

# KENTUCKY

TEACHER WRAPAROUND EDITION

# Teen Health

COURSE

3

Correlation with the  
Kentucky  
Grade 8 Health Education  
Program of Studies,  
National Health Care  
Skills Standards,  
and  
Responses to Health and  
Wellness Evaluation Tool

With  
integrated  
**TECHNOLOGY**  
and  
**ASSESSMENT**

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Adoption Group V  
Commonwealth of  
Kentucky  
2004-2010



<b>Grade 8 Health Education</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>Individual Well-Being (2.29)</b>	<p><b>Students will:</b></p> <p><b>HE-8-1</b></p> <ul style="list-style-type: none"> <li>Practice group processing strategies (e.g., collaboration).</li> </ul>	<p><b>SE:</b> <i>Building Health Skills:</i> 184-185</p> <p><b>TWE:</b> P 185 A 185 CL 103, 120, 149, 170, 174, 180, 204, 205, 209, 232, 284 HA 284</p>
	<p><b>HE-8-2</b></p> <ul style="list-style-type: none"> <li>Practice conflict resolution strategies.</li> </ul>	<p><b>SE:</b> 168-171 <i>Health Online:</i> 169 <i>Health Skills Activity:</i> 171 <i>Building Health Skills:</i> 182-183, 436-437</p> <p><b>TWE:</b> F 168 BC 169 T 169 HO 169 VL 169 HA 170 HP 171 A 171 CL 171</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-3</b></p> <ul style="list-style-type: none"> <li>Describe the structure and function of body systems (e.g., reproductive, digestive, circulatory).</li> </ul>	<p><b>SE:</b> 368-380, 381-384, 385-389, 390-392, 394, 396-399, 400-405, 417, 418  <i>Health Online:</i> 382  <i>Health Skills Activity:</i> 370  <i>Hands-On Health:</i> 374</p> <p><b>TWE:</b> F 368, 372            BC 369            T 369, 373            HO 382            VL 369, 386            HA 370            HP 370            A 371            CL 371            MA 370, 383, 386            WT 374, 377            D 374            HL 379, 382</p>
	<p><b>HE-8-4</b></p> <ul style="list-style-type: none"> <li>Identify abstinence as the only sure means of preventing pregnancy and STDs.</li> </ul>	<p><b>SE:</b> 17, 151-155, 459-460, 464  <i>Developing Good Character:</i> 17, 155  <i>Health Skills Activity:</i> 153, 460  <i>Building Health Skills:</i> 158-159</p> <p><b>TWE:</b> F 151, 464            T 152, 459            HA 153, 460            A 155            CL 155            HL 460            DC 17, 155</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<b>Consumer Decisions (2.30)</b>	<b>Students will:</b>  <b>HE-8-5</b> <ul style="list-style-type: none"> <li>• Compare products by price, quality, and availability to make informed decisions.</li> </ul>	<b>SE:</b> 58-62, 63-67, 68-71, 72-74 <i>Health Skills Activity:</i> 61, 66, 74 <i>Hands On Health:</i> 70  <b>TWE:</b> F 58, 63, 68, 72 BC 65 T 58, 69, 72 HO 59 VL 58, 65, 73 HA 61, 66, 74 HP 65 A 62, 67, 71, 75 CL 67, 71, 75 MA 58, 64, 69 HH 70
	<b>HE-8-6</b> <ul style="list-style-type: none"> <li>• Consider environmental issues when making consumer decisions.</li> </ul>	<b>SE:</b> 49, 546-551, 552-557 <i>Health Online:</i> 548 <i>Health Skills Activity:</i> 556 <i>Building Health Skills:</i> 558-559  <b>TWE:</b> F 546, 552 BC 554 T 547, 553 HO 548 VL 548, 554 HA 556 HP 555 A 49, 551 CL 49, 551 HH 549 HL 548, 553, 555 DC 557

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-7</b></p> <ul style="list-style-type: none"> <li>Describe budgeting procedures for achieving short- and long-term goals.</li> </ul>	<p><b>SE:</b> 28, 31-32, 33 <i>Developing Good Character:</i> 31</p> <p><b>TWE:</b> CL 33 MA 31 DC 31 VL 33 A 32</p>
	<p><b>Students will:</b></p> <p><b>HE-8-8</b></p> <ul style="list-style-type: none"> <li>use strategies to maintain personal safety.</li> </ul>	<p><b>SE:</b> 203, 274-275, 508-513, 514-519, 520-523 <i>Health Online:</i> 522 <i>Health Skills Activity:</i> 274, 512, 522 <i>Building Health Skills:</i> 290-291</p> <p><b>TWE:</b> F 508, 514, 520 BC 274 T 508, 514, 521 HO 522 VL 508 HA 274, 512, 522 HP 517 MA 510, 521 WT 512 HL 515, 517</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-9</b></p> <ul style="list-style-type: none"> <li>practice basic first aid for a variety of life-threatening emergencies (e.g., choking, shock, poisoning).</li> </ul>	<p><b>SE:</b> 524-527, 528-532, 533-537  <i>Developing Good Character:</i> 526, 529  <i>Building Health Skills:</i> 538-539  <i>Hands On Health:</i> 535</p> <p><b>TWE:</b> F 524, 528, 533            T 525, 534            V 525, 530            A 532            CL 526, 532            MA 525, 529, 535            HH 535            HL 526, 530            DC 526</p>
	<p><b>HE-8-10</b></p> <ul style="list-style-type: none"> <li>describe the role of nutrients in proper growth and development.</li> </ul>	<p><b>SE:</b> 192-195, 196-201, 202-207, 208-211, 371, 395, 399, 424, 425  <i>Health Skills Activity:</i> 206, 210</p> <p><b>TWE:</b> F 192, 196, 202            BC 204, 205            T 192, 197, 203            HO 203            VL 204            HA 206, 210            HP 209            HH 200            HL 198, 199, 203            R 194            D 198</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-11</b></p> <ul style="list-style-type: none"> <li>determine the impact of exercise and nutrition on appearance, performance , and disposition</li> </ul>	<p><b>SE:</b> 42, 165-166, 192-195, 196-201, 202, 220-227, 228-229, 254, 371, 374  <i>Health Online:</i> 203  <i>Health Skills Activity:</i> 206, 210  <i>Hands On Health:</i> 200</p> <p><b>TWE:</b> F 192, 196, 202            BC 204, 205            T 192, 197, 203            HO 203            VL 204            HA 206, 210            HP 209            HH 200            HL 165, 198, 199, 203</p>
	<p><b>HE-8-12</b></p> <ul style="list-style-type: none"> <li>describe the effect of diet, exercise, and rest on body systems.</li> </ul>	<p><b>SE:</b> 42, 192-195, 196-201, 202, 220-227, 228-229, 254, 371, 374-375, 384, 389, 399, 478, 495  <i>Health Online:</i> 203  <i>Health Skills Activity:</i> 206, 210  <i>Hands On Health:</i> 200</p> <p><b>TWE:</b> F 192, 196, 202            BC 204, 205            T 192, 197, 203            HO 203            VL 42, 204            HA 206, 210            HP 209            HH 200            HL 198, 199, 203</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-13</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>SE:</b> 446-449, 450-453, 454-457, 458-463, 464-467  <i>Health Online:</i> 452  <i>Health Skills Activity:</i> 456, 460, 466  <i>Building Health Skills:</i> 470-471  <i>Hands On Health:</i> 448</p> <p><b>TWE:</b> F 446, 450            BC 465            T 447, 450            HO 452            VL 462            HA 456, 460, 466            MA 452            WT 447            HH 448            HL 456, 460</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-14</b></p> <ul style="list-style-type: none"> <li>describe risk factors for non-communicable diseases (e.g., cancer, diabetes, high blood pressure).</li> </ul>	<p><b>SE:</b> 476-479, 480-483, 484-488, 489-493, 494-497  <i>Health Online:</i> 490  <i>Health Skills Activity:</i> 478, 483, 496  <i>Building Health Skills:</i> 498-499, 500-501  <i>Hands On Health:</i> 490</p> <p><b>TWE:</b> F 476, 480, 484            BC 178            CC 491            T 477, 481, 485            HO 490            HA 478, 483, 496            HP 477            MA 482, 485            WT 487            HH 490            HL 481            DC 478            VL 486, 493</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-15</b></p> <ul style="list-style-type: none"> <li>• practice disease prevention strategies.</li> </ul>	<p><b>SE:</b> 4-7, 14-19, 46-47, 63-65, 493, 495  <i>Developing Good Character:</i> 17  <i>Health Online:</i> 5  <i>Health Skills Activity:</i> 18, 46  <i>Building Health Skills:</i> 22-23  <i>Hands On Health:</i> 7</p> <p><b>TWE:</b> F 4, 14            VL 15, 493            BC 65            T 5, 15            HO 5            HA 18, 46            HP 16, 65            MA 64            WT 15            HH 6            HL 17, 46            DC 17</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-16</b></p> <ul style="list-style-type: none"> <li>• identify health habits and behaviors of adolescents that affect physical and emotional wellness.</li> </ul>	<p><b>SE:</b> 4-7, 14-19, 46-47, 63-65, 88-90, 457  <i>Developing Good Character:</i> 17  <i>Health Online:</i> 5  <i>Health Skills Activity:</i> 18, 46, 89  <i>Building Health Skills:</i> 22-23  <i>Hands On Health:</i> 7</p> <p><b>TWE:</b> F 4, 14  T 192, 197, 203  D 5  BC 65  T 5, 15  HO 5  HA 18, 46, 89  HP 16, 65  MA 64, 88  WT 15  HH 6  HL 17, 46  DC 17</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<b>Mental Wellness (2.32)</b>	<b>Students will:</b>  <b>HE-8-17</b> <ul style="list-style-type: none"> <li>• investigate nature of mental illnesses.</li> </ul>	<b>SE:</b> 91-95, 96-100, 102 <i>Health Online:</i> 100 <i>Health Skills Activity:</i> 99 <i>Building Health Skills:</i> 110-111, 112-113 <i>Hands On Health:</i> 93  <b>TWE:</b> F 91, 96 T 92, 97 HO 100 HA 99 MA 93, 97, 99 WT 94 HH 93
	<b>HE-8-18</b> <ul style="list-style-type: none"> <li>• assess consequences and risks, of choices and actions (e.g., smoking, drinking, other drug use) and suggest alternatives.</li> </ul>	<b>SE:</b> 16-19, 167, 173, 276, 278-279, 280, 286, 288, 305-307, 322-323, 325-326, 383-384, 424 <i>Developing Good Character:</i> 17 <i>Health Online:</i> 328 <i>Health Skills Activity:</i> 18 <i>Hands On Health:</i> 306, 326  <b>TWE:</b> F 276, 283, 325 HO 328 VL 327 HA 18 HP 16 MA 278, 279, 327, 383 WT 306 HH 306, 326 HL 17 DC 17

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-19</b></p> <ul style="list-style-type: none"> <li>• explore resources and treatments available to fight drug addiction.</li> </ul>	<p><b>SE:</b> 67, 287-289, 304, 327-329  <i>Health Online:</i> 328  <i>Building Health Skills:</i> 312-313, 334-335  <i>Hands On Health:</i> 288</p> <p><b>TWE:</b> F 286            BC 288            T 287            HO 328            MA 327            HH 288            HL 328</p>
	<p><b>HE-8-20</b></p> <ul style="list-style-type: none"> <li>• explain the effects of eating disorders on individuals and families.</li> </ul>	<p><b>SE:</b> 256-259,  <i>Developing Good Character:</i> 258  <i>Health Online:</i> 259  <i>Building Health Skills:</i> 260-261, 262-263</p> <p><b>TWE:</b> F 256            T 192, 197, 203            VL 259            BC 258            T 257            HO 259            MA 257            DC 258</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-21</b></p> <ul style="list-style-type: none"> <li>practice strategies for dealing with peer pressure, managing stressful situations, and preventing and achievement.</li> </ul>	<p><b>SE:</b> 39-43, 126-127, 144-145, 147-150  <i>Developing Good Character:</i> 148  <i>Health Online:</i> 42, 149  <i>Health Skills Activity:</i> 43  <i>Building Health Skills:</i> 52-53, 112-113, 500-501  <i>Hands On Health:</i> 127, 149</p> <p><b>TWE:</b> F 39, 147            BC 127            T 40            HO 42, 149            HA 43            MA 144, 148            WT 40            HH 127, 149            HL 145            DC 148</p>
	<p><b>HE-8-22</b></p> <ul style="list-style-type: none"> <li>implement strategies (e.g., time management, decision making) to enhance personal success and achievement.</li> </ul>	<p><b>SE:</b> 28-30, 31-33, 43, 121-122, 258, 483  <i>Developing Good Character:</i> 31  <i>Health Skills Activity:</i> 30, 43, 121, 258, 483</p> <p><b>TWE:</b> F 28            T 29            VL 29            HA 30, 43, 121, 258, 483            MA 31            HL 29            DC 31</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-23</b></p> <ul style="list-style-type: none"> <li>determine and work toward long-term goals.</li> </ul>	<p><b>SE:</b> 28-33  <i>Developing Good Character:</i> 31  <i>Health Skills Activity:</i> 30</p> <p><b>TWE:</b> CL 33            MA 31            DC 31            HA 30</p>
<p><b>Community Services (2.33)</b></p>	<p><b>Students will:</b></p> <p><b>HE-8-24</b></p> <ul style="list-style-type: none"> <li>evaluate agency and governmental standards (e.g., restaurant inspections, OSHA, water Quality) and the part they play in the reduction of health risks.</li> </ul>	<p><b>SE:</b> 72, 73, 74  <i>Health Skills Activity:</i> 74</p> <p><b>TWE:</b> F 72            B 73            T 73            HA 74</p>
	<p><b>HE-8-25</b></p> <ul style="list-style-type: none"> <li>describe the role of individuals and society in conserving resources.</li> </ul>	<p><b>SE:</b> 552-557  <i>Health Skills Activity:</i> 556  <i>Building Health Skills:</i> 558-559, 560-561</p> <p><b>TWE:</b> F 552            BC 554            T 553            VL 554            HA 556            HP 555            HL 553, 555            DC 557</p>

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ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
	<p><b>HE-8-26</b></p> <ul style="list-style-type: none"> <li>examine health-related problems in local, state, national, and international communities.</li> </ul>	<p><b>SE:</b> 13, 66, 72-75, 122, 176  <i>Health Skills Activity:</i> 66, 74  <i>Building Health Skills:</i> 78-79</p> <p><b>TWE:</b> F 72  T 73  HA 66, 74</p>
	<p><b>HE-8-27</b></p> <ul style="list-style-type: none"> <li>implement strategies to help reduce community environmental problems.</li> </ul>	<p><b>SE:</b> 49, 546-551, 552-557  <i>Health Online:</i> 548  <i>Health Skills Activity:</i> 556  <i>Building Health Skills:</i> 558-559  <i>Hands On Health:</i> 549</p> <p><b>TWE:</b> F 546, 552  BC 554  T 547, 553  HO 548  VL 548, 554  HA 556  HP 555  A 49, 551  CL 49, 551  HH 549  HL 548, 553, 555  DC 557</p>

## National Health Care Skill Standards

### Health Care Core Standards

STANDARDS	PAGE REFERENCES
<p><b>Academic Foundation</b> 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 3</i> .
<p><b>Communication</b> 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 3</i> .
<p><b>Systems</b> 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 3</i> .
<p><b>Employability Skills</b> 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 3</i> .

## National Health Care Skill Standards

### Health Care Core Standards

STANDARDS	PAGE REFERENCES
<p><b>Legal Responsibilities</b> 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>	Not covered in <i>Glencoe Teen Health Course 3</i> .
<p><b>Ethics</b> 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>	Not covered in <i>Glencoe Teen Health Course 3</i> .
<p><b>Safety Practices</b> 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>	Not covered in <i>Glencoe Teen Health Course 3</i> .
<p><b>Teamwork</b> 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>	Not covered in <i>Glencoe Teen Health Course 3</i> .

## TWE Codes

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

# **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 3</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 <a href="http://health.glencoe.com">health.glencoe.com</a> for more information.
Safety Practices	Instruction on injury prevention and safety is provided in Chapters 9 and 19 in the Student Edition.
Teamwork	The activities in <i>Health Skills Activities</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.

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

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 3</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 3</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;"><b>Instruction and Assessment (continued)</b></p>	<p style="text-align: center;"><b>Comments</b></p>
<p>Enhances The Learning Environment</p>	<p><i>Glencoe Teen Health Course 3</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 3</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
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	<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.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	<i>Lesson Quizzes</i> provide a one-page quiz for each lesson in <i>Glencoe Teen Health Course 3</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.

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 <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>
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	<p><i>Glencoe Teen Health Course 3</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 3</i>.</p>

<p style="text-align: center;"><b>Instruction and Assessment (continued)</b></p>	<p style="text-align: center;"><b>Assessment</b></p>
<p>Differentiation techniques and activities suggested.</p>	<p><i>Glencoe Teen Health Course 3</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 3</i> is composed of 19 chapters organized into 7 units. Each chapter contains 2-8 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 style="text-align: center;"><b>Organization and Structure (continued)</b></p>	<p style="text-align: center;"><b>Comments</b></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 3</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>
<p>Student materials seem durable and conducive to daily use.</p>	<p>The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.</p>
<p>Includes sufficient glossary, index and appendices.</p>	<p>The <i>Glossary</i> in English can be found on pages 564-578. The <i>Glossary</i> in Spanish can be found on pages 579-594. The <i>Index</i> can be found on pages 595-607.</p>
<p>Employs accurate grammar and spelling.</p>	<p><i>Glencoe Teen Health Course 3</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.</p>
<p>Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.</p>	<p>The correlation between <i>Glencoe Teen Health Course 3</i> and the Kentucky Grade 6 Health Education Core Content is strong.</p>

<b>Resource Materials</b>	<b>Comments</b>
<p>Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).</p>	<p>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.</p>
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p><i>Glencoe Teen Health Course 3</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>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>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.</p>
<p>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).</p>	<p>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.</p>

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 <a href="http://health.glencoe.com">health.glencoe.com</a> .

Resource Materials (continued)	Comments
Online resources available – Repeat of information in text.	Teacher resources are available at <a href="http://health.glencoe.com">health.glencoe.com</a> .
Online resources available – Practice skills only.	Teacher resources are available at <a href="http://health.glencoe.com">health.glencoe.com</a> .
Online resources available – New application materials.	Teacher resources are available at <a href="http://health.glencoe.com">health.glencoe.com</a> .



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