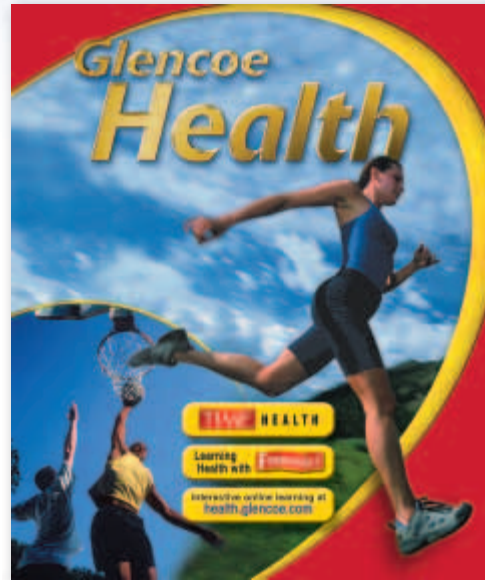


**Research-
Based
Strategies
Used to
Develop**



*Glencoe
Health*

BUILDING HEALTHY FUTURES

The National Health Education Standards

The Joint Committee on National Health Education Standards (JCNHES), funded by the American Cancer Society, published the *National Health Education Standards Achieving Health Literacy* in 1995. As the JCNHES explains, these standards play an integral role in promoting health education:

“In this era of education reform, National Health Education Standards are critical to the healthy development of children and youth. National Health Education Standards improve student learning across the nation by providing a foundation for curriculum development, instruction, and assessment of student performance. National Health Education Standards provide a guide for enhancing preparation and continuing education of teachers. The goal of the National Health Education Standards is improved educational achievement for students and improved health in the United States.”

The National Health Education Standards are based on the concept of health literacy, and address the ways in which health literacy is fostered. The JCNHES defines health literacy as “the capacity of individuals to obtain, interpret,

and understand basic health information and services and the competence to use such information and services in ways that enhance health.” Four characteristics were identified as being essential to health literacy. The health-literate individual needs to be

- **A critical thinker and problem solver** who is able to evaluate health information and make responsible, healthy choices.
- **A responsible, productive citizen** who acts in a way that promotes the health of the community. This individual chooses safe, healthful, and legal behaviors that are consistent with family guidelines and that show respect for self and others.
- **A self-directed learner** who takes responsibility for personal growth and development. This includes being able to evaluate whether health information is reliable, accurate, and current.
- **An effective communicator** who is able to express health knowledge in a variety of ways.

Prior to 1995, health education focused on ten content areas. The new National Health Education Standards, revised in 2006, change the focus from providing content information to (1) emphasizing knowledge of the concepts that influence health promotion and disease prevention, and (2) promoting the skills needed to take action in health promotion and disease control. Two major rationales fueled this shift:

1. Health information changes rapidly in today's world. Students may learn what factors influence health, such as peers, media, genetics, environment, occupations, and culture. However, this information may quickly become outdated. As researchers discover new causes for diseases and new ways to maintain health, it is important that students know how to access new information and assess it for validity.
2. With respect to health information, knowledge does not always translate into action. The new health education standards focus on skill-building to help students *use* information to achieve or maintain good health for themselves, their families, and their communities.

Glencoe Health Supports the National Health Education Standards

Health education today seeks to expand not only students' understanding of basic health concepts, but also the application of this information to improve their own health and the health of others. To do so, health education must emphasize skills development and provide opportunities for students to practice healthy behaviors. Skills-based health education and interactive teaching methods have been shown to promote healthy lifestyles and reduce risk behaviors (Tobler, Roona, & Ochshorn, 2000; Botvin, Schinke, Epstein, & Diaz, 1994; Errecart, Walberg, Ross, Gold, Fiedler, & Kolbe, 1991).

Glencoe Health supports the National Health Education Standards (see **Figure 1**).

National Health Education Standards	
<p>Health Education Standard 1 Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Health Education Standard 5 Decision-Making: Students will demonstrate the ability to use decision-making skills to enhance health.</p>
<p>Health Education Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<p>Health Education Standard 6 Goal-Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>
<p>Health Education Standard 3 Accessing Information: Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>Health Education Standard 7 Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.</p>
<p>Health Education Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Health Education Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.</p>

Figure 1

Comprehensive Health Education Content Areas	CDC Adolescent Risk Behaviors
Community health Consumer health Environmental health Family life Mental and emotional health Injury prevention and safety Nutrition Personal health Prevention and control of disease Substance use and abuse	Tobacco use Dietary patterns that contribute to disease Sedentary lifestyle/physical inactivity Sexual behaviors that result in HIV infection, other STDs, and pregnancy Alcohol and other drug use behaviors Behaviors that contribute to unintentional injuries and violence

Figure 2

The text employs an interactive, student-centered, skills-based approach toward meeting the National Health Education Standards. At the beginning of each chapter in the Teacher Wraparound Edition, *Glencoe Health* provides a Planning Guide showing how each lesson meets the Standards.

In addition, *Glencoe Health* focuses on delivering content in ten areas identified as the core curriculum for comprehensive health education programs. *Glencoe*

Health also addresses the six adolescent health-risk behaviors identified by the Centers for Disease Control and Prevention (CDC) as contributors to the leading causes of morbidity and mortality among youth (see **Figure 2**).

Glencoe Health Promotes Healthy Lifestyles and Risk Reduction with Research-Based Instructional Strategies

To meet the needs of a standards-supporting curriculum, *Glencoe Health* is built upon eight specific research-based strategies. These strategies integrate quality content with opportunities for students to practice healthy behaviors.

1. Practicing Important Tasks and Skills

Providing students with opportunities to practice important tasks and skills has long been considered a successful strategy to improve understanding and memory (Anderson, 1995; King-Friedrichs, 2001; Marzano, Pickering, & Pollock, 2001). Practicing health skills deepens students' understanding of the material. By applying health skills and knowledge, students model positive behaviors that promote lifelong health.

HEALTH CONSEQUENCES OF BULIMIA NERVOSA
 Repeated bingeing, purging, and fasting can cause serious health problems or even death. Frequent vomiting and diarrhea can lead to dehydration, kidney damage, and irregular heartbeat. Vomiting also destroys tooth enamel; causes tooth decay; and damages the tissues of the stomach, esophagus, and mouth. Frequent use of laxatives disrupts digestion and absorption and may cause nutrient deficiencies. Laxative abuse can also change the composition of the blood. Treatment of bulimia nervosa usually includes both medication and psychological counseling.

Binge Eating Disorder
 People with **binge eating disorder**, a disorder characterized by compulsive overeating, consume huge amounts of food at one time but do not try to purge. This disorder may signal the use of food as a coping mechanism for strong emotions or depression. Treatment involves professional psychological counseling and sometimes medication.

Reading Check
Demonstrate What can you do if you suspect a friend has an eating disorder?

Health Skills Activity
Decision Making: Helping a Friend Get Help
 Andrey and Rebecca are friends. They are both on the school basketball team. Lately, Andrey has noticed that Rebecca skips lunch and seems to be losing weight.
 One day after practice, Rebecca tells Andrey that she is going to jog for at least a mile. Andrey is amazed. "What do you mean? You just ran up and down the court for two full hours."
 Rebecca says, "I ate a salad for lunch today. I'm getting fat." Andrey suspects that Rebecca has an eating disorder and wonders how to help her.

What Would You Do?
 Apply the decision-making steps to Andrey's problem.
 1. State the situation.
 2. List the options.
 3. Weigh the possible outcomes.
 4. Consider values.
 5. Make a decision and act.
 6. Evaluate the decision.

Lesson 2 Fat Diets and Eating Disorders 155

► Health Skills Activity features give students the opportunity to apply health skills and knowledge of health concepts.

LESSON 1

The Role of the Family

1 FOCUS

Guide to Reading

Building Vocabulary

Have students write a sentence describing what the word *family* means to them. Ask volunteers to read their sentences to the class.

Reading Strategy

Student answers will vary. Responses should include Social Health—we learn social skills and how to get along with others from our family members; Physical Health—Parents or guardians provide food, clothing, and shelter while all family members promote healthful behaviors and safety skills; Mental/Emotional Health—family members nurture and support each other.

TRYING TO PRIOR KNOWLEDGE

Have students share what they already know about families. Ask: What are some of the roles of family members? What are some of their responsibilities? Explain that the lesson will focus on the roles and responsibilities of family members and the traits of a healthy family.

Health Skills Features

"Making Time for Family Fun," p. 277

LESSON 1

The Role of the Family

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- family (p. 274)
- extended family (p. 277)
- sibling (p. 278)
- affirmation (p. 278)

Focusing on the Main Ideas

In this lesson, you will learn how to:

- Describe the effects of family relationships on physical, mental/emotional, and social health.
- Connect the roles of parents, grandparents, and other family members in promoting a healthy family.
- Relate family roles and responsibilities to healthy behavior.

Reading Strategy

Classify

Draw a triangle. Label each side with one of the following: Physical, Mental/Emotional, and Social Health. As you read, record the main ideas on the appropriate sides of the triangle.

Write a brief paragraph describing some of the ways you interact with, and support your family.

What Is a Family?

The family is the basic unit of society, providing a safe and nurturing environment for its members. Because the health of society is directly related to the health of the family, promoting healthy families contributes to a healthy society.

A healthy family freely expresses mutual love and respect. Its members communicate effectively with one another, providing support and encouragement. Through caring family relationships, teens develop the values and self-confidence that help them make responsible decisions and work to achieve their goals. In addition, a strong family foundation can serve as an important protective factor, helping children and teens to avoid risky behaviors.

Figure 11.1

FAMILY LIFE AND YOUR HEALTH TRIANGLE

All sides of your health triangle are affected by your family relationships.

Social Health

The family helps its members develop communication skills and the ability to get along with others.

Physical Health

The family provides food, clothing, and shelter to its members. Family members also promote healthful behaviors and safety skills.

Mental/Emotional Health

Family members nurture and support one another. They contribute to a sense of belonging and a feeling of security.

274 Chapter 11 Family Relationships

Chapter 11 • Lesson 1

2 TEACH

Visual Learning

Figure 11.1 Direct students to review the information shown in Figure 11.1. Divide the class into three groups, and assign each group one side of the health triangle. Have each group write down additional examples of ways in which family relationships promote the assigned area of health. Then ask volunteers to use the lists from each group to create a poster depicting some of the examples.

Discussing

On the board, list the names of some popular family dramas or situational comedies. Discuss the strengths portrayed in these TV families. Ask questions such as: Why are these families successful (or unsuccessful)? How do family members meet one another's physical, mental/emotional, and social needs? Are the portrayals realistic? Conclude by saying that all families are different, and each one has its strengths and weaknesses.

Cooperative Learning

Divide the class into two groups. One group will list ways the family can affect that person's self-concept. The other group will list the ways in which a person's self-concept can affect his or her family's health.

Lesson 1 Resources

Teacher Classroom Resources

- Concept Mapping Activity 38
- Cross-Curriculum Activity 11
- Current Health Issues 11
- Enrichment Activity 11
- Guided Reading Activities 38
- Health Lab 11
- Lesson Plan 38

Lesson Quiz 38

Parent Letter and Activities 11

- Reteaching Activity 38

Student Activity Workbook

- Applying Health Skills 38
- Chapter 11 Study Guide

Multimedia

- Transparency 29

Homeless Families

Females who are single parents account for a rapidly increasing percentage of homeless and impoverished people in the United States. Have students conduct research about homeless or poverty-stricken families in their community or state. How many are single women with children? What factors account for their homelessness? (Inadequate or minimum wages for women, teen pregnancy, or lack of child support) What services does the community offer to help low-income and homeless families? Encourage students to discuss problems and solutions.

Glencoe Health offers numerous opportunities for students to practice health skills. Health Skills Activities, found throughout the text, present realistic scenarios that prompt students to practice skills in *communication, decision making, refusal, conflict resolution, and goal setting*. Real-Life Application features help students develop skills in analyzing information, evaluating facts, and forming conclusions about health-related information. Hands-On Health Activities provide engaging, step-by-step activities in which students apply health skills as well as knowledge of health concepts. In addition, every Chapter Review opens with a variety of Health Skills Application activities.

2. Using Prior Knowledge to Learn New Information

According to researchers, learning occurs within the context of what is already known (Walberg, 1999). When students tap into previously learned information, they are able to learn new, related material more effectively. Strategies

to promote this type of learning include (1) prompting students to recall prior knowledge or previous experiences, and (2) providing opportunities for students to repeat learning activities in order to reinforce the acquisition of new information and skills (Hardiman, 2001). To further facilitate learning, teachers can refer students to the textbook, use analogies, and encourage students to ask questions and elaborate on information from the textbook and other reliable sources. This research-based strategy is also central to successful reading and writing performances (Guthrie & Alvermann, 1999).

Glencoe Health incorporates many features and activities that foster learning through prior knowledge. Tying to Prior Knowledge, featured in the Teacher Wraparound Edition, is specifically designed to help students acquire new knowledge by connecting it to previously learned information. Spotlight on Health, presented in chapter openers, helps students clarify, in their own words, what they already know about the chapter content. Another chapter

▲ Glencoe Health's Teacher Wraparound Edition offers engaging activities that prepare students to learn new material while drawing on prior knowledge.

opener feature, Introducing the Chapter, helps teachers motivate students by linking them to technology options such as the *Glencoe Health Online Learning Center* and *MindJogger Videoquizzes*. All of these features actively engage students in the process of learning new material.

3. Using Visuals to Communicate, Organize, and Reinforce

Visuals, such as diagrams, charts, illustrations, and photographs, play an important role in the learning process. Studies have shown that the two hemispheres of the brain process information differently. The right hemisphere is associated with creativity and imagery, and the left hemisphere is associated with logic and symbols (such as words and numbers). Integrating

information processed from both sides of the brain leads to more complete learning. Thus, it is important to incorporate both visually stimulating learning materials and text-based materials in a curriculum (Hardiman, 2001). A program that combines interesting visuals with verbal descriptions increases the chances of students learning, understanding, and remembering important concepts. In addition, some students may be visual learners. Effective graphics will help these students comprehend and retain health information. Research also shows that the mental images stimulated by high-quality visuals extend retention of material compared with text only or lower-quality visuals (Willows & Houghton, 1987).

Glencoe Health is presented in a visually dynamic style that will engage and motivate students. Each chapter incorporates visual learning techniques by directing students to examine eye-catching charts, tables, art, and photography. Explanatory captions complement the rich visuals, stimulating both hemispheres of the brain.

4. Balancing Explicit and Implicit Instruction

Research shows that lecturing alone is not sufficient for meaningful learning. A successful curriculum is one that combines both explicit and implicit instruction. Explicit instruction occurs when teachers and textbooks clearly explain problem-solving strategies to students in a direct, low-inference fashion (Duffy, 2002). Implicit instruction occurs when students figure out for themselves how to grapple with problems and construct conceptual knowledge (Pressley, Harris, & Marks, 1992; Shulman & Keislar, 1996). Evidence suggests that experiential learning activities that require students to make decisions, conduct experiments, and solve real-world problems

▼ Figures and charts engage students by utilizing visual learning techniques.

The Importance of Family

Although families differ in size and makeup, a healthy family strives to promote the physical, mental/emotional, and social health of its members. Some of the ways in which the family meets these needs are shown in **Figure 11.1**.

Meeting Physical and Other Basic Needs

Most parents and guardians work hard to provide for their family's basic physical needs, including food, clothing, and shelter. Adult family members also make certain that children get medical and dental checkups, receive immunizations, and learn to practice healthful behaviors. The family is responsible for teaching children the skills needed to live safely in their environment. For example, children need to be taught how to cross streets safely and not to get into a car with a stranger. As they grow and mature, children learn more life skills from older members of the family. These skills may include strategies for improving or maintaining personal, family, and community health.

FIGURE 11.1

FAMILY LIFE AND YOUR HEALTH TRIANGLE

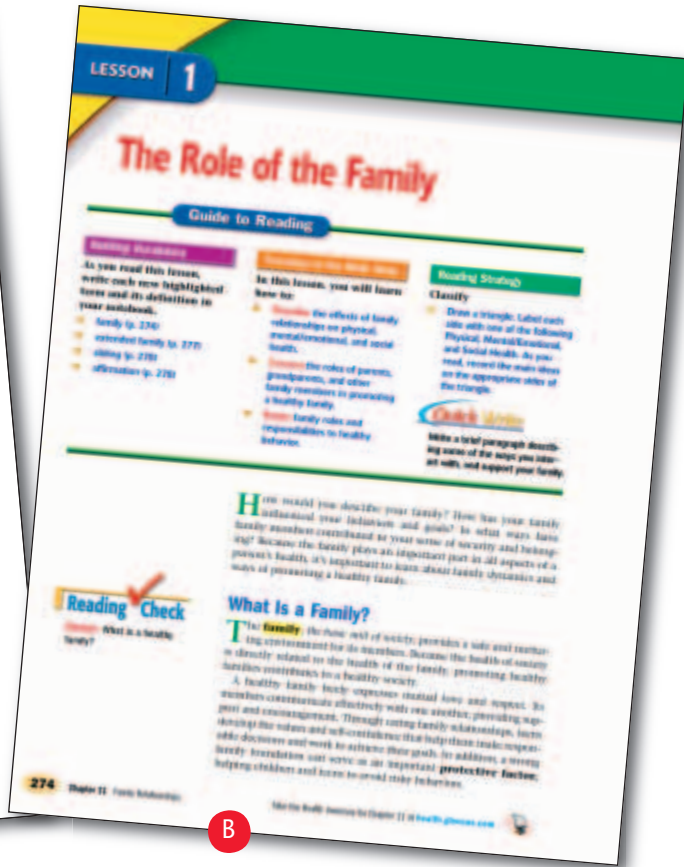
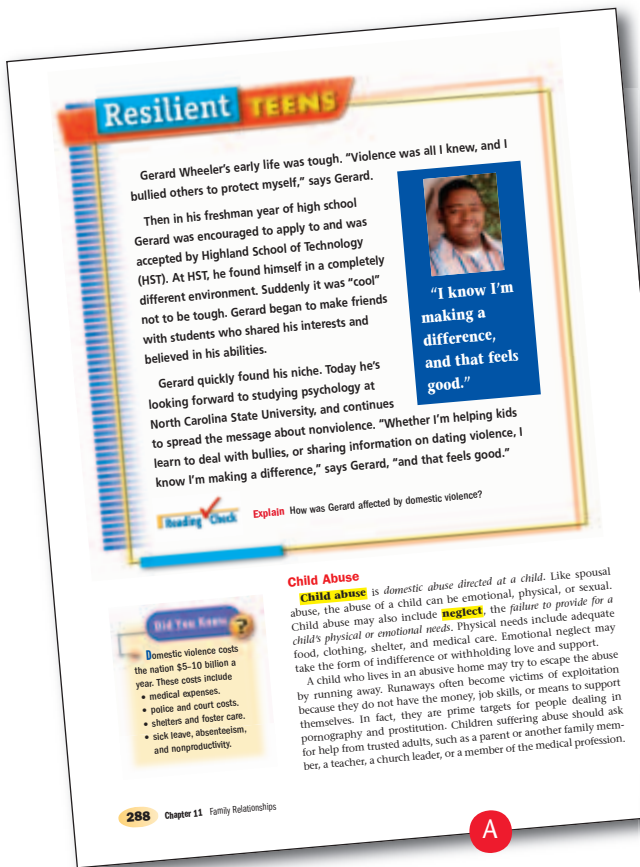
All sides of your health triangle are affected by your family relationships.

Social Health
The family helps its members develop communication skills and the ability to get along with others.

Physical Health
The family provides food, clothing, and shelter to its members. Family members also promote healthful behaviors and safety skills.

Mental/Emotional Health
Family members nurture and support one another. They contribute to a sense of belonging and a feeling of security.

Lesson 1 The Role of the Family 275



enhance learning and memory (Leamnsion, 2000; Hardiman, 2001). Students are more likely to retain knowledge when they explore, question, discuss, and discover key concepts or ideas. This is not to say that teachers are removed from the educational process. Rather, the learning experience should include a balance of explicit and implicit instruction.

Interactive learning activities can be found throughout *Glencoe Health*. These include features such as Hands-On Health, Health Skills Activities, Real-Life Applications, Character Check, TIME Health, and Health Labs. These activities engage students in the process of investigating and solving problems in their personal lives as well as in their schools and communities.

5. Authentic Instruction and Achievement

Authentic instruction is a framework for high-quality instruction that engages students in higher-order thinking, and connects the classroom to the real world

(Newmann & Wehlage, 1993). This type of instruction is aimed at producing student achievement that is meaningful and significant beyond the classroom. *Glencoe Health* addresses authentic instruction and achievement in features such as Resilient Teens, Eye on the Media, and Real-Life Application. The Resilient Teens feature promotes critical thinking by offering students the opportunity to describe the decision-making process that other teens used when making healthy choices. The Eye on the Media feature, available via *Glencoe Health's* Online Learning Center at health.glencoe.com, assists students in examining how mass media influence health decisions. The Real-Life Application feature offers students experience in analyzing information, evaluating facts, and forming conclusions about health using primary source material.

6. Developing Reading Comprehension and Writing Skills

Reading, decoding, and writing skills help students to remember important

- A** *Glencoe Health* promotes authentic instruction. Engaging features, such as Resilient Teens, provide students with authentic learning experiences.
- B** *Glencoe Health* promotes the development of reading and writing skills. Guide to Reading, which starts every lesson, offers vocabulary building, reading, and writing activities based on lesson content.

ideas needed to learn new information, understand information required to practice important tasks, and develop verbal skills needed to perform well on achievement tests and later in life. Students must have opportunities to establish reading comprehension strategies such as questioning, visualizing, clarifying, elaborating, inferring, concluding, summarizing, and predicting (Pressley, 2002). They must also engage in writing for a variety of purposes (Graham & Harris, 2000).

Glencoe Health offers a thorough and consistent integration of reading and writing activities. The Student Edition and Teacher Wraparound Edition incorporate reading and writing development sections that can help students better understand the material they read. *Glencoe Health* features that integrate reading and writing skills include Building Vocabulary, Spotlight on Health, Quick Write, Reading

Check, and Thinking Critically exercises that incorporate descriptive, expository, narrative, personal, and persuasive writing. Ancillary workbooks that focus on developing reading comprehension and writing skills are also available; such as *Reading Tutor*, *Guided Reading Activities*, and *Student Activity Workbook*.

7. Learning by Using Study Strategies

Study strategies can help students understand, organize, remember, and apply new information presented in textbooks (Bransford, 1979; Corno, 1994). Study strategies used to learn from textbooks include concept mapping, highlighting, outlining, note taking, summarizing, and underlining (Peeverly, Brobst, Graham, & Shaw, 2003). Engaging students in the creation of non-linguistic representations of knowledge also stimulates and increases brain activity (Gerlic & Jausovec, 1999). Graphic organizers have long been recognized as an effective way for students to generate non-linguistic representations (Walberg, 1999).

Glencoe Health makes this process easier by offering an array of strategies and organizational tools. These include Foldables™ Study Organizers, concept maps, outlines, and tables.

8. Cooperative Learning

Cooperative learning occurs when students work in pairs or groups to complete tasks. Research shows that cooperative learning provides practice at valuable skills, such as positive interdependence, face-to-face interactions, individual and group accountability, interpersonal skills, and group processing (Johnson & Johnson, 1999). Research also confirms positive benefits for students in cooperative learning environments, including improved attitudes toward learning, greater time-on-task, and increased student achievement (Slavin, 1989/1990). Positive effects on social support behaviors and attitudes towards culturally diverse and academically handicapped peers have also been reported (Solomon, Watson, Schaps,

▼ Cooperative Learning Activities provide practice in working with a group.

Chapter 5 • Lesson 1

Resilient TEENS

When 14-year-old Ali Hoy's mother and father split up, she was relieved. The late night arguments and shouting stopped. Ali admits to being confused and embarrassed by all that was happening in her life. "I was really sad and worried at first," she says. "Then Mom took me to a counselor, and things got better."

Today, Ali's outlook is different. Her mother remarried and she's now part of a busy, happy family. She's studying oil painting, pottery, and guitar. She's involved in a variety of clubs and activities, including 4H and basketball. She's also become the family cook, preparing healthy dinners most evenings that are ready when her family comes home.

Ali has decided to become a professional chef. In her spare time, she writes away to culinary schools throughout the United States, requesting applications so that she can start right after she finishes high school in a couple of years. "I think all that stuff with the divorce made me tough," she says. "I know I'm strong."

ACTIVE READING

Survey and Question
SQ3R (an acronym for Survey, Question, Read, Recite, and Review) is an effective study technique to boost comprehension and recall. To apply this strategy, ask students to scan the chapter. Have them read titles, headings, and captions and scan illustrative material about the content of students what the about tions th in the s students answer to stud they are to some more st Reading TCR.

Cooperative Learning Activity

Body Image and the Media Teens may become obsessed with weight or body image by comparing themselves unfavorably to media images of models and celebrities. Explain that the photos in many ads are enhanced using computer technology. Have students collect and share several magazine ads or describe TV commercials that feature unrealistic images against which teens might measure themselves. Direct them to examine the ads. Ask: What unrealistic qualities do the ads project? Overly slender bodies? Bulging muscles? Have the class form a panel to discuss the role of the media in projecting nonrealistic body images for teens.

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Battistich, & Solomon, 1990). Cooperative learning has a highly positive effect when compared with strategies in which students compete with each other and strategies in which students work on tasks individually (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981). A balance of cooperative learning and individual learning allows students to develop group skills as well as practice skills independently (Anderson, Reder, & Simon, 1997).

Every chapter in *Glencoe Health* offers students opportunities to work individually or as part of a group on meaningful health-related tasks. The *Teacher Classroom Resources* also includes comprehensive, cooperative learning activities specifically directed toward building health skills.

Glencoe Health—Focusing on the Building Blocks of Human Development that Promote Healthy Behaviors

Two building blocks leading to the development of responsible adults are resiliency and youth development (or developmental assets).

- **Resiliency** is defined as the environmental and psychological factors that help youth rise above adverse events in their lives. Resiliency is one critical developmental factor that promotes healthy behaviors and reduces risky behaviors. Research cites four developmental outcomes that reflect resiliency. These categories include social competence, problem solving, autonomy, and sense of purpose (Bernard, 2004).
- **Youth development** (or developmental assets, as defined by the Search Institute) lists the forty characteristics necessary for a child to develop into a responsible, thriving adult. The Search Institute's developmental assets (see **Figure 3** on page 10) include those relating to the individual (internal assets) and those relating to his or her environment (external assets). Studies reveal strong and consistent

relationships between the number of assets present in youth and the degree to which they develop positive and healthy lifestyles. Research shows that 62 percent of youth between the ages of 12 and 18 lack more than half of the necessary developmental assets to be successful, healthy young people (Search Institute, 2005).

Glencoe Health fosters resiliency and the development of the Search Institute's assets by

- providing content with concrete examples of teens who have faced adversity and made positive choices;
- including features and activities focusing on the Search Institute's 40 Developmental Assets;
- incorporating the core concepts of the 40 Developmental Assets in the text.

Verifying Learning—Assessment of Student Understanding in *Glencoe Health*

Glencoe Health offers teachers many choices to assess students' understanding of key concepts and skills. Assessment features, which support the No Child Left Behind Act and the National Health Education Standards, include the following:

- **Lesson and Chapter Reviews.** Lesson and chapter review questions provide an immediate review of the main ideas. Questions address facts and vocabulary, stimulate critical thinking, and provide practice in the application of health skills. Answer keys are provided in the Teacher Wraparound Edition.
- **Lesson Quizzes.** This ancillary booklet contains one-page quizzes for each lesson in *Glencoe Health*, providing teachers with another tool to assess student comprehension of health content. An answer key is provided.

40 Developmental Assets	
EXTERNAL ASSETS	INTERNAL ASSETS
<p>Support</p> <ul style="list-style-type: none"> Family support Positive family communication Other adult relationships Caring neighborhood Caring school climate Parent involvement in schooling 	<p>Commitment to Learning</p> <ul style="list-style-type: none"> Achievement motivation School engagement Homework Bonding to school Reading for pleasure
<p>Empowerment</p> <ul style="list-style-type: none"> Community values youth Youth as resources Service to others Safety 	<p>Positive Values</p> <ul style="list-style-type: none"> Caring Equality and social justice Integrity Honesty Responsibility Restraint
<p>Boundaries and Expectations</p> <ul style="list-style-type: none"> Family boundaries School boundaries Neighborhood boundaries Adult role models Positive peer influence High expectations 	<p>Social Competencies</p> <ul style="list-style-type: none"> Planning and decision making Interpersonal competence Cultural competence Resistance skills Peaceful conflict resolution
<p>Constructive Use of Time</p> <ul style="list-style-type: none"> Creative activities Youth programs Religious community Time at home 	<p>Positive Identity</p> <ul style="list-style-type: none"> Personal power Self-esteem Sense of purpose Positive view of personal future

Figure 3

- **Assessment Chapter and Unit Tests.** This ancillary booklet offers comprehensive review questions of the key concepts and vocabulary through chapter and unit tests. Two forms of each chapter test are provided for alternative or make-up tests. An answer key is provided.
- **Standardized Test Practice.** At the end of each Chapter Review, a page of standardized test questions is available to prepare students for the types of questions they will find on state and national exams.
- **Performance Assessment Activities.** This ancillary booklet assesses learning in ways that require students to demonstrate how they can apply health knowledge and skills.
- **ExamView® Assessment Suite.** This CD-ROM enables teachers to create their own tests based on information contained in the textbook. A variety of question types—true/false, modified true/false, short answer, and multiple choice—offer flexibility in developing a multitude of tests. Answers to the questions are included.

- **MindJogger Videoquizzes.** This CD-ROM helps students learn the fundamentals of health through a fun, interactive game show format. The combination of audio questions, screen questions, and eye-catching visuals tests students' health knowledge while keeping their interest high.

Reaching Every Student— Health for All Students with Glencoe Health

Glencoe Health offers a variety of engaging, relevant, and appropriate instructional methods for all learning styles and ability levels. Teachers can incorporate a wide variety of resources in their instruction:

- **Inclusion strategies** provide ideas for engaging students with different learning styles and ability levels.
- **Intervention and remediation supplements** help students who are struggling with the material. Titles include *Reading Tutor*, *Reteaching Activities*, and *Concept Mapping Activities*.
- **Enrichment activities** enable students who have mastered the information to explore more in-depth health concepts. Titles include *Enrichment Activities* and *Current Health Issues*.
- **Spanish resources** provide translated print and online materials to aid native Spanish speakers who are learning English. Products that have been translated into Spanish include the entire text of *Glencoe Health*; *Audio Chapter Summaries*; *Parent Letters and Activities*; *Chapter Summaries*, *Quizzes*, and *Activities*; and online activities including Vocabulary PuzzleMaker and eFlashcards.

In addition, a full line of multimedia resources is available with *Glencoe Health*. These resources offer a range of technology options to enhance skills, promote critical thinking, and connect the classroom to the world in which students

live. Multimedia resources include *Being Healthy, Staying Healthy* DVD Series; *ExamView® Assessment Suite*; *Interactive Chalkboard PowerPoint Presentations* on CD-ROM with Image Bank; *Vocabulary PuzzleMaker* Software; *MindJogger Videoquizzes* for VHS or DVD; *Audio Chapter Summaries* on CD-ROM in English and Spanish; and *Nutrition and Physical Activity: On Your Own Explorations* CD-ROM, which helps students make critical decisions about food intake and physical activity.

Glencoe Health also offers a wide variety of online resources and activities to complement the comprehensive health program. For teachers, the Online Learning Center (OLC) at health.glencoe.com provides:

- **Textbook resources**, including national standards correlations, inclusion strategies, and information for teachers using Eye on the Media and other activities available through the OLC.
- **Block schedule lesson plans** incorporating cross-curriculum, reading skills, and media lessons designed for longer class periods.
- **Technology projects** that help students integrate the use of technology for classroom assignments.
- **Professional development articles** that address current issues and trends in health education.
- **National organizations** with links to helpful health resources.
- **Additional resources**, such as links to the latest health conferences and grants, condensed *ExamView® Assessment Suite* instructions, and a link to Glencoe's Teaching Today.

For students, the OLC offers:

- **Web links** to extend lesson content.
- **Health updates** based on news stories to keep students informed.
- **Career Corner**, which provides information on careers in health.

- **Additional activities**, such as on-line quizzes, eFlashcards, concentration games, health inventories, Eye on the Media activities, and lesson study guides.

Glencoe Health's online resources also include *Parent Letters* in English and Spanish. By offering such diverse resources and learning tools, *Glencoe Health* ensures that every student can master the concepts described in the National Health Education Standards.

Evidence of *Glencoe Health's* Effectiveness

Abt Associates Inc. Study—During the 2003–2004 academic year, Abt Associates Inc., an independent research firm, conducted an evaluation of *Glencoe Health* ©2004 to determine if use of the health textbook helps high school students achieve mastery of the National Health Education Standards. The evaluation used a pre- and post-test design and measured achievement of students' mastery of both health content and health-enhancing skills. It included items from the National Health Education Assessment in the content areas of alcohol and other drugs, tobacco use prevention, nutrition, and physical activity/fitness. This was the first study in which the National Health Education Assessment items have been used to assess the effectiveness of a commercial health education textbook in advancing students' mastery of the National Health Education Standards.

The results indicated that *Glencoe Health* contributed positively to high school students' mastery of the National Health Education Standards. Students improved both their understanding of health concepts and their ability to apply health-enhancing skills in their lives. Overall, the study provided strong and persuasive evidence that *Glencoe Health* can help students achieve excellence in health education.

Learner Verification Study—During the spring of 2006, *Glencoe*

Health underwent a three-month Learner Verification Study. The purpose of the study was to (1) gather evidence to support the assumption that the instructional model used in *Glencoe Health* helps teachers prepare students to be successful on national, state, and local assessments; and (2) obtain qualitative comments from participating teachers and students.

The study sample consisted of 948 students and 14 teachers in five states. The schools were located in small towns, suburban areas, mid-sized cities, and large cities.

Teachers who participated in the study agreed to teach three chapters during the three-month study period. Prior to teaching the chapters, they administered a pre-test to determine their students' prior health knowledge. After teaching each chapter, students took a post-test. Both the pre- and post-test consisted of multiple choice and true-false questions.

Results of the study show that 59 percent of the students who participated in the study were likely to increase their test scores by an average of three percentage points.

Evaluation Study—During the spring of 2006, Glencoe also conducted an Evaluation study of selected chapters of *Glencoe Health* ©2007. More than 500 students in six schools participated in the pre- and post-test evaluation. Teachers were provided with three chapters of *Glencoe Health*, and all of the accompanying ancillary pages. Each teacher selected and taught one chapter. Prior to teaching the chapter, they administered a pre-test to the students. After completing the chapter coursework, students took a post-test.

The results indicated that 85 percent of students increased their test scores after studying *Glencoe Health*. Student comprehension of the health concepts improved, showing that *Glencoe Health* helps students with varied backgrounds master health concepts and take responsibility for their own health.

Examples of Research-Based Strategies in *Glencoe Health*

Learning Strategy	Select Examples from <i>Glencoe Health</i>
Using prior knowledge to learn new information	SE: 3, 47, 109, 169, 223, 273, 329, 385, 441, 485, 539, 585, 647, 705, 765 TWE: 27, 58, 60, 80, 93, 130, 170, 188, 224, 262, 330, 386, 574, 611, 652, 674, 714, 772 MindJogger Videoquizzes
Practicing important tasks and skills	SE: 15, 39, 62, 66, 100, 118, 160, 191, 217, 240, 253, 277, 321, 333, 369, 430, 471, 490, 549, 593, 607, 660, 678, 716, 753 TWE: 19, 35, 51, 76, 84, 137, 153, 180, 207, 235, 258, 293, 311, 345, 392, 397, 449, 495, 532, 554, 564, 607, 639, 678, 692, 753, 757
Using visual to communicate, organize, and reinforce	SE: 124, 172, 368, 372, 377, 388, 401, 571, 579, 685, 711, 744 TWE: 38, 124, 131, 264, 396, 476, 515, 613, 707, 743 Teaching Transparencies Interactive Chalkboard
Balancing implicit and explicit learning	SE: 22, 68, 89, 138, 191, 226, 265, 345, 436, 508, 606, 730 TWE: 42, 104, 242, 354, 410, 556, 668, 700 Interactive Chalkboard
Authentic instruction and achievement	SE: 3, 40, 73, 112, 169, 176, 247, 265, 314, 359, 455, 485, 518, 539, 601, 621, 705, 721 TWE: 27, 95, 109, 149, 197, 203, 273, 288, 378, 385, 502, 513, 544, 561, 614, 647, 735, 745 Online Learning Center (health.glencoe.com)
Developing writing and reading comprehension skills	SE: 17, 64, 98, 130, 157, 188, 286, 331, 376, 498, 574, 662, 749 TWE: 33, 114, 158, 205, 280, 399, 524, 592, 652, 742 Reading Tutor Guided Reading Activities Student Activity Workbook Vocabulary PuzzleMaker
Learning by using study strategies	SE: 3, 27, 47, 73, 109, 143, 169, 197, 223, 247, 273, 301, 329, 359, 385, 415, 441, 463, 485, 513, 539, 561, 584, 621, 647, 673, 705, 735, 765 Dinah Zike's Reading and Study Skills Foldables™
Cooperative learning	SE: 19, 127, 268, 410, 554 TWE: 6, 7, 12, 14, 117, 124, 125, 249, 401, 496

Figure 4 SE: Student Edition TWE: Teacher Wraparound Edition

Summary

Glencoe/McGraw-Hill is committed to the idea that health curricula should strive to meet all of the National Health Education Standards. A sound health curriculum allows teachers to guide students to increased levels of sophistication in health skills and knowledge. This, in turn, provides students with the information and knowledge they need to improve and maintain their health. It also provides students with the tools to make a powerful contribution to the health of others.

To meet this goal, *Glencoe Health* offers a text that reinforces the concepts defined by the National Health Education Standards and provides ample opportunities for students to practice and apply health skills. **Figure 4** presents examples of the research-based strategies used in *Glencoe Health*. Students learn how to make better choices and understand why it is important to their future health to make healthy choices while they are teens. *Glencoe Health* also reinforces the 40 Developmental Assets identified by the Search Institute, helping students to recognize the characteristics

that contribute to wellness. Learning about and strengthening these building blocks of development increase students' chances of becoming healthy, caring, and responsible adults.

Grounded in the belief that health should be accessible to all students, *Glencoe Health* is designed to meet the needs of all learners. In-text activities are written for students with a wide range of skills, abilities, and learning styles. In addition, *Glencoe Health* offers specialized ancillaries that meet the needs of students with reading difficulties, advanced or gifted students, students who are having difficulty understanding health concepts, and students who are learning the English language.

The National Health Education Standards were developed to accomplish many goals, including guiding the development of curriculum frameworks, assessments, and other instructional materials. Attaining the vision of the National Health Education Standards requires the talents, energy, and attention of many individuals, including students, teachers, school administrators, policy makers, teacher educators, parents, local communities, and curriculum developers. Glencoe is proud to contribute to this on-going effort by providing the *Glencoe Health* program as a model of excellence in health education in the twenty-first century.

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