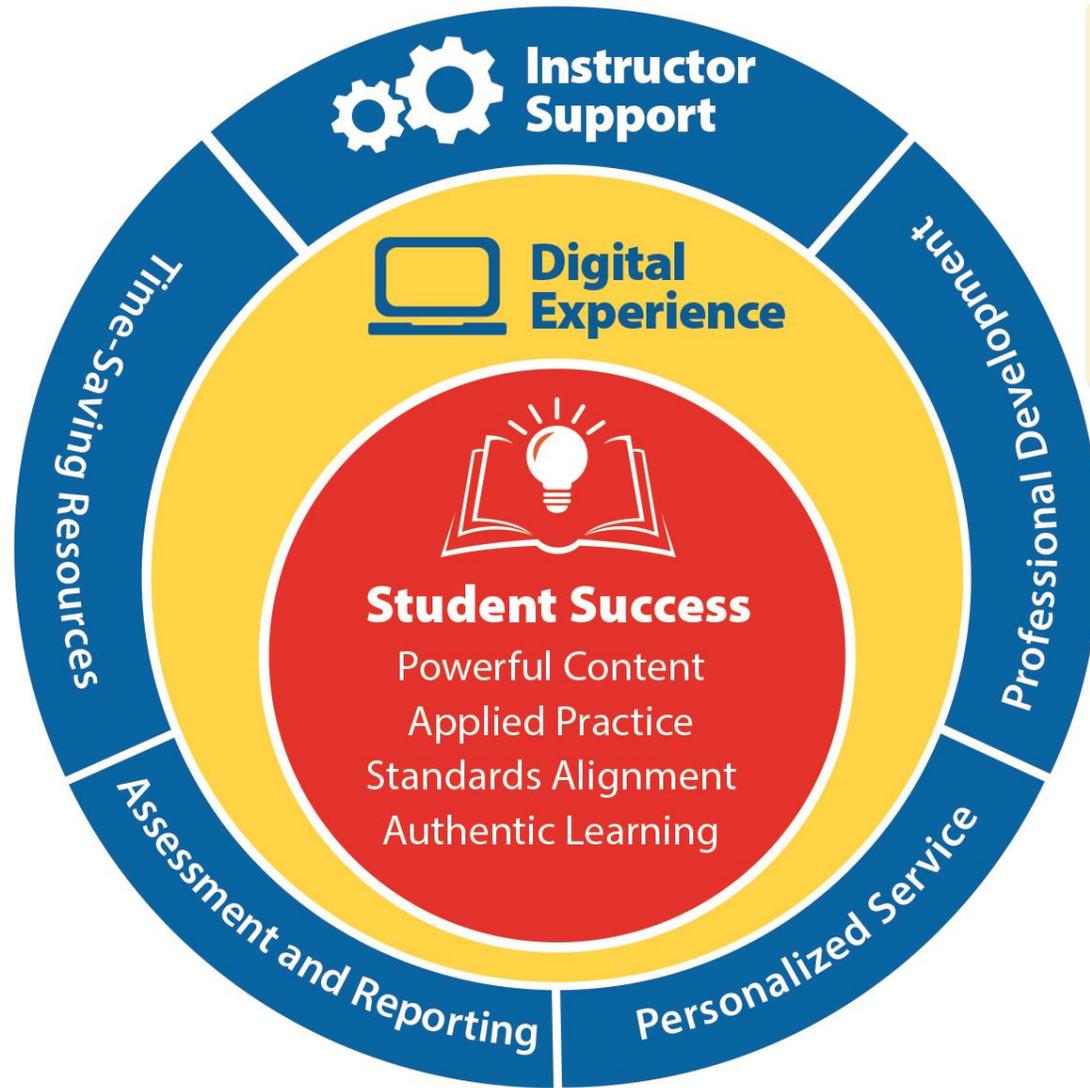


*Small Animal Science and Care*



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# LMS and CMS Integration Easy Navigation

2: E-Flash Cards

Definition (1 of 31)

Item of value that is owned.

2: E-Flash Cards

Term (1 of 31)

asset

Select to flip

Previous Remove Next

## E-Flash Cards & Vocabulary Practice

### 2: Vocabulary Game

Select a point value. Choose the term that matches the definition.

Score: 800

<input checked="" type="radio"/> 100	100	100	100
200	200	200	200
300	<input checked="" type="radio"/> 300	300	300
400	400	400	<input checked="" type="radio"/> 400

**Definition:** Act of giving money, goods, or services to meet the needs of others and support causes that are important to an individual.

- pay yourself first
- variable expense
- recordkeeping
- philanthropy

Check Answer

## Interactive Activities

Name:

Date:

Period:

### Chapter 2: Service: The Heart of Hospitality

*Instructions: Answer the following questions using what you learned in this chapter.*

#### 2.1 Customers Checkpoint

1. The \_\_\_\_ is the main reason for the hospitality industry.  
Answer:

2. The ability to understand how another person feels is \_\_\_\_.  
Answer:

#### 2.2 Providing Quality Service Checkpoint

1. When you provide the same good service and products to customers each time they come to your business, you are providing \_\_\_\_ quality service.  
Answer:

2. *True or False?* Interactions between a customer and a staff member, like a phone conversation to make a hotel reservation, are called *word-of-mouth*.  
Answer:

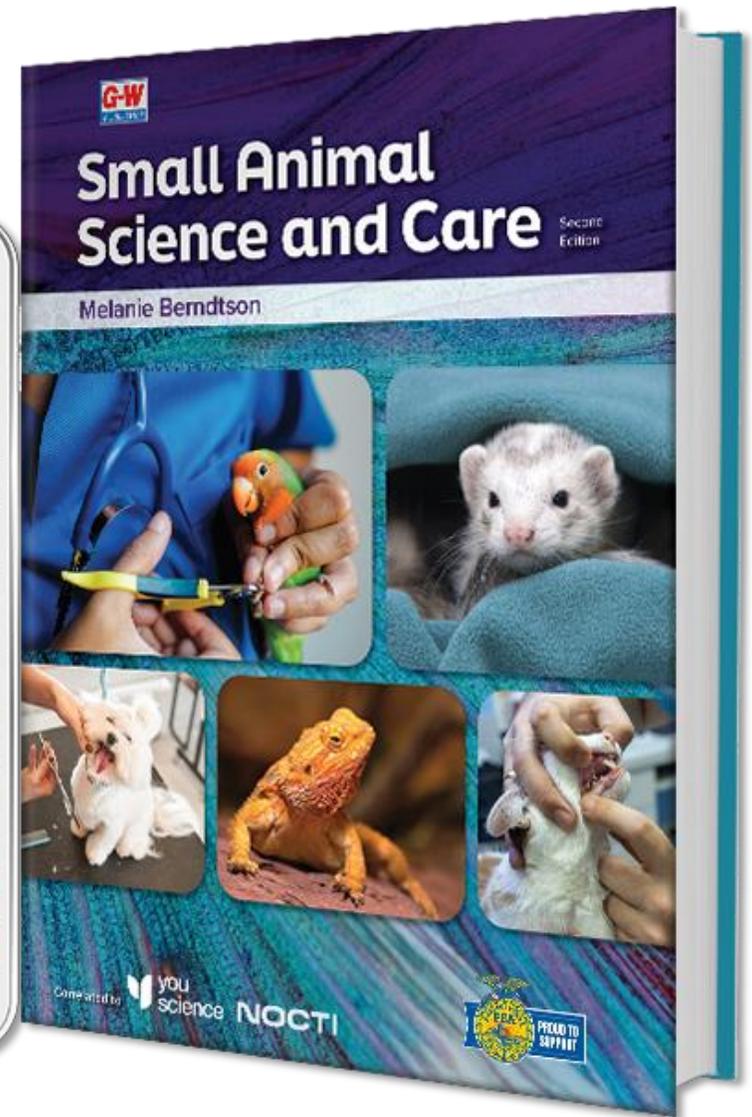
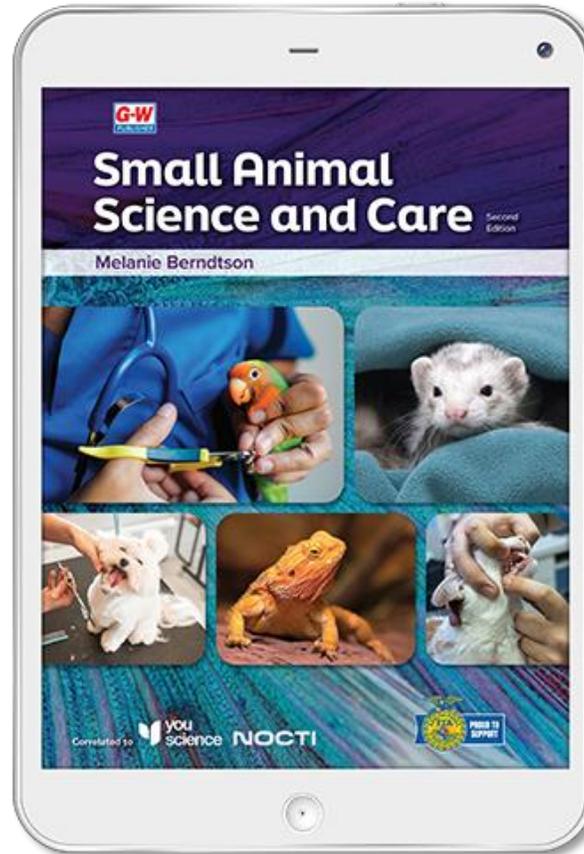
#### 2.3 Hospitality Employees Checkpoint

1. *True or False?* In a hotel, the back-of-the-house employees include the valets bell attendants, and security officers.  
Answer:

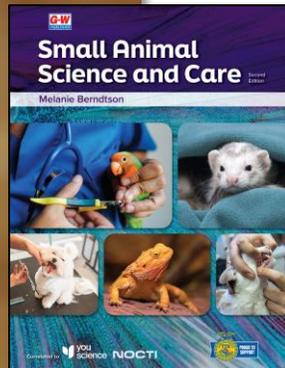
2. A customer-focused employee is able to \_\_\_\_ customer needs.  
Answer:

## Workbook Activities

# Integrate G-W Digital Resources



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<b>Chapter 1</b>	<b>The Small Animal Industry</b>
<b>Chapter 2</b>	<b>Safety, Handling, and Housing</b>
<b>Chapter 3</b>	<b>Employment Skills</b>
<b>Chapter 4</b>	<b>Animal Welfare and Animal Rights</b>
<b>Chapter 5</b>	<b>Small Animals in Society</b>
<b>Chapter 6</b>	<b>Health and Disease</b>
<b>Chapter 7</b>	<b>Small Animal Nutrition</b>
<b>Chapter 8</b>	<b>Digestive Systems</b>
<b>Chapter 9</b>	<b>Genetics and Inheritance</b>
<b>Chapter 10</b>	<b>Reproduction</b>
<b>Chapter 11</b>	<b>Canines</b>
<b>Chapter 12</b>	<b>Felines</b>
<b>Chapter 13</b>	<b>Rabbits and Guinea Pigs</b>
<b>Chapter 14</b>	<b>Rodents</b>
<b>Chapter 15</b>	<b>Ferrets</b>
<b>Chapter 16</b>	<b>Hedgehogs</b>
<b>Chapter 17</b>	<b>Sugar Gliders</b>
<b>Chapter 18</b>	<b>Amphibians</b>
<b>Chapter 19</b>	<b>Reptiles</b>
<b>Chapter 20</b>	<b>Avians</b>
<b>Chapter 21</b>	<b>Fish</b>
<b>Chapter 22</b>	<b>First Aid</b>
<b>Chapter 23</b>	<b>Veterinary Science Applications</b>
<b>Chapter 24</b>	<b>National FFA Organization Participation</b>

# Student Textbook

## CHAPTER 23

# Veterinary Science Applications

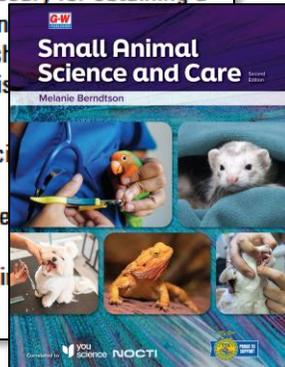
### SAE for ALL Profile Animal Behaviorist

An animal behaviorist is someone who studies the behaviors and actions of animals. These professionals aim to understand how animals interact with each other and their environments. They also study how evolution and genetics influence animal behavior. Some unique behaviors studied by behaviorists include reproduction, raising young, foraging, and other learned behaviors. This career allows people to combine hands-on work with animals and data analysis. Animal behaviorists also need to collaborate with animal care professionals, veterinarians, and other researchers.

Animal behaviorists fall into one of four main fields. **Ethology** is the study of animal behavior. Comparative psychology, behavioral ecology, and sociobiology are other related fields. Ethologists and psychologists seek to understand how animals control their behavior and the purpose of that behavior. For instance, an animal behaviorist might consult with an animal shelter. In this role, the responsibilities might include communicating with shelter staff and advising them on training plans or strategies for managing specific animals. Behaviorists often study animal body posture, vocalizations, movements, and gestures before making an assessment. An **ethogram** is a systematic and detailed record of an animal's behaviors. An animal behaviorist may use one while assessing by observing over time and recording all observed behaviors, usually by checking them off on a chart. The data gathered is then analyzed for patterns to make recommendations about the animal and develop a care plan.

Students can train in many areas to become animal behaviorists, including biology, zoology, ecology, and psychology. An advanced degree is often necessary for obtaining a career in this field. Most positions require a doctorate-level education available at universities and private research facilities, zoos, animal shelters, and training centers. The national average salary for animal behaviorists is \$79,000.

- Can studying an endangered animal's behaviors help save a species?
- How can observing a pet interact with its human family help correct behavior?
- How can observing a zoo animal help the caretakers keep the animal healthy?



The National FFA Organization

### Chapter 24 Essential Question

How does being involved with the National FFA Organization benefit a student desiring a future career with small animals?

### Chapter 24 Learning Outcomes

After studying this chapter, you should be able to:

- 24.1 Describe the three-circle model of agricultural education.
- 24.2 Discuss the history and organization of FFA as it relates to the complete program of agricultural education.
- 24.3 Identify and explain the responsibilities and benefits associated with Supervised Agricultural Experiences (SAEs).
- 24.4 List and describe the types of SAE programs.
- 24.5 Apply proper recordkeeping skills as they relate to an SAE.
- 24.6 List and describe the components of an agriscience fair project.

# What's New to the Edition



## Chapter 12 Essential Question

*How do you properly care for and manage cats?*

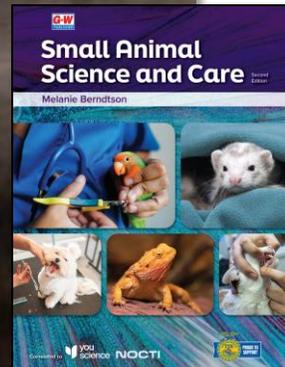
### Chapter 12 Learning Outcomes

*After studying this chapter, you should be able to:*

- 12.1 Describe the domestication of cats and identify the four major species that contributed to the modern cat.
- 12.2 List the different factors that affect the life span of indoor and outdoor cats.
- 12.3 Identify the major factors that affect the nutritional needs of cats, and list general feeding recommendations.
- 12.4 Compare and contrast internal and external parasites and describe the life cycle of common internal and external parasites.
- 12.5 Identify the major categories of infectious diseases and describe one disease in each category.
- 12.6 List five noninfectious diseases that affect cats, their symptoms and treatment.
- 12.7 Identify the amount of exercise felines need and describe each grooming process.
- 12.8 Compare and contrast different housing and provide a situation that could be used.
- 12.9 Demonstrate proper handling and describe negative feline behavior of deterrence.
- 12.10 Describe the training methods that cats normally respond to and the activities they can perform.
- 12.11 Describe the three major cat restraints and explain how to perform them.
- 12.12 Describe what occurs during the major stages of the reproductive cycle.

### Chapter 12 Words to Know

- Cat Fanciers Association (CFA)
- cobby body type
- cornea
- dermatitis
- ELIZA test
- foreign body type
- insulin
- Jacobson's organ
- obligate carnivore
- operant conditioning
- positive reinforcement
- systemic treatment
- variety
- vibrissae
- vomeronasal organ



# Chapter-Opening Materials



## SAE for ALL Profile Hannah Gayda, Feline Care

Hannah Gayda attended Buena Regional High School in Buena, New Jersey. She was an FFA member under the guidance of chapter advisor Dr. Tiffany Morey. When Hannah needed an SAE, she realized she could use the care and management of her family's five rescued cats. She decided her SAE would benefit both her and her furry family members. She used her project to learn more about keeping felines healthy, budgeting resources, and keeping financial records. She also kept records as though she were conducting a research project to improve her observational skills.

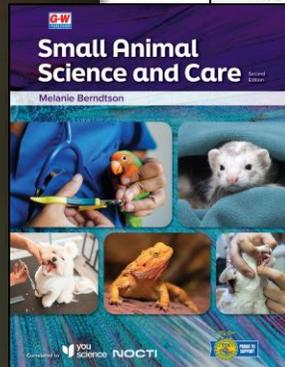
Throughout her project, Hannah learned about feline body functions, and how good quality food contributes to a cat's health. This knowledge taught her to interpret food labels and adjust diets to suit each animal's needs. Hannah observed instinctual behaviors, individual personalities, body language, and interactions. She also observed how cats interact with their human family members.

Through her recordkeeping, Hannah realized how much responsibility, money, and time is involved with a cat's care. Aside from spending time with the cats, Hannah provided physical care, food and water, regular grooming, and veterinary checkups. She also maintained their sleeping areas and litter boxes.

A turning point in Hannah's project occurred on a normal day when she was interacting with her cats. She realized how much she was learning about caring for animals and the value of such an opportunity. She also realized how the little details involved in their care all matter to their well-being in the bigger picture. Hannah realized this was an important and beneficial chance that not everyone experiences.

Hannah's SAE encouraged her to pursue something in the biology field. She says that her SAE has taught her responsibility, perseverance, and a greater appreciation for the biology of animals. She knows these traits will help her in college and influence other areas of her life. Hannah advises others planning an SAE in feline care to consider the responsibility carefully. "You must be caring, patient, and willing to spend a good amount of your time and money to be successful," she said. "Caring for animals is not for everyone, but it can be rewarding and of great benefit to the animals. You will also learn what it is like to put something in need above your needs and wants."

- How could Hannah or a student such as yourself expand a pet care SAE and make it something larger?
- How could a pet care SAE affect your future or generate career ideas as it did for Hannah?
- What other SAE ideas can you think of that relate to cats?



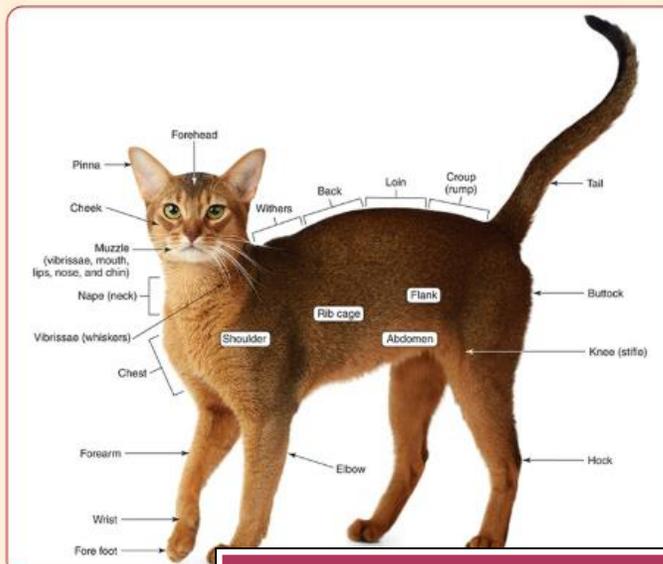
# Special Features



### STEM Connection

#### Feline Anatomy

Whether you are showing or raising cats for sale, you should know the parts of the cat's body. Study the image to learn the external anatomy of felines. This knowledge will be helpful if you choose to become a judge or take additional animal science classes.

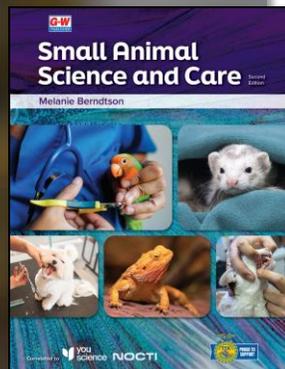


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### Legal Note

#### Disease Quarantines and Travel Restrictions

When a new disease is introduced and begins spreading through animal populations, states and/or counties typically initiate a quarantine restricting travel of domesticated animals that are vulnerable to the disease or may transmit the disease. This is currently the case with rabbit hemorrhagic disease. Officials may also limit hunting of potentially diseased animals. Check with local authorities to learn of these types of restrictions.



# Special Features



### Career Connection

#### Wildlife Rehabilitator

Wildlife rehabilitators care for injured or baby animals and release them into the wild when they are well enough to be on their own. Typically, a college degree is not required for this type of career, but it can be helpful to study and understand animal behavior and animal health. Some of the duties of a wildlife rehabilitator include caring for animals, performing tasks such as feeding, cleaning, administering medication, and caring for injuries. It also includes educating the public, fundraising, as well as administrative and management tasks in a facility. Wildlife rehabilitation facilities must have permits from the state in which they operate. These facilities are typically non-profit organizations and the pay can range from \$28,000 for entry-level positions up to \$65,000 for some of the best-paying senior-level positions.

Caring for wildlife is only one job of a wildlife rehabilitator. They are often employed by nonprofit organizations where employees also have to conduct administrative duties such as paperwork and ordering. *What other differences do you think there are between working for nonprofit organizations and for-profit businesses?*

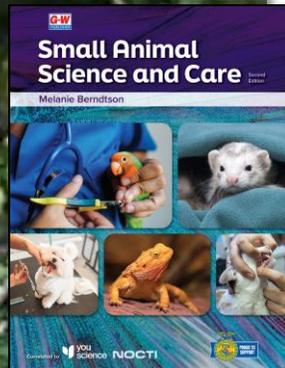


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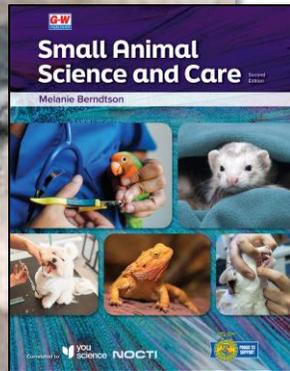
#### Safety First

##### Exercise Balls and Wheels

Guinea pigs should *never* be put in exercise balls or given wheels to run in like smaller companion animals. Their spines do *not* flex backwards, and it could damage their back. Balls are also confining and could contribute to heatstroke if guinea pigs are left in them for long periods.



## Special Features



### Panda



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### Sable



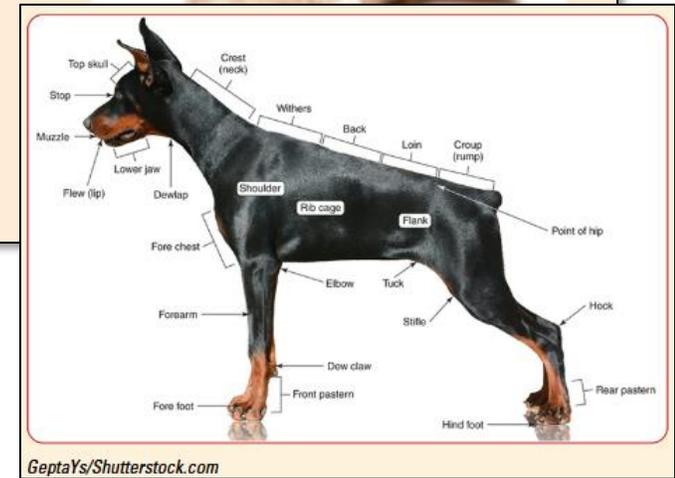
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### Roan



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### Siamese Sable



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# Illustrations and Photos



## *Hands-On Small Animal Science and Care*

### **Training Your Ferret to Walk on a Leash**

Training a ferret to walk on a leash requires much patience. Keep in mind that some ferrets may never like to walk on a leash, and they should not be forced or dragged.

1. Find a harness that fits your ferret properly. Take your pet to the store and try harnesses on until you find the best fit. The harness should fit tightly so your ferret cannot wiggle out of it.
2. Begin training by putting the harness on your pet and giving it a treat to help it associate the harness with a treat. Allow your pet to wear it around the house under your supervision.
3. Once the ferret is comfortable wearing the harness, clip on the leash. Allow your ferret to drag the leash around at first, and then begin to pick up the leash. *Never* leave a ferret unsupervised in a harness and/or with a leash on as it may be caught on something and suffer an injury. Continue to give treats when the ferret is on the leash so it anticipates the treat.
4. Encourage your ferret to move forward while on the leash by holding a treat in front of it. Praise your pet each time it moves forward.
5. Work with the animal in short sessions so that it does not get too full or frustrated with the process.
6. Expose the ferret to the outdoors first by carrying it in your arms. This will allow it to get used to unfamiliar sights and sounds.
7. On the first day, begin walking your ferret outdoors in an open grassy area. Avoid hot pavement, extreme temperatures, and puddles. Reward it with treats occasionally during the walk.
8. Ferrets get very distracted when walking outdoors and tire easily. Keep walks between 5 and 10 minutes.

**Hands-On Content**



### Chapter Summary

- To be domesticated, an animal must meet six conditions: the ability to have a diverse diet, a rapid growth rate, the ability to breed in captivity, a good disposition, an even temperament, and the ability to live in a social hierarchy. (1.1)
- Feral animals are domesticated animals that have escaped and reverted to a wild state. (1.2)
- All organisms can be classified into the following categories: kingdom, phylum, class, order, family, genus, and species. (1.3)
- Each organism has a scientific name consisting of a genus and a species. (1.3)
- Animals described in this book fit into one of the seven classes of the Subphylum Vertebra. The subphylum includes Mammalia, Agnatha, Chondrichthees, Osteichthes, Amphibia, Reptilia, and Aves. (1.3)
- Today, over 66% of the US population keeps pets and spends almost \$147 billion on their pets each year. (1.4)
- The top sources of pets are breeders, private sales, strays, friends or relatives, and animal shelters. (1.5)
- Animals serve many roles in human life including companionship, working, food, clothing, and research. (1.5)

### Know and Understand

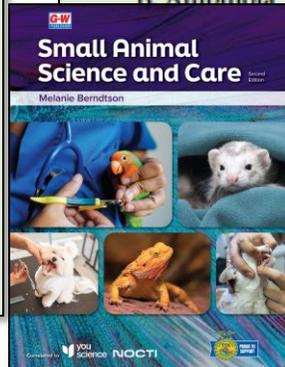
Answer the following questions using the information provided in this chapter.

1. Domestic dogs are a subspecies of the \_\_\_\_\_. (1.1)
  - A. red fox
  - B. eastern coyote
  - C. gray wolf
  - D. dingo
2. Which of the following is one of the six criteria that must be met for an animal to be considered domesticated? (1.1)
  - A. Does not bite
  - B. Lives in the house
  - C. Listens to humans
  - D. Can breed in captivity
3. A domesticated animal that has reverted to its wild state is considered \_\_\_\_\_. (1.2)
  - A. tame
  - B. feral
  - C. exotic
  - D. extirpated
4. Which of the following is the correct order of the levels of classification? (1.3)
  - A. Class, family, genus, kingdom, order, phylum, species
  - B. Species, genus, phylum, family, order, class, kingdom
  - C. Kingdom, phylum, class, order, family, genus, species
  - D. Genus, species, kingdom, phylum, class, order, family
5. Primitive fish that are jawless and do not have scales or plates are in the Class \_\_\_\_\_. (1.3)
  - A. Agnatha
  - B. Amphibia

### Vocabulary Review

Match the vocabulary terms listed in the *Words to Know* to the correct definition.

- |   |                          |
|---|--------------------------|
| 1. Animals that are comfortable with humans but do not meet all of the criteria of domestication. | A. aggression            |
| 2. A domesticated animal that has escaped and reverted to a wild state.                           | B. binomial nomenclature |
| 3. The scientific classification of organisms into different categories.                          | C. breed                 |
|   | D. domesticated          |
|   | E. exotic pet            |
|   | F. feral                 |
|   | G. tame                  |
|   | H. taxonomy              |

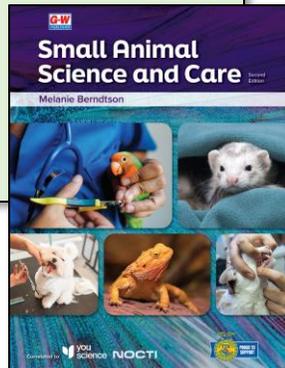


## SAE for ALL Opportunities

1. **Immersion: Research SAE**—Conduct a study to determine the best diet to help pets lose weight. Use your own pets or pets of a family member or friend. Research weight loss diets and select a diet to test. Develop a control and a research variable for your project. (6.13)
2. **Immersion: Placement SAE**—Work as a veterinary assistant. Contact local veterinary clinics to determine if there are any openings. Apply for the job and go through the hiring process. Ask to work in different parts of the veterinary clinic if possible to gain further experience including reception, cleaning, animal handling, and veterinary assisting.
3. **Immersion: Service Learning SAE**—Plan and host a vaccination clinic for animals in your community. Work with a local veterinarian or an animal shelter to identify the date, location, services, and cost of the vaccines. Identify the area where there is the most need and how to break through potential barriers for people to bring their animals there. After you are done, complete a reflection on your experience. (6.8)

## SAE for ALL Check-In

- How much time have you spent on your SAE this week?
- Have you logged your SAE hours?
- What challenges are you having with your SAE?
- How can your instructor help you?
- Do you have the equipment you need?



## Communicating about Small Animals

1. **Speaking**—As a volunteer at a local animal shelter, you have been given the task of making the initial assessment of a recently surrendered and extremely overweight dog. You must also develop a feeding and exercise plan for the animal. Explain how you determined the dog's BCS. What recommendations do you have for feeding the animal? What kind of exercise program should the dog follow to help it lose weight before it is adopted? What would you tell the new owners about continuing the feeding and exercise plan? (6.13)
2. **Reading and Writing**—Secure two to three food labels from comparable brands. Compare and contrast the labels with regard to the amounts of meat, grains, vitamins, macronutrients, micronutrients, protein, and fat contained in the food. Why might they differ? Include the prices and indicate which food is the best buy. Create a graph illustrating your findings.

## Activity 6A: Disease Transmission

### Introduction

Contagious animal diseases can spread quickly in populations if animals are not vaccinated, conditions are not clean, or new diseases are introduced. As an animal owner, it is necessary to take all possible precautions to keep animals healthy and disease-free. In this experiment, you will observe how a disease can be spread.

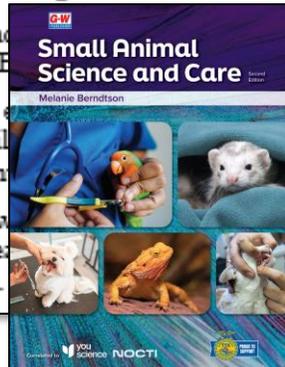
### Materials Needed

- Baking soda
- Disease tracking worksheet/chart
- Phenylalanine indicator
- Small cups (one per person)
- Water

Your teacher will prepare the cups ahead of time by filling each one 1/3 of the way full with plain water. Your teacher will add baking soda to one of the cups to represent the infected person.

### Procedure

1. Obtain a cup of *simulated body fluids* from your teacher.
2. When your teacher indicates round one is beginning, exchange “fluids” with one classmate by pouring the contents of your cup into your classmate’s, swirling to mix the fluids. Pour half of the contents back into your empty cup. Record the student’s name on your worksheet under Exchange #1. You may not exchange with the same person in any of the subsequent rounds.
3. Complete the same procedure in #2 when your teacher indicates that round two is beginning. List the student you exchanged with under Exchange 2.
4. Complete the same procedure in #2 when your teacher indicates that round three is beginning. List the student you exchanged with under Exchange 3.
5. Your teacher will put 3 drops of the indicator solution in each cup. If a student is infected, the water will turn pink. If a student is not infected, the water will remain clear or have a slight yellow tint.
6. Collect the class data on your student worksheet and draw conclusions to help determine the original carrier of the disease. Your teacher will provide the correct answer after all students have made their guesses.



### Student Worksheet

1. People you exchanged with:
  - A. Exchange 1:  
Answer:
  - B. Exchange 2:  
Answer:
  - C. Exchange 3:  
Answer:
2. Were you infected?  
Answer:

### Class Results

Print the names of all the people in your class and with whom they exchanged fluids. Place an asterisk next to or highlight each of the names of the people who are infected.

Name	Exchange 1	Exchange 2	Exchange 3



## Small Animal Science and Care: Lesson Plan

Instructor:  
Course:

Date:  
Unit:

### Chapter 6: Health and Disease, pages 116–159

#### Lesson Outcomes

- 6.1 Identify the levels of organization in an animal's body and the function of the body systems.
  - 6.1 Anatomy and Physiology
- 6.2 Explain the disease triangle and methods of prevention.
  - 6.2 The Disease Triangle
- 6.3 Describe diseases, their sources, and how they prevent health.
  - 6.3 Disease Symptoms and Descriptions
- 6.4 Describe common skin and gastrointestinal problems.
  - 6.4 Epidermal and Gastrointestinal Issues
- 6.5 Identify zoonotic diseases that can be transmitted from animals to humans.
  - 6.5 Zoonotic Diseases
- 6.6 List and describe endoparasites and ectoparasites and the laboratory tests used to identify parasites and how to prevent them.
  - 6.6 Parasites
- 6.7 Describe what to do in the event of a pet poisoning.
  - 6.7 Poisons
- 6.8 Explain preventive health maintenance and how it is performed.
  - 6.8 Health Maintenance
- 6.9 List the types of common animal medications and the routes of administration.
  - 6.9 Medications
- 6.10 Describe how to clip toenails properly on small animals.
  - 6.10 Nail Trimming
- 6.11 Describe the dental care pets should have, how to perform it, and the problems that may occur.
  - 6.11 Dental Issues
- 6.12 Describe basic grooming procedures including ear cleaning and bathing.
  - 6.12 Grooming and Bathing
- 6.13 Apply body condition scoring and explain ways to prevent obesity.
  - 6.13 Preventing Obesity

#### Essential Question

How do you maintain animal health and prevent diseases in small animals?

## 6 Health and Disease

### 6 Resources

- [Textbook and Workbook Answer Key](#)
- [Lesson Plan](#)
- [Chapter Review](#)

### 6 Presentations

- [Instructor's Presentation](#)
- [Instructor's Presentation for PowerPoint](#)

### 6 Test Bank

- [Exam](#)
- [Posttest](#)
- [Pretest](#)

### 6 Lab Workbook

- [Lab Workbook Chapter Review](#)
- [Lab Workbook Activity 6A](#)
- [Lab Workbook Activity 6B](#)
- [Lab Workbook Activity 6C](#)
- [Lab Workbook Activity 6D](#)
- [Lab Workbook Activity 6E](#)
- [Lab Workbook Activity 6F](#)

**Lesson Plans, Assessments,  
and Answer Keys**



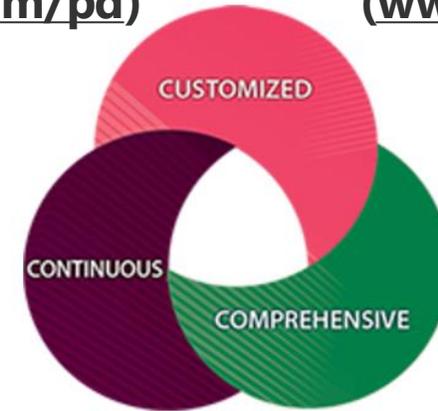
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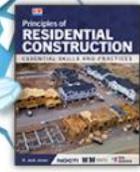
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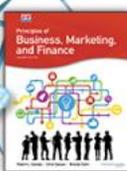
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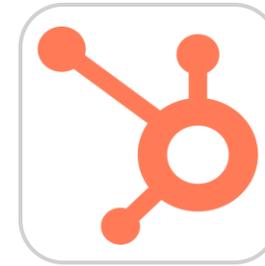


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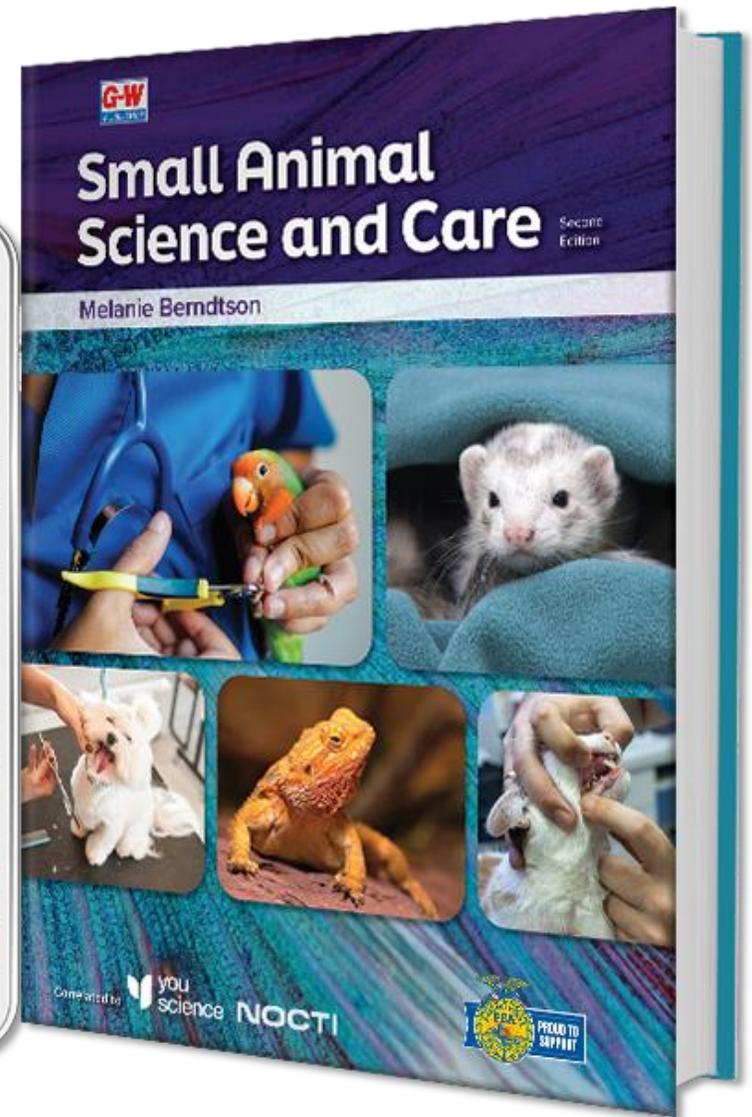
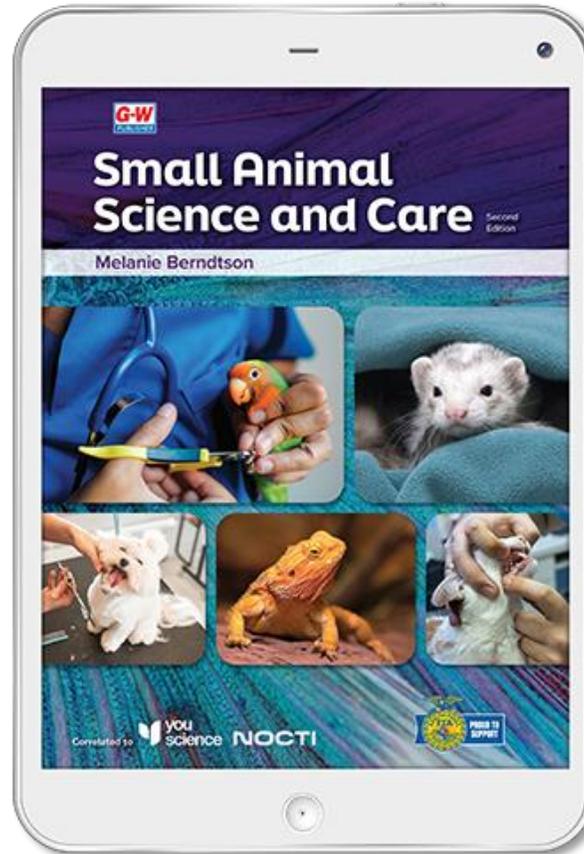


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