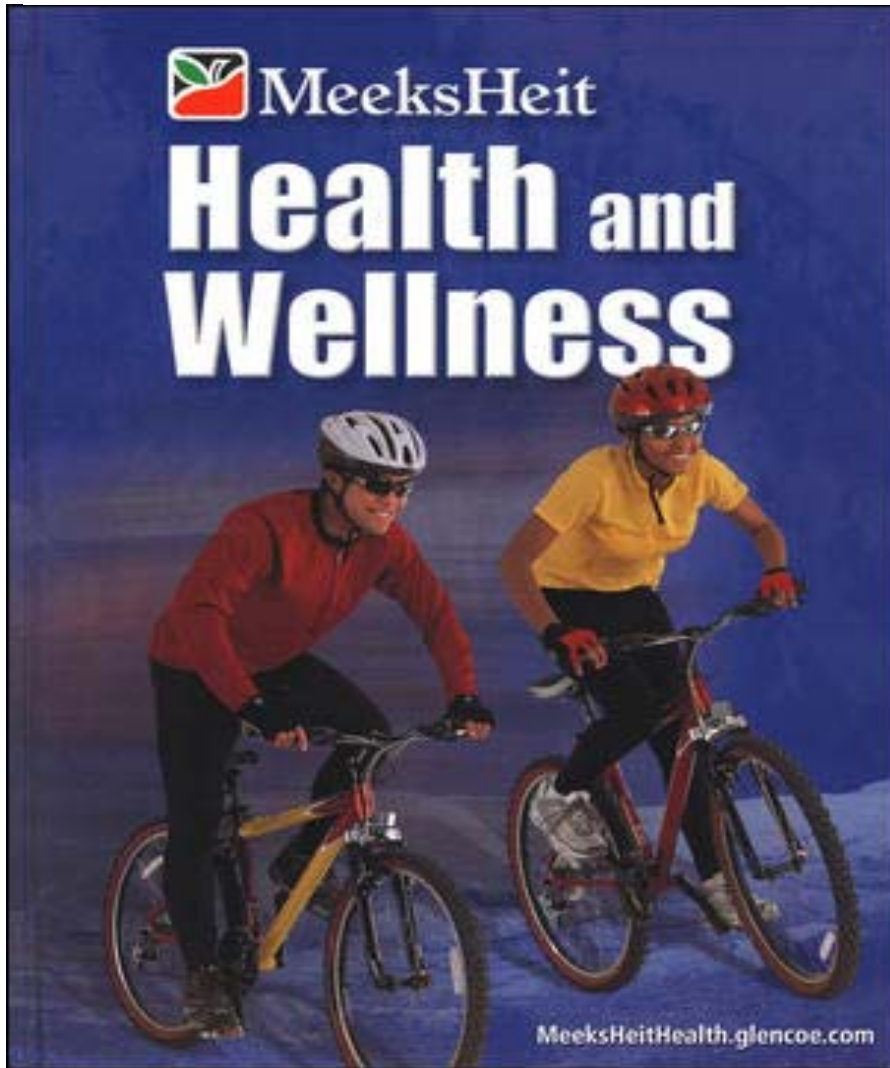


KENTUCKY



**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**

**Adoption Group V
Commonwealth of
Kentucky
2004-2010**

Meeks Heit Health and Wellness

Guiding Questions

QUESTIONS	PAGE REFERENCES
<ul style="list-style-type: none"> • How can I continue to stay healthy? 	<p>SE: 4-11, 12-17, 18-23, 66-73, 176-192, 238-243, 274-281</p> <p>TWE: <i>Effective Communication:</i> 11, 17, 23, 73, 192, 243, 281 <i>Self-Directed Learning:</i> 11, 17, 23, 73, 192, 243, 281 <i>Critical Thinking:</i> 11, 17, 23, 73, 192, 243, 281 <i>Responsible Citizenship:</i> 11, 17, 23, 73, 192, 243, 281</p>
<ul style="list-style-type: none"> • How can I develop healthy relationships? 	<p>SE: 88-95, 96-103, 104-111, 112-115, 116-123, 2124-135, 136-143, 144-151, 152-159, 160-169</p> <p>TWE: <i>Effective Communication:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169 <i>Self-Directed Learning:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169 <i>Critical Thinking:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169 <i>Responsible Citizenship:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169</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: 328-335, 336-341, 342-347, 348-351, 352-357, 358-369, 370-377, 378-385, 386-389, 390-395</p> <p>TWE: <i>Effective Communication:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Self-Directed Learning:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Critical Thinking:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Responsible Citizenship:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395</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: 4-11, 12-17, 18-23, 24-29, 30-37, 38-45, 46-57, 58-65, 66-73, 74-81</p> <p>TWE: <i>Effective Communication:</i> 11, 17, 23, 29, 37, 45, 57, 65, 73, 81 <i>Self-Directed Learning:</i> 11, 17, 23, 29, 37, 45, 57, 65, 73, 81 <i>Critical Thinking:</i> 11, 17, 23, 29, 37, 45, 57, 65, 73, 81 <i>Responsible Citizenship:</i> 11, 17, 23, 29, 37, 45, 57, 65, 73, 81</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: 370-371, 372-376, 377, 392, 393-394, 395</p> <p>TWE: <i>Effective Communication:</i> 377, 395 <i>Self-Directed Learning:</i> 377, 395 <i>Critical Thinking:</i> 377, 395 <i>Responsible Citizenship:</i> 377, 395</p>
<ul style="list-style-type: none"> • How can I evaluate and use services and resources available in my community? 	<p>SE: 544, 545, 546, 547, 548, 573, 580, 581, 582, 583</p> <p>TWE: <i>Effective Communication:</i> 547, 583 <i>Self-Directed Learning:</i> 547, 583 <i>Critical Thinking:</i> 547, 583 <i>Responsible Citizenship:</i> 547, 583</p>

Meeks Heit Health and Wellness	
Guiding Questions	
QUESTIONS	PAGE REFERENCES
<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: 544-547, 548-551, 552-555, 556-559, 570-575, 576-579</p> <p>TWE: <i>Effective Communication:</i> 547, 551, 555, 559, 575, 579 <i>Self-Directed Learning:</i> 547, 551, 555, 559, 575, 579 <i>Critical Thinking:</i> 547, 551, 555, 559, 575, 579 <i>Responsible Citizenship:</i> 547, 551, 555, 559, 575, 579</p>

Meeks Heit Health and Wellness	
Academic Expectations	
EXPECTATIONS	PAGE REFERENCES
<p>2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.</p>	<p>SE: 88-95, 96-103, 104-111, 112-115, 116-123, 124-135, 136-143, 144-151, 152-159, 160-169</p> <p>TWE: <i>Effective Communication:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169 <i>Self-Directed Learning:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169 <i>Critical Thinking:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169 <i>Responsible Citizenship:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169</p>

Meeks Heit Health and Wellness

Academic Expectations (continued)

EXPECTATIONS	PAGE REFERENCES
<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: 4-11, 12-17, 18-23, 286-293, 306-313, 328-335, 348-351, 352-357</p> <p>TWE: <i>Effective Communication:</i> 11, 17, 23, 293, 313, 335, 351, 357 <i>Self-Directed Learning:</i> 11, 17, 23, 293, 313, 335, 351, 357 <i>Critical Thinking:</i> 11, 17, 23, 293, 313, 335, 351, 357 <i>Responsible Citizenship:</i> 11, 17, 23, 293, 313, 335, 351, 357</p>
<p>2.34 Students perform physical movement skills effectively in a variety of settings.</p>	<p>SE: 352-357, 358-369, 370-377, 386-389, 390-395</p> <p>TWE: <i>Effective Communication:</i> 357, 369, 377, 389, 395 <i>Self-Directed Learning:</i> 357, 369, 377, 389, 395 <i>Critical Thinking:</i> 357, 369, 377, 389, 395 <i>Responsible Citizenship:</i> 357, 369, 377, 389, 395</p>
<p>2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p>	<p>SE: 328-335, 336-341, 342-347, 348-351, 352-357, 358-369, 370-377, 386-389, 390-395</p> <p>TWE: <i>Effective Communication:</i> 335, 341, 347, 351, 357, 369, 377, 389, 395 <i>Self-Directed Learning:</i> 335, 341, 347, 351, 357, 369, 377, 389, 395 <i>Critical Thinking:</i> 335, 341, 347, 351, 357, 369, 377, 389, 395 <i>Responsible Citizenship:</i> 335, 341, 347, 351, 357, 369, 377, 389, 395</p>

Meeks Heit Health and Wellness	
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: 30-37, 88-95, 96-103, 104-111, 112-115, 116-123, 124-135, 160-169</p> <p>TWE: <i>Effective Communication:</i> 37, 95, 103, 111, 115, 123, 135, 169 <i>Self-Directed Learning:</i> 37, 95, 103, 111, 115, 123, 135, 169 <i>Critical Thinking:</i> 37, 95, 103, 111, 115, 123, 135, 169 <i>Responsible Citizenship:</i> 37, 95, 103, 111, 115, 123, 135, 169</p>

Meeks Heit Health and Wellness

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: 176, 177, 178-179, 180-181, 182, 183, 184, 185, 186-187, 188-189, 190, 191, 192, 194-201, 202-207</p> <p>TWE: <i>Effective Communication:</i> 192, 201, 207 <i>Self-Directed Learning:</i> 192, 201, 207 <i>Critical Thinking:</i> 192, 201, 207 <i>Responsible Citizenship:</i> 192, 201, 207</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: 104-111, 112-115, 116-123, 144-151, 194-201, 202-207, 238-243, 344-349</p> <p>TWE: <i>Effective Communication:</i> 111, 115, 123, 151, 201, 207, 243, 249 <i>Self-Directed Learning:</i> 111, 115, 123, 151, 201, 207, 243, 249 <i>Critical Thinking:</i> 111, 115, 123, 151, 201, 207, 243, 249 <i>Responsible Citizenship:</i> 111, 115, 123, 151, 201, 207, 243, 249</p>
<p>HE-H-4 identify abstinence as the only sure means of preventing pregnancy and sexually transmitted diseases.</p>	<p>SE: 124, 125, 126-127, 128, 129, 130-131, 132-133, 134, 135, 494-495</p> <p>TWE: <i>Effective Communication:</i> 135, 495 <i>Self-Directed Learning:</i> 135, 495 <i>Critical Thinking:</i> 135, 495 <i>Responsible Citizenship:</i> 135, 495</p>

Meeks Heit Health and Wellness

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: 544-547, 548-551, 552-555, 556-559, 570-575, 576-579</p> <p>TWE: <i>Effective Communication:</i> 547, 551, 555, 559, 575, 579 <i>Self-Directed Learning:</i> 547, 551, 555, 559, 575, 579 <i>Critical Thinking</i> 547, 551, 555, 559, 575, 579 <i>Responsible Citizenship</i> 547, 551, 555, 559, 575, 579</p>
<p>HE-H-6 evaluate influences of advertising on consumer choices.</p>	<p>SE: 444-445, 556, 557, 557, 558, 559 444-445</p> <p>TWE: <i>Effective Communication:</i> 559 <i>Self-Directed Learning:</i> 559 <i>Critical Thinking:</i> 559 <i>Responsible Citizenship:</i> 559</p>
<p>HE-H-7 make effective consumer decisions.</p>	<p>SE: 544-547, 548-551, 552-555, 570-575</p> <p>TWE: <i>Effective Communication:</i> 547, 551, 555, 575 <i>Self-Directed Learning:</i> 547, 551, 555, 575 <i>Critical Thinking:</i> 547, 551, 555, 575 <i>Responsible Citizenship:</i> 547, 551, 555, 575</p>

Meeks Heit Health and Wellness

Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-8 develop sound nutritional practices(e.g., meal planning, food selection, reading labels, weight control, special nutritional needs).</p>	<p>SE: 256-263, 264-269, 270-273, 274-281, 282-285, 286-293, 294-301, 302-305, 306-313, 314-321</p> <p>TWE: <i>Effective Communication:</i> 263, 269, 273, 281, 285, 293, 301, 305, 313, 321 <i>Self-Directed Learning:</i> 263, 269, 273, 281, 285, 293, 301, 305, 313, 321 <i>Critical Thinking:</i> 263, 269, 273, 281, 285, 293, 301, 305, 313, 321 <i>Responsible Citizenship:</i> 263, 269, 273, 281, 285, 293, 301, 305, 313, 321</p>
<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: 176-192, 306-313, 314-321, 342-347, 386-389</p> <p>TWE: <i>Effective Communication:</i> 192, 313, 321, 347, 389 <i>Self-Directed Learning:</i> 192, 313, 321, 347, 389 <i>Critical Thinking:</i> 192, 313, 321, 347, 389 <i>Responsible Citizenship:</i> 192, 313, 321, 347, 389</p>

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Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-10 describe safety prevention, first-aid procedures, and equipment used for common injuries.</p>	<p>SE: 650-655, 656-661, 662-667, 668-675, 676-681, 682-689, 690-695, 696-699, 700-703, 704-751</p> <p>TWE: <i>Effective Communication:</i> 655, 661, 667, 675, 681, 689, 695, 699, 703, 751 <i>Self-Directed Learning:</i> 547, 551, 555, 559, 575, 579 <i>Critical Thinking:</i> 547, 551, 555, 559, 575, 579 <i>Responsible Citizenship:</i> 547, 551, 555, 559, 575, 579</p>
<p>HE-H-11 explain procedures for handling various emergency situations.</p>	<p>SE: 682, 683, 684, 685, 686, 687, 688, 689, 704-751</p> <p>TWE: <i>Effective Communication:</i> 689, 751 <i>Self-Directed Learning:</i> 689, 751 <i>Critical Thinking:</i> 689, 751 <i>Responsible Citizenship:</i> 689, 751</p>
<p>HE-H-12 analyze risk-taking choices and actions.</p>	<p>SE: 650-655, 656-661, 662-667, 668-675, 676-681, 682-689, 690-695, 696-699</p> <p>TWE: <i>Effective Communication:</i> 655, 661, 667, 675, 681, 689, 695, 699 <i>Self-Directed Learning:</i> 655, 661, 667, 675, 681, 689, 695, 699 <i>Critical Thinking:</i> 655, 661, 667, 675, 681, 689, 695, 699 <i>Responsible Citizenship:</i> 655, 661, 667, 675, 681, 689, 695, 699</p>

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Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<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: 480-483, 484-487, 488-495, 496-505, 506-511, 512-515, 516-523, 524-527, 528-533, 534-537</p> <p>TWE: <i>Effective Communication:</i> 483, 487, 495, 505, 511, 515, 523, 527, 533, 537 <i>Self-Directed Learning:</i> 483, 487, 495, 505, 511, 515, 523, 527, 533, 537 <i>Critical Thinking:</i> 483, 487, 495, 505, 511, 515, 523, 527, 533, 537 <i>Responsible Citizenship:</i> 483, 487, 495, 505, 511, 515, 523, 527, 533, 537</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: 328-335, 336-341, 342-347, 348-351, 352-357, 358-369, 370-377, 378-385, 386-389, 390-395</p> <p>TWE: <i>Effective Communication:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Self-Directed Learning:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Critical Thinking:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Responsible Citizenship:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395</p>
<p>HE-H-15 determine sources of stress and identify stress related illnesses.</p>	<p>SE: 66, 67, 68-69, 70-71, 72, 73, 74, 75, 76, 77, 78-79, 80, 81, 510</p> <p>TWE: <i>Effective Communication:</i> 73, 81 <i>Self-Directed Learning:</i> 73, 81 <i>Critical Thinking:</i> 73, 81 <i>Responsible Citizenship:</i> 73, 81</p>

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Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>HE-H-16 analyze and use stress management strategies.</p>	<p>SE: 70-71, 510</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: 30-37, 104-111, 112-115, 136-143</p> <p>TWE: <i>Effective Communication:</i> 37, 111, 115, 143 <i>Self-Directed Learning:</i> 37, 111, 115, 143 <i>Critical Thinking:</i> 37, 111, 115, 143 <i>Responsible Citizenship:</i> 37, 111, 115, 143</p>
<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: 4-11, 12-17, 18-23, 24-29, 30-37, 66-73, 104-111, 228-233</p> <p>TWE: <i>Effective Communication:</i> 11, 17, 23, 29, 37, 73, 111, 233 <i>Self-Directed Learning:</i> 11, 17, 23, 29, 37, 73, 111, 233 <i>Critical Thinking:</i> 11, 17, 23, 29, 37, 73, 111, 233 <i>Responsible Citizenship:</i> 11, 17, 23, 29, 37, 73, 111, 233</p>
<p>HE-H-19 research mental and emotional illnesses.</p>	<p>SE: 46-57, 58-65, 74-81</p> <p>TWE: <i>Effective Communication:</i> 57, 65, 81 <i>Self-Directed Learning:</i> 57, 65, 81 <i>Critical Thinking:</i> 57, 65, 81 <i>Responsible Citizenship:</i> 57, 65, 81</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: 408-413, 414-419, 420-425, 426-437, 438-449, 450-461, 462-465, 466-469, 470-473</p> <p>TWE: <i>Effective Communication:</i> 413, 419, 425, 437, 449, 461, 465, 469, 473 <i>Self-Directed Learning:</i> 413, 419, 425, 437, 449, 461, 465, 469, 473 <i>Critical Thinking:</i> 413, 419, 425, 437, 449, 461, 465, 469, 473 <i>Responsible Citizenship:</i> 413, 419, 425, 437, 449, 461, 465, 469, 473</p>
<p>HE-H-21 define abuse (e.g., physical, emotional, sexual) and determine strategies for prevention.</p>	<p>SE: 97, 98, 99, 110-101, 137, 138, 139, 140-141, 142</p> <p>TWE: <i>Effective Communication:</i> 103, 143, 159, 425 <i>Self-Directed Learning:</i> 103, 143, 159, 425 <i>Critical Thinking:</i> 103, 143, 159, 425 <i>Responsible Citizenship:</i> 103, 143, 159, 425</p>
<p>HE-H-22 evaluate health behaviors and attitudes of peers.</p>	<p>SE: 30-37, 128, 129, 130-131, 420-423, 436, 446</p> <p>TWE: <i>Effective Communication:</i> 37 <i>Self-Directed Learning:</i> 37 <i>Critical Thinking:</i> 37 <i>Responsible Citizenship:</i> 37</p>

Meeks Heit Health and Wellness

Program of Studies: Health Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<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: 544, 545, 546, 547, 548, 573, 580, 581, 582, 583</p> <p>TWE: <i>Effective Communication:</i> 547, 583 <i>Self-Directed Learning:</i> 547, 583 <i>Critical Thinking:</i> 547, 583 <i>Responsible Citizenship:</i> 547, 583</p>
<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: 544-547, 548-551, 552-555, 556-559, 560-565, 566-569, 570-575, 576-579, 580-583, 584-591</p> <p>TWE: <i>Effective Communication:</i> 547, 551, 555, 559, 565, 569, 575, 579, 583, 591 <i>Self-Directed Learning:</i> 547, 551, 555, 559, 565, 569, 575, 579, 583, 591 <i>Critical Thinking:</i> 547, 551, 555, 559, 565, 569, 575, 579, 583, 591 <i>Responsible Citizenship:</i> 547, 551, 555, 559, 565, 569, 575, 579, 583, 591</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: 598-603, 604-609, 610-615, 616-619, 620-623, 624-627, 628-631, 632-635, 636-639, 640-643</p> <p>TWE: <i>Effective Communication:</i> 603, 609, 615, 619, 623, 627, 631, 635, 639, 643 <i>Self-Directed Learning:</i> 603, 609, 615, 619, 623, 627, 631, 635, 639, 643 <i>Critical Thinking:</i> 603, 609, 615, 619, 623, 627, 631, 635, 639, 643 <i>Responsible Citizenship:</i> 603, 609, 615, 619, 623, 627, 631, 635, 639, 643</p>

Meeks Heit Health and Wellness	
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: 328-335, 336-341, 342-347, 348-351, 352-357, 358-369, 370-377, 378-385, 386-389, 390-395</p> <p>TWE: <i>Effective Communication:</i> 355, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Self-Directed Learning:</i> 355, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Critical Thinking:</i> 355, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Responsible Citizenship:</i> 355, 341, 347, 351, 357, 369, 377, 385, 389, 395</p>

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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: 352-357, 358-369, 370-377, 378-385, 386-389, 390-395</p> <p>TWE: <i>Effective Communication:</i> 357, 369, 377, 385, 389, 395 <i>Self-Directed Learning:</i> 357, 369, 377, 385, 389, 395 <i>Critical Thinking:</i> 357, 369, 377, 385, 389, 395 <i>Responsible Citizenship:</i> 357, 369, 377, 385, 389, 395</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: 256-263, 264-269, 270-273, 274-281, 282-285, 286-293, 294-301, 302-305, 306-313, 314-321</p> <p>TWE: <i>Effective Communication:</i> 263, 269, 273, 281, 285, 293, 301, 305, 313, 321 <i>Self-Directed Learning:</i> 263, 269, 273, 281, 285, 293, 301, 305, 313, 321 <i>Critical Thinking:</i> 263, 269, 273, 281, 285, 293, 301, 305, 313, 321 <i>Responsible Citizenship:</i> 263, 269, 273, 281, 285, 293, 301, 305, 313, 321</p>

Meeks Heit Health and Wellness

Program of Studies: Physical Education (continued)

CONTENT/PROCESS	PAGE REFERENCES
<p>PE-H-5 establish, develop, and implement a lifetime personal fitness and activity plan.</p>	<p>SE: 4-11, 12-17, 18-23, 328-335, 336-341, 342-347, 348-351, 352-357, 358-369, 370-377, 378-385, 386-389, 390-395</p> <p>TWE: <i>Effective Communication:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Self-Directed Learning:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Critical Thinking:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Responsible Citizenship:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395</p>
<p>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.</p>	<p>SE: 356, 358, 359, 360-361, 362-363, 364, 366-368, 369, 370-377</p> <p>TWE: <i>Effective Communication:</i> 369, 377 <i>Self-Directed Learning:</i> 369, 377 <i>Critical Thinking:</i> 369, 377 <i>Responsible Citizenship:</i> 369, 377</p>
<p>PE-H-7 demonstrate principles of motor skill refinement (e.g., accuracy, techniques, physics).</p>	<p>SE: 356, 358, 359, 360-361, 362-363, 364, 366-368, 369, 370-377</p> <p>TWE: <i>Effective Communication:</i> 369, 377 <i>Self-Directed Learning:</i> 369, 377 <i>Critical Thinking:</i> 369, 377 <i>Responsible Citizenship:</i> 369, 377</p>

Meeks Heit Health and Wellness

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: 356, 358, 359, 360-361, 362-363, 364, 366-368, 369, 370-377, 378-385, 390-396</p> <p>TWE: <i>Effective Communication:</i> 369, 377, 385, 396 <i>Self-Directed Learning:</i> 369, 377, 385, 396 <i>Critical Thinking:</i> 369, 377, 385, 396 <i>Responsible Citizenship:</i> 369, 377, 385, 396</p>
<p>PE-H-9 develop specialized motor skills (e.g., combination of locomotor, 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: 356, 358, 359, 360-361, 362-363, 364, 366-368, 369, 370-377, 378-385, 390-396</p> <p>TWE: <i>Effective Communication:</i> 369, 377, 385, 396 <i>Self-Directed Learning:</i> 369, 377, 385, 396 <i>Critical Thinking:</i> 369, 377, 385, 396 <i>Responsible Citizenship:</i> 369, 377, 385, 396</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: 356, 358, 359, 360-361, 362-363, 364, 366-368, 369, 370-377, 378-385, 390-396</p> <p>TWE: <i>Effective Communication:</i> 369, 377, 385, 396 <i>Self-Directed Learning:</i> 369, 377, 385, 396 <i>Critical Thinking:</i> 369, 377, 385, 396 <i>Responsible Citizenship:</i> 369, 377, 385, 396</p>
<p>PE-H-11 analyze object manipulation to make recommendations for improvements.</p>	<p>This content is not covered in Glencoe Health and Wellness.</p>

Meeks Heit Health and Wellness

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: 352-357, 358-369, 370-377, 378-385, 386-389, 390-395</p> <p>TWE: <i>Effective Communication:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Self-Directed Learning:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Critical Thinking:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395 <i>Responsible Citizenship:</i> 335, 341, 347, 351, 357, 369, 377, 385, 389, 395</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: 356, 358, 359, 360-361, 362-363, 364, 366-368, 369, 370-377, 378-385, 390-396</p> <p>TWE: <i>Effective Communication:</i> 369, 377, 385, 396 <i>Self-Directed Learning:</i> 369, 377, 385, 396 <i>Critical Thinking:</i> 369, 377, 385, 396 <i>Responsible Citizenship:</i> 369, 377, 385, 396</p>
<p>PE-H-14 refine techniques (e.g., practice, repetition, preparation) in lifetime activities and sports to enhance performance.</p>	<p>SE: 356, 358, 359, 360-361, 362-363, 364, 366-368, 369, 370-377, 378-385, 390-396</p> <p>TWE: <i>Effective Communication:</i> 369, 377, 385, 396 <i>Self-Directed Learning:</i> 369, 377, 385, 396 <i>Critical Thinking:</i> 369, 377, 385, 396 <i>Responsible Citizenship:</i> 369, 377, 385, 396</p>

Meeks Heit Health and Wellness	
Program of Studies: Physical Education (continued)	
CONTENT/PROCESS	PAGE REFERENCES
<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: 356, 358, 359, 360-361, 362-363, 364, 366-368, 369, 370-377, 378-385, 390-396</p> <p>TWE: <i>Effective Communication:</i> 369, 377, 385, 396 <i>Self-Directed Learning:</i> 369, 377, 385, 396 <i>Critical Thinking:</i> 369, 377, 385, 396 <i>Responsible Citizenship:</i> 369, 377, 385, 396</p>

Meeks Heit Health and Wellness	
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: 88-95, 96-103, 104-111, 112-115, 116-123, 124-135, 136-143, 144-151, 152-159, 160-169</p> <p>TWE: <i>Effective Communication:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169 <i>Self-Directed Learning:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169 <i>Critical Thinking:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169 <i>Responsible Citizenship:</i> 95, 103, 111, 115, 123, 135, 143, 151, 159, 169</p>

Meeks Heit Health and Wellness

Program of Studies: Wellness Content Chart (continued)

CONTENT	PAGE REFERENCES
<ul style="list-style-type: none"> examine economic, social, cultural, and religious influences on wellness. 	<p>SE: 4-11, 12-17, 18-23, 66-73, 176-192, 238-243, 274-281</p> <p>TWE: <i>Effective Communication:</i> 11, 17, 23, 73, 192, 243, 281 <i>Self-Directed Learning:</i> 11, 17, 23, 73, 192, 243, 281 <i>Critical Thinking:</i> 11, 17, 23, 73, 192, 243, 281 <i>Responsible Citizenship:</i> 11, 17, 23, 73, 192, 243, 281</p>
<ul style="list-style-type: none"> describe components of holistic health. 	<p>SE: 108</p>
<ul style="list-style-type: none"> apply mathematics, science, and communication skills to technical content. 	<p>SE: 59, 91</p>
<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. 	<p>This content is not covered in Meeks Heit Health and Wellness.</p>

Meeks Heit Health and Wellness

Program of Studies: Wellness Content Chart (continued)

CONTENT	PAGE REFERENCES
<ul style="list-style-type: none">debate issues relating to death and dying.	SE: 244, 245, 246, 247, 248, 249 TWE: <i>Effective Communication:</i> 249 <i>Self-Directed Learning:</i> 249 <i>Critical Thinking:</i> 249 <i>Responsible Citizenship:</i> 249

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>SE: 571-572, 584-589</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>Meeks Heit Health and Wellness</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>SE: 571-572, 584-589</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>SE: 571-572, 584-589</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>SE: 571-572, 584-589</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>Meeks Heit Health and Wellness</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>SE: This content is not covered in <i>Meeks Heit Health and Wellness</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>Meeks Heit Health and Wellness</i>.</p>

Health and Wellness 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>Meeks Heit Health and Wellness</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 Meeks Heit 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 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	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.

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>Meeks Heit 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>Meeks Heit 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>Meeks Heit 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>Meeks Heit 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
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	<i>Meeks Heit 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.
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	<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.

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>Meeks Heit 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-game show 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>Meeks Heit 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-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>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>Meeks Heit 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>Meeks Heit Health</i>.</p>

Instruction and Assessment (continued)	Comments
Differentiation techniques and activities suggested.	<i>Meeks Heit 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>Meeks Heit 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.

<p style="text-align: center;">Organization and Structure (continued)</p>	<p style="text-align: center;">Comments</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>Meeks Heit 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.</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><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.</p>

Organization and Structure (continued)	Comments
Employs accurate grammar and spelling.	<i>Meeks Heit 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>Meeks Heit 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>Meeks Heit 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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