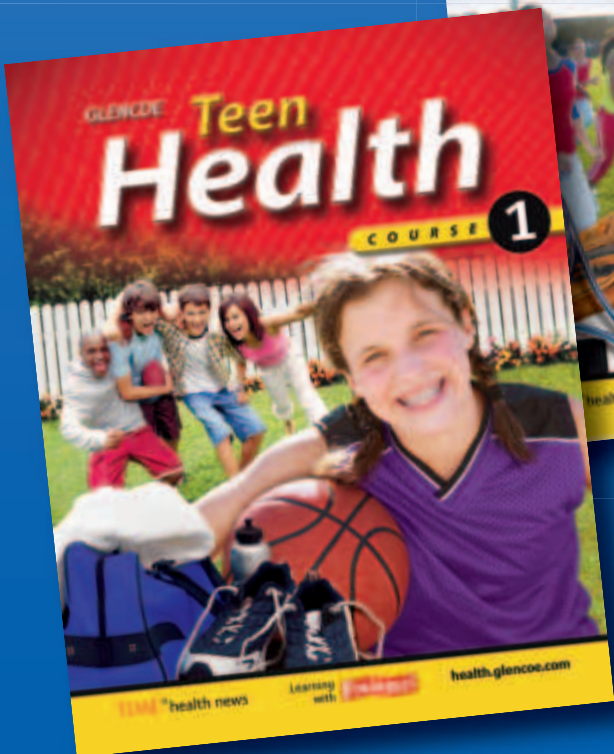


Research- Based Strategies Used to Develop



*Teen
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, changed the focus from providing content information to (1) emphasizing knowledge of the concepts that influence health promotion and disease prevention, and (2) developing the skills needed to take action in health promotion and disease control (See **Figure 1**). 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 or 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.

Teen 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 skill 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).

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

Glencoe’s *Teen Health* is a sequential, three-course program for middle school students that provides a comprehensive health education program. The texts employ 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, *Teen Health* provides a Planning Guide showing how each lesson meets the Standards.

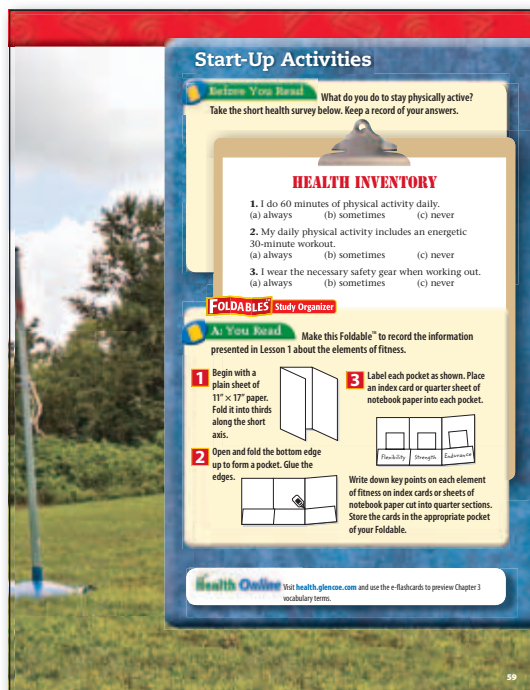
In addition to supporting the National Health Education Standards through skills-based instruction, *Teen Health* focuses on delivering content in ten areas identified as the core curriculum for comprehensive health education programs. *Teen Health* also addresses in depth the six adolescent health-risk behaviors identified by the Centers for Disease Control and Prevention as contributors to the leading causes of morbidity and mortality among youth (See **Figure 2**).

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

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

1. 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



► **Start-Up Activities** actively engage students in the learning process.

Building Health Skills

GOAL SETTING

Setting a Health Goal

DIRECTIONS

Goal Setting involves setting positive goals and taking steps to achieve them. This activity will give you the opportunity to develop and master this important health skill. Here's a guide to the different parts of this activity:

- 1 In the **Model** section, you will read about a teen who performs the health skill successfully. This "model" scenario will show you how the skill is done.
 - 2 The **Practice** section will help guide you in practicing the skill.
 - 3 In the **Apply** section, you will have a chance to perform the skill on your own. You can use the Self-Check to check your work.
- To complete this activity, first read the scenario presented in the Model. Then move on to the Practice. Finally, go ahead and try the Apply.

1 Model

Kayla wanted to try out for the basketball team. Tryouts were three months away. Kayla set a goal to get in shape and improve her skills in time for tryouts. She wrote down her goal: Improve my basketball skills so I can make the team."

Next, Kayla listed the steps that she would need to take to reach this goal. These steps included being able to jog for 20 minutes without stopping and improving her passing skills. Kayla talked to the coach to find out how else she could prepare. She asked her friend Lauren, who also wanted to join the team, to practice with her.

Every afternoon, the girls practiced basketball drills or went running. They made a schedule to track their progress and supported each other. Both Kayla and Lauren made the team. To celebrate, they went out for pizza.

2 Practice

Kayla has been feeling tired lately. Lauren, however, always seems to have energy. At lunch, Kayla sees that Lauren's meal is made up of a variety of healthful foods. Kayla realizes that she is eating a lot of empty-calorie foods.

Kayla sees that her food choices are affecting her energy level. What realistic health goal can she set to improve her energy level? Write down this goal. Use the remaining goal-setting steps to create a plan that will help Kayla achieve this goal.

3 Apply

Set a health goal for yourself. Then create a tri-fold brochure that illustrates this goal. Use your goal as the title on the front of the brochure. On the inside of the brochure include: 1) three ways that reaching your goal will improve your health; 2) a list of the steps you need to take to reach your goal; 3) the names of people who can help you reach your goal; 4) the checkpoints you'll use to evaluate your progress; and 5) your reward for reaching the goal. Use different fonts, graphics, or art to illustrate your brochure. Explain your brochure to the class.

Skill Summary

GOAL SETTING

1. Set a realistic goal and write it down.
2. List the steps to reach your goal.
3. Get help and support from others.
4. Set checkpoints to evaluate your progress.
5. Reward yourself.

Self-Check

- Does my title include a realistic goal?
- Does my brochure explain how the goal will improve my health?
- Does my brochure show the steps of goal setting?



Building Health Skills 53

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).

Each chapter opener in *Teen Health* presents a Before You Read feature that prompts students to take a short Health Quiz, complete a Health Inventory, or respond to an Instant Message dialogue. These activities help elicit knowledge that students may already have about the chapter content. Chapter openers also direct students to the Online Learning Center, where they can complete an introductory activity. At the beginning of each lesson, Quick

Write activities help students draw from prior knowledge and start thinking about the information in the upcoming lesson. These features actively engage students in the process of learning new material.

2. 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 the students' understanding of the material. By applying health skills and knowledge, students model positive behaviors that promote lifelong health.

Teen Health provides a variety of features that foster skills development. Health Skills Activities offer realistic scenarios for students to practice health skills in core content areas. More extended practice is available in the Building Health Skills features, which follow a model-practice-apply format. Positive

▲ Building Health Skills features provide students with opportunities to practice and apply important health skills.

role modeling of a health skill is presented, and students are guided to practice the skill and then apply it to real life. In addition, Hands-On Health Activities provide engaging, step-by-step activities in which students apply health skills as well as knowledge of health concepts.

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).

Teen 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 enhance learning and memory (Leamson, 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

▼ *Teen Health* figures and charts engage students by utilizing visual learning techniques.

Be sure to use a toothpaste or mouthwash that contains fluoride. **Fluoride** is a chemical that helps prevent tooth decay. In many areas, fluoride is added to tap water.

Tooth Decay

Brushing and flossing also remove plaque. **Plaque** is a thin, sticky film that builds up on teeth and leads to tooth decay. Bacteria in plaque feed on the carbohydrates—sugars and starches—in the foods you eat. These bacteria produce acids that can break down tooth enamel leading to tooth decay and holes, or cavities.

Plaque also causes tartar. **Tartar** is hardened plaque that hurts gum health. You can't just brush away tartar. A dentist or dental hygienist must remove it with special tools that clean and polish surfaces of the teeth.

Reading Check Compare How does plaque differ from tartar?

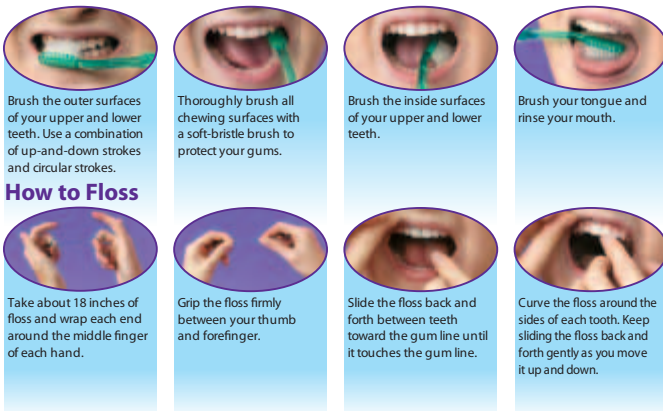
▼ FIGURE 11.1

BRUSHING AND FLOSSING THE RIGHT WAY

Brushing and flossing regularly helps prevent tooth decay and other health problems. **How else can you improve the health of your teeth?**

How to Brush

Be sure to brush your teeth for at least two minutes—30 seconds for each area of your mouth.



Lesson 1

Building Communication Skills

Guide to Reading

Building Vocabulary

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

- communication (p. 174)
- verbal communication (p. 175)
- nonverbal communication (p. 175)
- body language (p. 175)
- tact (p. 176)

Focusing on the Main Ideas

In this lesson, you will be able to

- define communication.
- recognize different ways of communicating.
- list ways of speaking clearly and listening carefully.
- demonstrate communication skills.

Reading Strategy

Predicting Look at the main headings, figures, and captions before reading this lesson. Write a sentence or two to predict the kinds of information you might learn.

Foldables™ *Look Inside* Use the Foldable™ on p. 173 as you read this lesson.

Quick Write

Think of a time when a friend didn't understand what you were trying to say. Write two or three sentences that describe the situation.

What Is Communication?

Jenna just talked on the phone to Paul about a report for health class. Paul gave her some tips on finding the information she needed for her part of the report. Jenna and Paul communicated. **Communication** is the exchange of information through the use of words or actions.

Every communication needs three parts. The first is the sender. The second is the receiver. The third is the message. Communication depends on all three parts. The message must go from the sender to the receiver. The sender must make the message clear. The receiver must pay attention or the receiver might misunderstand. Then communication breaks down.

▶ Every communication requires a sender, a receiver, and a message. What might prevent a message from getting through to a receiver?



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When you express yourself clearly and understand other people, you can communicate effectively. Healthy relationships have a lot to do with how you communicate. The better you communicate, the stronger your relationships are likely to be. Good communication skills can help you succeed in all parts of your life. Let's look at the two types of communication: verbal and nonverbal.

Reading Check **List** What are the three parts of any communication?

Verbal Communication

Jenna and Paul used words to talk about their report. Their report will use words to express their ideas. These are examples of verbal communication. **Verbal communication** is expressing feelings, thoughts, or experiences with words, either by speaking or writing. This is the kind of communication people use most. Verbal communication lets you read a book, a magazine, an Internet site, or a street sign. It lets you keep in touch with people by phone, in person, and by writing letters and e-mail. It also lets you enjoy television, radio, and films.

Nonverbal Communication

You can send a clear message even when you don't say anything at all. When you smile, wave, or high-five a teammate after winning a relay race, you're using nonverbal communication. **Nonverbal communication** is getting messages across without using words. It uses **body language**—postures, gestures, and facial expressions—to send messages.

Body language is a powerful tool for nonverbal communication. It can give your words extra meaning. It can also send messages you're not aware of. If you feel calm and sure of yourself when speaking to a group, your body language will show it. For example, someone who feels disapproval might cross his or her arms or frown.

Reading Check **Name** Give two examples of nonverbal communication.

▶ Body language is important in nonverbal communication. What does the body language of these teens tell you?



Lesson 1: Building Communication Skills 175

Connect to Social Studies

Communication Across Cultures

Each culture has its own ways to communicate nonverbally. People of some cultures bow to show respect. People of other cultures feel that making direct eye contact during conversation is disrespectful. In the United States, people usually shake hands when they meet for the first time.

Research how nonverbal communication varies across cultures. Record your information in a chart. In your chart, include a description of each example and what it communicates.

that teachers are removed from the educational process. Rather, the learning experience should include a balance of explicit and implicit instruction.

Teen Health employs interactive learning activities through features such as Building Health Skills, Health Skills Activities, Hands-On Health, Health Online, Connect to..., Media Watch, and Developing Good Character. These features engage students in the process of investigating and solving problems in their personal lives, as well as in their schools and communities. The Teacher Wraparound Edition contains active learning strategies that provide additional opportunities for creative hands-on learning in the classroom.

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. *Teen Health* addresses authentic instruction and achievement in features such as TIME health news, Connect to..., and Media Watch. TIME health news articles present health-related content in a fun, lively, magazine-style format. The Connect to... feature provides cross-curriculum activities that help students see how health is related to other areas such as science, mathematics, language arts, and social studies. The Media Watch feature raises awareness about the media's impact on people's lives, and especially on their health.

6. Developing Reading Comprehension and Writing Skills

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

▲ Features such as Building Vocabulary, Quick Write, and Reading Check help students improve reading and writing skills.

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).

Teen Health offers a thorough and consistent integration of reading and writing activities. The Student Edition and Teacher Wraparound Edition incorporate reading and writing strategies that can help students better understand the material they read. Features that integrate reading and writing skills include Building Vocabulary, Reading Strategy, Quick Write, Reading Check, Thinking Critically questions, and Write About It exercises that include descriptive, expository, narrative, personal, and persuasive writing. Ancillary workbooks that focus on developing reading comprehension and writing skills are also available. These titles include *Reading Tutor* and *Student Activities Workbook*.

7. Learning by Using Study Strategies

There are no shortcuts to learning, but 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 (Pevery, 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).

Utilizing strategy learning takes years of practice and help from teachers through monitoring and thoughtful feedback to students (Pressley & McCormick, 1995). *Teen 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, 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 *Teen Health* offers students opportunities to work as part of a group on meaningful health-related tasks. The Teacher Wraparound Edition also includes comprehensive, cooperative learning activities specifically directed toward promoting healthful behaviors.

Examples of the eight research-based strategies in *Teen Health* are presented in **Figure 3** on page 9.

Teen 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).

Examples of Research-Based Strategies in *Teen Health*

Learning Strategy	Select Examples from <i>Teen Health Course 2</i>
Using prior knowledge to learn new information	SE: 3, 35, 60, 84, 173, 202, 297, 328, 439, 464, 507 TWE: 36, 96, 194, 230, 290, 328, 394, 427, 464, 508
Practicing important tasks and skills	SE: 15, 64, 96-97, 185, 209, 250, 356-357, 405, 432-433, 514 TWE: 25, 50, 120, 186, 256-257, 312, 342, 405, 477, 509, 515
Using visuals to communicate, organize, and reinforce	SE: 19, 68, 109, 158, 210, 240, 332, 341, 428, 473, 515 TWE: 39, 74, 112, 213, 267, 305, 337, 408, 419, 478, 516 Powerpoint® Presentation Teaching Transparencies
Balancing implicit and explicit learning	SE: 13, 26, 89, 138, 193, 253, 311, 396, 432-433, 498 TWE: 6, 64, 89, 117, 161, 209, 249, 331, 396, 473, 520
Authentic instruction and achievement	SE: 14, 98, 117, 154, 224, 246, 307, 358, 404, 434, 502 TWE: 5, 26, 69, 168, 212, 254, 279, 308, 354, 366, 434 Online Learning Center (health.glencoe.com)
Developing writing and reading comprehension skills	SE: 4, 33, 104, 225, 272, 317, 359, 407, 440, 505, 521 TWE: 6, 36, 89, 150, 203, 213, 252, 310, 361, 379, 404, 444 Reading Tutor Fast Files Student Activities Workbook Vocabulary PuzzleMaker
Learning by using study strategies	SE: 103, 131, 264, 327, 439, 446, 507 TWE: 35, 132, 213, 359, 371, 471 Dinah Zike's Reading and Study Skills Foldables™
Cooperative learning	SE: 15, 39, 185, 196, 269, 314, 395, 405, 520 TWE: 67, 86, 106, 207, 246, 301, 335, 358, 409, 444

Figure 3 SE: Student Edition TWE: Teacher Wraparound Edition

■ **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 4** 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

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 4

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).

Teen Health fosters resiliency and youth development by incorporating these concepts in the texts and by providing

features and activities that reinforce both internal and external assets.

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

Teen 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:

- **Reading Checks.** These quick activities provide on-going opportunities for student self-assessment. Students are challenged to summarize, restate, apply, and explain important concepts they have just read in the text.
- **Lesson Reviews.** These questions provide an immediate review of each lesson's vocabulary and main ideas. Students are also asked to demonstrate understanding of an important health skill.
- **Chapter Assessments.** This summative assessment provides a comprehensive review of all the chapter's key concepts and vocabulary terms.
- **Standardized Test Practice.** At the end of each chapter assessment, standardized test questions prepare students for the types of questions they will find on state and national tests.
- **Rubrics in the Teacher Wraparound Edition.** The Building Health Skills features and the Write About It exercises include assessment scoring criteria to help teachers grade students' work more precisely.
- **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.
- **Fast Files.** These separate ancillary products contain additional lesson quizzes and chapter tests. Answer keys are provided at the back of the ancillary. The *Fast Files* booklets also include performance assessment resources. Performance tasks and rubrics are provided to help teachers evaluate each task.

Reaching Every Student— Health for All Students with *Teen Health*

Teen 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:

- **Universal Access activities**, which appear in the Teacher Wraparound Edition, offer ideas to engage students with different learning styles and ability levels.
- **Reteaching activities**, which appear in the Teacher Wraparound Edition and *Fast Files*, provide activities to help students who are struggling with the material.
- **Enrichment activities**, which appear in the Teacher Wraparound Edition and *Fast Files*, offer activities that enable students who have mastered the information to explore more in-depth health concepts.
- **Reading Tutor**, a separate ancillary booklet, contains vocabulary terms and essential lesson content written two grade levels below the textbook to aid struggling readers. Graphic organizers are also provided to help students organize key concepts in each lesson.
- **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 *Teen Health*; Parent Letters and Activities; Chapter Summaries, Quizzes, and Activities; *Vocabulary PuzzleMaker*; *ExamView® Assessment Suite*; and online features such as Audio Lesson and Chapter Summaries.

In addition, a full line of multimedia resources is available with *Teen 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 the *Teen Health* Video Series or DVD Series; *Promoting Healthy Lives and Relationships* VHS; *Staying Drug Free and Avoiding Violence* VHS; *Developing Character and Social Skills* VHS; *ExamView® Assessment Suite*; *TeacherWorks* CD-ROM; *StudentWorks Plus* CD-ROM; and *Vocabulary Puzzle-Maker* CD-ROM.

Teen 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 correlations to national and state health standards, inclusion strategies, and teaching tips.
- **Lesson plans** designed to enhance the health classroom in three areas: cross-curriculum, reading skills, and media literacy.
- **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 grant opportunities, condensed *ExamView® Assessment Suite* instructions, and a link to Glencoe's Teaching Today.

For students, the OLC offers a complete online version of *Teen Health*, additional Building Health Skills activities, information on careers in health in the Career Corner section, Student Web Activities, Audio Chapter Summaries in English and Spanish, self-check quizzes, Health Inventories, study guides, and interactive games such as eFlashcards and crossword puzzles. By offering such diverse resources and learning tools, *Teen Health* ensures that every student

can master the concepts described in the National Health Education Standards.

Evidence of Teen Health's Effectiveness

Abt Associates Inc. Study—During the 2003–2004 academic year, Abt Associates Inc., an independent research firm, conducted an evaluation of *Teen Health* ©2003 to determine if use of the textbook helps middle 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 *Teen Health* contributed positively to middle 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 *Teen Health* can help students achieve excellence in health education.

University of Arkansas Study—During the 2005–2006 academic year, Betty Hubbard, one of the authors of *Teen Health*, worked in conjunction with the University of Arkansas to conduct a study testing the efficacy of a health education curriculum using *Teen Health* and *Glencoe Health*. The study, funded by the Arkansas State Department of Education, Office of Comprehensive School Health Programs, evaluated 669 middle school and high school students from Little Rock, Arkansas. 330 students participated in the treatment group, which received health

instruction using either *Teen Health* or *Glencoe Health*. 339 students were in the control group and did not receive any health instruction.

An instrument was developed for pre- and post-testing of both groups. The instrument contained thirty selected response items taken from the Health Education Assessment Project database. Fifteen of these items assessed health concepts and fifteen items assessed health skills. Preliminary results indicate a significant increase in health concepts and skills among students who were taught the health curriculum.

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, helps students 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, *Teen 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. Students learn how to make better choices and understand why making healthy choices as teens is important to their future health. *Teen 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, *Teen 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, *Teen 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 several 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 *Teen Health* program as a model of excellence in health education in the twenty-first century.

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