

2017 Health Education Review

Health Education Evaluation Tool – Grades K-2

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Author:	Meeks, Heit
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Instructions

Publishing Company:

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

Standards Alignment Evaluation Rubric

0 = No Alignment– **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

Idaho Content Standards: Health Education- Grades K-2

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for K-Grade 2 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding the consequences of one's decisions will help to prevent injuries.

Mental, Emotional & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses of self and others.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, and identifying methods of contraction and transmission.

Consumer & Community Health

Children need to understand the different types of health care professionals and the benefit of health care services. Instruction includes how to identify trusted adults and professionals, and how to access reliable product information.

Growth, Development & Family Life

A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life and changes in relationships with others that accompany social development. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
<p>Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.</p>	<p><u>K-2.H.1.1.1.</u> Identify that healthy behaviors affect personal health.</p>	<p>Grade K: C1/pp. 10-11, C2/pp. 16-17, C3/pp. 24-25, C4/pp. 30-31, C5/pp. 34-37, C6/pp. 40-41, 42-43, 44-45, 46-47, C7/pp. 52-53, C8/pp. 58-59, C9/pp. 62-63, C10/pp. 66-67.</p> <p>Grade 1: C1/pp. 11, 12, C3/pp. 54, 58, 61, 63, C4/pp. 71, 72, 84-85, C5/pp. 94-99, 102-103, 106-107, 110, C6/pp. 116, 122-123, 126-128, 133, 135-150, C7/pp. 160-161, 162, 163, 164-165, 166-167, C8/pp. 180-181, 188-189.</p> <p>Grade 2: C1/pp. 10-11, 18-19, C3/pp. 50-51, 52-53, 57, 58, 59, 60, 63, C4/pp. 69, 72-74, 81, 87, C5/pp. 92-93, 94-95, 96-97, 98-99, 100, 102, C6/pp. 115, 118-119, 122-123, 124-125, 126-127, 129, 130, 132-133, 134, 135-137, 138-139, 141, C7/pp. 150, 152-153, 157, 164-165, C8/pp. 172, 174-175, 177, 179, 181, 183, 185, 186-187, C9/pp. 198-199, C10/pp. 205, 207, 209, 211, 212-213, 218-219.</p> <p>The page numbers listed for Grades K-2 contain information on how healthy behaviors, such as choosing healthful foods, getting regular exercise, using stress management techniques, avoiding the use of tobacco, alcohol, and other drugs, making healthful decisions, and practicing safe behaviors affect personal health.</p>	<p>Choose an item.</p>
	<p><u>K-2.H.1.1.2.</u> Recognize that there are multiple dimensions (e.g., emotional, mental, physical, and social) of health.</p>	<p>Grade K: C2/pp.12-17, C4/pp. 28-31, C5/pp.32-34, C7/pp.52-53, C8/pp.54-55, 58-59, C10/pp. 64-67</p> <p>Grade1: C1/pp.2-23, C2/pp.24-43, C3/pp. 44-67, C4/pp.70-75, C5/pp.90-113</p> <p>Grade 2: C1/pp.2-23, C3/pp.50-51, 56-65, C4/68-77, 86-87, C5/pp.94-105, C8/pp.168-169, C9/pp.192-193</p> <p>The page numbers listed for Grades K-2 contain information on how emotions, feelings, physical activities, and relationships at home and at school can affect health and health decisions.</p>	<p>Choose an item.</p>

	<p><u>K-2.H.1.1.3.</u> Describe ways to prevent communicable diseases.</p>	<p>Grade K: C5/pps.92-93, C8/pps. 176-185, 195</p> <p>Grade 1: C1/pps.90-92, C8/pps.176-185, 195</p> <p>Grade 2: C8/pps.170-175, 189</p> <p>The page numbers listed for Grades K-2 contain information on how to prevent the spread of germs, maintain proper hygiene, getting regular check-ups and vaccinations.</p>	<p>Choose an item.</p>
	<p><u>K-2.H.1.1.4.</u> List ways to prevent common childhood injuries.</p>	<p>Grade K: C6/pps.114-117, 120-139, 146</p> <p>Grade 1: C3/pps.63-65, C5/p.107, C6/pps.114-117, 120-39, 152-155</p> <p>Grade 2: CC3/pps.63, 65, C5/pps.95, 97, 106-107, 111, C6/pps.112-123, 132-135, 145, C7/pps.152-153, 167, C8/pps.192</p> <p>The page numbers listed for Grades K-2 contain information on how to prevent injuries at home, at school, during play and sport/exercise practice, while traveling by car, bus, bike: This includes falls, cuts, burns, sport injuries, traffic /road accidents.</p>	<p>Choose an item.</p>
	<p><u>K-2.H.1.1.5.</u> Describe why it is important to seek health care.</p>	<p>Grade K: C7/p.50, C9/pp.ps.61-63</p> <p>Grade 1: C5/96-99, 113, C8/pps.184-185</p> <p>Grade 2:C5/pps.92-93, 94, 96, C7/pps.157, C8/pps.171, 177, C9/pps.200</p> <p>The page numbers listed for Grades K-2 contain information on the importance of establishing health care routines, such as check-ups, doctor visits when ill or to prevent communicable diseases,obtaining emergency assistance and first-aid.</p>	<p>Choose an item.</p>
	<p><u>K-2.H.1.1.6.</u> Describe the impact of health behaviors on body systems.</p>	<p>Grade K: C3/pps.18-19, 22-25, C4, pp.26-31, C5/pps.32-33, C8/pps.54-59</p> <p>Grade 1: C1/pps.4-5, C3/pps.54-55, 58-67, C4/pps.70-83, C5/pps.90-114, C7/pps.162-</p>	<p>Choose an item.</p>

		169, 174-175, C8/pp.184-191 Grade 2: C1/pp.2-5, 10-17, 22-23, C4/pp.44-45, 50-53, 56-65, C4/pp.68-71, 86-87, C5/pp.92, 95-97, 111, C7/pp.50-151, 154-163, C8/pp.172-175, 180-189 The page numbers listed for Grades K-2 contain information on how to maintain proper hygiene, nutrition, take safety precaution to avoid injuries. The information describes how healthful nutrition, regular exercise and health care, and safety precautions ensure healthy body and mind development.	
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Standard 2: Analyzing Influences

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
Goal 2.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.	<u>K-2.H.2.1.1</u> Identify how the family influences personal health practices and behaviors.	Grade K: C1/pp. 2-11, C2/pp. 12-17, C3/pp.22-23, C4/p. 26-27, 30-31, C5/pp. 34-35, C6/pp. 38-49, C8/pp.54-55, 58-59, Grade 1: C1/pp.10-11, C2/pp.24-43, C3/p.64, C4/pp.81, 83, 86-887, C5/pp.102-105, C6/pp.144-147, C7/pp.168-169, C8/pp.183-185, C9/pp.199-201, 209 Grade 2: C1/p.3, C2/pp.24-31, C3/pp.p.51, C4/pp.82-83, C5/p.107, C7/pp.150-152, 161-163, C8/pp.174-175, 180, 186-187 The page numbers listed for Grades K-2 contain information on the role played by family members, family life, relationships with friends in physical and emotional development and health. The information includes steps for decision-making, saying no thinking critically about ads and internet content.	Choose an item.

	<p><u>K-2.H.2.1.2</u> Identify what the school can do to support personal health practices and behaviors.</p>	<p>Grade K: C1/pps. 2-3, 8-11, C2/pps. 16-17, C4/pps. 27-28, C6/pps. 38-39, 42-43, 44, 47, C7/p. 51, C8/pps. 54-55, C9/pps. 62-63, C10/pps. 66-67</p> <p>Grade 1:C1/pps.5, 6-7, 8-9, 18-19, C3/p.66, C5/p.112, C6/pps.116-119, 125, 128-129, 132-133, 136-137, 155, C7/pps.170, 172-174, C9/pps.197-199, C10/pps.215, 218-219</p> <p>Grade 2:C1/pps.14-15, 18-19, C2/pps.36, 40-41, C3/p.47, C5/pps.102-103, C6/pps.114-115, C9/p.196</p> <p>The page numbers listed for Grades K-2 contain information on how teachers and school personnel influence positive physical and emotional development. This includes steps on how to ask for help or information in health-related situations or decision-making.</p>	<p>Choose an item.</p>
	<p><u>K-2.H.2.1.3</u> Describe how the media can influence health behaviors.</p>	<p>Grade K: C1/pps.3, 7, C2/p.15, C6/ p.45, C10/pps.66-67</p> <p>Grade 1:C4/pps.82-83, C9/pps.200-203, 206, 209</p> <p>Grade 2:C4/pps.84-85, C6/pps.142-143, C9/pps.194-195, C10/p.128</p> <p>The page numbers listed for Grades K-2 contain information on how ads and content on internet can provide biased information. This includes steps on how to think critically about media content and how to make good, healthful decisions.</p>	<p>Choose an item.</p>

Standard 3: Accessing Information

<u>Goal</u>	<u>Objective-</u> The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p>Goal 3.1: Students will demonstrate the ability to access valid information and products and</p>	<p><u>K-2.H.3.1.1.</u> Identify trusted adults and professionals who can help promote health.</p>	<p>Grade K: C4/pps.30-31, C6/pps.38-39, 41, C7/p.50, C8/p.55, C9/pps.60-63</p> <p>Grade 1: C1/pps10-11, 20-21, 23, C2/pps.24-31, 43, C4/pps.83, 86, C5/pps.96-99, 103-105, C6/pps.114-117, 128-129, 132-134, 136-137, 140-149, C7/pps.168-174,</p>	<p>Choose an item.</p>

services to enhance health.		<p>C9/pps.196-209</p> <p>Grade 2: C1/pps.3, 14-15, C2/pps.24, 26-29, 41, C4/pps.82-83, C5/pps.92-97, C6/pps.112-119, 124-131, C7/pps.148-150, 152, 157, 160-161, C8/pps.174-175, 180, C9/pps.190-191, 196-197</p> <p>The page numbers listed for Grades K-2 contain information on who health helpers are: Family members, teachers, doctors, dentists, nurses, firefighters, emergency response personnel, police, etc. The information presents health helpers in various life situations and includes steps on how to request assistance or report a health-related issues.</p>	
	<p><u>K-2.H.3.1.2.</u> Identify ways to locate school and community health helpers.</p>	<p>Grade K: C9/pps.60-63</p> <p>Grade 1: C6/pps.114, 140, C8/pps.183-184, C9/pps.171, 148-149, 155</p> <p>Grade 2: C6/pps.114, 123, 126,140-141, 144, C7/pps.149-150, 157, 160, C9/pps.190-191, 196-197</p> <p>The page numbers listed for Grades K-2 contain information on where and in which life situations health helpers can be found, how to ask for assistance, how to follow directions from health helpers.</p>	Choose an item.

Standard 4: Interpersonal Communication

<u>Goal</u>	<u>Objective-</u> The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 4.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<u>K-2.H.4.1.1.</u> Demonstrate healthy ways to express needs, wants, and feelings.	<p>Grade K: C1/pps. 4-11, C2/pps.16-17, C4/pps. 30-31, C8/pps.56-59</p> <p>Grade 1: C1/pps.14-17, 22-23, C2/pps.27, 32-33, 35-36, 38-43, C8/pps.192-194, C10/pps.218-219</p> <p>Grade 2: C1/pps.4-12, 17, C2/pps.24, 32-33, 34-41, C3/pps.52-53, C6/pps.128-131, C7/pps.156-157, 165, C8/pps.173, 188, C10/pps.218-219</p>	Choose an item.

		The page numbers listed for Grades K-2 contain information on how to communicate feelings (positive and negative), how to resolve conflicts, how to approach health helpers and request help.	
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	<p><u>K-2.H.4.1.2</u> Demonstrate listening skills to enhance health.</p>	<p>Grade K: C1/pps.10-11, C2/pps.16-17, C4/pps 30-31, C6/p.43</p> <p>Grade1: C2/pps.32-33, 35, 40-41, C6/pps.115, 128, 136-137, 149</p> <p>Grade 2: C1/pps.14-15, C2/pps.33, 35, 40-41, C6/pps.115, 123</p> <p>The page numbers listed for Grades K-2 contain information on the importance and the consequences of good listening skills. This includes listening to family members and friends, showing respect to family and friends, listening to health helpers.</p>	<p>Choose an item.</p>
	<p><u>K-2.H.4.1.3</u> Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.</p>	<p>Grade K: C2/pps. 16-17, C6/pps.38-49, C7/pps.52-53, C8/pps. 58-59, C9/pps.60-63</p> <p>Grade 1: C6/pps.116, 119, 124, 128-131, 140-155, C7/pps.170-173, C8/p.183</p> <p>Grade 2: C6/pps.125-127, 130-141, C7/pps.157, 164-165</p> <p>The page numbers listed for Grades K-2 contain information on how to seek immediate attention and help in situations that are physically and/or emotionally dangerous. This includes hazardous situations, such as fire, storms, earthquakes as well as dealing with unwanted touching, gang threats, bullying, dealing with strangers, staying drug-free.</p>	<p>Choose an item.</p>
	<p><u>K-2.H.4.1.4.</u> Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<p>Grade K: C9/pps.60-63</p> <p>Grade 1: C6/pps.140-143, 145-149, C7/pps.172-173</p> <p>Grade 2: CC6/pps.124-127, 129, 130-131, 140</p> <p>The page numbers listed for Grades K-2 contain information on how to seek immediate attention and help in situations that are physically and/or emotionally dangerous. This includes hazardous situations, such as fire, storms, earthquakes as well as dealing with unwanted touching, gang threats, bullying, dealing with strangers.</p>	<p>Choose an item.</p>

Standard 5: Decision Making			
Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 5.1: Students will demonstrate the ability to use decision-making skills to enhance health.	K-2.H.5.1.1 Identify situations when a health-related decision is needed.	<p>Grade K: C3/pps.24-25, C4/pps.28-31, C5/pps.34-35, C6/pps.40-41, C7/pps.52-53, C10/pps.64-67</p> <p>Grade 1: C1/pps.10-13, 20-23, C3/pps.64-66, C4/pps.80-83, C6/pps.152-153, C9/pps.202-209</p> <p>Grade 2: C1/pps.10-11, 36-37, C4/pps.78-85, C5/pps.106-107, C6/pps.112-113, 132-133, 140-143, C7/pps.160-161, 164-165, C8/p.173, C9/pps.192-193, 198-199</p> <p>The page numbers listed for Grades K-2 contain information on when and how to make decisions regarding proper nutrition, wearing proper safety gear, saying no to peers and avoiding dangers.</p>	Choose an item.
	K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	<p>Grade K: C1/pps.10-11, C2/pps.16-17, C4/pps.26-31, C5/pps.34-35, C6/pps.40-49, C7/pps. 50-53, C8/pps. 58-59, C9/pps. 60-63</p> <p>Grade 1: C1/pps.10-13, 23, C2/pps.36, 43, C3/pps.64-65, 67, C4/pps.80-83, C6/pps.118-119, 132-133, 140-155, C7/pps.161, 163, 168-169, 170, 171, C9/pps.202-209</p> <p>Grade 2: C1/pps.10-11, C2/pps.36-37, C3/pps.52-53, C4/pps.78-85, C5/pps.106-107, C6/pps. 112, 125-135, 138-139, C7/pps.140-143, 149-150, 157-158, 160-161,164-165</p> <p>The page numbers listed for Grades K-2 contain information on decision-making. The information demonstrates how to make one's own decisions (about nutrition, behaviors at home, school, or play) despite media or peer influence. This also includes information on when and how to ask for help in dangerous situations, or situations that require adult supervisions (taking medication, for example).</p>	Choose an item.
Standard 6: Goal Setting			

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 6.1: Students will demonstrate the ability to use goal-setting skills to enhance health.	K-2.H.6.1.1. Identify a short-term personal health goal and take action towards achieving the goal.	<p>Grade K: C3/pps.24-25, C4/p.29, C5/pps.34-35, C9/pps.62-63, C10/pps.66-67</p> <p>Grade 1:C1/pps.20-21, C4/pps.86-87</p> <p>Grade 2: C3/pps.52-53, C4/pps.82-83, C5/pps.104-105, C10/pps.218-219</p> <p>The page numbers listed for Grades K-2 contain information on how to identify a health goal (getting the right amount of sleep, brushing one’s teeth, for example), make a plan, track one’s behavior and progress, and share the results.</p>	Choose an item.
	K-2.H.6.1.2. Identify who can help when assistance is needed to achieve a personal health goal.	<p>Grade K: C3/pps.24-25, C4/pps.30-31, C5/pps.34-35, C6/pps.40-41, C7/pps.52-53, C8/pps.58-59, C9/pps.60-63</p> <p>Grade 1:C1/pps.27, 36-37, C4/pps.82-83, C5/pps.104-105</p> <p>Grade 2: C3/p.53, C4/p.83, C5/pps.96, 107, C7/p.160, C9/pps.196-197</p> <p>The page numbers listed for Grades K-2 contain information on asking for help (from family member, teacher, for example) when working on identifying and reaching a health goal.</p>	Choose an item.

Standard 7: Practice Healthy Behavior			
Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 7.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	K-2.H.7.1.1. Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity).	<p>Grade K: C1/pp. 2-3, 8-9, 10-11, C3/pp.24-25, C4/pp. 26-31, C5, pps.32-37, C8/pp.54-55. 58-59</p> <p>Grade 1: C3/pp.54-67, C4/pp.68-89, C5/pp.90-113, C6/pp.122-123, C8/pp.176-195, C9/pp.206-207</p> <p>Grade 2: C4/pp.66-89, C5/pp.90, 95, 97-111, C8/pp.168-189, C9/pp.198-199</p> <p>The page numbers listed for Grades K-2 contain information on how to maintain proper hygiene and reduce the spread of germs, diseases and infections, how to exercise, play, and practice sports safely, with the correct gear. This includes how to clean, store, and/or refrigerate foods.</p>	Choose an item.
	K-2.H.7.1.2. Demonstrate behaviors that avoid or reduce health risks.	<p>Grade K: C3/pp.24-25, C4/pp.28-31, C5/pp.32-35, C6/pp.38-49, C7/pp.5-53, C8/p.54, C9/pp.60-63</p> <p>Grade 1: C1/pp.16-19, C2/pp.38-43, C3/pp.58-59, 61, 63, 64-65, C4/pp.71-73, 78-79, 84-85, C5/pp.96-99, 102-111, C6/pp.114-155, C7/pp.157-169, C8/pp.176-177, 180-181, 183, 188-195</p> <p>Grade 2: C3/pp.50-51, 57-61, 63, C4/pp.72-73, 76-79, 82-83, C5/pp.95, 97, 99, 102-103, 106-107, C6/pp.114-115, 118-119, 122-123, 132-133, 138-139, 142-143, C7/pp.161-167, C8/pp.173-175, 180-181, 183, 185</p> <p>The page numbers listed for Grades K-2 contain information on how to avoid health risks such as communicable disease, health conditions such as diabetes, cancer, heart conditions through proper exercise, stress management and nutrition. This information also covers how to stay safe in hazardous conditions (fire, weather, earthquake, for example), how to stay drug-free, how to say no to unsafe behaviors, how to seek help when in danger, lost, or harmed.</p>	Choose an item.

Standard 8: Advocacy			
<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 8.1: Students will demonstrate the ability to advocate for personal, family, and community health.	K-2.H.8.1.1. Make requests to promote personal health.	Grade K: C1/pps. 10-11, C2/pps.16-17, C3/pps.24-25, C9/pps.62-63 Grade 1: C4/p.81, C6/pps.118-119, 140-151, C7/pps.170-173, C9/pps.200-201, C10/pps.218-219 Grade 2: C1/pps.14-15, C4/p.83, C6/pps.126, 130, 140, 145 The page numbers listed for Grades K-2 contain information on how ask assistance or ask questions (from family members and other health helpers, or from friends) when making health-related decisions or working toward a health goal.	Choose an item.
	K-2.H.8.1.2. Encourage peers and family to make positive health choices.	Grade K: C6/pps.40-41, C7/pps. 52-53, C10/pps.66-67 Grade 1: C2/pps28-43, C4/pps.78-19, 82-83, 86-87, C5/pps.106, 109, 111, C6/pps.152-154 Grade 2: C1/p.37, C6/p.144, C7/pps.152, 164-166, C10/pps.218-220 The page numbers listed for Grades K-2 contain information on how to share health-related information with peers (through projects or health goals) and includes information that can be share at home with family members (environmental health, storage of medication, for example)	Choose an item.

Indicators of Quality		
Literacy Connections Across All Content Areas	Evidence-Give specific example	Rating: (Reviewer only)
Students will build knowledge and academic language through content rich, complex nonfiction texts.	The Health & Wellness program offers a skill-based health education program. The program is derived from government-based health-related sources, health associations, and other credible health organizations. The text, although written to grade level, offers complex health-related information on topics such as the safe behaviors, disease prevention, nutrition, and physical activity.	Choose an item.
Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	Each chapter includes an activity that students can complete individually or as a group project. The Health & Wellness program includes songs that also convey the information found in the Big Books and student texts.	Choose an item.
Students will use digital resources strategically to conduct research and create and present material in oral and written form.	<p>McGraw-Hill is fully compliant with the National Instructional Materials Accessibility Standard (NIMAS). This law mandates that K-12 publishers provide XML files of all printed student textbooks and related core materials published as of August 2006. As specified by the law, NIMAS files are uploaded to the National Instructional Materials Accessibility Center (NIMAC) for download by authorized state and local education agencies.</p> <p>To determine which components are printed student textbooks and related core materials, McGraw-Hill NIMAS staff will consult current NIMAS legislation, state adoption requirements, and the appropriate editorial staff for guidance. As a general rule, any printed student components that are essential to the core pedagogy of the program and are used by all students within a classroom will be converted. Teacher Editions, transparencies, and electronic components are not required by NIMAS and not accepted by NIMAC, so these will not be converted. Unless state adoption schedules necessitate otherwise, all NIMAS files will match second or later corrected printings.</p>	Choose an item.

	In addition, we are committed to making the education experience more efficient and effective by combining digital content with software that harnesses the science of learning. To achieve this goal, we are making efforts to create universally accessible products available to any and all learners, including individuals with disabilities. For more information, please visit us at http://www.mheducation.com/about/accessibility.html	
Students will collaborate effectively for a variety of purposes while also building independent literacy skills.	Each Health & Wellness chapter offers a group activity that reinforces the concept(s) taught in the chapter.	Choose an item.
Equity	Evidence-Give specific example	Rating: (Reviewer only)
<p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> • Multicultural Representation • Free from bias • Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students. • The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices. 	<p>Health & Wellness aims to present a unbiased multicultural program through the use of photos that depict children and adults of many races, cultures, ethnic groups, and abilities. As well as showing elementary school aged children, Health & Wellness depicts multicultural families, as well as adults in various roles (as teachers and doctors to name two) who represent multiple cultures, ethnic groups, and races.</p> <p>The Health & Wellness teacher materials offer additional classroom activities and discussion questions, as well as ELL activities and suggestions to accommodate multiple learning styles.</p>	Choose an item.
2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.	The Health & Wellness text includes depictions of people representing varying ethnic groups and cultures.	Choose an item.

Accessibility	Evidence-Give specific example	Rating: (Reviewer only)
<p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.)The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text & Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> Submitted core PRINT materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials. 	<p>McGraw-Hill is fully compliant with the National Instructional Materials Accessibility Standard (NIMAS). This law mandates that K-12 publishers provide XML files of all printed student textbooks and related core materials published as of August 2006. As specified by the law, NIMAS files are uploaded to the National Instructional Materials Accessibility Center (NIMAC) for download by authorized state and local education agencies.</p> <p>To determine which components are printed student textbooks and related core materials, McGraw-Hill NIMAS staff will consult current NIMAS legislation, state adoption requirements, and the appropriate editorial staff for guidance. As a general rule, any printed student components that are essential to the core pedagogy of the program and are used by all students within a classroom will be converted. Teacher Editions, transparencies, and electronic components are not required by NIMAS and not accepted by NIMAC, so these will not be converted. Unless state adoption schedules necessitate otherwise, all NIMAS files will match second or later corrected printings.</p> <p>In addition, we are committed to making the education experience more efficient and effective by combining digital content with software that harnesses the science of learning. To achieve this goal, we are making efforts to create universally accessible products available to any and all learners, including individuals with disabilities. For more information, please visit us at http://www.mheducation.com/about/accessibility.html</p>	<p>Choose an item.</p>
Student Focus	Evidence-Give specific example	Rating: (Reviewer only)

<p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student's independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p>Health & Wellness helps students become health literate by building fluency of health terminology and concepts in the following ways.</p> <ul style="list-style-type: none"> ➤ The program includes vocabulary terms and definitions in each lesson. Vocabulary terms are shown in bold text and highlighted in yellow in the student text. The definition immediately follows the vocabulary term. ➤ The text was developing using the principles of considerate text. Topics are organized so that one topic becomes the foundation for the next topic. Text is organized so that an entire topic fits on a single page, or if broken, the text is not broken mid-sentence. ➤ Photos and captions illustrate the section topic. <p>The Let's Review section at the end of every chapter assesses student comprehension and extends student knowledge through the inclusion of critical thinking questions.</p>	<p>Choose an item.</p>
<p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p>Each standard and benchmark are covered within the Health & Wellness program multiple times.</p>	<p>Choose an item.</p>
<p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>Health & Wellness helps students build knowledge by progressively adding new information onto existing knowledge. Within each lesson, students receive foundational information that becomes increasingly more complex as the lesson progresses.</p>	<p>Choose an item.</p>
<p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p>	<p>Health & Wellness engages students through the use of examples that are relevant to the age group. Illustrations and photos show children engaged in activities that support the student text. Children depicted in the photos look healthy and are having fun.</p>	<p>Choose an item.</p>
<p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p>The Health & Wellness teacher materials indicate page numbers and names subjects where academic integration occurs in the student text.</p>	<p>Choose an item.</p>
<p>9. The material includes strategies and textual content that are grade appropriate.</p>	<p>Each of the Health & Wellness grades K-2 student editions are written for non-readers or early readers. The texts feature illustrations and pictures that support the text. Discussion questions are included that teachers can use to guide student comprehension of the material.</p>	<p>Choose an item.</p>
<p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p>The Health & Wellness K-2 program was developed to meet the needs of non-readers and early readers. For grades K-2, the teacher will read aloud to the students and ask questions based on the reading.</p>	<p>Choose an item.</p>

11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.	Each chapter concludes with a group project that integrates and reinforces the content in that chapter.	Choose an item.
12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.	Each Health & Wellness chapter concludes with a short lesson review containing five or six questions that assess students understanding of the chapter content. Additionally, the program includes worksheets that reinforce the concepts taught in each lesson.	Choose an item.
13. The material has activities and assignments that reflect varied learning styles of students.	The Health and Wellness Teacher Center includes worksheets that engage students with multiple learning styles. Students may complete a matching game, assemble a puzzle, or draw to complete assignments.	Choose an item.
14. The material includes appropriate instructional strategies.	Health & Wellness offers a variety of instructional strategies. Teacher materials offer health and language objectives to reinforce student learning. Teacher materials also contain information on activating prior knowledge and reinforcing vocabulary. Teachers are also provided with multilevel strategies to tailor information to beginning, intermediate, and advanced students.	Choose an item.
Pedagogical Approach	Evidence-Give specific example	Rating: (Reviewer only)
15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	The Health & Wellness program offers teacher materials that provide multilevel strategies, as well as ELL strategies.	Choose an item.
16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.	The Health & Wellness program offers teacher materials that provide multilevel strategies, as well as suggestions for teaching the content to ELL students.	Choose an item.
17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.	Health & Wellness offers ELL strategies in the Teacher materials.	Choose an item.
18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.	The Health & Wellness Teacher Center is organized by chapter and lesson. Additional resources (activities and worksheets) are available in the Teacher Center. The online site can also toggle between the Teacher Center and a view of the Student Edition.	Choose an item.
19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measurable against the expectations of the ICS.	The Health and Wellness Teacher Center includes multilevel strategies to tailor activities to beginning, intermediate, and advanced levels.	Choose an item.

<p>20. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none">• Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	<p>The Health & Wellness student text offers a variety of assessment tools. These include a chapter review listing discussion questions to assess student understanding, and a Life Skills Activity that requires students to show understanding of the chapter content.</p>	<p>Choose an item.</p>
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Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
21. The material has an aesthetically appealing appearance (attractive, inviting).	The Health & Wellness design underwent extensive testing to ensure that the programs aesthetics appeal to elementary school aged students. The goal of the design for both the print and online programs was to publish a colorful design that aided navigation through the lessons and chapters. Colors were chosen that are vibrant and varied. Illustrations add visual appeal while also offering a suggestion of the chapter content. Brightly colored tabs at the top of the online student page provide navigation to different activities and materials.	Choose an item.
22. Layout is consistent, clear, and understandable. <ul style="list-style-type: none"> • The material has headings and sub-headings that make it easy to navigate through the book. • Chapters are logically arranged. • Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources. 	Health & Wellness is organized using chapter and lesson titles. Text within each lesson is organized using a series of heads and sub-heads that are reduced to show how content becomes more specific under the smaller headings. The print and online versions include a table of contents and glossary. The print version includes a print index while the online version allows students and teachers to search for specific terms within the online program. Additional resources, such as activities, worksheets, videos, audio summaries and podcasts, etc. are included in both the print and online program.	Choose an item.
23. The material uses a language/reading level suitable for the intended readers.	Lexile scores have been obtained for the Health & Wellness 2014 program.	Choose an item.
24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.	Readability and student engagement were both considered during the development of Health & Wellness. Age- and grade-level appropriate font sizes are used throughout the Teen Health program.	Choose an item.
25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.	Illustrations and photographs are used throughout the program to engage visual learners and to clarify information in the student text.	Choose an item.
26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.	Non-text content is selected with as much rigor as the text content is written. Photos, illustrations, and infographics are selected based on their visual interest to students. This content is derived from .gov, .org, and .edu websites, and reference lines are included underneath graphics.	Choose an item.
Technology	Evidence-Give specific example	Rating: (Reviewer only)
27. The material includes or references technology that provides teachers with additional tasks for students.	The Teacher Center in ConnectEd provides teachers with additional leveled activities, as well as suggestions on how to revise activities to	Choose an item.

	meet the needs of ELL and struggling students. The Project Center in both the Student and Teacher views of ConnectEd include more group and project-based learning activities.	
28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.	The Health & Wellness course is presented in ConnectED, an online management system. Additionally, Health & Wellness offers Health Songs and an online student eBook designed to enhance learning.	Choose an item.
Does the electronic/digital/online version of the materials:	Evidence-Give specific example	Rating: (Reviewer only)
29. The material has "platform neutral" technology (i.e., will run on Windows or other platforms) and availability for networking.	McGraw-Hill Education's ConnectEd platform can be run on Windows or IOS (Mac.) Multiple students and teachers can access the material at the same time.	Choose an item.
30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).	Health & Wellness in ConnectEd features a colorful design that aids student and teacher navigation. The Student and Teacher Center home pages include drop-down menus enabling navigation to specific chapters. Lesson resources are available, by resource type (Teacher materials and worksheets, etc.)	Choose an item.

Notes: Click here to enter text.