

# 2017 Health Education Review

## Health Education Evaluation Tool – Grades 9-12

Publisher Name:	McGraw-Hill School Education LLC
Title:	Glencoe Health
ISBN #	9780021303861
Author:	Bronson
Copyright	2014
Reviewer ID:	<a href="#">Click here to enter text.</a>

### Instructions

#### **Publishing Company:**

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

#### **Review Team Member:**

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

### Standards Alignment Evaluation Rubric

0 = No Alignment– **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

**N/A** = Not applicable for standard.

## Idaho Content Standards: Health Education- Grades 9-12

### **Standard 1: Comprehend Core Concepts**

**Core Concepts of Health Education for Grades 9-12 are defined below:**

#### **Alcohol, Tobacco & Other Drugs**

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body and mind.

#### **Nutrition & Physical Activity**

To be ready to learn and achieve to their fullest potential adolescents need to acquire knowledge and skills to be well nourished and physically active. The benefits include enhanced energy level, academic performance, self-image and ability to prevent disease.

#### **Injury Prevention & Safety**

Unintentional and intentional injuries rank among the greatest threats to the health of adolescence and adults. Instruction includes safe living skills and choices, violence prevention, and emergency response and preparedness. Young adults need to be aware they are responsible for their own safety and the safety of others.

#### **Mental, Emotional & Social Health**

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses of self and others. Knowledge and skills include emotional intelligence, stress management, recognizing mental illness, suicide prevention, healthy relationships, communication skills, and conflict resolution.

#### **Prevention & Control of Disease**

Individuals have a considerable measure of control over their own health and the chance of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases include recognizing risk factors and identifying methods of contraction and transmission, to include universal precautions. Information and discussion of sexually transmitted diseases and HIV are important components of this content area. Information should be factual, medically accurate, and objective.

#### **Consumer & Community Health**

Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. Instruction includes knowledge about health insurance, health related research, advertising, and fraudulent claims.

#### **Growth, Development & Family Life**

A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes in relationships with others that accompany social development, the acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity (e.g., personal, legal and economic responsibilities of parenthood), encouragement of abstinence from sexual activity, sexually transmitted diseases (e.g., transmission and prevention), and pregnancy prevention. Information should be factual, medically accurate, and objective.

#### **Environmental Health**

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health, and practices that reverse or slow down environmental pollution and related problems.

Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p><b>Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.</b></p>	<p><u>9-12.H.1.1.1</u> Predict how behaviors can affect wellness.</p>	<p>Ch1/L1/Scr2, Ch2/L2/Scr2, Ch2/L3/Scr1, Ch3/L3/Scr1, Ch4/L2/Scr1&amp;4, Ch6/L1/Scr1, Ch7/L1/Scr1-5, Ch10/L1/Scr1, Ch10/L4/Scr1&amp;4-5, Ch12/L1/Scr2-3, Ch18/L1/Scr4, Ch18/L2/Scr1-4, Ch18/L3/Scr1, Ch20/L1/Scr1-5, Ch21/L1/Scr1-4, Ch22/L1/Scr1-5, Ch23/L1/Scr4, Ch23/L3/Scr4, Ch24/L1/Scr1, Ch25/L1/Scr2-3, Ch26/L1/Scr1-4, Ch27/L2/Scr4, Ch28/L1/Scr3.</p> <p>Ch1/L1/R, Ch2/L2/R, Ch4/L2/RLI, Ch4/A/Scr1, Ch12/L1/R, Ch20/L1/RWC, Ch21/L1/R, Ch22/L1/R, Ch22/A, Ch25/L1/R, Ch26/L1/RLI</p> <p>The screen numbers listed contain information that enables students to predict how behaviors related to nutrition, physical, mental, emotional, and social health behavior, and physical health and safety can affect wellness.</p> <p>-----</p> <p>[GLOBAL KEY FOR ACRONYMS: Ch=Chapter, L=Lesson, Scr=Screen, R=Review, A=Assessment, RLI=Real Life Issues, RWC=Real World Connection, HSA=Health Skills activity, TMD=Teens Making a Difference.]</p>	<p>Choose an item.</p>
	<p><u>9-12.H.1.1.2</u> Describe the interrelationships of emotional, mental, physical, and social health.</p>	<p>Ch1/L1/Scr2-3, Ch1/L2/Scr1-4, Ch3/L1/Scr1, Ch4/L1/Scr4, Ch5/L1/Scr1-3. Ch1/L1/RLI, Ch1/A/Scr1, Ch3/L1/R, Ch4/L1/R, Ch4/A/Scr1</p> <p>The screen numbers listed contain information that enables students to describe the interrelationships, through the use of a health triangle, and stating that all three sides or elements of the triangle should be balanced as it examines the three elements.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.1.1.3</u> Analyze how environment and wellness are interrelated (e.g., second hand smoke/vapors from vaping).</p>	<p>Ch1/L2/Scr2, Ch20/L1/Scr1-3, Ch20/L2/Scr1-3, Ch20/L3/Scr1-2, Ch21/L2/Scr1-2, Ch22/L1/Scr2, Ch23/L1/Scr2-3, Ch25/L2/Scr2-3, Ch26/L1/Scr1, Ch28/L2/Scr1-3. Ch1/L3/R, Ch20/L1/RWC, Ch20/L1/R, Ch20/A/Scr1&amp;3, Ch22/A/Scr4, Ch23/L1/R, Ch25/A/Scr1-2, Ch28/L2/R</p> <p>The screen numbers listed contain information that enables students to analyze how environment and wellness are interrelated through showing effects of secondhand</p>	<p>Choose an item.</p>

		smoke/vapors, vaping, using drugs, food choices, air quality, and disease.	
	9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.	Ch1/L2/Scr1, Ch11/L1/Scr3, Ch11/L2/Scr3, Ch17/L1/Scr3-4, Ch17/L2/Scr2&4, Ch20/L3/Scr1-2, Ch21/L2/Scr1&3, Ch28/L1/Scr3. Ch1/L2/R, Ch1/A/Scr2, Ch17/L2/RLI, Ch17/L2/R, Ch20/L3/R, Ch20/L2/R, Ch21/A/Scr3  The screen numbers listed contain information that enables students to analyze how genetics and family history affect personal health in relation to alcohol use, smoking, weight, hereditary disease, social influences, and physical appearance.	Choose an item.
	9-12.H.1.1.5 Propose ways to reduce health problems.	Ch1/L3/Scr3&4, Ch1/L4/Scr3, Ch2/L1/Scr1, Ch2/L3/Scr1, Ch3/L2/Scr4, Ch3/L3/Scr2, Ch4/L2/Scr2, Ch5/L3/Scr4, Ch5/L4/Scr2, Ch7/L1/Scr4, Ch8/L2/Scr3, Ch8/L3/Scr6, Ch10/L2/Scr1, Ch11/L1/Scr4-6, Ch12/L3/Scr1-5, Ch13/L2/Scr2, Ch15/L1/Scr6, Ch15/L2/Scr3, Ch16/L1/Scr4, Ch16/L2/Scr3, Ch16/L3/Scr3-4, Ch17/L1/Scr4, Ch17/L2/Scr5, Ch17/L3/Scr3, Ch18/L3/Scr4, Ch19/L1/Scr1-4, Ch19/L2/Scr1-3, Ch20/L2/Scr4, Ch20/L3/Scr3, Ch21/L2/Scr4, Ch21/L3/Scr5, Ch22/L4/Scr1-4, Ch23/L1/Scr4, Ch23/L3/Scr4-5, Ch24/L2/Scr1-3, Ch24/L4/Scr2, Ch25/L2/Scr3-4, Ch25/L3/Scr2, Ch26/L1/Scr2, Ch26/L2/Scr2-6, Ch27/L4/Scr4, Ch28/L2/Scr4-5, Ch28/L3/Scr5. Ch1/L3/RLI, Ch1/L4/RLI, Ch3/L2/RLI, Ch3/L3/HSA, Ch4/L2/RLI, Ch4/L2/HSA, Ch5/L3/RLI, Ch5/L4/RLI, Ch5/L4/R, Ch8/L2/TMD, Ch10/L2/R, Ch11/L1/RLI, Ch12/L3/RLI, Ch12/L3/HSA, Ch13/L2/R, Ch15/L1/R, Ch16/L2/RWC, Ch16/L3/R, Ch17/L1/RLI, Ch17/L3/R, Ch19/L2/RLI, Ch20/L2/RLI, Ch21/L3/R, Ch22/L2/RLI, Ch22/L4/RLI, Ch23/L2/RLI, Ch23/L3/RLI, Ch24/L2/R, Ch25/L1/RWC, Ch26/L2/RLI, Ch27/L4/RLI  The screen numbers listed contain information that enables students to propose ways and strategies to promote health and reduce health problems related to alcohol, tobacco, drugs, nutrition, physical activity, physical safety, mental-emotional-social health, disease, consumer and community health, growth, development and family life, and environmental health.	Choose an item.
	9-12.H.1.1.6 Analyze the relationship between access to health care and health status.	Ch1/L4/Scr3, Ch2/L1/Scr3-4, Ch4/L3/Scr4, Ch5/L1/Scr3, Ch5/L4/Scr2-4, Ch17/L3/Scr3, Ch20/L2/Scr4, Ch28/L1/Scr3.	Choose an item.

		<p>CH1/L4/RLI, Ch2/A, Ch5/L4/R, Ch17/L3/R, Ch20/L2/HSA, Ch28/L2/RWC</p> <p>The screen numbers listed contain information that enables students to analyze how access to health care can affect health status regarding promoting health and reducing health problems related to physical, mental, societal, and environmental health.</p>	
	<p><u>9-12.H.1.1.7</u> Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p>	<p>Ch1/L2/Scr4, Ch1/L3/Scr2-3, Ch2/L1/Scr2, Ch3/L3/Scr3-4, Ch8/L1/Scr1. Ch1/L3/RWC, Ch2/A/Scr1, Ch8/L2/R</p> <p>The screen numbers listed contain information that enables students to compare and contrast benefits of and barriers to practicing healthy behaviors in relation to factors that influence health, risks and behaviors, refusal skills, and peer relationships.</p>	Choose an item.
	<p><u>9-12.H.1.1.8</u> Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.</p>	<p>Ch1/L3/Scr2, Ch3/L2/Scr4, Ch4/L2/Scr1, Ch6/L2/Scr3, Ch8/L3/Scr3-4, Ch9/L3/Scr2&amp;4-6, Ch11/L1/Scr3, Ch11/L2/Scr3-4, Ch12/L1/Scr3, Ch13/L1/Scr3, Ch13/L2/Scr3, Ch13/3/Scr5, Ch19/L2/Scr3, Ch20/L1/Scr1-5, Ch21/L1/Scr1&amp;3, Ch21/L3/Scr1-5, Ch22/L1/Scr4-5, Ch22/L2/Scr2-4, Ch22/L3/Scr1-6, Ch24/L2/Scr1-3, Ch24/L3/Scr1-3, Ch25/L1/Scr4, Ch26/L2/Scr1. Ch1/L3/RLI, Ch1/A/Scr3, Ch3/A, Ch4/L1/RWC, Ch6/L2/RLI, Ch9/L3/RWC, Ch11/L1/RWC, Ch11/L2/RLI, Ch12/L4/RLI, Ch13/L1/RLI, Ch13/L3/RLI, Ch19/L2/RLI, Ch20/L1/RWC, Ch21/L1/R, Ch22/L1/RLI, Ch24/A, Ch25/L1/RLI, Ch26/L1/RLI</p> <p>The screen numbers listed contain information that enables students to analyze the potential severity of health problems that result from unhealthy behaviors related to physical/mental/social health, stress, bullying, violence, disease, smoking, alcohol, substance abuse, and safety.</p>	Choose an item.

Standard 2: Analyzing Influences			
Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 2.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.	9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.	Ch1/L2/Scr1&4, Ch6/L1/Scr1, Ch7/L1/Scr1&4-5, Ch7/L2/Scr2&5, Ch7/L3/Scr1-3, Ch10/L1/Scr3, Ch11/L2/Scr1-3, Ch17/L2/Scr1, Ch20/L2/Scr1-2, Ch21/2/Scr1-2, Ch22/L1/Scr2, Ch26/L2/Scr3. Ch1/L4/RLI, Ch7/L2/RLI, Ch7/L3/TMD, Ch7/A/Scr1, Ch8/A/Scr3, Ch10/A/Scr1, Ch11/L3/RLI, Ch17/L2/RLI, Ch21/L1/HSA  The screen numbers listed contain information that enables students to analyze how family and culture can influence health beliefs and behaviors related to, for example, physical/mental/social health, nutrition, alcohol, tobacco, and substance use.	Choose an item.
	9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors (e.g., social norms).	Ch1/L2/Scr2, Ch2/L1/Scr2, Ch5/L3/Scr1, Ch6/L1/Scr2, Ch6/L2/Scr2-3, Ch8/L1/Scr1-5, Ch8/L2/Scr1-2, Ch8/L3/Scr1-2, Ch11/L2/Scr1, Ch20/L2/Scr1&4, Ch21/L2/Scr1, Ch22/L1/Scr2, Ch22/L4/Scr1, Ch24/L2/Scr1. Ch1/L2/RLI, Ch2/L1/RLI, Ch5/L2/RLI, Ch8/L1/RLI, Ch8/L2/RLI, Ch8/L2/R, Ch8/A, Ch20/L1/RLI, Ch20/L2/R, Ch20/L3/TMD, Ch22/L2/HSA, Ch22/A/Scr4, Ch26/L1/HSA  The screen numbers listed contain information that enables students to analyze how peers can influence health beliefs and behaviors related to, for example, physical/mental/social health, relationships, peer pressure, bullying, use of alcohol/tobacco/drugs, and safety.	Choose an item.
	9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.	Ch1/L2/Scr2, Ch1/L4/Scr1, Ch3/L2/Scr4, Ch5/L4/Scr2, Ch22/L4/Scr3, Ch26/L2/Scr6, Ch28/L1/Scr2&5. Ch1/L4/RLI, Ch2/L2/RLI, Ch3/L2/RWC, Ch5/L3/RWC, Ch8/L2/TMD, Ch22/L4/TMD, Ch26/L2/RLI, Ch28/L1/RWC, Ch28/A/3  The screen numbers listed contain information that enables students to evaluate how the school and community can affect personal health practices and behaviors related to, for example, physical/mental/social health, substance use.	Choose an item.

	<p><u>9-12.H.2.1.4</u> Analyze how the media and technology influence health beliefs and behaviors (e.g., social media, internet safety, and responsibility).</p>	<p>Ch1/L2/Scr3, Ch2/L1/Scr3, Ch2/L3/Scr1-2, Ch8/L1/Scr3, Ch9/L3/Scr3, Ch11/L2/Scr1, Ch21/L2/Scr2, Ch22/L1/Scr2, Ch26/L1/Scr3-4. Ch1/L2/R, Ch8/L3/RWC, Ch11/1/RLI, Ch11/L2/R, Ch21/L2/RWC</p> <p>The screen numbers listed contain information that enables students to analyze how the media and technology, including social media and the Internet, can influence health beliefs and behaviors, requiring a responsible approach by users.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.2.1.5</u> Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).</p>	<p>Ch1/L3/Scr1-2, Ch8/L2/Scr1-2, Ch8/L3/Scr1-3, Ch20/L1/Scr3, Ch20/L2/Scr1, Ch21/L2/Scr1-3, Ch22/L1/Scr2&amp;4, Ch22/L4/Scr1, Ch24/L2/Scr1-2, Ch25/L2/Scr2-3. Ch1/L3/RLI, Ch1/A/Scr3, Ch8/L2/R, Ch8/A/Scr2-3, Ch20/A/Scr2, Ch20/L2/R, Ch21/A/Scr1, Ch21/L1/HSA, Ch22/A/1, Ch24/L2/R, Ch25/A/Scr2</p> <p>The screen numbers listed contain information that enables students to analyze how health risk behaviors--related to, for example, peer pressure, use of tobacco, alcohol, and drugs; unprotected sex; and unhealthy habits--can influence engaging in unhealthy behaviors.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.2.1.6</u> Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>	<p>Ch1/L4/Scr1-2, Ch2/L4/Scr2, Ch23/L3/Scr5, Ch23/L4/Scr4, Ch10/L3/Scr1, Ch19/L2/Scr1-2, Ch26/L4/Scr1&amp;5, Ch28/L1/Scr4-6, Ch28/L2/Scr2, Ch28/L3/Scr3-4. Ch1/L4/R, Ch2/L4/R, Ch10/L3/RWC, Ch23/A/Scr3, Ch26/A/Scr4, Ch28/L1/R, Ch28/L2/R, Ch28/A/Scr1</p> <p>The screen numbers listed contain information that enables students to analyze how public health policies and government regulations, from sources such as Healthy People 2020, various consumer organizations, the FDA, CPSC, CDC, USDA, NHTSA, and EPA, can influence health promotion and disease prevention.</p>	<p>Choose an item.</p>

### Standard 3: Accessing Information

Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
<b>Goal 3.1: Students will demonstrate the ability to access valid information and products and services to enhance health.</b>	<u>9-12.H.3.1.1</u> Evaluate the validity of health information, products, and services.	Ch1/L4/Scr3, Ch2/L1/Scr3, Ch2/L3/Scr2-4, Ch5/L4/Scr2-3, Ch7/L3/Scr4, Ch10/L3/Scr1, Ch19/L2/Scr1-2, Ch24/L4/Scr3-4. Ch1/L4/R, Ch2L3/RWC, Ch2/L3/R, Ch2/A/Scr-12, Ch7/L3/R, Ch10/L4/R, Ch19/L1/RLI, Ch19/L2/R, Ch24/A/Scr2-3  The screen numbers listed contain information that enables students to evaluate the validity of health information, products, and services via developing health literacy skills, using reliable sources, reading labels regarding food and medicines, seeking information from professionals and community resources, for example.	Choose an item.
	<u>9-12.H.3.1.2</u> Determine the accessibility of health information, products, and services.	Ch1/L4/Scr3, Ch2/L1/Scr3, Ch2/L3/Scr2-4, Ch5/L4/Scr2-3, Ch7/L3/Scr4, Ch10/L4/Scr1-3, Ch19/L2/Scr1, Ch24/L4/Scr3. Ch1/L4/R, Ch2/L3/R, Ch2/A/Scr1, Ch7/L3/R	Choose an item.
	<u>9-12.H.3.1.3</u> Access valid and reliable health information, products, and services.	Ch1/L4/Scr3, Ch2/L1/Scr3, Ch2/L3/Scr2-4, Ch2/L4/Scr3, Ch5/L4/Scr2-3, Ch7/L3/Scr4, Ch10/L3/Scr1, Ch10/L4/Scr1-3, Ch19/L2/Scr1, Ch20/L2/Scr4, Ch23/L3/Scr5, Ch24/L4/Scr1-3, Ch28/L1/Scr5-6. Ch1/L4/RLI, Ch1/L4/R, Ch2/L3/R, Ch5/L4/R, Ch7/L3/R, Ch19/L1/R, Ch28/L1/RWC, Ch28/L1/R  The screen numbers listed contain information that enables students to access valid and reliable health information, products, and services, via school, parents, community organizations, professionals, and reliable nutrition and medicine labels, for example.	Choose an item.

	<p><u>9-12.H.3.1.4</u> Use resources from home, school, and community that provide valid health information.</p>	<p>Ch1/L4/Scr3, Ch2/L3/Scr2-4, Ch5/L4/Scr2-3, Ch7/L3/Scr4-5, Ch10/L3/Scr1, Ch10/L4/Scr1-3, Ch19/L2/Scr1, Ch24/L4/Scr3, Ch28/L1/Scr5. Ch1/L4/R, Ch2/L3/RLI, Ch5/L4/RLI, Ch7/L3/R, Ch10/L3/RWC, Ch24/L4/RWC, Ch24/A/Scr3, Ch28/L1/R</p> <p>The screen numbers listed contain information that enables students to use resources from home, school and community that provide valid health information, via parents, family members, teachers, counselors, community health professionals, and public organizations, for example.</p>	<p>Choose an item.</p>
--	--	--	------------------------

**Standard 4: Interpersonal Communication**

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
<p><b>Goal 4.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b></p>	<p><u>9-12.H.4.1.1</u> Use skills for communicating effectively with family, peers, and others to enhance health.</p>	<p>Ch1/L4/Scr3, Ch2/L1/Scr2-4, Ch3/L3/Scr2-4, Ch4/L2/Scr3, Ch4/L3/Scr3-4, Ch6/L2/Scr2, Ch6/L3/Scr1-5, Ch7/L1/Scr3, Ch7/L2/Scr1, Ch8/L1/Scr4. Ch1/L4/RLI, Ch2/L1/RLI, Ch3/L1/RLI, Ch3/L3/HSA, Ch3/L3/R, Ch4/L2/HSA, Ch4/L3/RLI, Ch6/L3/R, Ch7/L1/R, Ch7/L2/RLI, Ch7/L2/HSA, Ch8/L1/R, Ch20/L1/R</p> <p>The screen numbers listed contain information that enables students to use skills—such as interpersonal communication skills, refusal skills, and ways to express emotions positively--for communicating effectively with family, peers, and others to enhance health.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.4.1.2</u> Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and avoid or reduce health risks.</p>	<p>Ch2/L1/Scr1-3, Ch6/L1/Scr4, Ch8/L1/Scr3&amp;6, Ch8/L2/Scr3-4, Ch8/L3/Scr6, Ch9/L2/Scr1-5, Ch22/L4/Scr1-2. Ch6/L3/HSA, Ch6/L3/R, Ch8/L1/R, Ch8/L3/R, Ch9/L2/R, Ch9/L2/RLI, Ch9/L2/HSA, Ch22/L4/TMD</p> <p>The screen numbers listed contain information that enables students to demonstrate refusal, conflict resolution, and collaboration skills—related to, for example, relationships with peers and friends, abstinence, avoiding risks such as substance abuse--to enhance health and avoid or reduce health risks.</p>	<p>Choose an item.</p>

	9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	Ch3/L3/Scr4, Ch6/L1/Scr4, Ch6/L2/Scr1-3, Ch6/L3/Scr4, Ch7/L2/Scr1,2&5, Ch8/L1/Scr5, Ch8/L2/Scr4, Ch9/L2/Scr1-5, Ch9/L4/Scr1. Ch3/L3/HSA, Ch6/L3/R, Ch6/L3/HSA, Ch8/L1/HSA, Ch8/L2/R, Ch9/L2/R, Ch9/L2/HSA, Ch9/L4/R, Ch9/L4/RLI  The screen numbers listed contain information that enables students to demonstrate strategies and skills to prevent, manage, or resolve interpersonal conflicts--related to, for example, emotions, negative peer pressure, and avoiding and preventing violence--without harming themselves or others.	Choose an item.
	9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).	Ch4/L3/Scr3, Ch5/L1/Scr3, Ch5/L3/Scr1-4, Ch6/L2/Scr2-3, Ch6/L3/Scr1&3-5, Ch7/L3/Scr4-5, Ch9/L4/Scr2-4, Ch11/L2/Scr5, Ch22/L4/Scr2. Ch4/L3/R, Ch4/L3/RLI, Ch5/L3/RWC, Ch5/L3/R, Ch6/L2/RWC, Ch7/L3/TMD, Ch9/L4/R, Ch11/L2/RLI  The screen numbers listed contain information that enables students to demonstrate how to ask for and offer assistance or support, in relation to, for example, suicide prevention, relationship and family violence, and bullying, avoiding drugs, to enhance the health of self and others.	Choose an item.
<b>Standard 5: Decision Making</b>			
<b>Goal</b>	<b>Objective-</b> The students will:	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>Goal 5.1: Students will demonstrate the ability to use decision-making skills to enhance health.</b>	9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.	Ch1/L2/Scr3-4, Ch1/L3/Scr1-2, Ch2/L2/Scr1-2, Ch2/L3/Scr1, Ch2/L4/Scr3, Ch8/L2/Scr1-2, Ch8/L3/Scr1, Ch22/L1/Scr2, Ch22/L2/Scr1. Ch1/L2/R, Ch1/A/Scr2-3, Ch2/L3/R, Ch2/L4/RLI, Ch8/L2/R, Ch8/L3/RWC, Ch8/A/Scr4, Ch22/A/Scr4  The screen numbers listed contain information that enables students to examine barriers, related to, for example, relationship and peer pressure, drug/alcohol/tobacco use, which can hinder healthy decision-making regarding health.	Choose an item.

	<p><u>9-12.H.5.1.2</u> Determine the value of applying a thoughtful decision-making process in health-related situations, (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).</p>	<p>Ch2/L2/Scr2, Ch2/L3/Scr1, Ch8/L1/Scr3, Ch11/L1/Scr6, Ch11/L2/Scr2, Ch11/L3/Scr1, Ch12/L3/Scr1, Ch18/L1/Scr4, Ch20/L2/Scr3-4, Ch21/L2/Scr4, Ch22/L1/Scr4, Ch22/L4/Scr1, Ch26/L3/Scr1, Ch26/L4/Scr1. Ch8/L3/RLI, Ch11/L3/RLI, Ch12/L2/RLI, Ch12/L3/RLI, Ch20/L2/RLI, Ch22/L4/RLI, Ch26/L1/HSA, Ch26/L3/RLI</p> <p>The screen numbers listed contain information that enables students to determine the value of applying a thoughtful decision-making process in health-related situations that may involve: the use of alcohol, tobacco, drugs, and other substances with related consequences; recreational and driving safety; social media and online presence; food behavior; and physical activity.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.5.1.3</u> Justify when individual or collaborative decision-making is appropriate.</p>	<p>Ch2/L2/Scr1-2, Ch5/L1/Scr3, Ch5/L3/Scr4, Ch5/L4/Scr1-2, Ch9/L2/Scr4. Ch1/L3/RLI, Ch2/L2/RLI, Ch2/L4/RLI, Ch2/L2/ScrR, Ch5/L3/RLI, Ch5/L4/ScrR, Ch20/L2/RLI, Ch22/L2/RLI, Ch22/L4/TMD</p> <p>The screen numbers listed contain information that enables students to justify when individual or collaborative decision-making is appropriate, regarding, for example, mental and emotional problems, mediating conflicts, use of tobacco and/or alcohol and other substances.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.5.1.4</u> Generate alternatives to health-related issues or problems.</p>	<p>Ch8/L2/Scr4, Ch8/L3/Scr2, Ch9/L2/Scr1-2, Ch11/L3/Scr2&amp;6, Ch18/L1/Scr1, Ch22/L4/Scr2. Ch8/L2/RLI, Ch9/L2/RLI, Ch9/L3/RLI, Ch18/L1/R, Ch21/L1/HSA, Ch22/L4/R</p> <p>The screen numbers listed contain information that enables students to generate alternatives to health-related issues or problems, regarding, for example, peer pressure, conflict resolution, health risks including alcohol/drug use.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.5.1.5</u> Predict the potential short-term and long-term impact of each alternative on self, others, and the</p>	<p>Ch2/L2/Scr3, Ch11/L1/Scr2-3, Ch19/L2/Scr3, Ch20/L1/Scr4-5, Ch21/L1/Scr1-3, Ch22/L1/Scr3-5, Ch22/L2/Scr2-4, Ch22/L3/Scr1-6. Ch2/L2/RLI, Ch11/A/Scr3, Ch19/L2/RLI, Ch20/L1/RWC, Ch21/L2/RLI, Ch22/L2/HSA</p>	<p>Choose an item.</p>

	environment.	The screen numbers listed contain information that enables students to predict the potential short-term and long-term impact of alternatives on self, others, and the environment, regarding, for example, maintaining healthy weight, risky behaviors, and tobacco/alcohol/drug use.	
--	--------------	---	--

	<p><u>9-12.H.5.1.6</u> Defend the healthy choice when making decisions.</p>	<p>Ch1/L3/Scr4, Ch2/L1/Scr2, Ch6/L3/Scr2, Ch8/L1/Scr6, Ch8/L2/Scr3-4, Ch8/L3/Scr2&amp;6, Ch21/L2/Scr4, Ch22/L4/Scr1&amp;3. Ch1/L3/RLI, Ch6/L3/RLI, Ch8/L1/R, Ch8/L2/TMD, Ch8/L3/RLI, Ch22/L4/RLI</p> <p>The screen numbers listed contain information that enables students to defend their healthy choice when making decisions that involve, for example, avoiding risks, building health skills, communicating effectively, healthy peer relationships, choosing abstinence, and choosing to live alcohol/drug free.</p>	Choose an item.
	<p><u>9-12.H.5.1.7</u> Evaluate the effectiveness of health-related decisions</p>	<p>Ch2/L2/Scr 3, Ch2/L3/Scr2, Ch6/L3/Scr1, Ch8/L3/Scr3-5, Ch10/L2/Scr1, Ch11/L1/Scr6. Ch2/L2/R, Ch2/L3/R, Ch6/L3/RLI, Ch8/L3/R, Ch10/L2/RLI, Ch11/A/Scr1&amp;3</p> <p>The screen numbers listed contain information that enables students to evaluate the effectiveness of health-related decisions, related to, for example, taking responsibility for one's health, developing healthy personal and family relationships, choosing abstinence, and maintaining physical/nutritional health.</p>	Choose an item.

**Standard 6: Goal Setting**

<u>Goal</u>	<u>Objective- The students will:</u>	<u>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</u>	<u>Point Value 0/.5/1 (Reviewer)</u>
<p><b>Goal 6.1: Students will demonstrate the ability to use goal-setting skills to enhance health.</b></p>	<p><u>9-12.H.6.1.1</u> Assess personal health practices and overall health status.</p>	<p>Ch1/L1/Scr1, Ch11/L1/Scr4, Ch12/L2/Scr1-2, Ch12/L3/Scr1. Ch2/L2/R, Ch2/L2/RLI, Ch12/L1/RLI, Ch12/L3/RLI, Ch12/L3/HSA</p> <p>The screen numbers listed contain information that enables students to assess personal health practices and overall health status regarding, for example, taking care of one's health, weight management, physical activity, and as part of developing a fitness plan.</p>	Choose an item.
	<p><u>9-12.H.6.1.2</u> Develop a plan to attain a personal health goal that address strengths, needs, and risks.</p>	<p>Ch2/L2/Scr3-4, Ch2/L3/Scr3, Ch26/L3/Scr1. Ch2/L2/R, Ch2/L2/HSA, Ch10/L2/R, Ch12/L2/RLI, Ch12/L3/RLI, Ch12/L3/R, Ch20/L2/R, Ch26/L3/RLI</p>	Choose an item.

		The screen numbers listed contain information that allows students to develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	
	9-12.H.6.1.3 Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy).	Ch2/L2/Scr3, Ch12/L3/Scr1. Ch2/L2/R, Ch2/A/Scr3, Ch12/L3/R  The screen numbers listed contain information that enables students to implement effective goal-setting strategies regarding, for example, taking charge of one's health, becoming health literate, developing a fitness plan, and then monitor progress in achieving a personal health goal by using the goal-setting strategy.	Choose an item.
	9-12.H.6.1.4 Formulate an effective long-term personal health plan.	Ch2/L2/Scr3, Ch11/L1/Scr4, Ch12/L3/Scr1-2, Ch18/L1/Scr4. Ch2/L2/R, Ch2/A/Scr2, Ch11/L1/R  The screen numbers listed contain information that enables students to formulate an effective long-term personal health plan, for example, for managing weight, while understanding and creating the plan.	Choose an item.
<b>Standard 7: Practice Healthy Behavior</b>			
<b>Goal</b>	<b>Objective- The students will:</b>	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
Goal 7.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.	Ch1/L3/Scr3-4, Ch1/L4/Scr1, Ch2/L1/Scr4, Ch2/L2/Scr1-3, Ch2/L3/Scr1, Ch3/L1/Scr4, Ch6/L1/Scr3, Ch8/L3/Scr1-3, Ch12/L1/Scr1, Ch12/L4/Scr1, Ch20/L2/Scr3, Ch20/L3/Scr3, Ch21/L2/Scr3-4, Ch21/L3/Scr3&5, Ch22/L1/Scr4-5, Ch23/L1/Scr4, Ch24/L2/Scr2, Ch24/L4/Scr2&4, Ch25/L1/Scr4, Ch26/L1/Scr2, Ch26/L2/Scr1, Ch26/L3/Scr1, Ch26/L4/Scr1-2, Ch27/L1/Scr1-2, Ch27/L2/Scr1, Ch27/L4/Scr4, Ch28/L1/Scr3.  Ch1/L3/RWC, Ch1/L3/RLI, Ch1/A/Scr4, Ch2/L2/R, Ch6/L1/R, Ch8/L3/R, Ch20/L3/TMD, Ch22/A/Scr2, Ch24/L2/HSA, Ch26/L1/RLI, Ch26/A/Scr1, Ch27/L1/RLI, Ch28/L1/R	Choose an item.

		The screen numbers listed contain information that enables students to analyze the role of having individual responsibility in enhancing health, regarding, for example, physical/menta/social health, abstinence, fitness, avoiding tobacco/alcohol/drugs, preventing communicable and sexually transmitted diseases, risk factors/behaviors, personal safety, first aid and responding to emergencies, and environmental health.	
--	--	--	--

	<p><u>9-12.H.7.1.2</u> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p>	<p>Ch1/L3/Scr3-4, Ch1/L4/Scr3, Ch2/L1/Scr4, Ch2/L3/Scr2-4, Ch3/L1/Scr4-5, Ch3/L2/Scr3-4, Ch3/L3/Scr2-4, Ch4/L2/Scr2-4, Ch4/L3/Scr4, Ch5/L1/Scr3, Ch5/L3/Scr3-4, Ch5/L4/Scr2, Ch6/L1/Scr4, Ch6/L2/Scr1-2, Ch6/L3/Scr2-5, Ch7/L1/Scr4-5, Ch7/L2/Scr1, Ch7/L3/Scr5, Ch10/L1/Scr1, Ch10/L2/Scr1, Ch10/L3/Scr1, Ch10/L4/Scr5, Ch11/L1/Scr5, Ch11/L2/Scr5, Ch11/L3/Scr5, Ch12/L1/Scr4, Ch12/L2/Scr4, Ch12/L3/Scr1, Ch13/L1/Scr2, Ch13/L2/Scr2, Ch13/L3/Scr3, Ch14/L2/Scr1, Ch15/L1/Scr6, Ch15/L2/Scr3, Ch15/L4/Scr3, Ch16/L1/Scr4, Ch16/L2/Scr3, Ch16/L3/Scr3, Ch17/L1/Scr3-4, Ch17/L3/Scr3, Ch18/L2/Scr1, Ch21/L2/Scr4, Ch23/L1/Scr4, Ch23/L3/Scr4, Ch25/L2/Scr3, Ch28L1/Scr1-2.</p> <p>Ch1/L4/TMD, Ch2/L1/R, Ch2/L3/RLI, Ch3/L2/RWC, Ch3/L3/HSA, Ch3/L3/R, Ch4/L2/HSA, Ch4/L2/R, Ch3/L3/RLI, Ch5/L3/RWC, Ch5/L4/RLI, Ch6/L1/RLI, Ch6/L3/HSA, Ch7/L1/R, Ch7/L2/RLI, Ch7/L3/RLI, Ch7/L3/TMD, Ch8/L1/HSA, Ch10/L1/RLI, Ch10/L3/RLI, Ch11/L1/R, Ch12/L1/R, Ch12/L2/RLI, Ch13/L2/RLI, Ch13/L3/HSA, Ch14/L2/RLI, Ch15/L1/RLI, Ch16/L2/R, Ch16/A/Scr3, Ch17/L1/R, Ch23/L3/RLI, Ch28/L1/RLI, Ch28/L1/RWC</p> <p>The screen numbers listed contain information that enables students to demonstrate a variety of healthy practices and behaviors, regarding, for example, physical/menta/social health, abstinence, fitness, avoiding tobacco/alcohol/drugs, preventing communicable and sexually transmitted diseases, risk factors/behaviors, personal safety, first aid and responding to emergencies, and environmental health, that will maintain or improve the health of self and others.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.7.1.3</u> Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity.</p>	<p>Ch1/L1/Scr1-2, Ch10/L1/Scr1, Ch10/L2/Scr1, Ch11/L1/Scr2-3&amp;6, Ch11/L3/Scr1, Ch12/L1/Scr1-3, Ch13/L1/Scr1-6, Ch13/L2/Scr1-3, Ch13/L3/Scr1-5, Ch16/L2/Scr4, Ch16/3/Scr4.</p> <p>Ch1/L2/RLI, Ch10/L1/R, Ch10/L1/RLI, Ch11/L1/R, Ch12/L1/R, Ch13/L1/HSA, Ch13/L1/RLI, Ch13/L2/RLI, Ch16/L3/R, Ch16/A/Scr3</p> <p>The screen numbers listed contain information that enables students to explain the importance of personal hygiene, self-care regarding the care of teeth/eyes/skin, weight maintenance, self-exams regarding reproductive health, food behavior regarding good nutrition, and physical activity related to fitness.</p>	<p>Choose an item.</p>

	<p><u>9-12.H.7.1.4</u> Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.</p>	<p>Ch1/L3/Scr3, Ch4/L2/Scr2-4, Ch5/L3/Scr3-4, Ch8/L1/Scr4, Ch8/L2/Scr3-4, Ch8/L3/Scr2, Ch9/L2/Scr1-5, Ch9/L4/Scr2, Ch11/L2/Scr5, Ch11/L3/Scr5, Ch12/L4/Scr1-3, Ch14/L1/Scr3, Ch14/L3/Scr5, Ch19/Scr2/Scr1-3, Ch20/L2/Scr3, Ch20/L3/Scr3, Ch21/L2/Scr4, Ch22/L4/Scr1-2, Ch23/L1/Scr4, Ch23/L3/Scr4, Ch24/L2/Scr1, Ch24/L4/Scr2, Ch25/L1/Scr4, Ch26/L1/Scr1, Ch26/L2/Scr2-6, Ch26/L3/Scr1, Ch26/L4/Scr1-5, Ch27/L4/Scr1-5, Ch28/L2/Scr3.</p> <p>Ch1/L3/RLI, Ch9/L4/RLI, Ch9/L4/RLI, Ch13/L3/RLI, Ch15/L4/RLI, Ch16/L2/RWC, Ch19/L1/RLI, Ch20/L3/R, Ch26/L3/RLI</p> <p>The screen numbers listed contain information that enables students to demonstrate a variety of healthy practices and behaviors, related to, for example, stress management techniques, help in preventing suicide, building friendships and healthy relationships, responding to conflict, seeking help for eating disorders, avoiding physical injury, abstinence, avoiding tobacco/alcohol/drug use, avoiding and coping with communicable and noncommunicable disease, personal safety strategies, online safety, driving, and outdoor activities, that all avoid or reduce health risks to self and others.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.7.1.5</u> Instruction provided on hands-only CPR training, including proper utilization of an AED.</p>		
<p><b>Standard 8: Advocacy</b></p>			
<p><u>Goal</u></p>	<p><u>Objective-</u> The students will:</p>	<p>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</p>	<p>Point Value 0/.5/1 (Reviewer)</p>
<p><b>Goal 8.1: Students will demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><u>9-12.H.8.1.1</u> Use accurate information to formulate a health-enhancing message.</p>	<p>Ch2/L1/Scr4, Ch3/L2/Scr2, Ch6/L3/Scr5.</p> <p>Ch2/L1/RLI, Ch2/L4/RLI, Ch4/L3/R, Ch6/L2/RLI, Ch6/L3/HSA, Ch20/L1/RLI, Ch21/L2/RWC, Ch26/L1/RLI, Ch27/L1/R, Ch28/L1/RWC</p> <p>The screen numbers listed contain information that enables students to use accurate information, regarding, for example, accessing information, fraud, grief, communication, tobacco/alcohol, safety, first aid, community and the environment, to formulate a health-enhancing message involving personal, family, and community health.</p>	<p>Choose an item.</p>

	<p><u>9-12.H.8.1.2</u> Demonstrate how to influence and support others to make positive health choices.</p>	<p>Ch2/L1/Scr4, Ch4/L3/Scr3-4, Ch5/L3/Scr4, Ch6/L2/Scr2, Ch6/L3/Scr5, Ch7/L1/Scr5, Ch8/L2/Scr2, Ch20/L3/Scr3, Ch22/L4/Scr2-4, Ch24/L2/Scr1, Ch24/L4/Scr4. Ch1/L4/TMD, Ch4/L3/R, Ch5/L3/R, Ch6/L3/RLI, Ch6/L3/R, Ch7/L3/RLI, Ch8/L1/R, Ch8/L1/HSA, Ch9/L4/R, Ch20/L1/RLI, Ch20/L3/TMD, Ch21/L1/RLI</p> <p>The screen numbers listed contain information that enables students to demonstrate how to influence and support others to make positive health choices, related to recognizing fraud, suicide prevention, tolerance, providing positive feedback, promoting social health, safe relationships, promoting tobacco/alcohol/drug-free habits, preventing disease, e.g. HIV/AIDS.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.8.1.3</u> Work cooperatively as an advocate for improving personal, family, and community health.</p>	<p>Ch2/L1/Scr4, Ch3/L2/Scr4, Ch6/L1/Scr2, Ch7/L1/Scr4-5, Ch7/L2/Scr5, Ch21/L3/Scr5, Ch26/L2/Scr6. Ch4/L3/RLI, Ch6/L3/RWC, Ch7/L3/TMD, Ch8/L1/R, Ch20/L3/TMD, Ch21/L3/TMD, Ch22/L4/TMD, Ch24/L4/RWC</p> <p>The screen numbers listed contain information that enables students to work cooperatively as an advocate for improving personal, family, and community health.</p>	<p>Choose an item.</p>
	<p><u>9-12.H.8.1.4</u> Adapt health messages and communication techniques to target a specific audience.</p>	<p>Ch2/L1/Scr2-3, Ch5/L3/Scr4, Ch6/L2/Scr2-3, Ch6/L3/Scr5, Ch8/L3/Scr6, Ch9/L2/Scr1-3, Ch21/L2/Scr4. Ch2/L1/RLI, Ch5/L3/R, Ch6/L2/R, Ch6/L3/RLI, Ch8/L2/R, Ch9/L2/HSA, Ch20/L2/HSA, Ch20/L3/TMD, Ch21/L2/R, Ch21/L3/TMD, Ch21/L3/RLI, Ch22/L3/TMD, Ch23/L1/R, Ch24/L4/RWC, Ch17/L1/R, Ch28/L3/HAS, Ch28/L3/RLI</p> <p>The screen numbers listed contain information that enables students to adapt health messages and communication to target a specific audience, such as parents, peers, friends, teachers, and others in the community.</p>	<p>Choose an item.</p>

Indicators of Quality		
Literacy Connections Across All Content Areas	Evidence-Give specific example	Rating: (Reviewer only)
Students will build knowledge and academic language through content rich, complex nonfiction texts.	The Glencoe Health program offers a skill-based health education program. The program derives information from government-based health-related sources, health associations, and other credible health organizations. The text, although written to grade level, offers complex health-related information on topics such as the Dietary Guidelines for Americans, MyPlate, anti-bullying, environmental health, and safety.	Choose an item.
Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	Each chapter includes activities that require students to integrate information from the text to complete assignments and activities. These activities include: <ul style="list-style-type: none"> <li>➤ Reading Checks and photo caption questions embedded in the student lesson text,</li> <li>➤ Health Skills Activities, Real World Connection, and Teens Making a Difference activities located in lessons,</li> <li>➤ Hands-On Health, Tech-Know, Web Quests, Career Spotlight, and Community Service found in the online Project Center.</li> </ul> Additionally, the Glencoe Health Teacher Center (online) provides activity suggestions that require students to create scripts, brochures, and reports. Some of these activities include Reading Strategy and Writing Support	Choose an item.
Students will use digital resources strategically to conduct research and create and present material in oral and written form.	Glencoe Health offers many activities that require students to conduct online research in order to prepare group and individual presentations. Those activities that are embedded in the student text include Health Skills Activities, Real World Connection, and Teens Making a Difference. Other group and individual activities that require research to complete are Hands-On Health, Teens Speak Out, Tech-Know, and Web Quest activities. Finally, the online Teacher Center includes activity suggestions such as Active Learning, Critical Thinking, and Writing Support that require students to conduct research to complete the activity.	Choose an item.
Students will collaborate effectively for a variety of purposes while also building independent literacy skills.	Glencoe Health activities, including Hands-On Health, Tech-Know, Web Quests, Health Labs, and Community Service activities were all developed as group activities, providing students with the opportunity to	Choose an item.

	collaborate while completing a project, thereby developing 21 <sup>st</sup> Century Skills. Students are encouraged to divide work so that each member of the group contributes specific tasks to the overall project.	
<b>Equity</b>	<b>Evidence-Give specific example</b>	<b>Rating: (Reviewer only)</b>
<p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> <li>• Multicultural Representation</li> <li>• Free from bias</li> <li>• Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students.</li> <li>• The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices.</li> </ul>	<p>Glencoe Health aims to present a unbiased multicultural program through the use of photos that depict teens and adults of many races, cultures, ethnic groups, and abilities. As well as showing middle school aged teens, the Glencoe Health program depicts multicultural families, as well as adults in various roles (as teachers and doctors to name two) who represent multiple cultures, ethnic groups, and races.</p> <p>The Glencoe Health Teacher Center offers additional classroom activities and discussion questions that contain coding that levels the activity, and additional information helps teachers tailor activities to the needs of specific students, such as English language learners, as well as accommodating multiple learning styles.</p> <p>Additionally, each lesson offers worksheets (Reteaching and Enrichment Activities) and group projects and activities (Hands-On Health, Building Health Skills, Health Labs, etc.) that can be tailored to meet the needs of students with different learning styles.</p>	Choose an item.
<p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p>The Glencoe Health text includes real-life scenarios that illustrate the content. These examples feature teens and adults of varying ethnic groups and cultures. Other text examples describe the health aspects of different cultural celebrations. Additionally, the photo program used throughout Teen Health features a variety of ethic groups, cultures, and abilities.</p>	Choose an item.

Accessibility	Evidence-Give specific example	Rating: (Reviewer only)
<p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.)The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text &amp; Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> <li>Submitted core <b>PRINT</b> materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.</li> </ul>	<p>McGraw-Hill is fully compliant with the National Instructional Materials Accessibility Standard (NIMAS). This law mandates that K-12 publishers provide XML files of all printed student textbooks and related core materials published as of August 2006. As specified by the law, NIMAS files are uploaded to the National Instructional Materials Accessibility Center (NIMAC) for download by authorized state and local education agencies.</p> <p>To determine which components are printed student textbooks and related core materials, McGraw-Hill NIMAS staff will consult current NIMAS legislation, state adoption requirements, and the appropriate editorial staff for guidance. As a general rule, any printed student components that are essential to the core pedagogy of the program and are used by all students within a classroom will be converted. Teacher Editions, transparencies, and electronic components are not required by NIMAS and not accepted by NIMAC, so these will not be converted. Unless state adoption schedules necessitate otherwise, all NIMAS files will match second or later corrected printings.</p> <p>In addition, we are committed to making the education experience more efficient and effective by combining digital content with software that harnesses the science of learning. To achieve this goal, we are making efforts to create universally accessible products available to any and all learners, including individuals with disabilities. For more information, please visit us at <a href="http://www.mheducation.com/about/accessibility.html">http://www.mheducation.com/about/accessibility.html</a></p>	<p>Choose an item.</p>
Student Focus	Evidence-Give specific example	Rating: (Reviewer only)

<p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student's independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p>Glencoe Health helps students become health literate by building fluency of health terminology and concepts in the following ways.</p> <ul style="list-style-type: none"> <li>➤ The program includes vocabulary terms and definitions in each lesson. These definitions are offered in both English and Spanish. Vocabulary terms are shown in bold text and highlighted in yellow in the online program, and shown in bold orange text in the print program.</li> <li>➤ Difficult or medical vocabulary terms include a phonetic spelling to aid correct pronunciation.</li> <li>➤ The text was developed using the principles of considerate text. Topics are organized so that one topic becomes the foundation for the next topic. Text is organized so that an entire topic fits on a single page, or if broken, the text is not broken mid-sentence.</li> <li>➤ The Big Idea summarizes the content of an entire lesson and is found underneath the Lesson title in both the print and online editions.</li> <li>➤ The Main Idea summarizes the content of a section of text and is found underneath the top section head.</li> <li>➤ A Reading Check, a question summarizing a key concept in the preceding section, is found at the end of each main section.</li> <li>➤ Audio summaries of each lesson are offered in English and Spanish.</li> <li>➤ Photos and captions illustrate the section topic. A caption question follows every caption to aid teachers in gauging student understanding of the text.</li> <li>➤ Lesson Reviews complete each chapter and provide an opportunity to review vocabulary, key concepts, and also offer students an opportunity use critical thinking and writing skills.</li> <li>➤ Graphic organizers and Foldable are featured in each lesson, enabling students to capture key concepts.</li> </ul> <p>Charts and tables used within the text summarize key information for students.</p>	<p>Choose an item.</p>
<p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p>Each standard and benchmark are covered within the Glencoe Health program multiple times.</p>	<p>Choose an item.</p>
<p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables</p>	<p>Glencoe Health helps students build knowledge by progressively adding new information onto existing knowledge. Within each lesson,</p>	<p>Choose an item.</p>

<p>students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>students receive foundational information that becomes increasingly more complex as the lesson progresses.</p>	
<p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p>	<p>Glencoe Health engages students through the use of examples that are relevant to the age group and each student. Many lessons also begin with a real-life scenario or statistical information that shows the relevance for the material to be studied. The photo program focuses on showing high-school aged teens engaged in activities that are typical for the age group. Some photos show young adults in order to show positive modeling of health-enhancing behaviors.</p>	<p>Choose an item.</p>
<p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p>Glencoe Health integrates reading, writing, and math activities where appropriate. These include Note Taking worksheets that are included in the Teacher Center for each lesson, Reading Strategy, and Writing Support activities that are included in the Teacher Center. Each Lesson Review contains one Thinking Critically question and one Writing Critically question. Multiple Critical Thinking questions are also embedded in each Chapter Assessment. Additionally, math activities may be included in lessons. For example, students must use math skills to calculate their heart rate in the Fitness Chapter.</p>	<p>Choose an item.</p>
<p>9. The material includes strategies and textual content that are grade appropriate.</p>	<p>Glencoe Health offers multiple learning strategies within each lesson. These include identification of vocabulary terms, activating prior knowledge through class discussion and consideration of Real Life Issues scenarios, note taking and graphic organizers. Hands-on learning through group projects and Project-Based learning enables students to engage in cooperative learning, debate, engage in reciprocal teaching, and role playing, among other strategies. The lesson reviews constitute a summative assessment of the content, while the chapter assessment provides a formative assessment.</p>	<p>Choose an item.</p>
<p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p>The Glencoe Health program includes a variety of text types and sizes to identify the structure of each lesson. Chapter heads, lesson heads, and section heads are all categorized by size and color. Additionally, elements within each lesson, such as Reading Checks, Real Life Issues, and feature activities, to name a few, are easily identifiable based on their color, text quality (bold or italic) and placement in a box.</p>	<p>Choose an item.</p>

<p>11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>Glencoe Health includes many worksheets and additional activities that reinforce and extend the lesson content. The Teacher Center includes activities such as Note Taking, Reading Strategy, Academic Integration, Reteaching, and, Enrichment activities to help students reinforce and extend the lesson content. Additionally, the Project Center includes an array of individual and group project-based activities that also help to reinforce and extend the key concepts.</p>	<p>Choose an item.</p>
<p>12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>Each Glencoe Health lesson concludes with a short lesson review containing five or six questions. As part of that lesson review, two Thinking Critically questions extend the learning by asking a question that requires higher order thinking skills to complete. Each Lesson Review also includes one Writing Critically question requiring students to write a short essay in response to the question.</p>	<p>Choose an item.</p>
<p>13. The material has activities and assignments that reflect varied learning styles of students.</p>	<p>The Glencoe Health Teacher Center includes Academic Integration worksheet, as well as activity suggestions, and advice to teachers on how to revise other activities to create differentiation. As well as activities, the program's photos, illustrations, infographics, videos, and audio summaries offer students with different learning styles a way to understand the main concepts.</p>	<p>Choose an item.</p>
<p>14. The material includes appropriate instructional strategies.</p>	<p>The Glencoe Health program offers a variety of instructional strategies. Students work through the content by completing activities such as Health Skills Activities, Real World Connection, or Hands-On Health activities either individually or within a group and can include activating prior knowledge with Health Inventory and Real Life Issues. Many assignments require students to conduct independent research to create posters, pamphlets, web pages, scripts, songs, etc. Role playing activities in the classroom help students practice skills such as Refusal skills, Decision-Making, and Communications skills.</p>	<p>Choose an item.</p>
<p><b>Pedagogical Approach</b></p>	<p><b>Evidence-Give specific example</b></p>	<p><b>Rating: (Reviewer only)</b></p>
<p>15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p>	<p>The Glencoe Health program includes Reteaching and Enrichment activities (worksheets) with each lesson. In addition to these activities, the Teacher Center offers advice on how other activities can be tailored to meet the needs of differentiated learners.</p>	<p>Choose an item.</p>

<p>16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p>The Glencoe Health Teacher Center provides information on scaffolding lessons and activity suggestions that enable the scaffolding of the student text.</p>	<p>Choose an item.</p>
<p>17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p>Teen Health features a Spanish-language translation in the online site. As well as student text, the lesson reviews, chapter assessments, and e-assessment questions have all been translated. Additionally, the Teacher Center includes ELL activities designed to help English-language learners grasp and extend the content.</p>	<p>Choose an item.</p>
<p>18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>	<p>The Glencoe Health Teacher Center is organized by chapter, lesson, and grade level. The Teacher Center offers suggestions for alternative activities that are not included in the Student Text. Teachers using the online site can also toggle between the Teacher Center and a view of the Student Edition. The online Student Content provides drop-down menus for navigation between chapters and lessons. The home page for both the Teacher and Student sites serve as a launch pad for making assignments, relaying messages between teacher and student, navigating through the content, accessing additional activities and resources, and navigating to the online assessment tool.</p>	<p>Choose an item.</p>
<p>19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.</p>	<p>Glencoe Health offers ample opportunity for teachers to assess the knowledge level of students. At the end of each major text section, a Reading Check and caption questions check student recall of the content they just completed. Feature activities, such as the Health Skills Activity, analyze problem solving and analytical skills. Lesson Reviews and Chapter Assessments include vocabulary and concept review questions that recall knowledge. Thinking Critically, Writing Critically, and Applying Health Skills activities analyze a student's ability to reason, problem solve, and infer.</p>	<p>Choose an item.</p>
<p>20. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> <li>• Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</li> </ul>	<p>Glencoe Health offers a variety of assessment tools. These include:</p> <ul style="list-style-type: none"> <li>➤ Reading Checks, to evaluate student understanding of a section of text.</li> <li>➤ Lesson Reviews in ConnectEd and Lesson Review worksheets to express comprehension of vocabulary, key concepts, and to show some higher-order thinking related to the lesson text.</li> </ul> <p>Chapter Assessments and the online Assessment to reinforce</p>	<p>Choose an item.</p>

	knowledge of vocabulary and key concepts, as well as higher order thinking skill questions that engage students in showing how the lessons in the chapter are related.	
--	--	--

Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
<p>21. The material has an aesthetically appealing appearance (attractive, inviting).</p>	<p>The Glencoe Health design underwent extensive testing to ensure that the programs aesthetics appeal to middle school aged students. The goal of the design for both the print and online programs was to publish a colorful design that aided navigation through the lessons and chapters. Colors were chosen that are vibrant and varied. Illustrations add visual appeal while also offering a suggestion of the chapter content. One infographic is included for each unit. The infographics extend the chapter content and are hand-drawn and colorful. Brightly colored tabs at the top of the online student page provide navigation to different activities and materials.</p>	<p>Choose an item.</p>
<p>22. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> <li>• The material has headings and sub-headings that make it easy to navigate through the book.</li> <li>• Chapters are logically arranged.</li> <li>• Text provides a useful table of contents, glossary, and index.</li> <li>• Text contains references, bibliography, and resources.</li> </ul>	<p>Glencoe Health is organized using chapter and lesson titles. Text within each lesson is organized using a series of heads and sub-heads that are reduced to show how content becomes more specific under the smaller headings. The print and online versions include a table of contents and glossary. The print version includes a print index while the online version allows students and teachers to search for specific terms within the online program. The Teen Health text includes references to statistical information. The source of information in charts and graphs is noted underneath the art. Additional resources, such as activities, worksheets, videos, audio summaries and podcasts, etc. are included in both the print and online program.</p>	<p>Choose an item.</p>
<p>23. The material uses a language/reading level suitable for the intended readers.</p>	<p>Lexile scores have been obtained for the Glencoe Health 2014 program. Lexile scores are provided in a separate document.</p>	<p>Choose an item.</p>
<p>24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p>	<p>Readability and student engagement were both considered during the development of Glencoe Health. Age- and grade-level appropriate font sizes are used throughout the Teen Health program.</p>	<p>Choose an item.</p>
<p>25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p>	<p>Illustrations and photographs are used throughout the program to engage visual learners and to clarify information in the student text.</p>	<p>Choose an item.</p>
<p>26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.</p>	<p>Non-text content is selected with as much rigor as the text content is written. Photos, illustrations, and infographics are selected based on their visual interest to students. This content is derived from .gov, .org, and .edu websites, and reference lines are included underneath graphics.</p>	<p>Choose an item.</p>

Technology	Evidence-Give specific example	Rating: (Reviewer only)
27. The material includes or references technology that provides teachers with additional tasks for students.	The Teacher Center in ConnectEd provides teachers with additional leveled activities, as well as suggestions on how to revise activities to meet the needs of ELL and struggling students. The Project Center in both the Student and Teacher views of ConnectEd include more group and project-based learning activities.	Choose an item.
28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.	The Glencoe Health course is presented in ConnectEd, an online content management system. Additionally, Glencoe Health offers videos, podcasts, and embedded links to source information that are designed to enhance learning. These additional online tools also offer differentiation for students with multiple learning styles. As well as providing embedded online tools in the content management system, Glencoe Health contains activities that students must go online to complete. The goal of activities such as Web Quests and Tech-Know is to help students learn how to find reliable content by using the Internet.	Choose an item.
Does the electronic/digital/online version of the materials:	Evidence-Give specific example	Rating: (Reviewer only)
29. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.	McGraw-Hill Education’s ConnectEd platform can be run on Windows or IOS (Mac.) Multiple students and teachers can access the material at the same time.	Choose an item.
30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).	<p>Glencoe Health in ConnectEd features a colorful design that aids student and teacher navigation. The Student and Teacher Center home pages include drop-down menus enabling navigation to specific chapters and lessons. Lesson resources are available, by resource type (activities and worksheets, Art, Photos, and Slideshows, Assessment, Audio Summary, etc.) Assignments and Messages from the teacher are also featured on the home page. From this page, it is also possible to navigate to the Project Center where additional activities, by type, are offered, as well as Fitness Zone activities, videos, and podcasts.</p> <p>Once a chapter/lesson, students and teachers can navigate to other chapters and lessons by clicking on the chapter title. A drop-down menu will appear allowing students to select another chapter in the course. The chapter will open showing the first lesson, then the user can click on another lesson title to navigate to that content.</p>	Choose an item.



Notes: Click here to enter text.