

KENTUCKY

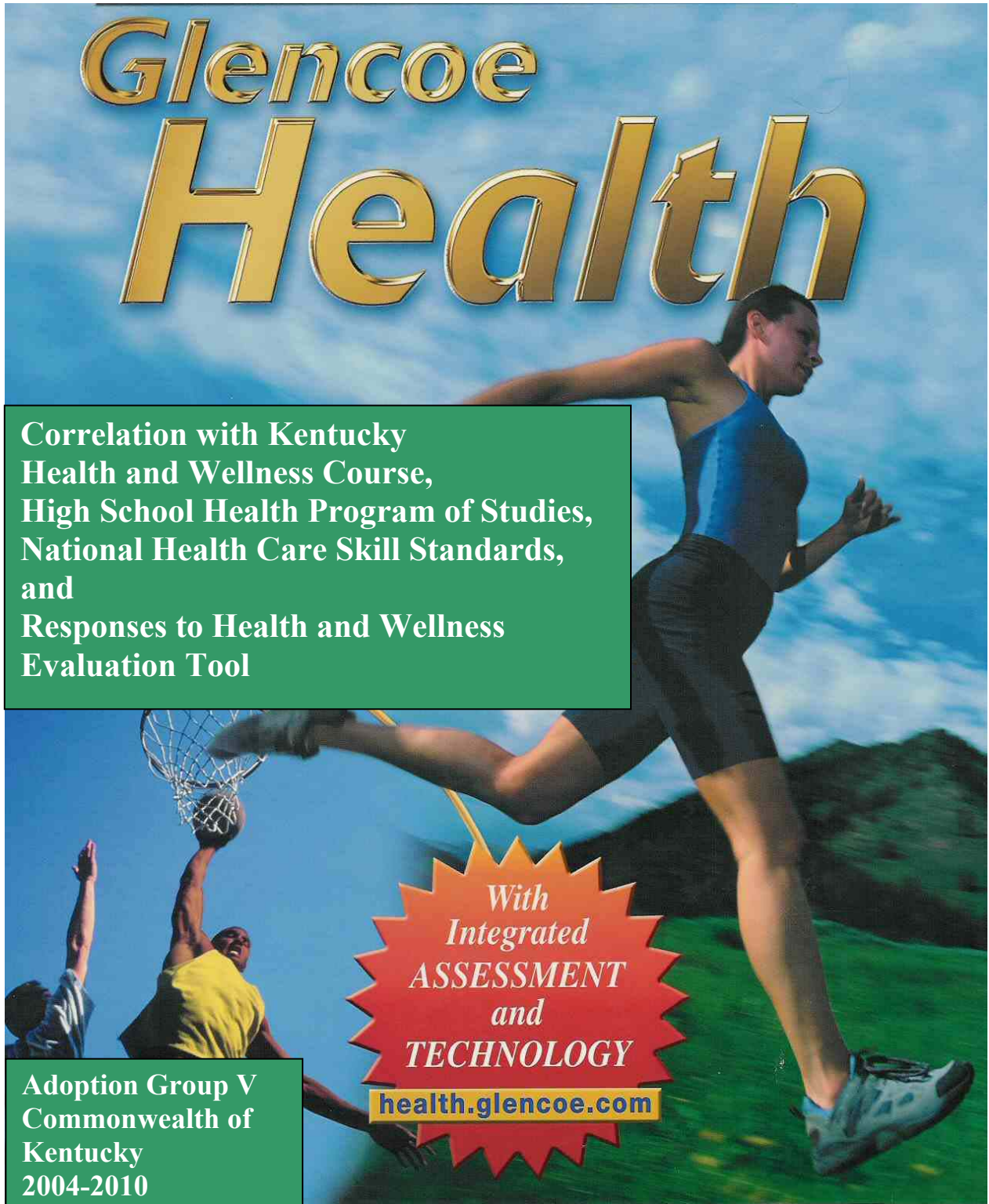
Glencoe Health

Correlation with Kentucky
Health and Wellness Course,
High School Health Program of Studies,
National Health Care Skill Standards,
and
Responses to Health and Wellness
Evaluation Tool

With
Integrated
ASSESSMENT
and
TECHNOLOGY

Adoption Group V
Commonwealth of
Kentucky
2004-2010

health.glencoe.com



Glencoe Health

Guiding Questions

QUESTIONS	PAGE REFERENCES
<ul style="list-style-type: none">• How can I continue to stay healthy?	<p>SE: 4-6, 7-9, 10-12, 17-21 <i>Cross-Curriculum Connections:</i> 23 <i>Eye on the Media:</i> 22</p> <p>TWE: CL 6 CT 18 HA 8 D 5, 11</p>
<ul style="list-style-type: none">• How can I develop healthy relationships?	<p>SE: 28-30, 181, 248-253, 254-261, 262-267, 270-271 <i>Cross-Curriculum Connections:</i> 269 <i>Eye on the Media:</i> 268</p> <p>TWE: D 250 CL 249 F 248 HL 29, 249 HA 29 CC 30</p>
<ul style="list-style-type: none">• What do I need to know and be able to do to remain physically healthy and accept responsibility for my own physical well-being?	<p>SE: 10-12, 28-32, 33-36, 37-41, 48-53, 54-59, 60-63, 64-67 <i>Cross-Curriculum Connections:</i> 43, 69 <i>Eye on the Media:</i> 42, 68</p> <p>TWE: HA 56 HH 35 D 31 CC 30</p>

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Guiding Questions

QUESTIONS	PAGE REFERENCES
<ul style="list-style-type: none"> • What strategies can I use to become and remain mentally and emotionally healthy? 	<p>SE: 11, 170-177, 178-183, 184-188, 189-191 <i>Cross-Curriculum Connection:</i> 193 <i>Eye on the Media:</i> 192</p> <p>TWE: CC 173 D 171 RC 11</p>
<ul style="list-style-type: none"> • How can my involvement in organized social and recreational activities influence my physical, mental, and emotional health? 	<p>SE: 10-13, 75-77, 177 <i>Hands-On Health:</i> 76</p> <p>TWE: A 13, 182 CT 11 D 11 HH 76 CC 77</p>
<ul style="list-style-type: none"> • How can I evaluate and use services and resources available in my community? 	<p>SE: 54-59, 60-63, 64-67</p> <p>TWE: A 65 CC 65 CL 55 E 59</p>
<ul style="list-style-type: none"> • What guidelines and influences can I use to evaluate consumer products and services and make effective decisions? 	<p>SE: 48-53 <i>Cross-Curriculum Connections:</i> 69 <i>Health Skills Activity:</i> 56 <i>Real-Life Application:</i> 51</p> <p>TWE: CA 51 HL 52 TK 48 CL 50 D 50</p>

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Academic Expectations

EXPECTATIONS	PAGE REFERENCES
<p>2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.</p>	<p>SE: 5-9, 10-16, 184-187, 188-249, 274-279, 294-295 <i>Cross-Curriculum Connections:</i> 297 <i>Eye on the Media:</i> 296 <i>Health Skills Activity:</i> 186 <i>Hands-On Health:</i> 191</p> <p>TWE: D 11, 189 HA 186 CT 189 CL 189, 275 HH 190 F 274</p>
<p>2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p>	<p>SE: 4-9, 10-11, 17-21, 38, 75, 144-150 <i>Exploring Issues:</i> 149 <i>Character Check:</i> 77</p> <p>TWE: CT 18 CC 77 F 17 CL 145 VL 148</p>
<p>2.34 Students perform physical movement skills effectively in a variety of settings.</p>	<p>SE: 81-83, 85</p> <p>TWE: CL 81, 83 D 82</p>

Glencoe Health	
Academic Expectations	
EXPECTATIONS	PAGE REFERENCES
<p>2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p>	<p>SE: 74-79, 80-86, 87-92, 93-97, 98-103 <i>Cross-Curriculum Connections:</i> 105 <i>Eye on the Media:</i> 104 <i>Health Skills Activity:</i> 89</p> <p>TWE: CI 81, 82 D 88 VL 88 HA 89 RC 90</p>

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Program of Studies: Health Education	
CONTENT/PROCESS	PAGE REFERENCES
<p>Students will:</p> <p>HE-H-1 analyze individual actions and interactions within groups.</p>	<p>SE: 10-15, 17-21, 28-32, 37-40, 76, 153, 155, 172-175, 179, 214-217, 232, 248-253, 254-261, 262-267, 274-279, 302-306, 307-312, 517-519, 522, 523, 524-528 <i>Cross-Curriculum Connections:</i> 23, 139 <i>Eye on the Media:</i> 22</p> <p>TWE: CL 6, 12, 249, 257 A 13 HP 18 HL 14, 260 E 16, 21 CT 176</p>

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Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-2 explain how the functioning of body systems (e.g., reproductive, digestive, circulatory) are interrelated.</p>	<p>SE: 75, 386-389, 394-398, 399-405, 406-409, 416-422, 423-427, 428-431, 432-435, 442-446, 447-452, 453-457, 464-467, 468-473, 474-479, 543, 569, 575 <i>Cross-Curriculum Connections:</i> 411, 481 <i>Eye on the Media:</i> 436</p> <p>TWE: D 387, 419 A 388, 454 R 389, 398 CL 391, 395, 403</p>
<p>HE-H-3 explain the process of human growth and development (e.g., reproductive system, life cycle, changing roles and responsibilities, social skills development, aging).</p>	<p>SE: 20, 21, 38-41, 77, 280-285, 322, 468-473, 474-479, 504-507, 514-519, 520-523, 545, 546, 547, 594, 600 <i>Cross-Curriculum Connections:</i> 43, 325 <i>Eye on the Media:</i> 324</p> <p>TWE: D 38, 476, 516, 517 VL 515 CT 40, 505 CI 281, 282, 521 A 470</p>
<p>HE-H-4 identify abstinence as the only sure means of preventing pregnancy and sexually transmitted diseases.</p>	<p>SE: 20, 21, 174, 318-323, 471, 651 <i>Eye on the Media:</i> 324, 668 <i>Real-Life Application:</i> 660</p> <p>TWE: CT 319 SL 320 CL 656</p>

Glencoe Health

Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-5 develop and use strategies for evaluating products and services.</p>	<p>SE: 50-53, 60-63 <i>Cross-Curriculum Connections:</i> 69</p> <p>TWE: CL 50, 51 D 50, 53 A 61</p>
<p>HE-H-6 evaluate influences of advertising on consumer choices.</p>	<p>SE: 48-53, 60-63 <i>Cross-Curriculum Connections:</i> 69 <i>Eye on the Media:</i> 104</p> <p>TWE: D 49, 53 CL 50 HL 52</p>
<p>HE-H-7 make effective consumer decisions.</p>	<p>SE: 48-53, 60-63 <i>Cross-Curriculum Connections:</i> 69 <i>Eye on the Media:</i> 104</p> <p>TWE: D 49, 53 CL 50</p>
<p>HE-H-8 develop sound nutritional practices(e.g., meal planning, food selection, reading labels, weight control, special nutritional needs).</p>	<p>SE: 6, 7, 110-113, 114-121, 122-129, 130-137, 144-150, 151-156, 157-163 <i>Cross-Curriculum Connections:</i> 139, 165 <i>Eye on the Media:</i> 138, 164 <i>Hands-On Health:</i> 118</p> <p>TWE: CT 115, 131 CL 117, 145 D 119 HL 123, 128 E 126</p>

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Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-9 evaluate individual wellness (e.g., benefits of improving body image, stress reduction, assessing fitness levels, fitness myths, evaluation of activities for effectiveness).</p>	<p>SE: 4-9, 10-16, 17-21, 31, 74-79, 80-86, 87-92, 93-97, 98-103, 144, 205-209 <i>Cross-Curriculum Connections:</i> 23, 105 <i>Eye on the Media:</i> 22, 164 <i>Health Skills Activity:</i> 8</p> <p>TWE: A 13, 96 F 74, 80 VL 91 D 5, 75, 88 HA 8</p>
<p>HE-H-10 describe safety prevention, first-aid procedures, and equipment used for common injuries.</p>	<p>SE: 6, 93-97, 98-103, 330-334, 335-340, 397, 586-591, 693, 706-713, 714-718, 719-724, 736-741, 742-748 <i>Cross-Curriculum Connections:</i> 731 <i>Eye on the Media:</i> 730</p> <p>TWE: F 93, 330 HL 96, 723 D 712, 738 CI 715</p>
<p>HE-H-11 explain procedures for handling various emergency situations.</p>	<p>SE: 706-713, 714-718, 719-724, 725-729, 742-748, 749-754, 755-759 <i>Cross-Curriculum Connections:</i> 731, 761 <i>Eye on the Media:</i> 730, 760</p> <p>TWE: A 721, 756 CC 727 CI 745</p>

Glencoe Health

Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-12 analyze risk-taking choices and actions.</p>	<p>SE: 17-21, 151-156, 316, 317, 330-334, 335-340, 341-347, 540-545, 565-567, 568-573, 592-597, 648-651, 679, 680 <i>Cross-Curriculum Connections:</i> 23 <i>Real-Life Application:</i> 19</p> <p>TWE: CT 18, 20, 543 HP 18 VL 18 SL 331 CL 342, 595</p>
<p>HE-H-13 explain disease transmission, prevention, and control (e.g., HIV/AIDS, STDs, common non-communicable diseases, heart diseases, cancer, diabetes).</p>	<p>SE: 77, 78, 318-320, 352, 363, 408, 409, 425-427, 477-479, 497, 501, 543, 544, 587-589, 622-626, 627-634, 635-641, 649-651, 652-657, 658-661, 662-667, 674-680, 681-687, 688-694 <i>Cross-Curriculum Connections:</i> 557, 643, 669 <i>Eye on the Media:</i> 642, 668</p> <p>TWE: D 623, 624, 638 A 628, 654, 683 CL 630 E 682</p>
<p>HE-H-14 evaluate personal health practices (e.g., diet, rest, exercise, personal cleanliness, care of eyes, ears, teeth, skin).</p>	<p>SE: 4-9, 12-16, 80-86, 87-92, 114-121, 122-129, 130-137, 207-209, 360-366, 367-370, 371-375, 376-379 <i>Cross-Curriculum Connections:</i> 139, 381 <i>Eye on the Media:</i> 138</p> <p>TWE: CI 7 D 11, 85, 119 CL 12 CT 115</p>

Glencoe Health

Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-15 determine sources of stress and identify stress related illnesses.</p>	<p>SE: 198-204, 205-209 <i>Cross-Curriculum Connections:</i> 219 <i>Eye on the Media:</i> 218</p> <p>TWE: D 199, 201 HP 200 A 201, 202 RC 199</p>
<p>HE-H-16 analyze and use stress management strategies.</p>	<p>SE: 31, 205-209, 211, 284 <i>Cross-Curriculum Connections:</i> 43 <i>Hands-On Health:</i> 207</p> <p>TWE: CL 206 D 206 A 206 VL 206 HH 207 CC 207</p>
<p>HE-H-17 evaluate conflict resolution and violence prevention strategies (e.g., types of conflict, risk factors, dealing with anger, alternatives to fighting).</p>	<p>SE: 262-267, 286-290, 291-295, 335-340, 341-347 <i>Cross-Curriculum Connections:</i> 269 <i>Eye on the Media:</i> 354 <i>Exploring Issues:</i> 265 <i>Real-Life Application:</i> 293</p> <p>TWE: D 265, 266, 331, 342 E 267, 294, 295 F 262, 291 VL 263, 264, 289 HL 265 CC 263 CL 263, 336 A 263, 265</p>

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Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-18 adopt success-building strategies (e.g., goal setting, long-term planning, decision-making strategies, effective communication skills, time management, identification and use of resources).</p>	<p>SE: 20, 21, 33-36, 49-53, 89, 155, 232, 254-261, 284, 351, 407, 434, 478, 506, 522, 553, 566, 567 <i>Cross-Curriculum Connections:</i> 23 <i>Eye on the Media:</i> 268</p> <p>TWE: R 36 D 255 A 260</p>
<p>HE-H-19 research mental and emotional illnesses.</p>	<p>SE: 170-177, 184-187, 188-191, 224-229, 287, 349, 697-699 <i>Cross-Curriculum Connections:</i> 193 <i>Eye on the Media:</i> 192</p> <p>TWE: E 171 VL 190 D 189 CT 225</p>

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Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-20 research substance abuse.</p>	<p>SE: 65, 565, 566, 577-579, 592-597 <i>Cross-Curriculum Connections:</i> 581</p> <p>TWE: R 565 A 65 CL 575 CT 594</p>
<p>HE-H-21 define abuse (e.g., physical, emotional, sexual) and determine strategies for prevention.</p>	<p>SE: 287, 288, 290, 291-295, 348-353, 565, 578 <i>Cross-Curriculum Connections:</i> 355 <i>Eye on the Media:</i> 354</p> <p>TWE: E 287 F 348 D 287 CT 349</p>
<p>HE-H-22 evaluate health behaviors and attitudes of peers.</p>	<p>SE: 13, 111, 302-306, 307-312, 331, 548, 549, 563, 593, 611, 612 <i>Eye on the Media:</i> 324</p> <p>TWE: CT 303 A 309 CL 308, 310</p>
<p>HE-H-23 describe community resources and services (e.g., basic medical care, roles and responsibilities of community health systems, medical insurance, emergency hot lines).</p>	<p>SE: 7, 8, 32, 54-59, 64-67, 182, 249, 291-295, 315, 334, 533, 612</p> <p>TWE: CL 55 A 57 F 291</p>

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Program of Studies: Health Education (continued)	
CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-24 analyze community health standards and regulations (e.g., air/water quality, immunization, health and safety protection of citizens).</p>	<p>SE: 54-59, 64-67, 330-334, 507, 626, 633, 634, 766-771, 772-776, 778 <i>Cross-Curriculum Connections:</i> 783 <i>Eye on the Media:</i> 782</p> <p>TWE: CT 767 E 768 CI 775</p>
<p>HE-H-25 identify ways to protect the environment (e.g., local environmental issues, toxic chemicals, water and air pollution, recycling).</p>	<p>SE: 766-771, 772-776, 777-781 <i>Cross-Curriculum Connections:</i> 783 <i>Eye on the Media:</i> 782</p> <p>TWE: F 766 CT 767 E 773 A 779</p>

Glencoe Health	
Program of Studies: Physical Education	
CONTENT/PROCESS	PAGE REFERENCES
<p>Students will:</p> <p>PE-H-1 describe how the benefits of exercise (e.g., disease prevention, self-esteem, improved fitness, weight control, improved appearance, higher energy level) are interrelated.</p>	<p>SE: 74-79, 80-86, 87-92, 144-150, 396, 626, 679 <i>Cross-Curriculum Connections:</i> 411 <i>Eye on the Media:</i> 164</p> <p>TWE: D 75, 85 HL 76, 90 CI 81</p>

Glencoe Health

Program of Studies: Physical Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>PE-H-2 apply principles of exercise (e.g., frequency, intensity, duration, overload principle, progression, specificity, target zone).</p>	<p>SE: 80-86, 88-92 <i>Cross-Curriculum Connections:</i> 105 <i>Real-Life Application:</i> 84</p> <p>TWE: F 80 A 91 HP 92 HL 85 VL 85, 88, 91 CI 81 D 81, 82, 85 E 91 HA 89</p>
<p>PE-H-4 apply nutritional concepts (e.g., body composition, weight control, food/fluid selection, caloric balance) in meal planning.</p>	<p>SE: 6, 7, 110-113, 114-121, 122-129, 130-137, 144-150, 151-156, 157-163 <i>Cross-Curriculum Connections:</i> 139, 165 <i>Eye on the Media:</i> 138, 164</p> <p>TWE: CT 115, 131 CL 117, 145 HL 123, 128 E 126</p>
<p>PE-H-5 establish, develop, and implement a lifetime personal fitness and activity plan.</p>	<p>SE: 87-92, 93-95, 529-533 <i>Health Skills Activity:</i> 89</p> <p>TWE: D 88 F 93, 529 HA 89 VL 88</p>

Glencoe Health

Program of Studies: Physical Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
PE-H-6 apply movement concepts (e.g., space awareness, effort, formations that occur between objects and people) in various games, sports, and rhythmic activities.	SE: 87-92, 389, 394, 395 TWE: D 88
PE-H-7 demonstrate principles of motor skill refinement (e.g., accuracy, techniques, physics).	SE: 80-86 <i>Real-Life Application:</i> 84 TWE: D 85 E 86

Glencoe Health

Program of Studies: Physical Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>PE-H-8 analyze specialized movement sequences and patterns to make recommendations for improvement.</p>	<p>SE: 80-86, 87-92, 389, 394, 395 <i>Real-Life Application:</i> 84</p> <p>TWE: D 85, 88 E 86 R 86</p>
<p>PE-H-9 develop specialized motor skills (e.g., combination of loco motor, object manipulation, and movement concepts) for participation in rhythmic movement; individual, dual, and team games; and activities (e.g., baseball, soccer, dance, basketball).</p>	<p>SE: 74-77, 79, 83-86, 87-92, 389, 394, 395</p> <p>TWE: D 75 HL 85 F 74</p>
<p>PE-H-10 refine techniques to achieve consistency in performance of fundamental skills (e.g., throwing, catching, kicking, striking, dribbling) in games and activities.</p>	<p>SE: 80-86</p> <p>TWE: D 82</p>
<p>PE-H-11 analyze object manipulation to make recommendations for improvements.</p>	<p>This content is not covered in <i>Glencoe Health</i>.</p>

Glencoe Health

Program of Studies: Physical Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>PE-H-12 describe benefits (e.g., stress management, improved health, disease prevention, social interaction) of regular participation in physical activities.</p>	<p>SE: 4-9, 10-16, 17-21, 31, 74-79, 80-86, 87-92, 93-97, 98-103, 144, 205-209, 626, 679 <i>Cross-Curriculum Connections:</i> 23, 105 <i>Eye on the Media:</i> 22, 164</p> <p>TWE: A 13, 96 F 74, 80 D 75, 88</p>
<p>PE-H-13 apply strategies for successful participation in lifetime activities and sports (e.g., bowling, aerobics, tennis, golf, running).</p>	<p>SE: 87-92, 93-95, 529-533</p> <p>TWE: D 88 F 93, 529</p>
<p>PE-H-14 refine techniques (e.g., practice, repetition, preparation) in lifetime activities and sports to enhance performance.</p>	<p>SE: 87-92, 93-95, 529-533 <i>Health Skills Activity:</i> 89</p> <p>TWE: D 88 F 93, 529 HA 89</p>
<p>PE-H-15 demonstrate sportsmanship (e.g., fair play, following rules, accepting officials' decisions, controlling personal responses) applicable to participants and spectators.</p>	<p>SE: 29, 184-187, 188-191, 254-256, 263-265 <i>Cross-Curriculum Connections:</i> 269 <i>Health Skills Activity:</i> 187</p> <p>TWE: CI 264 HA 186</p>

Glencoe Health

Program of Studies: Wellness Content Chart

CONTENT	PAGE REFERENCES
<ul style="list-style-type: none"> examine economic, social, cultural, and religious influences on wellness. 	<p>SE: 14, 20, 21, 28-30, 38, 77, 112, 248-253, 254-261, 275, 276, 322 <i>Cross-Curriculum Connections:</i> 139, 325 <i>Eye on the Media:</i> 268</p> <p>TWE: HL 29 CL 249 D 251, 255</p>
<ul style="list-style-type: none"> examine economic, social, cultural, and religious influences on wellness. 	<p>SE: 14, 20, 21, 28-30, 38, 77, 112, 248-253, 254-261, 275, 276, 322 <i>Cross-Curriculum Connections:</i> 139, 325 <i>Eye on the Media:</i> 268</p> <p>TWE: HL 29 CL 249 D 251, 255</p>
<ul style="list-style-type: none"> describe components of holistic health. 	<p>SE: 4-9, 10-16, 17-21, 28-32, 33-36, 37-41 <i>Cross-Curriculum Connections:</i> 23 <i>Eye on the Media:</i> 42</p> <p>TWE: F 4 D 11, 31 CL 14</p>
<ul style="list-style-type: none"> apply mathematics, science, and communication skills to technical content. 	<p>SE: 9, 28-30, 254-261, 284, 351, 434, 478, 525, 553 <i>Cross-Curriculum Connections:</i> 269 <i>Eye on the Media:</i> 268</p> <p>TWE: HL 29 F 254 D 255</p>

Glencoe Health

Program of Studies: Wellness Content Chart

CONTENT	PAGE REFERENCES
<ul style="list-style-type: none">utilize activities of the Health Occupations Students of America (HOSA) student organization as an integral component of course content and leadership development.	This content is not covered in <i>Glencoe Health</i> .
<ul style="list-style-type: none">debate issues relating to death and dying.	SE: 230-233, 238-241, 282 <i>Cross-Curriculum Connections:</i> 243 TWE: D 231 F 238 CL 239

National Health Care Skill Standards

Health Care Core Standards

STANDARDS	PAGE REFERENCES
<p>Academic Foundation Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.</p>	<p>This content is not covered in <i>Glencoe Health</i>.</p>
<p>Communication Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.</p>	<p>This content is not covered in <i>Glencoe Health</i>.</p>
<p>Systems Health care workers will understand how their role fits into their department, their organization, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.</p>	<p>This content is not covered in <i>Glencoe Health</i>.</p>
<p>Employability Skills Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.</p>	<p>This content is not covered in <i>Glencoe Health</i>.</p>

<p>Legal Responsibilities Health care workers will understand their legal responsibilities, limitations, and the implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.</p>	<p>This content is not covered in <i>Glencoe Health</i>.</p>
<p>Ethics Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform their duties within established ethical guidelines, supporting sensitive and quality health care delivery.</p>	<p>This content is not covered in <i>Glencoe Health</i>.</p>
<p>Safety Practices Health care workers will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.</p>	<p>This content is not covered in <i>Glencoe Health</i>.</p>
<p>Teamwork Health care workers will understand the role and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.</p>	<p>This content is not covered in <i>Glencoe Health</i>.</p>

TWE Codes

A	Activity
CA	Cooperative Learning Activity
CI	Community Involvement
CH	Character Check
VL	Visual Learning
CL	Cooperative Learning
CT	Critical Thinking
D	Discussing
F	Focus
HA	Health Skills Activity
HP	Health Skills Practice
HH	Hands-On Health
HL	Health Literacy
RC	Reinforcing Concepts
TK	Tying to Prior Knowledge

Glencoe Health Evaluation Tool

Content	Comments
Academic Foundations–Math	The <i>Cross-Curriculum Activities</i> found in the Teacher Classroom Resources give students an opportunity to relate health information to the concept of other subject areas, including math. The <i>Cross-Curriculum Connections</i> found in the Student Edition enrich student learning by connecting the topic of each chapter to other subject areas, including math.
Academic Foundations–Science	The <i>Cross-Curriculum Activities</i> found in

	the Teacher Classroom Resources give students an opportunity to relate health information to the concept of other subject areas, including science. The <i>Cross-Curriculum Connections</i> found throughout the Student Edition enrich student learning by connecting the topic of each chapter to other subject areas, including science.
Communications	The <i>Discussing</i> feature found throughout the TWE provides useful hints and questions that encourage students to communicate openly about health-related issues.
Systems	Instruction on consumer and community health is provided in every chapter of <i>Glencoe Health</i> .
Employability Skills	The <i>Career Corner</i> feature found throughout the Student Edition provides information on skills needed for health-related careers. Students can also explore the Glencoe Health Web site at health.glencoe.com for more information.

Content (continued)	Comments
Safety Practices	Instruction on injury prevention and safety is provided in Chapters 1-15, 18, 22-24, and 26-29 in the Student Edition.
Teamwork	The activities in <i>Home, School, and Community Involvement</i> help students to apply what they learn to their own lives, the lives of their families, and the life of their community. These activities guide students in communicating effectively with

	<p>family members, extending their education into their daily home life. The activities present specific guidelines for family and community projects that students can undertake independently, in groups, or as a class.</p>
<p>Health Maintenance Practices</p>	<p>In the <i>Hands-On Health Activity</i> feature found throughout the Student Edition, students are presented with a real-life situation that requires the use of a health skill to reduce risk and enhance health. Students are then provided with important components of the skill within the context of the situation. Finally, students are presented with an activity that provides critical practice in using the skill. In the <i>Health Skills Activity</i> feature found throughout the Student Edition, students are presented with a scenario that challenges them to use a health skill to reduce risk and enhance health. Students are then provided with direction to apply the skill to this situation. The activity and student written response provides critical practice in the use of the skill, resulting in a student product that can be used for assessment purposes.</p>

Content (continued)	Comments
Information Technology Applications	<i>Eye on the Media</i> activities found throughout the Student Edition provides students with a forum to critically evaluate the media messages that impact them every day. The activities help students use media literacy skills to analyze, identify, and interpret how the media influences one’s attitudes and behaviors.

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student’s focus and interest on the chapter’s topic. A vibrant two-page photo carries an engaging topical theme directly relevant to the chapter’s content, while the chapter opener activities immediately entice the student to relate to the subject on a deeper, more meaningful level.
Builds on Student Ideals	The <i>Exploring Issues</i> feature found throughout the Student Edition promotes critical thinking by offering pro and con perspectives on pressing contemporary health topics and challenges the student to define their own attitudes and beliefs from an informed point of view.

Instruction and Assessment (continued)	Comments
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student’s focus and interest on the chapter’s topic. A vibrant two-page photo carries an engaging topical theme directly relevant to the chapter’s content, while the chapter opener activities immediately entice the student to relate to the subject on a deeper, more meaningful level.
Develops Health & Wellness Ideas	<i>Glencoe Health</i> helps students recognize the consequences of risky behavior and develop the skills to make healthy choices. It demonstrates the importance of protective factors in students’ lives that build resiliency during adolescence. These include the presence of supportive parents, dedicated teachers, positive peer relationships, and role models. The goal is to empower teens to make responsible decisions to protect their health and the health of others.
Promotes Student Thinking	<i>Glencoe Health</i> informs, guides, and encourages teens to adopt a healthy lifestyle and practice behaviors that enhance their well-being and safety by fostering critical thinking and encouraging responsible decision making. The <i>Exploring Issues</i> feature found throughout the Student Edition promotes critical thinking by offering pro and con perspectives on pressing contemporary health topics and challenges the student to define their own attitudes and beliefs from an informed point of view.

Instruction and Assessment (continued)	Comments
Assesses Student Progress	<p><i>Lesson Quizzes</i> provide a one-page quiz for each lesson in <i>Glencoe Health</i>. <i>Chapter and Unit Tests</i> provide two forms of chapter tests, A and B. Either or both forms may be used as alternative or makeup tests. Also included are unit tests that cover all the chapters within each unit. <i>Performance Assessment Activities</i> assess learning in ways that require a student to demonstrate how they can apply health knowledge and skills. They provide teachers with flexible and creative ways to judge student progress.</p>
Enhances The Learning Environment	<p><i>Glencoe Health</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, health skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Instruction and Assessment (continued)	Comments
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>Glencoe Health</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, health skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>
<p>Commonwealth Accountability Testing System (CATS) “like” Assessment is provided</p>	<p><i>Chapter and Unit Tests</i> provide two forms of chapter tests, A and B. Either or both forms may be used as alternative or makeup tests. Also included are unit tests that cover all the chapters within each unit. The <i>ExamView® Pro Testmaker</i> is a computer software test bank for Macintosh and IBM-compatible computers that provides questions in various formats and the capability to add your own questions.</p>

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.</p>	<p><i>Lesson Quizzes</i> provide a one-page quiz for each lesson in <i>Glencoe Health</i>. <i>Chapter and Unit Tests</i> provide two forms of chapter tests, A and B. Either or both forms may be used as alternative or makeup tests. Also included are unit tests that cover all the chapters within each unit. <i>Performance Assessment Activities</i> assess learning in ways that require a student to demonstrate how they can apply health knowledge and skills. They provide teachers with flexible and creative ways to judge student progress. The <i>MindJogger Videoquiz</i> presents chapter quizzes in a fun, video-gameshow format. The <i>ExamView® Pro Testmaker</i> is a computer software test bank for Macintosh and IBM-compatible computers that provides questions in various formats and the capability to add your own questions.</p>

Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	<p>The <i>Guide to Using the Internet</i> found in the Teacher Classroom Resources provides strategies for incorporating activities into the health classroom. The new <i>Glencoe Health</i> video program features engaging video segments that include scenarios and updates on health topics to enhance student learning. The <i>MindJogger Videoquiz</i> presents chapter quizzes in a fun, video-game show format. The <i>Nutrition and Physical Activity: On Your Own Explorations</i> CD-ROM program takes students on an interactive journey through a typical Friday and Saturday in a teen’s life. The <i>Audio CD Program</i> is available in English and Spanish and contains summaries of chapter content for review, for reteaching, or for use when you do not have time to teach a particular chapter. Each summary is accompanied by a chapter activity and test based on the content of the audio CD.</p>
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	<p><i>Glencoe Health</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This all-new edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality health education course for your students. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Glencoe Health</i>.</p>

Instruction and Assessment (continued)	Comments
Differentiation techniques and activities suggested.	<i>Glencoe Health</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, health skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.

Organization and Structure	Comments
Organization is logical and allows for spiraling of content.	<i>Glencoe Health</i> is composed of 29 chapters organized into 9 units. Each chapter contains 3-5 lessons. Each lesson follows a straight forward format, beginning with <i>Vocabulary</i> which lists the vocabulary terms presented in the lesson, and <i>You'll learn to</i> which lists the objectives covered in the lesson. Each lesson closes with a review of the concepts presented. Each chapter closes with a chapter review.
Vocabulary and key terms are clearly defined and easily accessible within each lesson.	Each lesson begins with a list of the <i>Vocabulary</i> presented in the lesson. These vocabulary terms are found in blue, bold-face type where they are defined in the lesson.

Organization and Structure (continued)	Comments
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the lesson.
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	A variety of situations that reflect diversity are presented throughout the text.
Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.	<i>Glencoe Health</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This all-new edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality health education course for your students.
Student materials seem durable and conducive to daily use.	The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.
Includes sufficient glossary, index and appendices.	<i>Appendix A, Appendix B, Appendix C, and Appendix D</i> can be found on pages 786-791. The <i>Glossary</i> in English can be found on pages 792-803. The <i>Glossary</i> in Spanish can be found on pages 804-817. The <i>Index</i> can be found on pages 818-830.

Organization and Structure (continued)	Comments
Employs accurate grammar and spelling.	<i>Glencoe Health</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This all-new edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	The correlation between <i>Glencoe Health</i> and the Health and Wellness course, and the Kentucky High School Health Education Core Content is strong.

Resource Materials	Comments
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).	Each lesson in the Teacher’s Wraparound Edition (TWE) begins with a 2-page Planning Guide lists the teacher materials that support each student lesson.

Resource Materials (continued)	Comments
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	<i>Glencoe Health</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, health skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.
Extension activities including adaptations and accommodations for students with special needs.	The <i>Meeting Individual Needs</i> feature found throughout the TWE provides ideas for working with all of your students – regardless of their learning styles and ability levels.
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).	Each lesson in the student edition begins with a list of objectives titled <i>You'll Learn to</i> . Background information, common student errors, hints, and advice for lesson implementation can be found throughout the TWE. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TWE. A multitude of references are available.

Resource Materials (continued)	Comments
Suggestions are made for integration of themes and/or interdisciplinary instruction.	The <i>Cross-Curriculum Activities</i> found in the Teacher Classroom Resources give students an opportunity to relate health information to the concept of other subject areas. The <i>Cross-Curriculum Connections</i> found in the Student Edition enrich student learning by connecting the topic of each chapter to other subject areas. Suggestions for the integration of themes can be found throughout the TWE.
Integration opportunities suggested and examples given.	The <i>Cross-Curriculum Activities</i> found in the Teacher Classroom Resources give students an opportunity to relate health information to the concept of other subject areas. The <i>Cross-Curriculum Connections</i> found in the Student Edition enrich student learning by connecting the topic of each chapter to other subject areas. Suggestions for the integration of themes can be found throughout the TWE.
Teacher resources are available online.	Teacher resources are available at health.glencoe.com .
Online resources available – Repeat of information in text.	Teacher resources are available at health.glencoe.com .
Online resources available – Practice skills only.	Teacher resources are available at health.glencoe.com .
Online resources available – New application materials.	Teacher resources are available at health.glencoe.com .



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