

KENTUCKY

TEACHER WRAPAROUND EDITION

Teen Health

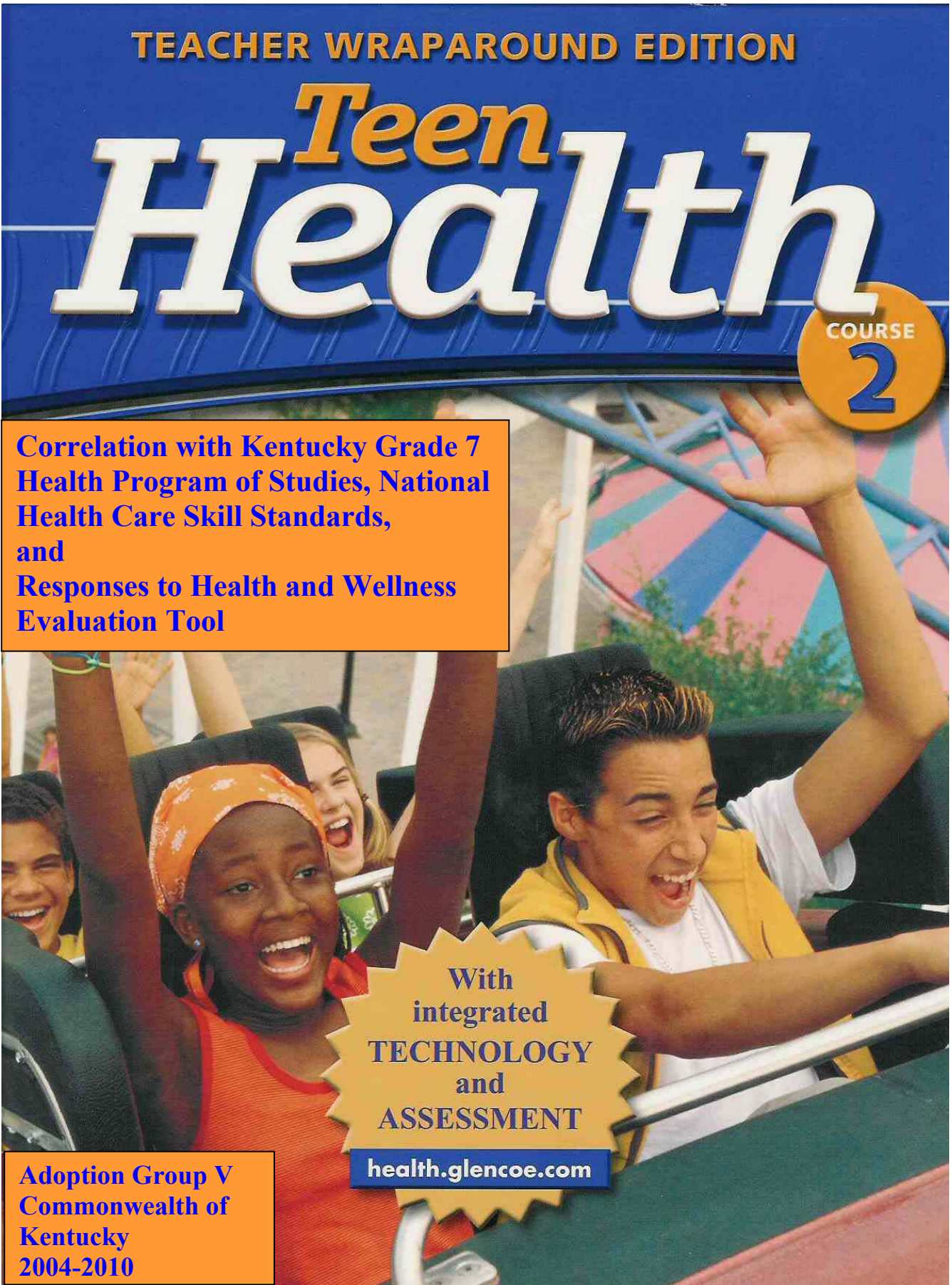
COURSE
2

Correlation with Kentucky Grade 7
Health Program of Studies, National
Health Care Skill Standards,
and
Responses to Health and Wellness
Evaluation Tool

With
integrated
TECHNOLOGY
and
ASSESSMENT

Adoption Group V
Commonwealth of
Kentucky
2004-2010

health.glencoe.com



Grade 7 Health Education

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
Individual Well-Being (2.29)	<p>Students will:</p> <p>HE-7-1</p> <ul style="list-style-type: none"> examine how respect, rules, communication, and cooperation enable groups to function effectively. 	<p>SE: 29-30, 40, 192, 216-219, 224-225, 227, 230, 259 <i>Building Health Skills:</i> 238-239, 266-267 <i>Developing Good Character:</i> 259 <i>Hands-On Health:</i> 223 <i>Health Skills Activity:</i> 140, 196</p> <p>TWE: C 217 D 29 DC 224, 259 HA 140, 196, 218 HH 223 P 239</p>
	<p>HE-7-2</p> <ul style="list-style-type: none"> demonstrate conflict resolution strategies. 	<p>SE: 30, 248-251, 256 <i>Building Health Skills:</i> 264-265</p> <p>TWE: HA 250 HP 249</p>
	<p>HE-7-3</p> <ul style="list-style-type: none"> describe physical, emotional, and social changes that occur during puberty. 	<p>SE: 156-159, 182</p> <p>TWE: C 156 CA 158 D 158 DI 156 VL 156 HP 157</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
Individual Well-Being (2.29)	HE-7-5 <ul style="list-style-type: none"> • determine procedures for dealing with unsafe and threatening situation. 	SE: 254-255, 394-397, 398-403, 404-409, 410-415, 416-421 <i>Building Health Skills:</i> 422-423, 424-425 TWE: CA 254 IE 399, 417 D 254, 255 M 422
	HE-7-6 <ul style="list-style-type: none"> • recognize abstinence as the only sure mean of preventing pregnancy and STDs. 	SE: 16, 231-233, 350-351 TWE: CT 16 DC 232, 351
Consumer Decisions (2.30)	Students will: HE-7-7 <ul style="list-style-type: none"> • examine influences (e.g., peer pressure, advertising, media, desire for status) on consumer choices of adolescents. 	SE: 11, 27, 132-134, 226-228, 229-230, 231-235, 245, 253, 284, 285 <i>Building Health Skills:</i> 18-19 <i>Hands-On Health:</i> 135, 284 <i>Health Skills Activity:</i> 229 TWE: D 133 M 18 MA 133, 232
	HE-7-8 <ul style="list-style-type: none"> • compare products by price, quality, and availability to make informed decisions. 	SE: 136-141, 150 TWE: BC 138 CC 137 D 139 M 136

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
Consumer Decisions (2.30)	<p>HE-7-9</p> <ul style="list-style-type: none"> identify ways to become an ‘intelligent health consumer.’ 	<p>SE: 142-145 <i>Building Health Skills:</i> 148</p> <p>TWE: BC 143 R 144 CC 144</p>
Personal Wellness (2.31)	<p>Students will:</p> <p>HE-7-10</p> <ul style="list-style-type: none"> determine the role nutrients play in developing healthy individuals. 	<p>SE: 86-87, 88-93, 94-97, 98-100 <i>Health Skills Activity:</i> 92, 99 <i>Building Health Skills:</i> 112-113, 114-115</p> <p>TWE: R 89 HO 86 C 89 CA 89 WT 90 CC 91, 95 D 89, 111 BC 92 MA 94 HA 92, 99 P 113 HP 100</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p>HE-7-11</p> <ul style="list-style-type: none"> investigate health and safety hazards at home, school, and play. 	<p>SE: 392-393, 394-397, 398-403, 404-409, 410-415, 416-421 <i>Hands On Health:</i> 414 <i>Health Skills Activity:</i> 396, 406 <i>Building Health Skills:</i> 422-423, 424-425</p> <p>TWE: HO 392 WT 414 CC 396, 411 D 400 BC 399, 402 MA 405, 413 HA 396, 406 DC 393 HH 415 VL 395</p>
	<p>HE-7-12</p> <ul style="list-style-type: none"> follow safe traffic/transportation practices. 	<p>SE: 404-409 <i>Health Skills Activity:</i> 406 <i>Developing Good Character:</i> 406 <i>Building Health Skills:</i> 424-425</p> <p>TWE: MA 405 HL 407 VL 405 D 406</p>

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	<p>HE-7-13</p> <ul style="list-style-type: none"> demonstrate procedures for emergency assistance. 	<p>SE: 400, 408, 412, 415, 416-421 <i>Building Health Skills:</i> 422-423</p> <p>TWE: WT 420 D 400, 420 HA 396 HL 400, 417, 418 VL 400, 408, 415, 418, 419, 420</p>
	<p>HE-7-14</p> <ul style="list-style-type: none"> recognize risk factors for communicable diseases (e.g., hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STDs) and the impact of those diseases on personal health. 	<p>SE: 330-331, 332-335, 336-340, 341-345, 346-351, 352-355 <i>Hands On Health:</i> 334 <i>Health Skills Activity:</i> 354 <i>Building Health Skills:</i> 356-357, 358-359</p> <p>TWE: HO 330 WT 342 CC 342 D 333, 347 BC 350 MA 334, 347, 348 HA 354 HP 343 HH 334 HL 338, 343, 344, 349 VL 333</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
Mental Wellness (2.32)	<p>Students will:</p> <p>HE-7-15</p> <ul style="list-style-type: none"> • describe possible consequences of risk-taking actions (e.g., smoking, drinking, other drug use) 	<p>SE: 272-273, 274-277, 278-281, 282-286, 287-291, 300-323</p> <p><i>Hands On Health:</i> 284</p> <p><i>Health Skills Activity:</i> 277, 289, 302, 307, 323</p> <p><i>Building Health Skills:</i> 292-293, 294-295, 324-325, 326-327</p> <p>TWE: HO 272 WT 285 D 288 BC 288 MA 278 HA 276, 281, 288 HP 290 HH 284 HL 275 VL 275</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p>HE-7-16</p> <ul style="list-style-type: none"> identify causes and effects of emotional disorders and addictive habits. 	<p>SE: 186-187, 188-193, 194-197, 198-202, 203-205, 206-207 <i>Hands On Health:</i> 202 <i>Health Skills Activity:</i> 187, 196, 206 <i>Building Health Skills:</i> 208-209, 210-211</p> <p>TWE: HO 186 CA 196 WT 205 D 191, 195 BC 200 MA 190 HA 187, 196, 206 HP 192 HH 202 HL 189, 200 CT 191</p>
	<p>HE-7-17</p> <ul style="list-style-type: none"> describe symptoms of mental illness (e.g., depression, anxiety). 	<p>SE: 196, 199, 200, 203, 204, 206</p> <p>TWE: CA 196 WT 205 BC 200 HL 201</p>
	<p>HE-7-18</p> <ul style="list-style-type: none"> explain the importance of preventing eating disorders (e.g., anorexia, bulimia, overeating). 	<p>SE: 108-111 <i>Health Skills Activity:</i> 110</p> <p>TWE: CA 110 WT 109 CC 107 D 109, 110, 111 HA 110</p>

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	<p>HE-7-19</p> <ul style="list-style-type: none"> develop strategies for overcoming rejection, loss, and grief. 	<p>SE: 196, 223, 191, 192, 193, 197, 200, 201, 204 <i>Hands On Health:</i> 202 <i>Health Skills Activity:</i> 196 <i>Building Health Skills:</i> 208-209, 210-211</p> <p>TWE: WT 205 D 191 BC 200 MA 190 HA 196 HP 192 HH 202 HL 201 DI 191</p>
	<p>HE-7-20</p> <ul style="list-style-type: none"> develop coping strategies to use with increasing peer pressure. 	<p>SE: 228-230 <i>Health Skills Activity:</i> 229</p> <p>TWE: CA 229 D 228 DI 228 VL 228</p>
	<p>HE-7-21</p> <ul style="list-style-type: none"> describe how short- and long-term goals are interrelated. 	<p>SE: 36-39, 82-83, 191, 236-237, 384-385 <i>Health Skills Activity:</i> 38</p> <p>TWE: A 82, 237, 385 D 38 M 82, 236, 384 HA 38 P 82, 237, 385 HL 37 DI 191 VL 37, 39</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p>HE-7-22</p> <ul style="list-style-type: none"> evaluate health behaviors and attitudes of peers. 	<p>SE: 5, 10-11, 29-30, 228-230 <i>Health Skills Activity:</i> 10, 229</p> <p>TWE: CA 29, 229 CC 10 D 29, 228 HA 10 HL 5 DI 228 VL 13</p>
<p>Community Services (2.33)</p>	<p>Students will:</p> <p>HE-7-23</p> <ul style="list-style-type: none"> explore sources of health information, services, and resources. 	<p>SE: 143, 289, 307, 377, 442-443 <i>Health Skills Activity:</i> 27, 143, 289, 307, 377 <i>Building Health Skills:</i> 20-21, 148-149, 386-387</p> <p>TWE: M 20, 148, 386 A 21, 149, 387 HA 27, 143, 289, 307, 377 P 21, 149, 387</p>
	<p>HE-7-24</p> <ul style="list-style-type: none"> research health-related careers. 	<p>SE: <i>Career Corner:</i> 23, 49, 85, 117, 151, 183, 213, 241, 269, 297</p> <p>TWE: CAC 23, 49, 85, 117, 151, 183, 213, 241, 269, 297</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p>HE-7-25</p> <ul style="list-style-type: none">• suggest solutions to community environmental problems.	<p>SE: 435-439 <i>Building Health Skills:</i> 444-441 <i>Hands-On Health:</i> 433</p> <p>TWE: HH 433 D 432 P 441 A 441 HP 439 C 439</p>

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>	Not covered in <i>Glencoe Teen Health Course 2</i> .
<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>	Not covered in <i>Glencoe Teen Health Course 2</i> .
<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>	Not covered in <i>Glencoe Teen Health Course 2</i> .
<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>	Not covered in <i>Glencoe Teen Health Course 2</i> .

**National Health Care Skill Standards
(continued)**

Health Care Core Standards

STANDARDS	PAGE REFERENCES
<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>Not covered in <i>Glencoe Teen Health Course 2</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>Not covered in <i>Glencoe Teen Health Course 2</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>Not covered in <i>Glencoe Teen Health Course 2</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>Not covered in <i>Glencoe Teen Health Course 2</i>.</p>

TWE Codes

A	Apply
BC	Beyond the Classroom
C	Comprehending
CA	Cooperative Learning Activity
CAC	Career Corner
CC	Cross-Curriculum Activity
CT	Critical Thinking
D	Discussing
DC	Developing Good Character
DI	Dealing With Sensitive Issues
HA	Health Skills Activity
HH	Hands-On Health
HL	Health Literacy
HO	Hands-On Activity
HP	Health Skills Practice
IE	Identifying Examples
M	Model
MA	More About...
P	Practice
R	Researching
WT	What Teens Want to Know
VL	Visual Learning

Health and Wellness Evaluation Tool

Content	Comments
Academic Foundations–Math	<p>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 throughout the Student Edition enrich student learning by connecting the topic of each chapter to other subject areas, including math. The <i>Connect to...</i> features found throughout the Student Edition provide activities to help students see how health is related to other curriculum areas such as mathematics.</p>
Academic Foundations–Science	<p>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 throughout the Student Edition enrich student learning by connecting the topic of each chapter to other subject areas, including math. The <i>Connect to...</i> feature found throughout the Student Edition provides activities to help students see how health is related to other curriculum areas such as science.</p>
Communications	<p>The <i>Discussing</i> feature found throughout the Teacher Wraparound Edition (TWE) provides useful hints and questions that encourage students to communicate openly about health-related issues.</p>
Systems	<p>Instruction on consumer and community health is provided in every chapter of <i>Glencoe Teen Health Course 2</i>.</p>

Content (continued)	Comments
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 visit Career Corner at health.glencoe.com for more information.
Safety Practices	Instruction on injury prevention and safety is provided in Chapters 1, and 3-10 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 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.
Health Maintenance Practices	The <i>Hands-On Health Activity</i> features found throughout the Student Edition are science-based health activities and hands-on experiments that require little or no scientific equipment. These activities give students a chance to learn through action while personalizing the concepts presented in the chapters. The <i>Health Skills Activity</i> features found throughout the Student Edition help students learn to choose the behaviors that protect, promote, and maintain health and to avoid high-risk behaviors. Each activity provides students with an opportunity to practice skill development.

Content (continued)	Comments
Information Technology Applications	<i>Media Watch</i> activities found throughout the Student Edition raise students awareness about the media's impact on their lives and health.

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>Developing Good Character</i> feature found throughout the Student Edition highlights core character traits to promote the integration of values into the health curriculum.
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.

Instruction and Assessment (continued)	Comments
Develops Health & Wellness Ideas	<i>Glencoe Teen Health Course 2</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 the early teen years. These include the presence of supportive parents, dedicated teachers, positive peer relationships, and role models. The goal is to empower students to make responsible decisions to protect their health and the health of others.
Promotes Student Thinking	The <i>Decision-Making Activities</i> found in the Teacher Classroom Resources give students an opportunity to practice the decision-making process as they consider a variety of hypothetical situations.
Assesses Student Progress	<i>Lesson Quizzes</i> provide a one-page quiz for each lesson in <i>Glencoe Teen Health Course 2</i> . <i>Chapter Tests</i> provide two forms of tests, A and B. Either or both forms may be used as alternative or makeup tests. <i>Performance Assessment Activities</i> assess learning in ways that require a student to manipulate information in flexible and creative ways.

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Enhances The Learning Environment</p>	<p><i>Glencoe Teen Health Course 2</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>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>Glencoe Teen Health Course 2</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 Tests</i> provide two forms of tests, A and B. Either or both forms may be used as alternative or makeup tests. 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
<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 Teen Health Course 2</i>. <i>Chapter Tests</i> provide two forms of tests, A and B. Either or both forms may be used as alternative or makeup tests. <i>Performance Assessment Activities</i> assess learning in ways that require a student to manipulate information in flexible and creative ways. 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>
<p>Includes activities and opportunities for integration of technology.</p>	<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 <i>Teen Health Video Series</i> feature dramatizations and panel discussions, informative teen talk shows, and informal peer-group discussions on a variety of topics. The <i>MindJogger Videoquiz</i> presents chapter quizzes in a fun, video-gameshow 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>Audiocassette 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 audiocassettes.</p>

Instruction and Assessment (continued)	Comments
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p><i>Glencoe Teen Health Course 2</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 Teen Health Course 2</i>.</p>
<p>Differentiation techniques and activities suggested.</p>	<p><i>Glencoe Teen Health Course 2</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>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Glencoe Teen Health Course 2</i> is composed of 10 chapters organized into 3 units. Each chapter contains 2-5 lessons. Each lesson follows a straight forward format, beginning with <i>Vocabulary</i> which lists the vocabulary terms presented in the lesson, and <i>Learn About...</i> which lists the objectives covered in the lesson. Each lesson closes with a review of the concepts presented and each chapter closes with a chapter assessment.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>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.</p>
<p>Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related</p>	<p>Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the lesson.</p>
<p>Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).</p>	<p>A variety of situations that reflect diversity are presented throughout the text.</p>
<p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p>	<p><i>Glencoe Teen Health Course 2</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.</p>

Organization and Structure (continued)	Comments
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.	The <i>Glossary</i> in English can be found on pages 291-298. The <i>Glossary</i> in Spanish can be found on pages 299-307. The <i>Index</i> can be found on pages 308-317.
Employs accurate grammar and spelling.	<i>Glencoe Teen Health Course 2</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 Teen Health Course 2</i> and the Kentucky Grade 6 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 Teen Health Course 2</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>Learn About...</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, including math. 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 math. The <i>Connect to...</i> features found throughout the Student Edition provide activities to help students see how health is related to other curriculum 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, including math. 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 math. The <i>Connect to...</i> features found throughout the Student Edition provide activities to help students see how health is related to other curriculum 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 .

Resource Materials (continued)	Comments
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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