6, L34); 81 (U6, L35); 83 (U6, L36); Forms 1.13-1.14, Forms 2.1-2.2, Form 3.6, Forms 4.3-4.4, Forms 5.1-5.4, Form 5.6, Form 6.3	3.	list health-related personal decisions and who might assist in making a positive decision			_____	_____	_____	_____
22-23 (U2, L10); 26-27 (U2, L12); 30-31 (U2, L14); Form 1.14, Form 2.2	4.	record food choices; with an adult, compare them to the recommended food chart to decide whether the choices were good			_____	_____	_____	_____
7 (U1, L3); 8-9 (U1, L4); 10-11 (U1, L5); 12-13 (U1, L6); 14-15 (U1, L7); 17 (U1, L8); 22-23 (U2, L10); 31	5.	practice making good judgments in risky situations			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
(U2, L14); 39 (U3, L17); 54-55 (U4, L24); 58-59 (U5, L25); 60-61 (U5, L26); 62-63 (U5, L27); 65 (U5, L28); 70-71 (U6, L30); 78-79 (U6, L34); 80-81 (U6, L35); Form 1.14, Forms 3.1-3.4, Form 3.6, Forms 5.1-5.2, Forms 5.5-5.6, Form 6.1, Form 6.3								
<b>G. <u>ADVOCACY</u></b>								
	<b>THIRD GRADE (GREEN LEVEL)</b>							
36-39 (U3, L16 -17); Forms 3.1-3.4, Form 3.6	1.	describe appropriate self-care procedures for colds, sore throats and flu						
8-9 (U1, L4); 13 (U1, L6); 50 (art); 54-55 (U4, L24); 69 (art); 80 (art); 83; Form 1.14	2.	use safety equipment and explain how one would encourage family members and friends to do so as well						
School as an assisting agency in making healthy choices is modeled often in the story line, e.g. 12-17, 30-33, 38-43, 58-63, 78-79 (U6, L34), 80-81 (U6, L35), Form 1.14, Form 6.3; Other agencies: 74 (U6, L32); 79 (U6, L34); 81 (EPA cite)	3.	name agencies in the community that will assist in making healthy choices						

Health literacy for all students is the fundamental goal of a comprehensive school health education curriculum. The health-literate student is a critical thinker and problem solver, a self-directed learner, an effective communicator and a responsible, productive citizen. Students must have the capacity to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance a healthy lifestyle. The instructional materials program shall present information and opportunities in a manner that enables the student to:

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

**A. HEALTH PROMOTION AND DISEASE PREVENTION  
FOURTH GRADE (BLUE LEVEL)**

5 (U1, L2); 10-11 (U1, L5); 15 (U1, L7); 34-35 (U3, L15); 46-49 (U4, L20-21); 52-54 (U4, L23); 72-73 (U6, L31); Forms 4.1-4.2, Forms 5.1-5.2; Appendix B “Musical Moods”; **OM:** Each Optional Material Growth & Development Booklet, “Roller Coaster Ride” section, and related Optional Discussion Guides **minus** Glossaries

1. describe how people have a variety of feelings and ways of expressing those feelings

34-35 (U3, L15); 36-37 (U3, L16); 38-39 (U3, L17); Form 3.1, Forms 6.4-6.5  
**OM:** Each Optional Material Growth & Development Booklet, “The End is Just a Beginning” section, and related Optional Discussion Guides **minus** Glossaries; “Optional Discussion Guide: HIV & AIDS” **minus** Glossary

2. identify responsible health behaviors to avoid the spread of contagious diseases

OL: ext. of U3, L15-17-forms 4.10a, 4.10b, 4.10c, & ext. of U2, L14 and U3, L18; Chronic diseases: 34-35 (U3, L15)-asthma; 38-39 (U3, L17)-common cold, flu, chickenpox, athlete’s foot, ringworm; Parent newsletters: Form 3.1, Form 5.2

3. identify health problems that are common in his/her school setting

OL: ext. of U3, L19-forms 4.14, 4.15, 4.16; 17 (U1, L8)-oxygen to muscles and muscular endurance; 42-43 (U3, L19); 44-45 (U3, L19)-overview of major

4. describe the major parts of the muscular and skeletal systems of the human body

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
body systems, including muscular and skeletal, Appendix B: movement activities, skeletal system ("Jiggling Joints", "Singing Pantomime"),					---	---	---	---
9 (U1, L4); 83	5.	describe the harmful effects of too much sun exposure and what steps can be used to reduce exposure			---	---	---	---
34-35 (U3, L15); 36-37 (U3, L16); 38-39 (U3, L17); 50-51 (U4, L22); 55-56 (U4, L24); 58-61 (U4, L25-26); 64-69 (U5, L28-30); 76-77 (U6, L32); Forms 1.5-1.6 (using conflict resolution skills), Form 4.2 (using conflict and refusal skills), Form 5.1, Form 6.1 (fight negative media influences)	6.	explain rules for the safe use of drugs; cite ways to keep from misusing and abusing drugs			---	---	---	---
<b>B. <u>HEALTH INFORMATION AND SERVICES</u> FOURTH GRADE (BLUE LEVEL)</b>					---	---	---	---
School features prominently as a source of info and activities; 6-7 (U1, L3); 8-9 (U1, L4); 14-15 (U1, L7); 16-17 (U1, L8); 22-23 (U2, L10); 24-25 (cite also; U2, L11); 26-27 (U2, L12); 30-31 (U2, L14); 34-35 (U3, L15); 46-47 (U4, L20); 62-63 (U5, L27); 72-73 (U6, L31); 74-75 (U6, L32); Forms 1.2-1.3, Form 1.6, Form 2.19, Form 3.1, Form 4.2, Forms 5.1-5.2, Forms 6.1-6.3, Form 6.5; Appendix B "Community Service", "Natural Disaster Jeopardy"	1.	identify specific places in the community from which to seek health care, health information and health enhancing activities			---	---	---	---
7 (U1, L3); 28-29 (U2, L13); 66-67 (U5, L29); 76-77 (U6, L33); Forms 6.4-6.5	2.	identify health-related products advertised on TV (or through other media) and explain whom the media is trying to influence			---	---	---	---
62-63 (U5, L27); Forms 5.1-5.2	3.	identify ways a person with drug			---	---	---	---

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
					_____	_____	_____	_____
					_____	_____	_____	_____
	<b>C. <u>HEALTH BEHAVIORS</u></b>							
	<b>FOURTH GRADE (BLUE LEVEL)</b>							
34-35 (U3, L15); 36-37 (U3, L16); 38-39 (U3, L17); 55-56 (U4, L24); 58-61 (U5, L25-26); 63-69 (U5, L27-30); Forms 1.5-1.6 (using conflict resolution skills), Form 3.1, Form 4.2 (using conflict and refusal skills), Forms 5.1-5.2, Form 6.1 (negative media influences); <b>OM:</b> “Optional Discussion Guide: HIV and AIDS”—the “WOW! Character Education section	1.	state reasons why people do or do not misuse drugs:	<ul style="list-style-type: none"> <li>• ATODs</li> <li>• caffeine</li> <li>• OTC drugs</li> <li>• prescription drugs</li> </ul>		_____	_____	_____	_____
9 (U1, L4); 16-19 (U1, L8-9); 58-69 (U5); Form 1.6, Form 3.1, Forms 5.1-5.2 <b>OM:</b> “Optional Discussion Guide: HIV and AIDS”—the “Character Education” section	2.	define risk-taking behaviors and their present and future consequences:	<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>		_____	_____	_____	_____
OL: ext. of U1, L2-form 4.1; 2 (U1, L1)-bath or shower; 4-5 (U1, L2)-overview of personal hygiene; 6-7 (U1, L3)-dental hygiene; 23 (U2, L10)-food safety hygiene (lower left blue sidebar); 38-39 (U3, L17)-communicable diseases; Form 1.1, Form 3.1 (Health Promotion and Disease Prevention article and related sidebars), parent newsletters-form 1.6,	3.	develop and practice a personal hygiene plan			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
Form 3.1 <b>OM:</b> each Growth & Development Booklet, the “Zits and Sweat” section, & related Optional Discussion Guides <b>minus</b> Glossaries					_____	_____	_____	_____
10-11 (U1, L5); 13 (U1, L6); 15 (U1, L7); 18-19 (U1, L9); 31 (U2, L14); 41 (U3, L18); 46-51 (U4, L20-22); 52-56 (using conflict and refusal skills; U4, L23-24); 68-69 (using refusal skills; U6, L36)	4.		give examples of managing stress		_____	_____	_____	_____
<b>D. <u>CULTURE, MEDIA AND TECHNOLOGY</u> FOURTH GRADE (BLUE LEVEL)</b>								
Multicultural (orange) sidebar on p. 23 and all of Unit 2 (pp. 22-31) lay the foundation for doing this; Forms 2.1-2.19; (U2, L10 assignment crosses cultures)	1.		analyze menus from culturally different restaurants for nutritional value		_____	_____	_____	_____
28-29 (U2, L13) and also 26-27 (re: food packaging; U2, L12) and 76-77 (builds general media literacy); Form 2.19, Form 6.5	2.		discuss examples of food advertising, identifying the purposes and the relationship to personal health		_____	_____	_____	_____
OL: ext. of U4, L23-form 4.20; 76-77 (U6, L33)-media literacy development; Parent newsletter-form 6.5 (Consumer Health article and related table)	3.		list TV programs that exemplify family relationships and explain their selection		_____	_____	_____	_____
OL : ext. of U3, L18 and U1, L5 ‘2-3; 10-11 (U1, L5)-esp. blue sidebars; 40-41 (U3, L18)-no one should be make fun of because of size or abilities <b>OM:</b> each Growth & Development Booklet, the “Zits and Sweat” section, & related Optional Discussion Guides <b>minus</b>	4.		explain why healthy human bodies can be various shapes and sizes		_____	_____	_____	_____



(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
Glossaries					---	---	---	---
8-9 (U1, L4); 40-41 (U3, L18); 74-75 (U6, L32); 78-79 (U6, L34); 80-81 (U6, L35); Forms 1.2-1.3, Form 1.6, Form 3.1, Form 5.2, Forms 6.4-6.5; Appendix B “Cultural Awareness”, “Animal Shelters”, “Present Conveniences”, “Colonization”	5.	explain how humans depend on their natural and constructed environments and that new ideas and inventions continue to influence their environments			---	---	---	---
OL: ext. of U1, L9-form 4.4; 16-19 (U1, L8-9); Basic physical activity safety precautions, including safety skills, first aid, and equipment and benefits of/consequences of not using: 16-19 (U1, L8, L9); The helmets themselves are pieces of technology. Other lessons e.g., U3, L15 & also U6, L36 use tech related to developing health literacy. ; Technology can be used to complete the lessons and assignments.; Form 1.6 (parent newsletter-“Bike Safety” article)	6.	use technology to examine/explore risks involved in not using appropriate safety skills and equipment for recreational purposes:  <ul style="list-style-type: none"> <li>• bike riding</li> <li>• helmet use</li> <li>• ATV safety</li> </ul>			---	---	---	---
	<b>E.</b>	<b><u>COMMUNICATION</u></b> <b>FOURTH GRADE (BLUE LEVEL)</b>			---	---	---	---
46-49 (U4, L20-21); 52-54 (U4, L23); in addition, the story line models use of effective communication techniques; Forms 4.1-4.3; Appendix B “Musical Moods”	1.	express answers, both verbally and non-verbally, to “How do you feel today?”			---	---	---	---
5 (U1, L2); 10-11 (U1, L5); 18-19 (U1, L9); 35; 48-49 (U4, L21); 50-51 (U4, L22); 52-54 (U4, L23); 59 (U5, L25); story line models qualities; 68-69 (U5,	2.	identify positive personal qualities that one has and state the qualities that one would like to see in their friends			---	---	---	---

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
L30); 72-73 (U6, L31); Forms 1.5-1.6, Form 4.2					—	—	—	—
5 (U1, L2); 10-11 (U1, L5); 35 (U3, L15); 50- 51 (U4, L22); 52-54 (U4, L23); 73 (U6, L31); Forms 1.5-1.6, Forms 4.1-4.2; Multicultural (orange) sidebar on p. 13, and all of Unit 2 (pp. 22-31) lay the foundation for doing this.	3.	demonstrate communication skills necessary for making, being and keeping friends			—	—	—	—
10 (U1, L5); 50-51 (U4, L22); 53 (U4, L23); 55-56 (U4, L24); 59 (U5, L25); 69 (U5, L30); Forms 1.5-1.6, Forms 4.1-4.2, Form 5.2 <b>OM:</b> “Optional Discussion Guide: HIV and AIDS” <b>minus</b> Glossary	4.	practice assertiveness and refusal skills			—	—	—	—
<b>F. <u>GOAL SETTING AND DECISION MAKING</u> FOURTH GRADE (BLUE LEVEL)</b>					—	—	—	—
OL: ext .of U2, L14— form 4.7, 4.8a, 4.8b, 4.9a, 4.9b; Form 1.6 (Safety and Injury Prevention article-to facilitate physical activity participation), Form 2.3, Forms 2.5- 2.19 (practice opportunities); Entire story line and supporting lessons teach which activities/foods are health-promoting and require good decision- making skills.	1.	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions			—	—	—	—
8-9 (U1, L4); 10-11 (U1, L5); 18-19 (U1, L9); 36-37 (U3, L16); 38-39 (U3, L17); 50-51 (U4, L22); 52-54 (U4, L23); 55-56 (U4, L24); 58-65 (U5, L25-28); 68-69 (U5, L30); From 1.5, Forms 4.1-4.2,	2.	evaluate some dangerous situations, consider alternatives and identify the consequences of various choices			—	—	—	—

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
Forms 5.1-5.2 <b>OM</b> : “Optional Discussion Guide: HIV and AIDS” <b>minus</b> Glossary								
<b>G. <u>ADVOCACY</u></b> <b>FOURTH GRADE (BLUE LEVEL)</b>								
OL: ext. of U3, L17- forms 4.11, 4.12, 4.13; p. 35 Multicultural sidebar	1.	examine their personal vaccination and disease record						
OL: ext. of U2, L12- form 4.5 & link to 2005 Dietary Guidelines and new MyPyramid information; Each parent newsletter encourages family cooperation in applying nutrition practices, reinforcing positive student choices; Form 1.6, Form 2.19, Form 3.1, Form 4.2, Form 5.2, Form 6.5 (Family Fun Fitness and Nutrition Corner section of each newsletter)	2.	propose family menus that meet dietary guidelines						
OL: ext. of U1, L8 and U1, L9-forms 4.2, 4.3a, 4.3b; OL: ext. of U5, L25-L28-forms 4.22, 4.23a, 4.23b; In addition, taking home parent newsletters is an act of advocacy for preventing these risks. 16-19 (U1, L8-9)- general personal safety information; 58-69 (U5)-prevention of abuse of alcohol, tobacco, and other drugs; Form 1.6-Safety and Injury Prevention article, Form 3.1, Forms 5.1-5.2; <b>OM</b> “Character Education” sections	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>						

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

1. identify the five aspects of total wellness and typical changes that occur during adolescence:

2-3 (U1, L1) 13  
(Sweat; U1, L6); Form  
1.1, 1.2;  
**OM:** Growing Up  
Optional Lesson Plan  
& Supplement to SE;  
Optional Growing Up  
Booklets & related  
Optional Discussion  
Guides on “Growing  
Up” **minus** Glossaries

a. physical

44-45 (U4, L19); 46-47  
(U4, L20)

b. emotional

2-3 (U1, L1); 4-5 (U1,  
L2); 10-11 (U1, L5); 14  
(U1, L7); 44-45 (U4,  
L19); 46-47 (U4, L20);  
54-55 (U5, L23)

c. social

44-45 (U4, L19); 46-47  
(U4, L20)

d. mental

6-7 (U1, L3); 34 (yoga;  
U3, L15); (values; U4,  
L19); 47 (kendo &  
yoga; U4, L20)

e. spiritual

19 (U2, L8); 21 (U2,  
L9); 22-23 (U2, L10);  
24-25 (U2, L11); 26  
(U2, L12); 28-29 (U2,  
L13); 35 (U3, L15);  
Forms 1.9, 2.2, 2.3a-b,  
2.5, 2.7 a-b, 2.8, 2.10,  
3.4

2. describe the relationship between nutrition and health risk factors

4-7 (U1, L2, L3); 8-9  
(U1, L4); 10-11 (U1,  
L5); 15 (U1, L7); 54-55  
(U5, L23); 56-57 (U5,

3. explain potentially dangerous situations and know how to obtain help appropriately

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
L24); 58-59 (U5, L25); 62-63 (U5, L27); Forms 1.4, 3.4, 5.1-5.5					_____	_____	_____	_____
36-37 (U3, L16); Forms 3.5-3.7; <b>OM:</b> HIV and AIDS Optional Lesson Plan & Supplement to SE, FO.1; Optional Discussion Guide: HIV and AIDS, <b>minus</b> Glossary	4.	describe different organisms that cause diseases			_____	_____	_____	_____
3 (U1, L1); 13(immune; U1, L6); 21 (chart; U2, L9); 32- 33 (U3, L14); 36-37 (U3, L16); Forms 1.9, 3.1-3.3; <b>OM:</b> Growing Up Optional Lesson Plan & Supplement to SE; Optional Growing Up Booklets & related Optional Discussion Guides on “Growing Up” <b>minus</b> Glossaries	5.	explain the basic physiology and functions of the body systems			_____	_____	_____	_____
8-9 (U1, L4); 15 (U1, L7); 32 (U3, L14); 74- 75 (U6, L32); 76-77 (U 6, L33); Forms 1.5, 1.6, 1.9, 6.3	6.	identify environmental dangers and describe precautions and treatments for exposure to elements			_____	_____	_____	_____
	<b>B.</b>	<b><u>HEALTH INFORMATION AND SERVICES</u></b> <b>FIFTH GRADE (PURPLE LEVEL)</b>			_____	_____	_____	_____
7 (U1, L3); 9 (U1, L4); 60 (U5, L26); 66-67 (U5, L29); 71 (U6, L30); 75 (U6, L32); Forms 5.3, 6.3	1.	list activities that community agencies do to promote safety			_____	_____	_____	_____
35 (U3, L15); 43 (U4, L18); 56-57 (U5, L24); 58-59 (U5, L25); 60-61 (U5, L26); 62-63 (U5, L27); 64-65 (U5, L28); 66-67 (U5, L29); Forms 1.4, 5.1-5.5	2.	compare legal and illegal drugs:  <ul style="list-style-type: none"> <li>• considering access</li> <li>• purpose</li> <li>• cost</li> <li>• effects on the body</li> </ul>			_____	_____	_____	_____

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

**C. HEALTH BEHAVIORS  
FIFTH GRADE (PURPLE LEVEL)**

**Story line models**

1. distinguish between safe and risky or harmful behaviors in relationships and list strategies to reduce threatening situations:

2-3 (U1, L1); 5 (U1, L2); 6-7 (U1, L3); 13 (Phys. Activity; U1, L6); 40-41 (U4, L17); 46-47 (U4, L20); 50-51 (U4, L22); 56-57 (Not using ATODs to manage feelings U5, L24 thru L29); Forms 1.3, 1.4, 1.9, 4.2, 4.5, 4.6

a. anger management

18-29 (U2); 36-37 (U3, L16); 42-43 (U4, L18); 44-45 (U4, L19); 50-51 (U4, L22); 54-67 (U5, L23 thru L29); 72-73 (U6, L31); Forms 1.3, 4.5

b. peer pressure reversal

5 (U1, L2); 6-7 (U1, L3); 11 (Playgrd. Rules; U1, L5); 15 (U1, L7); 47 (U4, L20); 50-51 (U4, L22); 54-55 (U4, L23); 56-57 (U4, L24); 64-65 (U5, L28); Forms 1.3, 1.4, 4.2, 4.5, 4.6;

c. self-protective strategies

**OM:** HIV and AIDS Optional Lesson Plan & Supplement to SE, FO.1; Optional Discussion Guide: HIV and AIDS, **minus** Glossary; Optional Discussion Guide: Sexual Intercourse, **minus** Glossary

5 (U1, L2); 40-41 (U4, L7); 42-43 (U4, L18); 44-45 (U4, L19); 50-51

d. conflict resolution

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
(U4, L22); Forms 1.3, 4.4, 4.5, 4.6								
3 (U1, L1); 35 (U3, L15); 71 (U6, L30); Forms 1.2, 1.9; Each Growing Up Booklet – “Zits & Sweat” section	2.	identify hygiene practices related to puberty and diet practices for improved personal/family health			_____	_____	_____	_____
13 (U1, L6); 23 (feel better U2, L10); 34-35 (U3, L15), 40-41 (U4, L17); 46-47 (U4, L20); 57 (Avoid ATODs U5, L24); 65 (U5, L28); Forms 1.7-1.9, 3.7, 4.3, 4.6	3.	apply techniques for managing stress			_____	_____	_____	_____
19 (U2, L8); 21 (U2, L9); 22-23 (U2, L10); 24-25 (U2, L11); 26 (U2, L12); 28-29 (U2, L13); 35 (U3, L15); Forms 1.9, 2.2, 2.3a-b, 2.5, 2.7 a-b, 2.8, 2.10, 3.4	4.	compare and contrast the nutritional value of foods when making personal food choices			_____	_____	_____	_____
	<b>D.</b>	<b><u>CULTURE, MEDIA AND TECHNOLOGY</u></b> <b>FIFTH GRADE (PURPLE LEVEL)</b>			_____	_____	_____	_____
26-29 (U2, L12, L13); 45 (U4, L19); 55 (U5, L23); 72-73(U6, L31); Forms 6.1, 6.3	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			_____	_____	_____	_____
Pen Pals in Storyline & Multicultural Sidebars pp. 18-27 (U2, L8-L12)	3.	analyze the cultural differences of health practices			_____	_____	_____	_____
Story line systematically highlights and models respect for people’s differences: 2-3 (U1, L1); 4-5 (U1, L2); 18-21 & 24-25 (pen pals, U2, L8, L9, L11); Multicultural Sidebars: 19,21,22, 23, 24, 27, 41, 65, 73; Specific Lessons: 40-41 (U4, L17); 43 (U4, L18); 44-45 (U4, L19); Form 4.6; Child in	4.	recognize and respect people’s differences			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
Wheelchair: 7, 8, 73					—	—	—	—
<b>E. COMMUNICATION</b>								
<b>FIFTH GRADE (PURPLE LEVEL)</b>								
Global Note: Story line and art model effective non-verbal communication, e.g., 5 (art – arms folded and hand waving)	1.	describe or demonstrate non-verbal expression other than facial expressions:						
4 (stomped, skip, gallop, shrugged); 8 (leaned forward); 14 (cringe); 42 (art-rejected girl); 54 (slumped); 59, 61, 66 (art-concern); 64 (art-pride); 70 (art-disappointment); 73 (interested, friendly); 77 (art-concentrating); 79 (art (rt) silly)		a. body language						
2 (ran, spun, darted, rushed, saluted); 3 (pointed); 6 (clapped, shook heads); 7 (gave thumbs-up); 9 (snapped); 10 (jerked away); 19 (shook head); 21 (skidded); 24 (slapped hand over mouth); 34 (leaped); 54 (nodded); 55 (art-pinky swear); 62 (plopped, hung head); 63 (nodded)		b. actions/reactions to situations						
5 (U1, L2); 40-41 (U4, L17); 42-43 (U4, L18); 44-45 (U4, L19); 50-51 (U4, L22); Forms 1.3, 4.6	2.	use a variety of positive coping mechanisms/conflict resolution skills to deal with upset feelings and difficult situations:						
2-3 (U1, L1); 5 (U1, L2); 6-7 (U1, L3); 13 (Phys. Activity; U1, L6); 40-41 (U4, L17); 46-47 (U4, L20); 50-51 (U4, L22); 56-57 (Not using ATODs to		a. negotiation through peer mediation						
		b. anger management						



(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth 80%</i>	<i>A=Adequate 80%</i>	<i>M=Minimal 60%</i>	<i>N=Nonexistent Less than 60%</i>	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
manage feelings U5, L24 thru L29); Forms 1.3, 1.4, 1.9, 4.2, 4.5, 4.6					_____	_____	_____	_____
7 (U1, L3); 43 (U4, L18); 45 (U4, L19); 47 (U4, L20); 48-49 (U4, L21); Form 4.6					_____	_____	_____	_____
	3.	c. confiding in trusted friend			_____	_____	_____	_____
		practice active listening skills:						
		a. restating			_____	_____	_____	_____
51 (U4, L22); 40-41 (U4, L17); Form 4.6		b. individual/group conversation			_____	_____	_____	_____
51 (U4, L22); Form 4.6		c. eye contact			_____	_____	_____	_____
40-41 (U4, L17); Form 4.6		d. not interrupting the other person			_____	_____	_____	_____
Walk away: 5 (U1, L2); Say "No": 51 (U4, L22); 54-55 (U5, L23); 56-57 (U5, L24); 64-65 (U5, L28); Form 5.5	4.	show three acceptable ways to say "No" in a demonstration with peers			_____	_____	_____	_____
Use Positive "I" messages: 51 (U4, L22); Form 5.5								
7 (shout, U1, L3); 10- 11 (U1, L5)	5.	explain the value of assertive strategies when asking for help in an emergency			_____	_____	_____	_____
51 (U4, L22); 54-55 (U5, L23); 56-57 (U5, L24); 64-65 (U5, L28); Form 5.5	6.	practice assertiveness and refusal skills			_____	_____	_____	_____
	<b>F.</b>	<b><u>GOAL SETTING AND DECISION MAKING</u></b>			_____	_____	_____	_____
		<b>FIFTH GRADE (PURPLE LEVEL)</b>						
34-35 (U3, L15); 24-25 (U2, L11); 56-57 (U5, L24); 64-65 (U5, L28); Forms 1.9, 5.1-5.5	1.	analyze disease prevention plans:						
		<ul style="list-style-type: none"> <li>• diet</li> <li>• exercise</li> <li>• avoiding ATODs</li> </ul>			_____	_____	_____	_____
	2.	identify strategies to change an unhealthy behavior:						
8-9 (U1, L4); 7 (U1, L3); 11 (U1, L5); 14-15 (U1, L7); 35 (U3, L15); 36-37 (U 3, L17); 54-		<ul style="list-style-type: none"> <li>• not using ATODs</li> <li>• using safety devices</li> <li>• preventing eating disorders</li> </ul>			_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	<i>I=In-depth</i> 80%	<i>A=Adequate</i> 80%	<i>M=Minimal</i> 60%	<i>N=Nonexistent</i> Less than 60%	<b>I</b>	<b>A</b>	<b>M</b>	<b>N</b>
55 (U5, L23); 58-59 (U5, L25); 62-63 (U5, L27); 64-65 (U5, L28); 66-67 (U5, L29); 75 (U6, L32); Devices or sunscreen shown in art: 1, 8, 15, 17, 23, 39, 44, 69 (gloves), 73, 74; Forms 1.3, 1.4, 5.1, 5.5								

- using sunscreen and insect repellent
- avoiding unnecessary risks

**G. ADVOCACY**  
**FIFTH GRADE (PURPLE LEVEL)**

1. verify their personal vaccination and disease record
2. propose family menus that meet dietary guidelines
3. generate a convincing argument that nutritional value of foods should be a factor when making personal food choices
4. discuss her/his role in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and laws

**\*\*\*End of bid materials, Human Kinetics’  
World of Wellness (WOW!) Health Education Series\*\*\***