

glencoe
teenhealth



the comprehensive solution for middle school health

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Teen Health is a comprehensive program that engages middle 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 middle 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.

The screenshot displays the 'teenhealth' ConnectED interface. At the top, there is a navigation bar with options like 'LESSON PLANS', 'MANAGE & ASSIGN', 'ASSESS', 'RESOURCES', 'PROJECT CENTER', and 'FITNESS ZONE'. Below this, a dropdown menu shows 'Chapter 10: Nutrition' and 'Lesson 1: Nutrients Your Body Needs'. The main content area is titled 'Lesson 1: Nutrients Your Body Needs' and includes a section for 'Section: 10.1 Focus' and 'Section: 10.1 Teach - Grade 6'. The lesson content is organized into 'SCREEN 2' and 'SCREEN 3'. 'SCREEN 2' features 'Universal Access' and 'English Learners' information. 'SCREEN 3' is partially visible. On the right side, there are interactive elements for 'Activity 16, Level 1, Nutrition, Nutrients Your Body Needs' and 'Applying Health Skills, Level 1, Nutrition, Nutrients Your Body Needs', each with a 'Document' icon and 'Tools' options.

teen health

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flexible format

traditional print materials

Teen 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.



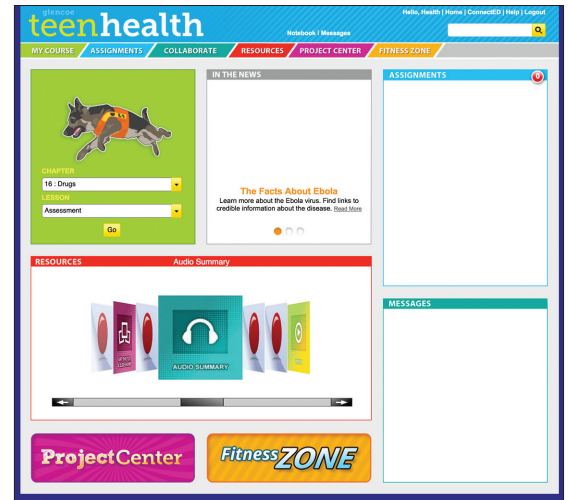
The traditional print format includes a durable, hardbound student edition with the optional *Healthy Relationships and Sexuality* softcover module. A hardbound teacher edition is also available with this program.

digital subscriptions

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

Student Center

- Online Student Edition (interactive)
- Spanish Student Edition
- Interactive worksheets
- Online student-teacher messaging
- Online assessment
- Web Quest activities
- Foldables®
- Bilingual Glossary
- Podcast activities
- Online review, quizzes, and chapter tests
- Flip 4 Fitness 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 4,500 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** at the start of each lesson will help students think about the topic and give them an opportunity to write in their journal.



- **As You Read** provides an activity for students to complete to organize the information presented in the lesson.

- The **Bilingual Glossary** contains vocabulary terms and definitions in Spanish and English

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

print and digital assessments

lesson review

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.

CHAPTER 4
ASSESSMENT
Reviewing Vocabulary and Main Ideas

bullying harassment labeling sexual
intimidation cyberbullying harassment

1. On a sheet of paper, write the numbers 1-6. After each number, write the term from the list that best completes each sentence.

2. _____ is a type of violence in which one person uses threats, taunts, or violence to intimidate another again and again.

3. Ongoing conduct that offends another person by criticizing his or her race, color, religion, physical disability, or gender is known as _____.

4. _____ is also referred to as name-calling.

5. Uninvited and unwelcome sexual conduct directed at another person is known as _____.

6. Electronic posting of mean-spirited messages about a person, often done anonymously, is called _____.

7. On a sheet of paper, write the numbers 7-12. Write True or False for each statement below. If the statement is false, change the underlined word or phrase to make it true.

8. Using labels can be a strategy to stop bullying when it is happening.

9. Bullies are more likely to target a student who is with his or her friends.

10. A policy that makes no exceptions for anybody for any reason is called a zero-tolerance policy.

11. Some bullying is wrong.

12. Any teen who is bullied, or who has a friend who is being bullied, should tell a parent or teacher about the bullying.

80 CHAPTER 4 Assessment

Using complete sentences, answer the following questions on a sheet of paper.

Thinking Critically

13. **SYNTHESIS** Zony recently moved from a different part of the country. She speaks with an accent that is different than that of the students in her new school. Kathy, a girl in her class, imitates Zony's accent, taunting her whenever she speaks. Kathy's teasing really bothers Zony. What should Zony do?

14. **EVALUATE** When Seth walks away from a fight, he hears the bully call him "chicken." What should Seth do? Explain.

Write About It

15. **NARRATIVE WRITING** Write a fictional story about a bullying incident. Describe the traits of the bully and the form of bullying that occurred.

16. **EXPOSITORY WRITING** Write a paragraph describing how a zero-tolerance policy might stop bullying.

STANDARDIZED TEST PRACTICE

Reading
Read the passage below and then answer the questions that follow.

Bullying comes in many shapes and forms. A person might call you names or threaten you with physical violence. A person might tease you or try to keep you from a group. Bullies may even physically attack you. In recent years, technology has also given teens a new way to bully others. They might send a nasty message via an e-mail or through a website. In addition, they might post disrespectful messages about a person or post embarrassing videos.

If you're being bullied, try to ignore the person and walk away. If possible, try to remain calm, even if the bully tries to prevent you from leaving. Be forceful and stand up for yourself, but try not to let the confrontation turn physical. It is important to report the incident to a person in authority, such as a teacher, counselor, or other trusted adult.

1. What does *confrontation* mean in this sentence from the passage?
He *forceful and stand up* for yourself, but try not to let the confrontation turn physical.
A. conflict
B. agreement
C. compromise
D. discussion

2. Which of the following best describes the purpose of the second paragraph?
A. To explain reasons why people bully others.
B. To describe how being bullied makes a person feel.
C. To suggest ways to deal with bullying.
D. To give reasons bullies should be selected.

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chapter assessments

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

teenhealth
Hello, Health | Home | Connected | Help | Logout
Notebook | Messages

MY COURSE ASSIGNMENTS COLLABORATE RESOURCES PROJECT CENTER FITNESS ZONE

Chapter 10: Physical Activity 1: Becoming Physically Fit 2: Creating Your Fitness Plan 3: Performing at Your Best 4: Preventing Sports Injuries

Vocabulary

1: BECOMING PHYSICALLY FIT
Becoming Physically Fit
BIG IDEA Being physically active benefits your total health in a variety of ways.

Lesson 1 Review

After You Read
Read the lesson for new terms, major headings, and Reading Checks.

What I Learned

1. Vocabulary: What is the difference between *physical activity* and *exercise*?

2. Identify: Name one activity that builds muscle endurance and one activity that builds flexibility.

3. Describe: What is one way to improve your body composition?
physical activity

Thinking Critically

4. Evaluate: In a short paragraph, describe your own thoughts and feelings about the importance of being physically fit.

HEALTH @Spotlight

flip 4 fitness

With *Teen Health*, students have fun as they learn to be physically fit. The back of the print book features the *Flip 4 Fitness* section. *Flip 4 Fitness* is a handbook that helps students get started with physical activity, whether they are non-athletes who do not participate in organized sports, or athletes who need tips to cross train for their favorite sport. The handbook focuses on the five elements of fitness to help students set and reach their fitness goals. *Flip 4 Fitness* offers suggested activities and sports, and provides tips on how to make each activity safe, fun, and productive.



FLIP 4 FITNESS

Flip for Fitness is for everyone. Non-athletes who avoid joining organized sports can develop a personal fitness plan to stay in shape. Even athletes can use some of the tips to cross train for their favorite sport.

Planning a Routine

Flip for Fitness helps you plan a fitness routine that helps your body slowly adjust to activity. Over time, you will increase both the length of time you spend and the number of times that you are physically active each week. Teens should aim to get at least one hour of physical activity each day. These periods of physical activity can be divided into shorter segments, such as three 20 minute segments each day. Exercise includes any physical activity, such as completing a fitness plan, playing individual or group sports, or even helping clean at home. The key is to keep your body moving.

Before You Start Exercising

Every activity session should begin with a warm-up to prepare your body for exercise. Warm-ups raise your body temperature and get your muscles ready for physical activity. Easy warm-up activities include walking, marching, and jogging, as well as basic calisthenics or stretches. As you increase the time you spend doing a fitness activity, you should increase the time you spend warming up. Check the Sample Physical Fitness Plan in Teen Health in Connect Ed.

Flip 4 Fitness F4F-1

Running or Jogging

Running or jogging is one of the best all-around fitness activities. Running uses the large muscles of the legs thereby burning lots of calories and also gives your heart and lungs a good workout in a shorter amount of time. Running also helps get you into condition to play team sports like basketball, football, or soccer. More good news is that running can be done on your schedule although it's also fun to run with a friend or two.

What Will I Need?

- » A good pair of running shoes. Ask your Physical Education teacher or an employee at a specialist running shop to help you choose the right pair.
- » Socks made of cotton or another type of material that wicks away perspiration.
- » Bright colored or reflective clothing and shoes.
- » A stopwatch or watch with a second sweep to time your runs or track your distance.
- » Optional equipment might include a jacket or other layer depending on the weather, sunscreen, and sunglasses.

How Do I Start?

Your ultimate goal is to run at least 20 to 30 minutes at least 3 days a week. Use the training schedule shown below. Start by walking and gradually increasing the amount of time you run during each exercise session. Starting slowly will help your muscles and tendons adjust to the increased work load. Try spacing the three runs over an entire week so that you have one day in-between runs to recover.

How Can I Stay Safe?

- » Use the correct equipment for the sport you have chosen.
- » Running on a track, treadmill, or in a park with level ground will help you avoid foot or ankle injuries.
- » Avoid running on the road, especially at night.
- » Avoid wearing headphones unless you are on a track, treadmill, or another safe place. Safety experts agree that headphones can distract you from being alert to your surroundings.

Here is a plan to get you started as a runner:

- » Start each run with a brisk 3-5 minute walk to warm-up.
- » Take some time to slowly stretch the muscles and areas of the body involved in running. Avoid "bouncing" when stretching or trying to force a muscle or tendon to stretch when you start to feel tightness.
- » Begin slowly and gradually increase your distance and speed. A good plan for the first several weeks is to alternate walking with easy running. The running plan included in this section can give you some tips on how to train for a 5K run.
- » Use the "talk test." Can you talk in complete sentences during your training runs? If not, you are running too fast.

F4F-6 Flip 4 Fitness

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 screenshot shows the 'glencoe teenhealth' website interface. At the top, there is a navigation bar with 'Hello, Health | Home | ConnectED | Help | Logout' and a search bar. Below this is a secondary navigation bar with tabs for 'MY COURSE', 'ASSIGNMENTS', 'COLLABORATE', 'RESOURCES', 'PROJECT CENTER', and 'FITNESS ZONE'. The 'FITNESS ZONE' tab is selected. The main content area is titled 'Clipboard Energizer Activity Cards - Strength Activities' and displays a grid of five activity cards. Each card includes a number (12-16), a title, a diagram of a person performing the exercise, and a 'Tools' button. The cards are: 12 Pec Push, 13 Stand-ups, 14 Biceps Curl, 15 Leg Curl, and 16 Arm Pull. A left sidebar lists various activity categories like 'Clipboard Energizer Activity Cards - Aerobic Activities', 'Videos - No Equipment Strength Training', etc. A 'Media' window is overlaid on the bottom right, showing a video of a person performing a bench press in a gym.

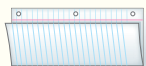
Lesson Review

Foldables® study organizers appear in the first lesson of each chapter. *Foldables* are three-dimensional, interactive graphic organizers that allow students to quickly organize and display data. At the beginning of the lesson, students are asked to create a Foldable, and record information learned in the lesson. When preparing for the chapter assessment, students are asked to use the Foldable they created to help with studying. All of the *Foldables* for *Teen Health* are located at the back of the print book, as well as in the Resource Center in *ConnectED*.

Chapter 1 Foldables®

Make this Foldable® to help organize what you learn in Lesson 1.

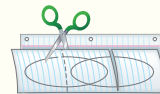
- 1** Begin with a plain sheet of notebook paper. Fold the sheet of paper in half along the long axis.



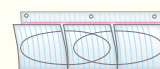
- 2** Turn the paper, and fold it into thirds.



- 3** Unfold and cut the top layer along both fold lines. This makes three tabs. Draw two overlapping ovals.



- 4** Label the left tab *Verbal*, the middle tab *Communication*, and the right tab *Nonverbal*.



Write the definitions and examples of verbal and nonverbal communication under the appropriate tab. Under the middle tab, describe how both types of communication help to share feelings, thoughts, and information.

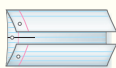
Chapter 2 Foldables®

Make this Foldable® to help organize what you learn in Lesson 1.

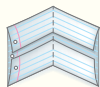
- 1** Begin with a plain sheet of notebook paper. Draw a straight line across the middle of the page to divide it in half.



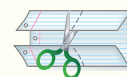
- 2** Fold the top and bottom quarters of the page to meet the line in the middle.



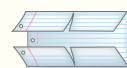
- 3** Next, fold the page in half.



- 4** Cut along the creases you have made in the top and bottom flaps.



- 5** On the four flaps you have created, write *Thinking about Dating, Group Dating, Individual Dating, and Healthy Ways to Show Affection*.



List the main ideas from this lesson under each of the appropriate tabs.

hands-on health

Teen 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 is one *Hands-On Health* activity per chapter for students to complete, available in the print book and in *ConnectED*.

Hands-On HEALTH ACTIVITY

Jars of Sugar

Do you know how much sugar you consume when you grab a quick drink or snack? The table below lists the amount of sugar, in grams, that you might find in several popular foods.

WHAT YOU WILL NEED

- * seven empty baby food jars
- * a container of sugar
- * a set of measuring spoons

WHAT YOU WILL DO

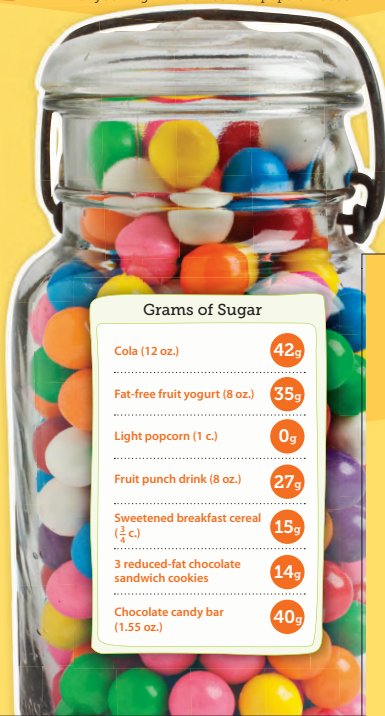
1 Note that 5 grams of sugar is equivalent to 1 level teaspoon of sugar, 1 gram is just under $\frac{1}{4}$ teaspoon, and 2 grams is a little under $\frac{1}{2}$ teaspoon.

2 Calculate how many teaspoons of sugar each product in the list contains.

3 Using the spoons, measure out the amount of sugar in each product and place it in a jar. Label the jar with the name of the product it corresponds to.

WRAPPING IT UP

Evaluate your findings. Which foods contain the most sugar? Which foods are high in other nutrients? What are some ways to reduce your sugar intake?



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Hands-On HEALTH ACTIVITY

Making Smart Choices about Medicines

WHAT YOU WILL NEED

- * Three index cards per student
- * One pencil or pen per student
- * Internet or library access

WHAT YOU WILL DO

1 In teams of three, use each of your index cards to write one medicine you might find at a pharmacy. Each group should compile a total of nine different medications.

2 Research the health benefits and risks associated with each of the medicines you have listed. On the back of each card, list two benefits and two risks for each medication.

3 When you are finished, place all the completed cards face down in the middle of the table. Your teacher will then name a category, such as how the medicine enters the body, whether it is a prescription or OTC medicine, or which one carries the most risk.

4 For each round, your team will turn the cards over and sort them into the proper category. The winner is the team that completes the most rounds successfully.

A medicine can be either helpful or harmful to the body, depending on whether it is used properly and how it affects your body. Some medicines can protect you from certain diseases or are used to manage specific conditions. Others cure diseases, kill germs, relieve symptoms, or treat minor injuries. This activity will help you better understand the health risks and benefits of using different medications.



WRAPPING IT UP

Create a "How to Use Medicines Wisely" checklist that explains the steps to use when making a decision about using a medicine. Keep in mind the purpose of the medication, the way a medication affects your body, the health benefits and risks of a medication, and how the medication is used.

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Photo: Getty Images



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