

2017 Health Education Review

Health Education Evaluation Tool – Grades 6-8

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Author:	Bronson
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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 6-8

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 6-8 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 types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and achieve their fullest potential, adolescents need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and to engage in lifelong physical activity. 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 adolescents and adults. Instruction includes prevention through safe living skills and choices, violence prevention, emergency response and preparedness. Understanding of the consequences of one's decisions will help to prevent many injuries. Adolescents 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, mental illness, suicide prevention, healthy relationships, acceptance of self and others, communication skills, and conflict resolution.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can 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. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

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 that occur during puberty, changes in relationships with others that accompany social development, acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases, methods of 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>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.</p>	<p><u>6-8.H.1.1.1</u> Analyze the relationship between behaviors, body systems, and wellness.</p>	<p>Health Skills HB/L2/S3 and R, C1/L2/S2, C1/L2/S3-4 and R, C2/L1/S1-3 and R, C2/L2/S1-4 and R, C2/L3/S1-4 and R, C3/L1/S1-2, 4 and R, C4/L1/S5, C5/L1/S1-5 and R, C5/L2/S1-5 and R, C5/L3/S1-5 and R, C5/L4/S1-4 and R, C8/L1/S3-4, C8/L2/S1, S3, C8/L3/S2-4 and R, C9/L2/S3-5 and R, C9/L3/S1-4 and R, C9/L4/S1-5 and R, C10/L1/S1-5 and R, C10/L2/S1-5 and R, C10/L3/S1-5 and R, C10/L4/S1-5 and R, C11/L1/S4, C12/L1/S1-3, C12/L2/S1-6 and R, C13/L1/S1-4 and R, C12/L4/S1-5 and R, C13/L1/S1-5 and R, C13/L12/S1-4 and R, C13/L3/S1-6 and R, C13/L4/S1-4 and R, C13/L5/S1-5 and R, C13/L6/S1-4 and R, C14/L1/S2-3, C14/L2/S1-4 and R, C14/L3/S2-3 and R, C15/L1/S1-3and R, C15/L2/S1-5 and R, C15/L3/S1-4 and R, C16/L1/S2-3, C16/L2/S1-6 and R, C17/L1/S3, C17/L2/S1-4 and R, C17/L3/S1-3 and R, C18/L1/S3-5 and R, C18/L2/S1-4 and R, C18/L3/S1-4 and R, C19/L1/S2-3, C19/L2/S1-5 and R, C19/L3/S1-6 and R, C19/L4/S1-4 and R, C19/L4/S1-5 and R, C20/L2/S1-6 and R, C20/L3/S1-6 and R, C20/L4/S1-4 and R</p> <p>The page numbers listed for Grades 6-8 contain information on how healthy behaviors, such as choosing healthful foods, getting regular exercise, using stress management techniques, avoiding the use of tobacco, alcohol, and other drugs, making healthful decisions, and practicing safe behaviors relates to the body systems (skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, reproductive, and immune systems) and wellness.</p>	Choose an item.
	<p><u>6-8.H.1.1.2</u> Describe the interrelationships of mental, emotional, physical, and social health in adolescence.</p>	<p>C1/L1/S2-3, C1/L2/S2-4 and R, C3/L1/S1-4 and R, C3/L2/S1-2 and R, C3/L3/S1-2 and R, C3/L4/S1-3 and R, C5/L1/S1-5 and R, C5/L2/S1-5 and R, C5/L3/S1-5 and R, C5/L4/S1-5 and R, C6/L1/S1-5 and R, C6/L2/S1-4 and R, C8/L1/S4, C8/L2/S1, C8/L3/S4, C9/L3/S1-4 and R, C9/L4/S1-5 and R, C10/L1/S2-5 and R, C11/L1/S1-5 and R, C12/L1/S2-3 and R, C14/L2/S2-4, C14/L3/S1-3, C15/L1/S2-3 and R, 15/L2/S1-5 and R, C16/L1/S2-4 and R, C16/L2/S1-6 and R, C16/L3/S1-4 and R, C17/L2/S1-4 and R, C17/L3/S2, C18/L3/S3-4, C18/L4/S1-5 and R, C18/L5/S1-4 and R, C20/L2/S6, C20/L4/S1-4 and R</p> <p>The page numbers listed for Grades 6-8 contain information on how mental, emotional, physical, and social health are related exploring topics such as communication skills, character development, self esteem, resiliency, nutrition, physical fitness, body systems, family relationships, friendships, and dating.</p>	Choose an item.

	<p><u>6-8.H.1.1.3</u> Analyze how the environment, environmental exposure (e.g., second hand smoke/vapors) and personal health are related.</p>	<p>Health Skills HB/L2/S2 and R, C8/L1/S1-4 and R, C8/L3/S1-4 and R, C8/L4/S4, C14/L2/S1-3 and R, C14/L3/S1-3 and R, C14/L5/S1, C15/L1/S1-3 and R, C15/L2/S1-5 and R, C15/L3/S1-2, C16/L1/S2-4 and R, C16/L2/S1-5 and R, C18/L1/S1-5 and R, C18/L3/S1-4 and R, C21/L1/S1-4 and R</p> <p>The page numbers listed for Grades 6-8 contain information on how the environment, environmental exposure, and personal health are related including topics such as violence, abuse, tobacco use, alcohol use, drug use, communicable disease, and pollution.</p>	<p>Choose an item.</p>
	<p><u>6-8.H.1.1.4</u> Describe how family history can affect personal health.</p>	<p>Health Skills HB/L2/S1 and R, C19/L2/S2, C19/L4/S3</p> <p>The page numbers listed for Grades 6-8 contain information that describes how family history can affect personal health exploring topics including health influences, health risk factors, and the causes of noncommunicable diseases.</p>	<p>Choose an item.</p>
	<p><u>6-8.H.1.1.5</u> Describe ways to reduce or prevent injuries and adolescent health problems.</p>	<p>C2/L3/S1-4 and R, C5/L3/S1-5 and R, C5/L4/S3-4, C8/L2/S1-3 and R, C8/L4/S1-4 and R, C9/L2/S3-4, C9/L3/S1-4 and R, C9/L4/s1-5 and R, C12/L2/S2-3, S5, C12/L3/S2, C12/L4/S3, S5, C14/L5/S1-4 and R, C15/L4/S3-4 and R, C16/L3/S1-4 and R, C18/L2/S4, C18/L4/S2-5 and R, C20/L2/S1-6 and R, C20/L3/S1-6 and R, C20/L4/S1-4 and R</p> <p>The page numbers listed for Grades 6-8 contain information that describes ways to reduce or prevent injuries and adolescent health problems including topics such as abstinence, stress management, violence prevention, abuse prevention, healthful eating, weight management, body image, personal health care, saying no to tobacco, saying no to alcohol, saying no to drugs, and safety.</p>	<p>Choose an item.</p>
	<p><u>6-8.H.1.1.6</u> Explain how appropriate health care can promote wellness.</p>	<p>Health Skills HB/L5/S1-5 and R, C12/L1/S1-3, C12/L2/S2, S4-5, C12/L3/S2-4, C12/L4/S2-5</p> <p>The page numbers listed for Grades 6-8 contain information about how appropriate health care can promote wellness including information about choosing health services, hygiene, skin care, hair care, dental care, eye care, and ear care.</p>	<p>Choose an item.</p>
	<p><u>6-8.H.1.1.7</u> Describe the benefits of and barriers to practicing healthy behaviors.</p>	<p>Health Skills, HB/L1/S2-3 and R, Health Skills HB/L2/S3-5 and R</p> <p>The page numbers listed for Grades 6-8 contain information describing the benefits and</p>	<p>Choose an item.</p>

		barriers to practicing healthy behaviors including topics such as improving physical health, mental/emotional health, social health, achieving wellness, and risk behaviors.	
	<u>6-8.H.1.1.8</u> Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors.	Health Skills HB/L2/S3-5 and R, C8/L1/S4, C10/L4/S2-3 and R, C14/L2/S1-4 and R, C14/L3/S2, S4-5, C15/L2/S1-5 and R, C15/L3/S1-4 and R, C16/L2/S1-6 and R, C20/L1/S1-2 and R The page numbers listed for Grades 6-8 contain information on the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors focusing on topics such as risk behaviors, effects of violence, sports injuries, health risks of tobacco, effects of alcohol use, and effects of drug use.	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.	6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms).	Health Skills HB/L2/S1-2 and R, C1/L2/S2-4 and R, C1/I3/S2-4 and R, C4/L1/S5, C4/L4/S1-3 and R, C8/L1/S1-4 and R, C9/L2/S2, C9/L4/S1-5 and R The page numbers listed for Grades 6-8 contain information about how family, culture, peers, school, and community influence health and unhealthy behavior focusing on topics such as heredity, environment, culture, family needs, family roles and responsibilities, positive and negative peer pressure, understanding violence, food choice influences, body image, and eating disorders.	Choose an item.
	6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility).	Health Skills HB/L2/S3 and R, C9/L4/S2, C14/L5/S2 The page numbers listed for Grades 6-8 contain information about analyzing the influence of media and technology on personal and family health focusing on topics such as media advertising influences, body image, and tobacco use.	Choose an item.
	6-8.H.2.1.3 Explain the influence of personal values and beliefs on individual health practices and behaviors.	Health Skills HB/L2/S1-3 and R, C3/L1/S1-3 and R, C3/L2/S1-2 and R, C3/L3/S1-3 and R, C3/L4/S1-3 and R The page numbers listed for Grades 6-8 contain information about the influence of personal values and beliefs on individual health practices and behaviors including heredity, environment, culture, life experiences, role models, trustworthiness, respect, responsibility, and fairness.	Choose an item.
	6-8.H.2.1.4 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).	Health Skills HB/L2/S1, S3-4 and R, C14/L5/S1-2, C15/L1/S2, C16/L3/S1 The page numbers listed for Grades 6-8 contain information about health risk behaviors that can influence the likelihood of engaging in unhealthy behaviors including tobacco use, drug use, and alcohol use.	Choose an item.
	6-8.H.2.1.5 Explain how school and public health policies can influence health promotion and disease	Health Skills HB/L5/S1, S5 and R, C20/L2/S6, C21/L4/S3 The page numbers listed for Grades 6-8 contain information about how school and public health policies can influence health promotion and disease including federal	Choose an item.

	prevention.	health agencies, nongovernment health organizations, international public health, safety at school and in the community, and green schools.	
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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)
Goal 3.1: Students will demonstrate the ability to access valid information and products and services to enhance health.	6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.	Health Skills HB/L3/S3 and R The page numbers listed for Grades 6-8 provide students with the tools to analyze the validity of healthy information, products, and services including recognizing reliable sources, questions to determine reliable sources, and the steps to analyze influences.	Choose an item.
	6-8.H.3.1.2 Access valid health information from home, school, and community.	Health Skills HB/L3/S3 and R The page numbers listed for Grades 6-8 provide students with the tools to access valid health information from home, school, and community including recognizing reliable sources, questions to determine reliable sources, and the steps to analyze influences.	Choose an item.
	6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.	Health Skills HB/L3/S3 and R The page numbers listed for Grades 6-8 provide students with the tools to locate reliable and valid health products and services and determine accessibility including recognizing reliable sources, questions to determine reliable sources, and the steps to analyze influences.	Choose an item.
	6-8.H.3.1.4 Describe situations that may require professional health services.	Health Skills HB/L5/S1-3 and R, C17/L3/S3, C18/L3/S2-4 and R, C18/L4/S2-5 and R, C18/L5/S3 The page numbers listed for Grades 6-8 provide students with the tools to describe situations that may require professional health services including understanding the services of various health care settings and public health organizations. In additional these pages provide specific situations including misusing medication and acquiring communicable disease.	Choose an item.
Standard 4: Interpersonal Communication			
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 4.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<u>6-8.H.4.1.1</u> Apply effective verbal and nonverbal communication skills to enhance health.	Health Skills HB/L3/S4-5 and R, C1/L1/S1-4 and R, C2/L1/S3, C2/L3/S3, C4/L3/S2, C7/L3/S2 The page numbers listed for Grades 6-8 contain the tools for students to apply effective verbal and nonverbal communication skills to enhance health including refusal skills, conflict resolution, advocacy, speaking skills, listening skills, writing skills, and negotiation skills.	Choose an item.
	<u>6-8.H.4.1.2</u> Demonstrate refusal and negotiation skills that avoid or reduce health risks.	Health Skills HB/L3/S4 and R, C1/L3/S4, C7/L3/S2, C14/L5/S3, C15/L4/S3, C16/L3/S3 The page numbers listed for Grades 6-8 contain the tools for students to demonstrate refusal and negotiation skills that avoid or reduce health risks including the S.T.O.P. method for practicing refusal skills, dealing with negative peer pressure, conflict resolution, saying no to tobacco, avoiding alcohol, and staying drug free.	Choose an item.
	<u>6-8.H.4.1.3</u> Demonstrate effective conflict management or resolution strategies.	Health Skills HB/L3/S5 and R, C7/L1/S2-4 and R, C7/L2/S1-4 and R, C7/L3/S1-3 and R, C7/L4/S1-3 and R The page numbers listed for Grades 6-8 contain the tools for students to demonstrate conflict management or resolution strategies including specific conflict resolution tips, understanding conflicts, recognizing how to spot conflicts, the T.A.L.K. strategy for resolving conflicts, and the use of mediation.	Choose an item.

	<p><u>6-8.H.4.1.4</u> Demonstrate how request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying).</p>	<p>Health Skills HB/L4/S7 and R, C1/L2/S3, C4/L3/S2, C4/L4/S2-3, C5/L3/S5, C5/L4/S3-4, C6/L2/S3-4, C6/L3/S1-2, C8/L4/S3</p> <p>The page numbers listed for Grades 6-8 contain the tools for students to demonstrate how to request and offer assistance to enhance the health of self and others including goal-setting plans, guidelines for strong family relationships, strategies for stopping bullying, promoting safe schools, strategies for coping with stress, strategies for coping with grief, providing support for suicide, dealing with depression, help for mental and emotional disorder, and sources of help for abuse.</p>	Choose an item.
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Standard 5: Decision Making

<u>Goal</u>	<u>Objective-</u> 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>Goal 5.1: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p><u>6-8.H.5.1.1</u> Identify circumstances that can help or hinder healthy decision-making.</p>	<p>Health Skills HB/L2/S3-5 and R, C3/L1/S1-4 and R, C3/L2/S1-2 and R, C3/L3/S1-3 and R, C3/L4/S1-3 and R, C3/L5/S1-4 and R</p> <p>The page numbers listed Grades 6-8 contain information that helps students identify circumstances that can help or hinder health decision-making including risk behaviors, traits of good character, trustworthiness, respect, responsibility, and fairness.</p>	Choose an item.
	<p><u>6-8.H.5.1.2</u> Determine when health-related situations require the application of a thoughtful decision-making process (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices).</p>	<p>Health Skills HB/L2/S2, Health Skills HB/L3/S2-5 and R, C1/L3/S4, C2/L3/S1-4 and R, C8/L2/S1, C9/L2/S2-5 and R, C9/L3/S3-4, C10/L2/S3, C10/L4/S2, S4, C12/L1/S4-6, C14/L5/S1-2 and R, C15/L1/S2-3 and R, C16/L1/S2, S4 and R, C16/L3/S1-2, C17/L3/S2, C18/L4/S5, C18/L5/S4, C20/L1/S2, C20/L4/S2-4</p> <p>The page numbers listed for Grades 6-8 contain information that helps students determine when health-related situations require the application of a thoughtful decision-making process including peer pressure, abstinence, violence prevention, food choices, weight management, choosing physical activities, avoiding sports injuries, developing consumer skills, avoiding tobacco, avoiding alcohol, saying no to drugs, avoiding medicine misuse and abuse, preventing STDs, avoiding accidents, and staying safe.</p>	Choose an item.
	<p><u>6-8.H.5.1.3</u> Distinguish when individual or collaborate decision-making is appropriate.</p>	<p>Health Skills HB/L2/S2, Health Skills HB/L3/S2-5 and R, C1/L3/S4, C2/L3/S1-4 and R, C8/L2/S1, C9/L2/S2-5 and R, C9/L3/S3-4, C10/L2/S3, C10/L4/S2, S4, C12/L1/S4-6, C14/L5/S1-2 and R, C15/L1/S2-3 and R, C16/L1/S2, S4 and R, C16/L3/S1-2,</p>	Choose an item.

		<p>C17/L3/S2, C18/L4/S5, C18/L5/S4, C20/L1/S2, C20/L4/S2-4</p> <p>The page numbers listed for Grades 6-8 contain information about distinguishing when individual or collaborative decision-making is appropriate including the H.E.L.P. guidelines for recognizing peer pressure, choosing abstinence, protecting yourself from violence, creating a healthful eating plan, choosing physical activities, developing consumer skills, avoiding tobacco, avoiding alcohol, saying no to drugs, avoiding medicine misuse and abuse, preventing STDs, avoiding accidents, and staying safe.</p>	
	<p><u>6-8.H.5.1.4</u> Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p>	<p>Health Skills HB/L2/S2, Health Skills HB/L3/S1-4 and R, C1/L3/S4, C2/L3/S1-4 and R, C8/L2/S1, C9/L2/S2-5 and R, C9/L3/S3-4, C10/L2/S3, C10/L4/S2, S4, C12/L1/S4-6, C14/L5/S1-2 and R, C15/L1/S2-3 and R, C16/L1/S2, S4 and R, C16/L3/S1-2, C17/L3/S2, C18/L4/S5, C18/L5/S4, C20/L1/S2, C20/L4/S2-4</p> <p>The page numbers listed for Grades 6-8 contain information about distinguishing between healthy and unhealthy alternatives to health-related issues or problems including peer pressure, choosing abstinence, protecting yourself from violence, creating a healthful eating plan, choosing physical activities, developing consumer skills, avoiding tobacco, avoiding alcohol, saying no to drugs, avoiding medicine misuse and abuse, preventing STDs, avoiding accidents, and staying safe.</p>	<p>Choose an item.</p>

	<p><u>6-8.H.5.1.5</u> Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.</p>	<p>Health Skills HB/L2/S2, Health Skills HB/L3/S2-5 and R, Health Skills/L4/S1-2, C1/L3/S4, C2/L3/S1-4 and R, C8/L2/S1, C9/L2/S2-5 and R, C9/L3/S3-4, C10/L2/S3, C10/L4/S2, S4, C12/L1/S4-6, C14/L5/S1-2 and R, C15/L1/S2-3 and R, C16/L1/S2, S4 and R, C16/L3/S1-2, C17/L3/S2, C18/L4/S5, C18/L5/S4, C20/L1/S2, C20/L4/S2-4, C21/L2/S2-3, C21/L3/S2, S4</p> <p>The page numbers listed for Grades 6-8 contain information about potential short-term and long-term impact of each alternative on self, others, and the environment including peer pressure, abstinence, violence prevention, creating a healthful eating plan, weight management, choosing physical activities, consumer skills, avoiding tobacco, avoiding alcohol, staying drug free, avoiding medicine misuse, preventing STDs, avoiding accidents, and preventing and reducing pollution.</p>	<p>Choose an item.</p>
	<p><u>6-8.H.5.1.6</u> Choose healthy alternatives over unhealthy alternatives when making a decision.</p>	<p>Health Skills HB/L2/S3, Health Skills HB/L3/S2-5 and R, C1/L3/S4, C2/L3/S1-4 and R, C8/L2/S1, C9/L2/S2-5 and R, C9/L3/S3-4, C10/L2/S3, C10/L4/S2, S4, C12/L1/S4-6, C14/L5/S1-2 and R, C15/L1/S2-3 and R, C16/L1/S2, S4 and R, C16/L3/S1-2, C17/L3/S2, C18/L4/S5, C18/L5/S4, C20/L1/S2, C20/L4/S2-4</p> <p>The page numbers listed for Grades 6-8 contain information about choosing healthy alternatives over unhealthy alternatives when making a decision including peer pressure, choosing abstinence, protecting yourself from violence, creating a healthful eating plan, choosing physical activities, developing consumer skills, avoiding tobacco, avoiding alcohol, saying no to drugs, avoiding medicine misuse and abuse, preventing STDs, avoiding accidents, and staying safe.</p>	<p>Choose an item.</p>
	<p><u>6-8.H.5.1.7</u> Analyze the outcomes of a health-related decision.</p>	<p>Health Skills HB/L2/S4, Health Skills HB/L3/S2-5 and R, C1/L3/S4, C2/L3/S1-4 and R, C8/L2/S1, C9/L2/S2-5 and R, C9/L3/S3-4, C10/L2/S3, C10/L4/S2, S4, C12/L1/S4-6, C14/L5/S1-2 and R, C15/L1/S2-3 and R, C16/L1/S2, S4 and R, C16/L3/S1-2, C17/L3/S2, C18/L4/S5, C18/L5/S4, C20/L1/S2, C20/L4/S2-4</p> <p>The page numbers listed for Grades 6-8 contain information about the outcomes of a health-related decision including peer pressure, choosing abstinence, protecting yourself from violence, creating a healthful eating plan, choosing physical activities, developing consumer skills, avoiding tobacco, avoiding alcohol, saying no to drugs, avoiding medicine misuse and abuse, preventing STDs, avoiding accidents, and staying safe.</p>	<p>Choose an item.</p>
<p>Standard 6: Goal Setting</p>			

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 6.1: Students will demonstrate the ability to use goal-setting skills to enhance health.	6-8.H.6.1.1 Assess personal health practices.	<p>Health Skills HB/L1/S1, Health Skills HB/L2/S1, Health Skills HB/L3/S1, Health Skills HB/L4/S1, Health Skills HB/L5/S1, C1/L1/S1, C1/L2/S1, C1/L3/S1, C2/L1/S1, C2/L2/S1, C2/L3/S1, C3/L1/S1, C3/L2/S1, C3/L3/S1, C3/L4/S1, C3/L5/S1, C4/L1/S1, C4/L2/S1, C4/L3/S1, C4/L4/S1, C5/L1/S1, C5/L2/S1, C5/L3/S1, C5/L4/S1, C6/L1/S1, C6/L2/S1, C6/L3/S1, C7/L1/S1, C7/L2/S1, C7/L3/S1, C7/L4/S1, C8/L1/S1, C8/L2/S1, C8/L3/S1, C8/L4/S1, C9/L1/S1, C9/L2/S1, C9/L3/S1, C9/L4/S1, C10/L1/S1, C10/L2/S1, C10/L3/S1, C10/L4/S1, C11/L1/S1, C11/L2/S1, C11/L3/S1, C11/L4/S1, C11/L5/S1, C12/L1/S1, C12/L2/S1, C12/L3/S1, C12/L4/S1, C13/L1/S1, C13/L2/S1, C13/L3/S1, C13/L4/S1, C13/L5/S1, C13/L6/S1, C14/L1/S1, C14/L2/S1, C14/L3/S1, C14/L4/S1, C14/L5/S1, C15/L1/S1, C15/L2/S1, C15/L3/S1, C15/L4/S1, C16/L1/S1, C16/L2/S1, C16/L3/S1, C17/L1/S1, C17/L2/S1, C17/L3/S1, C18/L1/S1, C18/L2/S1, C18/L3/S1, C18/L4/S1, C18/L5/S1, C19/L1/S1, C19/L2/S1, C19/L3/S1, C19/L4/S1, C19/L5/S1, C20/L1/S1, C20/L2/S1, C20/L3/S1, C20/L4/S1, C20/L5/S1, C20/L6/S1, C21/L1/S1, C21/L2/S1, C21/L3/S1, C21/L4/S1</p> <p>The page numbers listed for Grades 6-8 provide students the opportunity to assess their personal health practices on a wide variety of topics including: relationships, character, mental health, emotional health, conflict resolution, nutrition, physical activity, personal health care, tobacco, alcohol, drugs, medicine usage, diseases, safety, and environmental health.</p>	Choose an item.
	6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.	<p>Health Skills HB/L4/S6-7 and R, C10/L2/R, C13/L4/SR</p> <p>The page numbers listed for Grades 6-8 contain information for students to develop a goal, adopt, maintain, or improve a personal health practice including information about setting realistic goals, types of goals, steps for reaching your goals, steps for creating a fitness plan, and, goal setting practice.</p>	Choose an item.
	6-8.H.6.1.3 Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy).	<p>Health Skills HB/L4/S6-7 and R, C10/L2/R, C13/L4/SR</p> <p>The page numbers listed for Grades 6-8 contain information about applying effective strategies and skills needed to attain a personal health goal including a five step goal making process and opportunities to practice this five step process.</p>	Choose an item.

Standard 7: Practice Healthy Behavior

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>Goal 7.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p><u>6-8.H.7.1.1</u> Explain the importance of assuming responsibility for personal health behaviors.</p>	<p>Health Skills HB/L1/S1-3 and R, Health Skills HB/L3/S1-5 and R, C2/L2/S1-5 and R, C3/L3/S2 and R, C4/L1/SR, C4/L2/S3-4 and R, C4/L3/S1-3 and R, C4/L4/S1-3 and R, C5/L1/S4-5 and R, C5/L2/S2-5 and R, C5/L4/S3-4 and R, C8/L3/S4, C8/L4/S2-4 and R, C9/L2/S1-5 and R, C9/L3/S1-4 and R, C10/L1/S1-5 and R, C10/L2/S1-5 and R, C11/L2/S4 and R, C11/L3/S5, C11/L5/S1-2, 4, and R, C12/L1/S2-6 and R, C12/L3/S3-4 and R, C13/L5/S5 and R, C14/L5/S2-4 and R, C15/L1/S2-3 and R, C15/L2/S1-5 and R, C15/L3/SR, C15/L4/S3 and R, C16/L1/S2-4 and R, C16/L2/S1-6 and R, C16/L3/S1-4 and R, C17/L3/S3 and R, C18/L1/S4-5 and R, C18/L2/SR, C18/L3/SR, C19/L2/S5 and R, C19/L4/SR, C19/L5/S3 and 5, C20/L1/S2 and R, C20/L3/S1-6 and R, C20/L4/S4, C20/L5/S2-4 and R, C20/L6/S1-7 and R, C21/L3/S1-4 and R, C21/L4/S2-3 and R</p> <p>The page numbers listed for Grades 6-8 provide multiple opportunities for students to explain the importance of assuming responsibility for personal health behaviors on a variety of topics including family relationships, peer relationships, bullying, cyberbullying, expressing emotions, violence preventions, nutrition, physical activity, personal hygiene, tobacco, alcohol, drug abuse, safety, and environmental health.</p>	<p>Choose an item.</p>
	<p><u>6-8.H.7.1.2</u> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>	<p>Health Skills HB/L1/S1-3 and R, Health Skills HB/L2/S1-5 and R, Health Skills HB/L3/S1-5 and R, C1/L3/S4, C2/L1/S3, C2/L2/S1-3 and R, C2/L3/S1-4 and R, C5/L1/S4-5 and R, C5/L2/S5, C5/L3/S4-5, C7/L3/S2, C8/L2/S1 and R, C12/L1/S1-3 and R, C12/L2/S2-6 and R, C12/L3/S2-3 and R, C12/L4/S3-5 and R, C14/L5/S2-4 and R, C15/L1/S3 and R, C16/L3/S2-4 and R, C18/L1/S4-5 and R, C20/L1/S1-2 and R, C20/L2/S1-6 and R, C20/L3/S1-6 and R C20/L4/S1-4 and R C20/L5/S1-5 and R, C21/L2/S1-3 and R, C21/L3/S1-4 and R</p> <p>The page numbers listed for Grades 6-8 provide multiple opportunities for students to demonstrate health practices and behaviors that will maintain or improve the health of self and others on a variety of topics including peer relationship communication, healthy dating relationships, abstinence, managing stress, coping with loss, conflict resolution, violence prevention, personal health care, avoiding tobacco, avoiding alcohol, staying drug free, avoiding noncommunicable diseases, staying safe, and environmental health.</p>	<p>Choose an item.</p>

	<p><u>6-8.H.7.1.3</u> Demonstrate behaviors that avoid or reduce health risks to self and others.</p>	<p>Health Skills HB/L1/S1-3 and R, Health Skills HB/L2/S1-5 and R, Health Skills HB/L3/S4-5 and R, C1/L3/S4, C2/L1/S3, C2/L2/S1-5 and R, C2/L3/S1-4 and R, C5/L1/S4-5 and R, C5/L2/S2-5 and R, C5/L3/S2-5 and R, C5/L4/S1-4 and R, C6/L2/S3-4 and R, C6/L3/S1-4 and R, C7/L3/S1-3 and R, C8/L2/S1-3 and R, C8/L4/S1-4 and R, C10/L2/S3-5 and R, C10/L3/S1-5 and R, C10/L4/S2-4 and R, C12/L1/S1-3 and R, C12/L2/S2-6 and R, C12/L3/S2-3 and R, C12/L4/S3-5 and R, C14/L5/S2-4 and R, C15/L1/S3 and R, C16/L3/S2-4 and R, C18/L1/S4-5 and R, C20/L1/S1-2 and R, C20/L2/S1-6 and R, C20/L3/S1-6 and R C20/L4/S1-4 and R C20/L5/S1-5 and R, C21/L2/S1-3 and R, C21/L3/S1-4 and R</p> <p>The page numbers listed for Grades 6-8 contain information for students to avoid or reduce health risks to self and others including refusal skills, resiliency, character development, and building self esteem. The page numbers listed also provide multiple opportunities for students to demonstrate this skill including conflict resolution, violence prevention, sports injury prevention, personal care, tobacco avoidance, alcohol avoidance, staying drug free, and safety.</p>	Choose an item.
	<p><u>6-8.H.7.1.4.</u> Explain the importance of personal hygiene, self-care, food behavior, and physical activity.</p>	<p>C9/L2/S1-5 and R, C9/L3/S4 and R, C9/L4/S1-5 and R, C10/L1/S1-5 and R, C11/L2/S4 and R, C11/L3/S5, C12/L1/S1-3 and R, C12/L2/S2-6 and R, C12/L3/S2-3 and R, C12/L4/S3-5 and R, C13/L1/S5 and R, C13/L2/S4 and R, C13/L3/S6, C13/L4/S4 and R, C13/L5/S5 and R</p> <p>The page numbers listed for Grades 6-8 contain information for students to understand the importance of personal hygiene, self-care, food behavior, and physical activity including topics such as creating a healthful eating plan, managing weight, leading an active lifestyle, caring for male/female reproductive systems, personal hygiene habits, taking care of your skin, taking care of your hair, and taking care of your mouth and teeth.</p>	Choose an item.
Standard 8: Advocacy			
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>Goal 8.1: Students will demonstrate the ability to advocate for personal, family, and community</p>	<p><u>6-8.H.8.1.1</u> State a health-enhancing position on a topic and support it with accurate information.</p>	<p>C1/L2/SR, C2/L1/SR, C8/L3/SR, C9/L2/SR, C14/L5/S2-4 and R, C16/L1/SR, C16/L2/SR, C16/L3/SR, C17/L3/SR, C18/L2/SR, C21/L3/SR, C21/L4/SR</p> <p>The page numbers listed for Grades 6-8 contain multiple opportunities for students to</p>	Choose an item.

health.		state a health-enhancing position on a variety of topics that can be supported with accurate information including violence prevention, nutrition, tobacco avoidance, staying drug free, and environmental health.	
	6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.	C1/L1/S1-4 and R, C1/L2/SR, C1/L3/S4, C2/L1/SR, C3/L3/S1-3 and R, C3/L4/S1-3 and R, C3/L5/S1-4 and R, C8/L3/S4 and R, C9/L2/SR, C10/L2/SR, C14/L5/S1-4 and R, C16/L1/S2-4 and R, C16/L2/SR, C16/L3/S1-4 and R, C17/L3/S3 and R, C18/L2/SR The page numbers listed for Grades 6-8 provide multiple opportunities for students to demonstrate how to influence and support others to make positive health choices on a variety of topics including violence prevention, nutrition, physical fitness, tobacco avoidance, staying drug free, and promoting environmental health.	Choose an item.
	6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools and the community.	C1/L2/S1-4 and R, C2/L1/SR, C8/L3/SR, C14/L5/S2-4 and R, C16/L1/SR, C16/L2/SR, C16/L3/SR, C17/L3/SR, C18/L2/SR, C21/L3/SR, C21/L4/S1-3 and R The page numbers listed for Grades 6-8 contain multiple opportunities for students to work cooperatively to advocate for the health of individuals, families, schools and the community on a variety of topics including violence prevention, tobacco avoidance, staying drug free, using medicines correctly, avoiding communicable diseases, and promoting environmental health.	Choose an item.
	6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.	Health Skills HB/L1/S1-3 and R, Health Skills HB/L2/S1-5 and R, Health Skills HB/L3/S1-5/R, C1/L1/S1-4 and R, C2/L2/S2-3, C3/L3/S1-3 and R, C3/L4/S1-3 and R, C3/L5/S2-4 and R, C14/L5/S2-4 and R, C16/L1/S2-4 and R, C16/L2/SR, C16/L3/S1-4 and R, C17/L3/SR, C18/L2/SR, C21/L3/S1-4 and R, C21/L4/SR The page numbers listed for Grades 6-8 provide multiple opportunities for students to identify ways in which health messages and communication techniques can be altered for different audiences on a variety of topics including alcohol avoidance, staying drug free, using medicines correctly, avoiding communicable diseases, and promoting environmental health.	Choose an item.

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 Teen 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"> ➤ Reading Checks and photo caption questions embedded in the student lesson text, ➤ Health Skills Activities and What Teens Think activities located in lessons, ➤ Building Health Skills, Hands-On Health, Tech-Know, Web Quests, Career Spotlight, and Community Service found in the online Project Center. Additionally, the Teen 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.	The Teen Health program 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 and What Teens Think. Other group and individual activities that require research to complete are Building Health Skills, 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.	Teen Health activities, including Building Health Skills, Hands-On Health, Tech-Know, Web Quests, Health Labs, and Community Service activities were all developed as group activities, providing	Choose an item.

	students with the opportunity to collaborate while completing a project, thereby developing 21 st Century Skills. Students are encouraged to divide work so that each member of the group contributes specific tasks to the overall project.	
Equity	Evidence-Give specific example	Rating: (Reviewer only)
<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"> • Multicultural Representation • Free from bias • 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. • 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. 	<p>Teen 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 Teen 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 Teen 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 Teen 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 & 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"> Submitted core PRINT 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. 	<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 http://www.mheducation.com/about/accessibility.html</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>Teen 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"> ➤ 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. ➤ Difficult or medical vocabulary terms include a phonetic spelling to aid correct pronunciation. ➤ 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. ➤ The Big Idea summarizes the content of an entire lesson and is found underneath the Lesson title in both the print and online editions. ➤ The Main Idea summarizes the content of a section of text and is found underneath the top section head. ➤ A Reading Check, a question summarizing a key concept in the preceding section, is found at the end of each main section. ➤ Audio summaries of each lesson are offered in English and Spanish. ➤ Photos and captions illustrate the section topic. A caption question follows every caption to aid teachers in gauging student understanding of the text. ➤ 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. ➤ Graphic organizers and Foldable are featured in each lesson, enabling students to capture key concepts. <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 Teen 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>Teen Health helps students build knowledge by progressively adding new information onto existing knowledge. Within each lesson, students</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>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>Teen Health engages middle school readers through the use of examples that are relevant to the age group and each student. Prior to starting the lesson, students complete a Health Inventory which helps them assess their current health knowledge of the topic. Many lessons also begin with a real-life scenario that shows students how the topic affects them. The photo program primarily shows middle-school aged teens engaged in activities that are typical for the age group. Some photos show older teens in order to show positive modeling of health-enhancing behavior.</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>Teen Health integrates reading, writing, and math activities where appropriate. These include Guided Reading and Writing worksheets for each lesson, Reading Strategy, and Writing Support activities that are included in the Teacher Center, and Critical Writing (Write About It) questions are 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>Teen Health offers multiple learning strategies within each lesson. These include identification of vocabulary terms, activating prior knowledge with videos and Health Inventory questions, note taking and graphic organizers, including Foldables. 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 Teen 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>

11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.	Teen Health includes many worksheets and additional activities that reinforce and extend the lesson content. The Teacher Center includes activities such as Cross-Curriculum, Concept Mapping, Decision-Making, Reteaching, Enrichment, and Health Skills 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.	Choose an item.
12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.	Teen Health includes many worksheets and additional activities that reinforce and extend the lesson content. The Teacher Center includes activities such as Cross-Curriculum, Concept Mapping, Decision-Making, Reteaching, Enrichment, and Health Skills 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.	Choose an item.
13. The material has activities and assignments that reflect varied learning styles of students.	The Teen Health Teacher Center includes Cross-Curriculum activities as well as 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.	Choose an item.
14. The material includes appropriate instructional strategies.	The Teen Health program offers a variety of instructional strategies. Students work through the content by completing activities such as Health Skills Activities, Building Health Skills, 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.	Choose an item.
Pedagogical Approach	Evidence-Give specific example	Rating: (Reviewer only)
15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	The Teen 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.	Choose an item.

<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 Teen Health Teacher Center provides information on scaffolding lessons, as well as Concept Mapping worksheets 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 Teen Health Teacher Center is organized by chapter, lesson, and grade level. The grade level chevrons in the Teacher Center provide 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>Teen 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 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"> • 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. 	<p>Teen Health offers a variety of assessment tools. These include:</p> <ul style="list-style-type: none"> ➤ Reading Checks, to evaluate student understanding of a section of text. ➤ 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. 	<p>Choose an item.</p>

	Chapter Assessments and the online Assessment to reinforce 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.	
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Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
21. The material has an aesthetically appealing appearance (attractive, inviting).	The Teen 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.	Choose an item.
22. Layout is consistent, clear, and understandable. <ul style="list-style-type: none"> • The material has headings and sub-headings that make it easy to navigate through the book. • Chapters are logically arranged. • Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources. 	Teen 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.	Choose an item.
23. The material uses a language/reading level suitable for the intended readers.	Lexile scores have been obtained for the Teen Health 2014 program.	Choose an item.
24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.	Readability and student engagement were both considered during the development of Teen Health. Age- and grade-level appropriate font sizes are used throughout the Teen Health program.	Choose an item.
25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.	Illustrations and photographs are used throughout the program to engage visual learners and to clarify information in the student text.	Choose an item.
26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.	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.	Choose an item.

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 Teen Health course is presented in ConnectEd, an online content management system. Additionally, Teen 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, Teen 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>Teen 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 the 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.