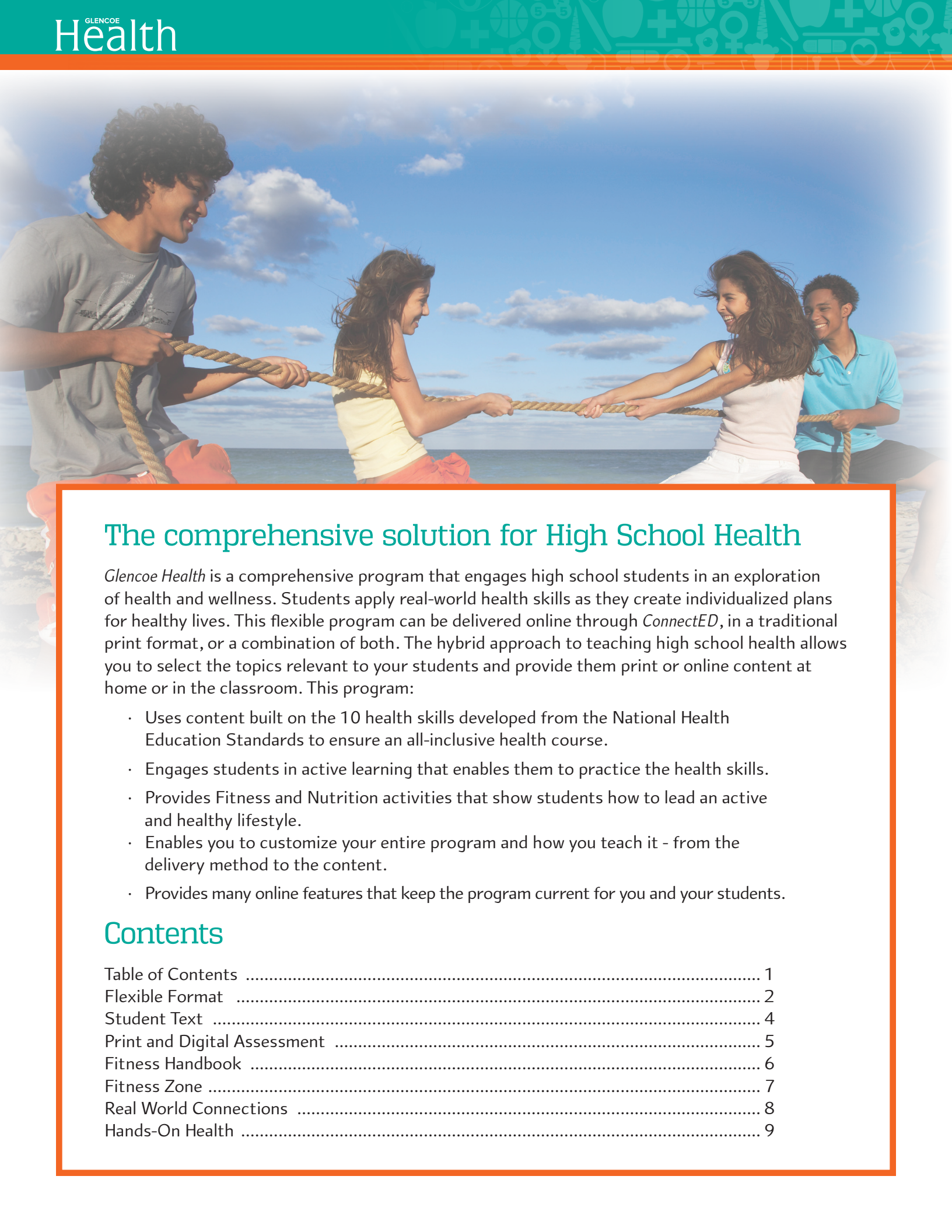


Program Overview | Grades 9-12

GLENCOE Health



Flexible access to **real time** health



The comprehensive solution for High School Health

Glencoe Health is a comprehensive program that engages high school students in an exploration of health and wellness. Students apply real-world health skills as they create individualized plans for healthy lives. This flexible program can be delivered online through *ConnectED*, in a traditional print format, or a combination of both. The hybrid approach to teaching high school health allows you to select the topics relevant to your students and provide them print or online content at home or in the classroom. This program:

- Uses content built on the 10 health skills developed from the National Health Education Standards to ensure an all-inclusive health course.
- Engages students in active learning that enables them to practice the health skills.
- Provides Fitness and Nutrition activities that show students how to lead an active and healthy lifestyle.
- Enables you to customize your entire program and how you teach it - from the delivery method to the content.
- Provides many online features that keep the program current for you and your students.

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Glencoe Health

UNIT 1: A HEALTHY FOUNDATION

Chapter 1 Understanding Health and Wellness

Chapter 2 Taking Charge of Your Health

UNIT 2: MENTAL AND EMOTIONAL HEALTH

Chapter 3 Achieving Mental and Emotional Health

Chapter 4 Managing Stress and Coping with Loss

Chapter 5 Mental and Emotional Problems

UNIT 3: HEALTHY AND SAFE RELATIONSHIPS

Chapter 6 Skills for Healthy Relationships

Chapter 7 Family Relationships

Chapter 8 Peer Relationships

Chapter 9 Resolving Conflicts and Preventing Violence

UNIT 4: NUTRITION AND PHYSICAL ACTIVITY

Chapter 10 Nutrition for Health

Chapter 11 Managing Weight and Eating Behaviors

Chapter 12 Physical Activity and Fitness

UNIT 5: PERSONAL CARE AND BODY SYSTEMS

Chapter 13 Personal Health Care

Chapter 14 Skeletal, Muscular, and Nervous Systems

Chapter 15 Cardiovascular, Respiratory, and Digestive Systems

Chapter 16 Endocrine and Reproductive Health

UNIT 6: GROWTH AND DEVELOPMENT

Chapter 17 The Beginning of the Life Cycle

Chapter 18 The Life Cycle Continues

UNIT 7: DRUGS

Chapter 19 Medicines and Drugs

Chapter 20 Tobacco

Chapter 21 Alcohol

Chapter 22 Illegal Drugs

UNIT 8: DISEASES AND DISORDERS

Chapter 23 Communicable Diseases

Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

Chapter 25 Noncommunicable Diseases and Disabilities

UNIT 9: SAFETY AND ENVIRONMENTAL HEALTH

Chapter 26 Safety and Injury Prevention

Chapter 27 First Aid and Emergencies

Chapter 28 Community and Environmental Health

HUMAN SEXUALITY (Optional module)

Chapter 1 Sexuality and You

Chapter 2 Relationships and Choosing Abstinence

Chapter 3 The Reproductive System

Chapter 4 Marriage and Parenthood

Chapter 5 Pregnancy and Childbirth

Chapter 6 Issues of Sexuality

Chapter 7 Sexually Transmitted Diseases

Chapter 8 HIV and AIDS

Flexible Format

Traditional Print Materials

Glencoe Health is a flexible program available in a traditional print format, digital, or both! The hybrid approach to teaching health allows you to select the topics relevant to your students and provide them print or online content at home or in the classroom.

The traditional print format includes a durable, hardbound student edition with the optional Human Sexuality softcover module. A hardbound teacher edition is also available with this program.

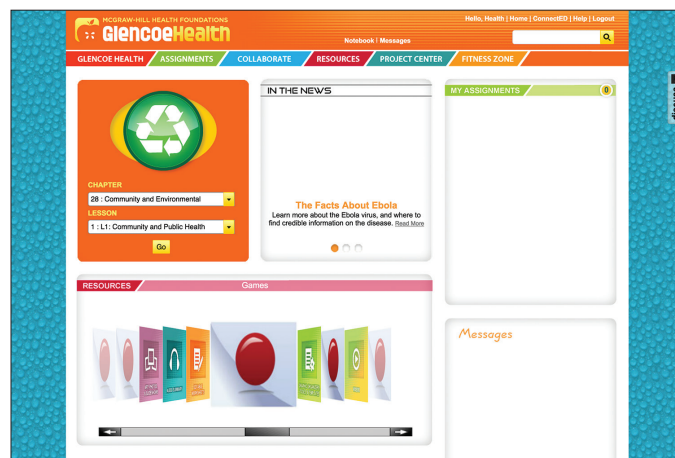


Digital Subscriptions

Student and teacher subscriptions available through *ConnectED* provide access to the full *Glencoe Health* program – plus additional online features.

Student Center

- Online Student Edition (interactive)
- Editable worksheets
- Online student-teacher messaging
- Online assessment
- Web activities
- Podcast activities
- Online review, quizzes, and chapter tests
- Fitness Zone activities
- In The News section
- Ongoing updates for statistics, charts, and graphs
- Resource Library
- Creative Web links for students



Teacher Center

- Annotated Student Edition
- Customizable lesson plans
- Class and individual student assignment management and tracking
- Online student-teacher messaging
- eAssessment Test Generator
- Resource library with over 3,500 accessible videos, documents, and images
- Creative Web links for teachers
- Correlations and national and state standards
- Conference/grant links
- Whiteboard activities
- Inclusion strategies
- Coded activities for all learning levels



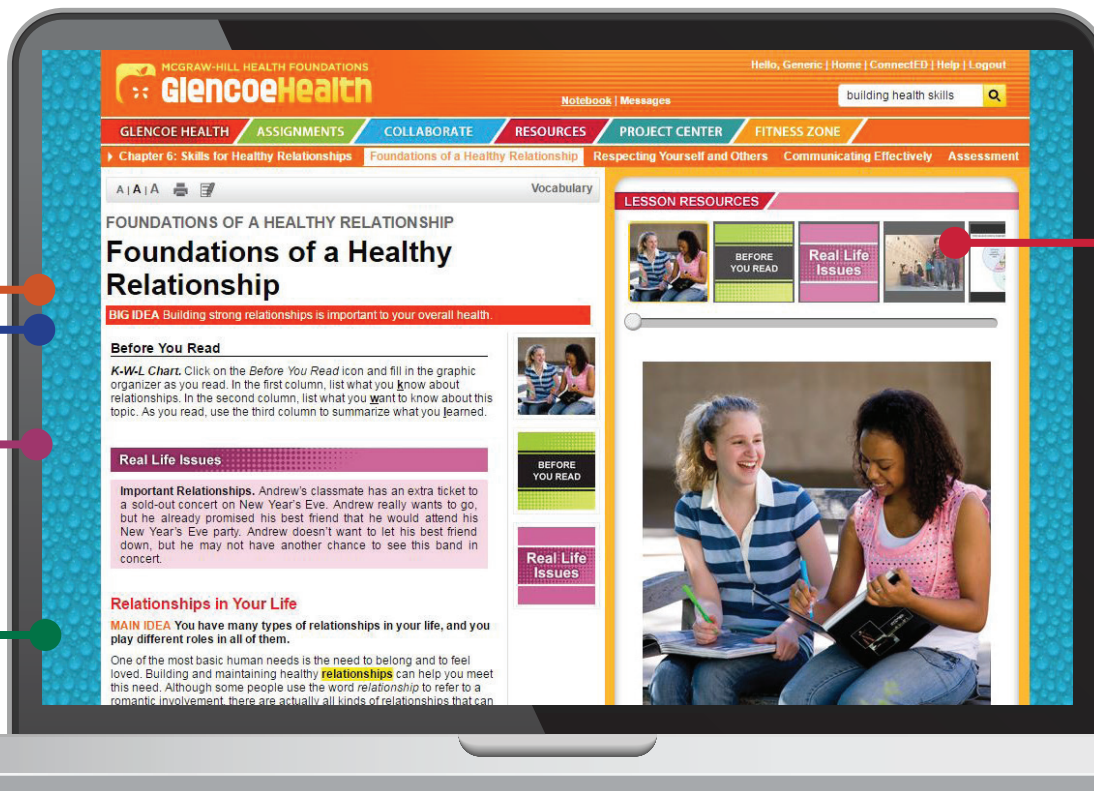
Student Text

The text guides students to immediately apply what is being taught and encourages interaction. In the Online Student Edition, students can highlight words or sentences as they read, and take notes on the chapters in their personal Notebook.

- Each lesson begins with a **Big Idea** that summarizes the lesson content.

- **Before You Read** helps students tap into what they already know about the subject.

- **Real Life Issues** help students understand how healthy behavior affects their daily life.



- The **Main Idea** summarizes the content within a small section of text.

- In the Online Student Edition, **Icons** promote click-through and information-seeking behavior. They also highlight activities associated with the lesson.

Print and Digital Assessment

Lesson Assessments

At the end of each lesson, a lesson review allows students to reflect on the content learned. In the Online Student Edition, students can type directly into the response fields and save their answers.

LESSON 1 ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. What is a **sibling**?
2. Name three kinds of families.
3. Identify four ways in which families promote the physical health of children and teens.

Thinking Critically

4. **Synthesize.** Explain how the role you play within your family has changed over time.
5. **Analyze.** How does providing affirmation within the family promote mental and emotional health?

Applying Health Skills

6. **Communication Skills.** Work with a classmate to write and perform a scene that shows family members supporting each other mentally and emotionally. The scene should include "I" messages, active listening, and appropriate body language.

Writing Critically

7. **Personal.** Write a personal essay about your family. Describe how you interact, and discuss how family members contribute to each other's total health.

Real Life Issues

After completing the lesson, review and analyze your response to the Real Life

Chapter Assessments

Once all lessons are complete, a chapter assessment tests students on the content learned in each lesson.

CHAPTER 7

Assessment

LESSON 1

Vocabulary Review

Correct the sentences below by replacing the italicized term with the correct vocabulary term.

1. An *single parent* family consists of a married couple and their children from previous marriages.
2. Two parents and one or more children living in the same place form a(n) *extended family*.
3. *Adoption* is the temporary placement of children in the homes of adults who are not related to them.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

4. *Relative* such as aunts, uncles, and grandparents are part of a person's:
a. nuclear family.
b. blended family.
c. extended family.
d. foster family.
5. In a family, children are often responsible for:
a. meeting the family's basic needs, such as food and shelter.
b. setting limits on family members' behaviors.
c. teaching values and skills.
d. performing household chores.
6. Parents promote their children's mental and emotional health by:
a. providing for basic needs, such as food, clothing, and shelter.
b. providing medical care.
c. providing affirmation.
d. sharing cultural traditions.

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

7. **Describe.** What is one purpose of foster care?
8. **Explain.** How can setting limits on children's behavior promote physical health?
9. **Give Examples.** Name two household behaviors children may learn from their parents.
10. **Evaluate.** Why might teaching values by example be more powerful in some cases than teaching by explanation?

LESSON 2

Vocabulary Review

Use the vocabulary terms listed on page 185 to complete the following statements.

11. During a(n) _____, a couple may attempt to work out their problems so that they can live together again.
12. A(n) _____ is a legal end to a marriage contract.
13. After a divorce, sole or joint _____ of the children may be granted to one or both parents.

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

14. **Describe.** What are five traits of a healthy family?
15. **Compare and Contrast.** Explain how families in movies and TV shows may differ from real families.



Understanding Key Concepts

After reading the question or statement, select the correct answer.

14. Helping a younger sibling with a difficult school assignment is an example of:
a. good communication.
b. support.
c. respect.
d. trust.
15. Which of the following is an example of a change in family structure?
a. The birth of a new baby.
b. The loss of a parent's job.
c. A family member's serious illness.
d. Moving to a new home.
16. Joint custody is an arrangement in which:
a. the children live with their mother.
b. the children live with their father.
c. both parents share responsibility for the children.
d. the children are placed in foster care.
17. Which of the following is not a helpful way to cope with changes in the family?
a. Talking openly with other family members.
b. Making more of an effort to help out with chores and other responsibilities.
c. Keeping feelings to yourself to avoid worrying family members.
d. Showing empathy for family members' feelings.

LESSON 3

Vocabulary Review

Choose the correct term in the sentences below.

22. **Cycle of violence/abuse** is the physical, mental, emotional, or sexual mistreatment of one person by another.
23. Any act of violence involving family members is known as **domestic violence** or **spousal abuse**.
24. **Child violence/neglect** is the failure to provide for a child's basic needs.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

25. Telling at or threatening a child is an example of:
a. physical abuse.
b. emotional abuse.
c. sexual abuse.
d. neglect.
26. Older family members are much more likely than young children to suffer:
a. physical abuse.
b. sexual abuse.
c. emotional abuse.
d. financial abuse.
27. If a friend confides that he is being abused, you should:
a. assume the person is just exaggerating.
b. confront the abuser face-to-face.
c. keep quiet for fear of putting the victim at further risk.
d. seek help from a trusted adult.



Assessment

Assessment

LESSON 1

Vocabulary Review

Correct the sentences below by replacing the italicized term with the correct vocabulary term.

28. Which type of organization can provide families in need with food, shelter, and medical care?
a. Counseling services
b. Support groups
c. Crisis hotlines
d. Social services

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

29. **Analyze.** Explain why some victims of spousal abuse are unwilling to leave their abusers.
30. **Explain.** Why are people who were abused as children more likely to become abusive parents?

Technology

PROJECT-BASED ASSESSMENT

Coping During Times of Stress

Background

A family is a team. For a family to work as a single unit, everyone needs to communicate clearly and carry out their responsibilities. Successful families care for, support, and help each other.

Task

Create a blog about a fictional family. This family just survived a natural disaster, such as a hurricane or tornado. Some family members live in other areas that were not affected by the disaster. The family members are working together and supporting each other through the difficult time.

Purpose

Students in your class help students learn how family support is especially important in times of stress.

Procedure

Organize into small groups. Review the information in Chapter 7 about family relationships.

Conduct an online search on families that have survived natural disasters. How does each family member function independently and as part of a group? Obtain examples of how they support each other.

Identify four or five key points to make in the blog.

Work together to create a blog about a fictional family supporting each other after a natural disaster. Have each member of your group play the role of a family member. Make sure key points are clearly explained and supported.



Fitness Handbook

With *Glencoe Health*, students have fun as they learn to be physically fit. The front of the print text features a *Fitness Handbook*. The *Fitness Handbook* helps students set a fitness goal and plan a fitness routine that helps their body adjust slowly to activity. There are suggested activities and sports, and the handbook provides all the information students will need to get started with the new activity.

Fitness Handbook

Creating a Fitness Plan

When planning a personal activity program, choose activities that you enjoy and that you can realistically do. For example, think about what type of activity can realistically fit into your schedule. If your schedule is already full of after-school activities will you be tempted to skip workouts?

Another factor to consider when choosing a type of exercise is whether or not the exercise will help the social and mental/emotional sides of your health triangle. If meeting new people is one of your goals, will playing the sport help you meet people with whom you share interests? Also, your cultural background may impact your choices. In the U.S., football, basketball, and baseball are all popular sports. In most of the world, soccer is the most popular sport. You may choose to play soccer because it is a popular sport in the country of your ancestors, and you want to learn more about their lifestyle. Learning about a sport that commonly played in another country may help you learn more about that culture through the sport.

Most importantly, pick an activity that you enjoy. If you do not enjoy the activity, chances are you will find excuses not to exercise. The list below offers other factors that may affect your activity choices:

- **Cost.** Some activities require expensive equipment. It may make sense to borrow or rent equipment, rather than buying it, when you try a new sport.
- **Where you live.** Is your local area flat or hilly? What is the climate like? Factors like these will affect the activities that you can do close to home.
- **Your schedule.** If you like to sleep late, planning to jog every morning will probably fail. Choose activities that fit your schedule and habits.
- **Your health and fitness level.** Do you have a health condition that may affect your exercise plan, such as asthma? If so, talk to your doctor before starting a new activity.
- **Personal safety.** When choosing activities, make sure that you have a safe environment to perform them in. For instance, you should not go running on busy streets with no sidewalks.

Sample Physical Fitness Plan

	Monday		Tuesday		Wednesday		Thursday		Friday	
Week	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity
1	5 min	5 min	---	---	5 min	5 min	---	---	5 min	5 min
2	5 min	7 min	---	---	5 min	7 min	---	---	5 min	7 min
3	5 min	10 min	---	---	5 min	10 min	---	---	5 min	10 min
4	5 min	12 min	---	---	5 min	12 min	---	---	5 min	12 min
5	7 min	15 min	---	---	7 min	15 min	---	---	7 min	15 min
6	7 min	17 min	---	---	7 min	17 min	---	---	7 min	17 min
7	10 min	20 min	---	---	10 min	20 min	---	---	10 min	20 min
8	10 min	20 min	10 min	20 min	10 min	20 min	---	---	10 min	20 min
9	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min

Fitness Handbook xxii

Activities and Sports

Fitness Circuit

Many public parks have Fitness Circuits (sometimes called Par Courses) with exercise stations located throughout a park. You walk or run between stations as part of your workout. You may also consider creating your own par course at home. Fitness Circuits can be adapted to a person's individual skill level and ability.

What Will I Need?

- Access to a public park or a home-made Fitness Circuit course.
- Comfortable workout clothes that wick away perspiration.
- Athletic shoes.
- Stopwatch (optional).
- Jump rope, dumbbells, elastic exercise bands, or check out the Fitness Zone Clipboard Energizer Activity Cards, Circuit Training for ideas.

How Do I Start?

- Warm-up with a 5 minute walk and stretching
- Read the instructions at each exercise station and perform the exercises as shown. Use the correct form. Try to do as many repetitions as you can for 30 seconds.
- After you finish the exercise, walk or run to the next station and complete that exercise.



- Check your heart rate to see how intensely you exercised at the end of the Fitness Circuit.
- Cool-down by walking, standing in place and moving your feet up and down, or jogging slowly. End your cool-down with 3 to five minutes of stretching.
- Every month or so, consider adding a new exercise.

How Can I Stay Safe?

- Be alert to your surroundings in a public park. It is best to have a friend with you and it makes exercising even more fun.
- Leave enough room between stations at home to allow you to move and exercise freely. Avoid clutter in your exercise area.
- Perform the exercises correctly and at your own pace.

For more circuit training ideas, visit Cardiovascular Fitness – Circuit Training Activity 7 on the Fitness Zone site in ConnectEd.

Fitness Zone

Fitness Zone callouts throughout the text incorporate fitness into the content of the lesson.

Fitness Zone Online is a multimedia resource that shows students how to be physically active every day. This complete system of activity cards, videos, podcasts, and heart rate activities helps teachers to objectively assess students' fitness levels and develop customized individual fitness improvement plans.

The Nutrition and Physical Activity Resources include:

- Clipboard Energizer Activities
- Fitness Zone Videos
- Polar Heart Rate Monitor Activities
- Podcasts
- Nutrition, physical activity, and injury prevention tips

The collage displays various resources from the Glencoe Health Fitness Zone. It includes a navigation menu, a 'Clipboard Energizer Activity' card for 'Static Stretching' with a 'Hip Flexor Stretch (hip flexors)' and an illustration of a person in a lunge position, and a 'Heart Rate Monitor Activity' section with a video player showing a person on a stability ball. The bottom right shows a 'Measuring Heart Rate: Heart Rate Monitor Activity' section with a diagram of a person wearing a heart rate monitor strap.

Real World Connection

Glencoe Health provides real-world examples from trusted media sources and real-life student experiences so students connect with the content and apply it to everyday life. Students are then asked to complete questions or a related activity that encourages engagement with the subject matter.

Real World CONNECTION

Dealing with a Bully

Activity Technology

Stop Bullying Now! is one example of a Web site that recommends various ways to deal with a bully. In recent years, technology has given teens a new way of bullying each other. Cyberbullying can involve sending mean or threatening messages through e-mails or Web pages. Conduct an Internet search for information on other ways to deal with a bully. Look for information on the definitions of bullying, the effects it has on those who are bullied, whom to talk to about bullying, and how to prevent it. Use only information from credible sources, and list the Web sites where you obtain information.

Work with a small group to conduct your research. Then write, perform, and record a video of a skit using the information you gathered. The skit should show what the bullied teens and the teens who oppose bullying can do to prevent it.

LESSON 2 ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

- Identify four ways to show respect in your relationships.
- What are *stereotypes*?
- List three reasons some teens bully others.

Thinking Critically

- Synthesize.** Give an example of how demonstrating strong values can strengthen your relationships with others.
- Analyze.** How is bullying different from hazing?

Applying Health Skills

- Decision Making.** Ahmed has just made the swim team, but he's concerned about reports that the varsity swimmers haze the new members. Use the decision-making process to analyze how Ahmed might deal with this problem.

Writing Critically

- Persuasive.** Write an editorial about the problem of bullying in schools. Your article should encourage students to help create a positive climate in which bullying is not tolerated.

Real Life Issues

After completing the lesson, review and analyze your response to the Real Life Issues question on page 148.

Lesson 2 Respecting Yourself and Others 151

Real World CONNECTION

Health Risks of Tobacco

Activity Technology

Latoya knows that tobacco use causes serious health problems. She wants to encourage her friends to avoid tobacco use. She does an online search to learn more about the health effects of tobacco use. Latoya decides to search Web sites such as the CDC and the National Cancer Institute (NCI) to find statistics about tobacco-related deaths.

Using the CDC and NCI Web sites, along with other reliable and safe Web sites, conduct an Internet search to learn more about tobacco use among teens. Search for the following information:

- How many teens begin smoking each year?
- How can tobacco use affect a teen's physical health?
- What impact can tobacco use have on a teen's mental/emotional and social health?

Once your research is complete, create a Web page urging teens who use tobacco to quit. Include information urging teens who have never used tobacco not to start the habit.

LESSON 1 ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

- What is an *addictive drug*? What is the addictive drug in tobacco?
- List three types of toxic substances found in cigarette smoke. Why are these substances harmful?
- Explain four ways using tobacco immediately affects your body.

Thinking Critically

- Identify.** What are three ways in which tobacco use affects the respiratory system?
- Analyze.** In addition to protecting your health, explain reasons you should not use any form of tobacco.

Applying Health Skills

- Advocacy.** Write an editorial for a newspaper that encourages people to quit using tobacco products, and explain the long-term effects of tobacco use on the body.

Writing Critically

- Persuasive.** Create a pamphlet raising awareness of the health risks of tobacco use. Include information on the long-term effects of tobacco use.

Real Life Issues

After completing the lesson, review and analyze your response to the Real Life Issues question on page 542.

Lesson 1 The Health Risks of Tobacco Use 547

Hands-On Health

Glencoe Health provides many opportunities for problem-based learning including a feature called *Hands-On Health*. These activities help students gain a deeper understanding of the concepts and standards at the heart of the project.



There are 28 *Hands-On Health* activities available throughout the program that cover topics from Communication and Stress-Management to Conflict-Resolution and Refusal Skills.

Media

Hands-on
HEALTH

JUGGLING STRESS

Do you sometimes feel overwhelmed and exhausted trying to juggle everything in your life—school, homework, activities, family and household responsibilities—all at once? This activity will help you identify your stressors and find ways to manage stress.

What You'll Need

- 3 large index cards
- pen or pencil

What You'll Do

STEP 1

In the middle of each index card, draw a 1-inch circle. Write one stressor that is currently affecting your life.

STEP 2

Your teacher will demonstrate the tennis ball activity. Each of your stressors is like a tennis ball you juggle as you try to balance your daily activities.

STEP 3

Select one of your index cards. List four signs or symptoms describing how this particular stressor is currently affecting your health.

Apply and Conclude

Think about the stressors that you identified. List stress-management techniques that you can practice to reduce or manage the stressful situations you identified. Implement your plan and evaluate its effectiveness.

Activity

Checklist: Stress-Management Skills

- ✓ Identification of situations that cause stress
- ✓ Techniques you can use to avoid stressful situations
- ✓ Ways to manage stress
- ✓ Evaluate the effectiveness of the techniques you use to manage stress



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or call 1-800-334-7344