

Health 6

Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved: 8/17/17

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Health Education Graduate Goals

Upon completion of their health education study in the Francis Howell School District, students will be able to:

1. Comprehend concepts related to health promotion and disease prevention.
2. Demonstrate the ability to access valid health information and health-promoting products and services.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Analyze the influence of culture, media, technology, and factors on health.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Demonstrate the ability to advocate for personal, family, and community health.

Course Rationale

Health behaviors, the most common predictors of current and future health status, are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors, and opportunities to practice the behaviors. Because health behaviors are learned, they can be shaped and changed.

Fostering healthy children is the shared responsibility of families, communities and schools. A comprehensive school health program can motivate students to maintain and improve their health, prevent diseases, and avoid or reduce health risk behaviors. It can provide students with the knowledge and skills necessary to be healthy for a lifetime.

A strong physical education program contributes to the development of a physically educated person who has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activities, and values physical activity and its contributions to a healthful lifestyle.

The combination of a quality physical education program and health education program allows students to become physically educated and health literate individuals. Quality programs provide students with opportunities to explore concepts in depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding and develop physical and social skills necessary for a healthy, active life.

Health 6 Course Description

Communication skills and the decision making process are two components that will be utilized to address all health concepts at this level. Students will understand what comprises physical, mental and social health, and the balance necessary to maintain overall health and wellness. Areas of focus will include the structure and functions of the body systems, nutrition and life management skills. *(NOTE: This course contains learner objectives on human sexuality. Missouri State statute (170.015) gives parents the right to remove their student from this portion of the health course. A signed parent permission slip is required of each student before being allowed to participate in the instruction of these objectives. FHSD instructional lesson plans and materials are to be available for parent preview upon request.)*

The course is taught throughout the year interspersed with days spent in physical education classes. There a total number of forty days allocated to health instruction through the year.

Health 6 Curriculum Team

Curriculum Committee

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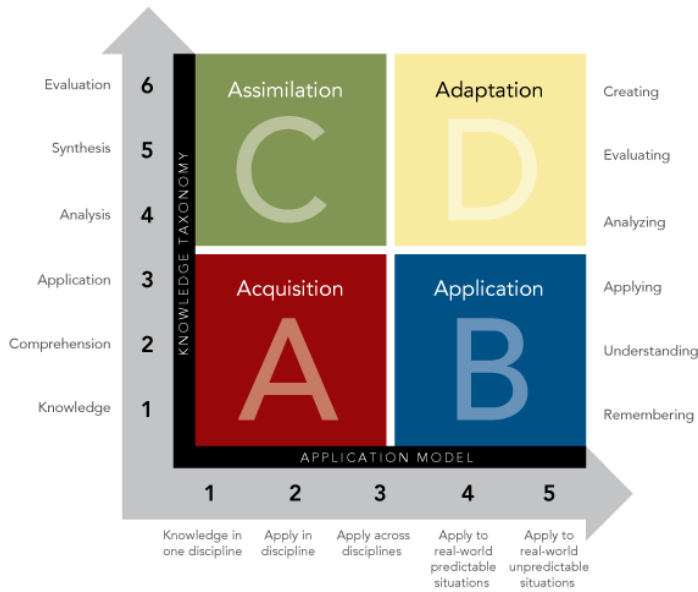
Curriculum Cycle Work: [Current Reality Worksheet](#)

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Health Standards

<http://dese.mo.gov/sites/default/files/gle-health-education.pdf>

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Unit 1: Body Systems and Functions		Unit 2: Developing a Healthy Perception of Self & Others	
20 days / 4 weeks		20 days/ 4 weeks	
PE Assessment: RA.1.C.6a HME.2.A.6a		PE Assessment: HME.4.A.6a RA.2.B.6a	
FS.1.B.6a	HME.1.A.6a	FS.2.C.6a	RA.3.A.6a
FS.1.C.6a	HME.1.C.6a	HME.1.B.6a	RA.3.A.6b
FS.F.C.6a	HME.2.A.6a	HME.4.A.6a	RA.3.A.6c
FS.1.G.6a	RA.1.B.6a	HME.4.B.6a	HME.3.A.6a
FS.1.G.6b	RA.1.C.6a	HME.4.C.6a	FS.2.A.6a
FS.1.G.6c	RA.1.D.6a	HME.4.D.6a	FS.2.A.6b
FS.1.J.6a	RA.1.E.6a	RA.2.B.6a	FS.2.C.6b
FS.1.K.6a	HME.2.C.6a	RA.2.C.6a	HME.3.C.6a
FS.1.J.6a	ISTE 1c	RA.2.D.6a	HME.3.C.6b
R4	ISTE 7b	RA.3.A.6a	HME.2.B.6a
W2	ISTE 7c	RA.3.B.6a	HME.4.E.6a
		W1, W2	R2, R5
			ISTE 1c, 7b

Course Map

	Unit Description	PE Summary	PE Standards
Unit 1: Body Systems and Functions 4 weeks	<p>How body systems work together and independently to keep the body working properly, and what happens when it is not. The contribution specific nutrients make toward growth, repair, and cellular needs of the body.</p>	<p>Analyze information about the transmission and prevention of communicable disease and support your answer with information about nutrients.</p>	RA.1.C.6a HME.2.A.6a
Unit 2: Developing a Healthy Perception of Self & Others 4 weeks	<p>Students will identify how their health triangle is enhanced by positive life management skills. Bullying plans will address ways to reduce bullying. Basic first aid can help save lives, reduce the severity of an injury, and enhance recovery. Differentiate between over the counter and prescription drugs, their purpose, precautions, and guidelines for use.</p>	<p>Students will explain how they could apply health skills (life management & basic first aid) to a bullying situation in a short answer essay.</p>	HME.4.A.6a RA.2.B.6a

Unit 2: Developing a Healthy Perception of Self & Others

Content Area: Health	Course: Health 6	UNIT: Developing a Healthy Perception of Self & Others
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Unit Description: Students will identify how their health triangle is enhanced by positive life management skills. Bullying plans will address ways to reduce bullying. Basic first aid can help save lives, reduce the severity of an injury, and enhance recovery. Differentiate between over the counter and prescription drugs, their purpose, precautions, and guidelines for use.	Unit Timeline: 4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to know how to improve and maintain a healthy lifestyle.*

Understandings – Students will understand that... (Big Ideas)

1. Lifestyle choices have an impact on the health triangle.
2. Safety precautions can lead to prevention of injury.
3. Collaborative efforts of all individuals affect the wellbeing of a community.
4. Drugs (OTC and prescription) have specific uses.
5. Positive communication skills can influence relationships.

Essential Questions: Students will keep considering...

- How is my overall health reflected in the health triangle?
- What can I do when I feel overwhelmed or stressed?
- What can I do when I don't get along with others?
- What should I do when disaster strikes?
- What have I put in the trash that I should have recycled?
- What are things that I do because my friend wants me to?
- Why do we have a misunderstanding? What did I say or not say?

Students will know/understand ...	Students Will Be Able to ...	Standard
<ul style="list-style-type: none"> ● the definition of negative peer pressure ● the definition of positive peer pressure ● reversal techniques ● current health choices available to adolescents ● the influence outside forces have on adolescent choices <ul style="list-style-type: none"> ○ family ○ friends ○ media ○ culture 	<p>Differentiate between negative and positive peer pressure and discuss reversal techniques.</p> <p>Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence.</p>	<p>FS.2.A.6a</p> <p>FS.2.A.6b</p>
<ul style="list-style-type: none"> ● how to identify feelings. ● healthy ways to manage feelings. 	<p>Describe how to constructively manage feelings caused by disappointment, stress, separation or loss.</p>	<p>FS.2.C.6a</p>
<ul style="list-style-type: none"> ● the definition of communication ● the types of communication <ul style="list-style-type: none"> ○ verbal ○ nonverbal ● the types of communication skills <ul style="list-style-type: none"> ○ assertive ○ passive ○ authoritative 	<p>Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others.</p>	<p>FS.2.C.6b</p>
<ul style="list-style-type: none"> ● identify the health triangle. ● the interrelationship of components of the health triangle. 	<p>Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene).</p>	<p>HME.1.B.6a</p>
<ul style="list-style-type: none"> ● analyze the effects of a negative body image ● the common misconceptions of society regarding body image 	<p>Discuss the misconceptions projected by society in regard to body image.</p>	<p>HME.2.B.6a</p>
<ul style="list-style-type: none"> ● current diet trends ● the current media health focus ● the different forms of advertising 	<p>Recognize that fads, quackery, and advertising can influence health behaviors and practices.</p>	<p>HME.3.A.6a</p>

<ul style="list-style-type: none"> ● the efforts of the community that impact health <ul style="list-style-type: none"> ○ recycling ○ pollution 	Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g., recycling effort, pollution centers).	HME.3.C.6a
<ul style="list-style-type: none"> ● the different health related careers 	Identify and explore health-related careers.	HME.3.C.6b
<ul style="list-style-type: none"> ● identify types of life management skills: <ul style="list-style-type: none"> ○ stress management, ○ goal setting, ○ decision making, ○ assertive behavior, ○ resisting peer pressure ○ time management, ○ and conflict resolution 	Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter.	HME.4.A.6a
<ul style="list-style-type: none"> ● the definition of conflict. ● the definition of mediation. ● a variety of mediation strategies. ● how conflict/mediation strategies can prevent situations from becoming worse. 	Apply and assess conflict/mediation strategies to a variety of conflict situations.	HME.4.B.6a
<ul style="list-style-type: none"> ● identify various types of assets. 	Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities.	HME.4.C.6a
<ul style="list-style-type: none"> ● the definition of positive stress (eustress). ● the definition of negative stress (distress). ● the different types of stress management skills. 	Describe positive stress management skills to reduce stress related problems.	HME.4.D.6a
<ul style="list-style-type: none"> ● the definition of bullying <ul style="list-style-type: none"> ○ any action that involves a desire to hurt, hurtful action, a power imbalance, repetition, enjoyment by the aggressor (the bully), and feelings of oppression from the victim (the bullied). ● ways to address & reduce bullying ● ways to seek help 	Formulate a personal and school-wide plan to address and reduce bullying.	HME.4.E.6a

<ul style="list-style-type: none"> ● the definition of first aid. ● that there are specific first aid techniques used to treat specific injuries and medical emergencies. ● how to stop and control bleeding ● abdominal thrusts (the heimlich maneuver) are used for choking ● the basic first aid three C's (Check, Call, Care) ● the ABC's of CPR (airway, breathing, circulation) ● the use and function of an AED machine 	<p>Recognize basic aid techniques that help save lives, reduce the severity of an injury and enhance recovery.</p>	<p>RA.2.B.6a</p>
<ul style="list-style-type: none"> ● the safety procedures for a variety of situations: <ul style="list-style-type: none"> ○ weather ○ exercise ● the rules for using various types of equipment. ● how safe use of equipment can prevent injury or harm. 	<p>Apply concepts about weather safety (recognize and attend to changing conditions), exercise precautions during activities, and follow appropriate safety rules and use of equipment.</p>	<p>RA.2.C.6a</p>
<ul style="list-style-type: none"> ● the water safety agencies in our community 	<p>Investigate the community agencies that provide water safety courses.</p>	<p>RA.2.D.6a</p>
<ul style="list-style-type: none"> ● identify the types of performance enhancing drugs. ● the short term effects of performance enhancing drugs. ● the long term effects of performance enhancing drugs. 	<p>Describe the short and long-term effects of performance enhancing drugs.</p>	<p>RA.3.A.6a</p>
<ul style="list-style-type: none"> ● the definition of OTC drugs. ● the definition of prescription drugs. ● the proper use of OTC/prescription drugs. ● how to read a drug label. 	<p>Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use.</p>	<p>RA.3.B.6a</p>
<ul style="list-style-type: none"> ● the different classifications of drugs <ul style="list-style-type: none"> ○ stimulant ○ depressant ○ hallucinogen 	<p>Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic).</p>	<p>RA.3.C.6a RA.3.C.6b</p>

<ul style="list-style-type: none"> ○ narcotic ● the effects of different drugs on the body ● the effects of different drugs to the user's environment <ul style="list-style-type: none"> ○ family ○ friends ○ individuals ○ society 	<p>Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry.</p> <p>Present different opinions and arguments about the effects of tobacco, alcohol, and other drugs (TAOD) on individuals, family, and society.</p>	RA.3.C.6c
●		
●		
●		
●		
●		
●		
Literacy Standards		
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R2
	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	R5
	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	W1

	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W2
Technology Standards		
	Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	ISTE 1c
	Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	ISTE 7b

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 1-3	<u>Standards</u> HME.4.A.6a RA.2.B.6a HME.4.E.6a W2	Unit Performance Assessment: Description of Assessment Performance Task(s): <i>How will students demonstrate their understanding through complex performance?</i> Students will explain how they could apply health skills to a bullying situation in a short answer essay. <i>Someone in your class always makes rude comments about your best friend and says them loud enough for you and others to hear. It really upsets him/her and you are getting fed up with it. You also know that your friend is starting to be afraid to come to school because of this situation. The situation escalates to include hateful online comments and social media. The next day your friend doesn't show up to school. How would you help your friend using the check call care routine?</i> <i>You talk to your friend that weekend. What skills would you advise your friend to</i>	R/R Quadrant 21st Century Skills D Critical Thinking Communication Creativity
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		<p><i>use to manage stress? What skills should he or she use to be more assertive? How would you help your friend resolve the conflict?</i></p> <p><i>You decide with your friend to create a personal bully plan. List five strategies included in your plan to address and reduce bullying.</i></p> <p>Teacher will assess: <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <p>The teacher will assess if students are able to:</p> <ul style="list-style-type: none"> ● <i>recognize that life management skills can be applied to personal situations that adolescents encounter. (HM.4A.6a)</i> ● <i>recognize basic aid techniques that help save lives, reduce the severity of an injury, and enhance recovery. (RA.2.B.6a)</i> ● <i>formulate a personal and school-wide plan to address and reduce bullying.(HM.4.E.6a)</i> <p><u>Performance:</u></p> <p>Mastery: <i>Students will show that they really understand when they...</i></p> <ul style="list-style-type: none"> ● <i>recognize that life management skills can be applied to personal situations that adolescents encounter.</i> ● <i>recognize basic aid techniques that help save lives, reduce the severity of an injury, and enhance recovery.</i> ● <i>formulate a personal and school-wide plan to address and reduce bullying.</i> <p>Scoring Guide: See Appendix <u>Unit 2 Assessment and Scoring Guide</u></p>	
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	HME.1.B.6a	<p>1. Activity: Introduction to the Health Triangle What makes a person healthy?</p> <p>Objective:</p> <ul style="list-style-type: none"> ● Students will know the three sides of the health triangle. ● Students will understand the sides of the triangle work independently and together. ● Students will be able to identify various health needs during adolescents. <p>Description: Teacher will lead students through an introduction to the health triangle.</p> <ol style="list-style-type: none"> 1) Teacher will begin by asking each student to brainstorm a list of healthy behaviors, by asking “What behaviors or activities contribute to a healthy lifestyle?” 2) After creating their list, students will Pair Share and add any items to their list they didn’t have previously. 3) As a whole class, the teacher will introduce the three sides of the health triangle as categories and ask students to categorize their list with their partner. 4) Then as a whole class, the teacher will ask students to create an example of which behaviors/activities belong in each category on the health triangle. 5) Teacher can then have students watch short videos that reinforce the definition of each side. <ol style="list-style-type: none"> i) social (Soul Pancake video - middle school is new, chance to make new friends, have a fresh 	<p>Cues & Questions</p> <p>Coop. Learn.</p> <p>Advance Organizers</p> <p>Nonlinguistic Representation</p>	<p>D Creativity</p>

		<p>start, etc.)</p> <p>ii) mental/emotional (Dave Matthews with Grover - write down each of the feelings/emotions you hear in the video)</p> <p>iii) physical (Under Armour - Rule Yourself - Michael Phelps. Even though this is physical, are there other facets of the health triangle at work here? Who else does he depend on?)</p> <p>The teacher will then have students create a visual representation of their personal health triangle.</p> <ul style="list-style-type: none"> - Students will represent their “TRUE” health triangle as it appears today. Students will create a poster illustrating their physical, mental/emotional, and social health. The poster image may combine drawings, photos from newspaper and magazines, student’s personal photos, clip art, etc. - This triangle will be used again in the TAOD section. KEEP IT! <p>Resources:</p> <ul style="list-style-type: none"> ● Soul Pancake video ● Dave Matthews with Grover ● Under Armour - Rule Yourself - Michael Phelps 		
3	<p>HME.4.E.6a</p> <p>R2 R5 W1</p>	<p>2. Activity: Bully Prevention Plan</p> <p>Objective:</p> <ul style="list-style-type: none"> ● Students will know ways to seek help for victims of bullying. ● Students will understand ways to address and reduce bullying. ● Students will be able to analyze a bully plan for effectiveness and make suggestions for improvements. <p>Description:</p> <p>Begin the lesson by watching the video Welcome Back Devon Video. Questions from the teacher guide can steer discussion before and after viewing.</p> <p>Students will read the current bullying plan in their school (the</p>	Identify similarities and differences	<p>D</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		<p>FHSD District plan). Each student will analyze the effectiveness of the plan by identifying the positives and negatives of the plan, and make suggestions for changes to improve the plan. Students will then write a proposal to address and reduce bullying in their school.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Welcome Back Devon Video • Welcome Back Devon Teacher Guide 		
5	<p>HME.4.A.6a HME.4.D.6a</p>	<p>3. Activity: Life Management skills</p> <p>Objective:</p> <ul style="list-style-type: none"> • Students will be able to recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter. • Students will be able to evaluate the stress in their personal life and think of ways to help prevent stress in the future. <p>Description:</p> <p>Teacher will assess students prior knowledge about stressful situations and reference the bullying lesson from previous days. The teacher will then lead students through analyzing personal habits that lead to stress and methods of preventing it.</p> <p>Students will complete Life Management Skills worksheet during class and analyze their current levels of stress and the causes of their stress. They will focus on the what can happen if they can manage stress, set goals, manage time, deal with conflict in a positive way, and making good decisions. Students will think-pair-share and discuss personal ways to prevent stress.</p> <p>Appendix Documents:</p> <ul style="list-style-type: none"> • Life Management Skills 	<p>Advance organizers</p> <p>Summarizing and notetaking</p> <p>Coop. Learning</p>	<p>B Critical Thinking</p>

2	RA.2.B.6a ISTE 1c ISTE 7b	<p>4. Activity: Basic First Aid, Three C's</p> <p>Objective:</p> <ul style="list-style-type: none"> Students will know the 3 C's of first aid. <p>Description: Teacher will introduce the 3 C's of first aid using the Concept Map 46. Students will apply the 3 C's to the 4 situations discussing with their shoulder partner.</p> <ol style="list-style-type: none"> Your friend hits his/her head on a locker in the locker room. S/He is conscious but bleeding. You and your friend collide during a game of basketball. Your friend cannot put pressure on her left foot to stand/walk. Your friend did not do well on the math summative. He is really upset and concerned about how his parents will react. Your friend has not eaten lunch in 3 days. After PE s/he is dizzy, has a headache, not feeling well. <p>Students can play a game on Quizlet Live to practice the 3 C's. On an exit card teacher will assess if students can recall the 3 C's and will explain how each applies to one of the scenarios.</p> <ol style="list-style-type: none"> (Check) How to check on the person (Call) Who to call for help (Care) How to care until help arrives <p>Appendix Document: Glencoe/McGraw Hill Teen Health Course 1 Concept Mapping Activities p. 46</p>	Cues, questions, advance organizers Summarizing and notetaking	B Critical Thinking
2	RA.2.B.6a, ISTE 7b	<p>5. Activity: American Red Cross Emergency Test</p> <p>Objective:</p> <ul style="list-style-type: none"> Students will understand how to respond to different emergency 		A Critical Thinking

		<p>situations.</p> <p>Description: The following video walks students through basic steps to follow for various emergency situations. The video is in a test format. The video presents an emergency situation with a “what would you do” or true/false questions to answer. The correct answer is given right away for immediate feedback.</p> <p>Students will watch the American Red Cross Emergency Test video. While watching the video, students should answer the “What Would You Do?” questions via Today’s Meet.</p> <p>At the end, have students reflect on what they learned from watching the video, answering these questions on the bottom of their paper: “Which emergency surprised you the most?” “Describe an emergency you have encountered already, or are likely to encounter, and describe the steps you should take now that you know more about how to respond in an emergency situation.”</p> <p>Resources: American Red Cross Emergency Test video</p>	Feedback	
4	RA.3.B.6a R2	<p>6. Activity: Drug Label Lab</p> <p>Objective:</p> <ul style="list-style-type: none"> Students will be able to differentiate between OTC and prescription medication, their purpose, precautions, and guidelines for use. <p>Description: The teacher will break down how to read OTC and prescription labels. The teacher will provide several over the counter and prescription drug containers. Each container is numbered and is matched with an index card containing questions about the label.</p>	<p>Summary and Note Taking</p> <p>Nonlinguistic Representation</p>	B Communication

Students will answer the questions found on the bottles to determine proper use, and know precautions and guidelines to better understand the safety in using OTC and prescription medications.

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Medicine Number	OTC/PRESCRIPTION	Questions
1	PRESCRIPTION	
		What does the pill look like?
		What is Walgreen's phone number?
		List the side effects.
2	PRESCRIPTION	
		What is the Doctor's name?
		What is Walgreen's address?
		This medication is the generic for what name brand?
3	PRESCRIPTION	
		Can I get this medicine again if I run out?
		When do I take this medicine?
		Who would I call to refill the prescription (if there are refills available) and what is the phone number to call?
4	PRESCRIPTION	
		What should the pills look like?
		What is the prescription number?
		Who is the Doctor that prescribed the medicine?

		Appendix Documents: <ul style="list-style-type: none"> • Medicine Label Lab Teacher Spreadsheet 		
1	RA.3.A.6a RA.3.A.6c	<p>7. Activity: TAOD and the Health Triangle</p> <p>Objective:</p> <ul style="list-style-type: none"> • Students will understand how the use of tobacco, alcohol, and other drugs can affect the health triangle. <p>Description:</p> <p>The teacher will review the health triangle. Students will research how different drugs affect the body (stimulant, depressant, hallucinogen, and narcotic). Using your original health triangle, students will create a new triangle based on how the different types of drugs can affect their personal health triangle.</p> <p>(See resources below for websites and books for research sources)</p>	Identify similarities and differences	D Critical Thinking Creativity

UNIT RESOURCES

Teacher Resources:

- Teen Health Course 1
- <http://kidshealth.org/en/kids/center/htbw-main-page.html>
- <http://www.teachpe.com/>
- Appendix Documents

Student Resources:

- Teen Health Course 1
- <http://www.readwritethink.org/professional-development/strategy-guides/using-concept-circles-develop-31166.html>
- <http://kidshealth.org/en/kids/center/htbw-main-page.html>
- <https://www.brainpop.com/health/bodysystems/humanbody/>
- www.kahoot.com
- www.quizizz.com

Vocabulary:

Bully: any action that involves a desire to hurt, hurtful action, a power imbalance, repetition, enjoyment by the aggressor (the bully), and feelings of oppression from the victim (the bullied).

Communication: sharing of thoughts and feelings between two or more people

Conflict: A problem in a relationship

Distress: Negative stress: gets in the way and holds you back

Eustress: Positive stress: can help you accomplish tasks, reach goals and escape danger

First Aid: The care given to an injured or ill person until regular medical care can be supplied

Mediation: a process in which a specifically trained person listens to both sides of an argument and then helps the opposing sides reach a solution

Negative Peer Pressure: is when others want you to do something that is harmful or goes against your beliefs and values

Prescription Medicine: A medicine sold only with a written order from a doctor

Positive Peer Pressure: is a good influence to inspire you to improve yourself or to do something worthwhile

Over the Counter (OTC): a medicine available without a written order from a doctor

Unit 1: Body Systems and Functions

Content Area: Health	Course: Health 6	UNIT: Body Systems and Functions
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Unit Description: How body systems work together and independently to keep the body working properly, and what happens when it is not. The contribution specific nutrients make toward growth, repair, and cellular needs of the body.	Unit Timeline: 20 days (4 weeks)
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to know how to improve and maintain a healthy lifestyle.

Understandings – Students will understand that... (Big Ideas)

1. Body systems work together and independently.
2. Puberty is a time of physical, mental, and social change.
3. Nutrients are important to the working of the body systems.
4. Disease can be communicable and noncommunicable.
5. Communicable diseases can be prevented.
6. Disease follows a progression.

Essential Questions: Students will keep considering...

- How do the body systems work together?
- How do hormones affect changes in my body?
- Why should I eat this and not that?
- Why do I get sick?

Students will know/understand ...	Students Will Be Able to ...	Standard
<ul style="list-style-type: none"> the different types of muscle tissue. the definition of voluntary and involuntary muscle movement. 	Classify the three different types of muscle tissue (smooth, cardiac, skeletal) and differentiate between voluntary and involuntary muscle movement.	FS.1.B.6a
<ul style="list-style-type: none"> the different types of joints. the function of the joints. 	Differentiate among the types of joints in the skeletal system (e.g., ball and socket, hinge, gliding, pivot, movable, and immovable).	FS.1.C6a
<ul style="list-style-type: none"> how the respiratory and circulatory system work together. the structure of the respiratory and circulatory systems. 	Illustrate airflow through the respiratory system and its relationship to the circulatory system.	FS.1.F.6a
<ul style="list-style-type: none"> the different learning styles. 	Investigate how environment affects learning.	FS.1.G.6a
<ul style="list-style-type: none"> the structure of the nervous system. the function of the nervous system. 	Distinguish between the CNS and PNS (Central Nervous System and Peripheral Nervous System).	FS.1.G.6b
<ul style="list-style-type: none"> the structure of the digestive system. the definition of digestion. the purpose of the digestive system. 	Identify the function of each organ in the digestive system (e.g., stomach-digestive juices, pancreas-insulin, gall bladder-storage of bile, liver-removes toxins, small intestines-absorbs nutrients, large intestines-removes solid waste) as it relates to overall health.	FS.1.H.6a
<ul style="list-style-type: none"> The structure and function of the glands of the endocrine system. The shared structure and function of the endocrine system with other systems. The definition of hormones. 	Describe how the endocrine system affects all other body systems.	FS.1.J.6a
<ul style="list-style-type: none"> the definition of estrogen the definition of testosterone the definition of egg the definition of sperm 	Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization.	FS.1.K.6a

<ul style="list-style-type: none"> the structure of male reproductive system the structure of female reproductive system the menstrual cycle 		
<ul style="list-style-type: none"> the structure of the lymphatic immune system the function of the lymphatic immune system 	Label the major components (i.e., lymph nodes, lymph vessels, tonsils, thymus, spleen) and identify the functions of the lymphatic system (e.g., recognizes and destroys invading pathogens, immunity)	FS.1.L.6a
<ul style="list-style-type: none"> the definition of puberty the male changes during puberty the female changes during puberty proper hygiene practices 	Identify body changes during puberty and proper hygiene practices (e.g., acne).	HME.1.A.6a
<ul style="list-style-type: none"> the factors that can affect growth and development 	Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease).	HME.1.C.6a
<ul style="list-style-type: none"> specific nutrients the function of nutrients 	<p>Describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body:</p> <ul style="list-style-type: none"> fats provide the body with a stored form of energy, warmth and insulation for body organs; carbohydrates provides the body with an immediate source of energy; proteins help the body grow, make muscles strong and repair body tissues; vitamins and minerals help to release energy and help the body fight infections making strong bones and teeth 	HME.2.A.6a
<ul style="list-style-type: none"> how to read a food label common food allergens 	Identify allergy information on food labels.	HME.2.C.6a
<ul style="list-style-type: none"> the process of disease progression. the stages of progression. 	Identify the stages of disease progression (e.g., incubation).	RA.1.B.6a

<ul style="list-style-type: none"> ● the definition of communicable diseases. ● the ways to transmit communicable diseases. ● the ways to prevent transmission of communicable diseases. 	<p>Analyze information about the transmission and prevention of communicable diseases.</p>	<p>RA.1.C.6a</p>
<ul style="list-style-type: none"> ● the definition of non-communicable diseases. ● the factors that can contribute to non-communicable diseases. 	<p>Locate, select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder.</p>	<p>RA.1.D.6a</p>
<ul style="list-style-type: none"> ● the definition of HIV. ● the definition of AIDS. ● the progression from HIV to AIDS. 	<p>Explain and discuss the relationship between HIV and AIDS.</p>	<p>RA.1.E.6a</p>
Literacy Standards		
	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>R4</p>
	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W2</p>
Technology Standards		
	<p>Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p>	<p>ISTE 1c</p>
	<p>Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>	<p>ISTE 7b</p>

	Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	ISTE 7c
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Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	Unit Performance Assessment:	<u>R/R Quadrant</u> <u>21 Century</u>
1 4 6	RA.1.C.6a HME.2.A.6a	<p>Description of Assessment Performance Task(s): <i>How will students demonstrate their understanding through complex performance?</i> Students will explain the transmission and prevention of communicable diseases and in a short answer essay. <i>You are having a birthday party. All of your friends are coming. Your best friend woke up this morning with the flu, and still wants to come over. How would you convince your friend to stay home? You must support your answer with at least 2 ways the disease can be transmitted. How will you prevent others from getting the flu since your friend was at your house a few days ago? Support your answer with at least 2 ways to prevent disease.</i></p> <p><i>Give your friend nutritional advice on how to get better and prevent getting sick in the future. Nutrients are substances in food that your body needs to stay healthy and set a foundation for lifelong health and wellness. Use what you know about nutrients and body systems to support your advice with at least two facts. How can a nutrient rich diet help prevent illness and keep your body systems working properly? Provide at least two nutrients and how they prevent illness and keep your body system working properly.</i></p> <p>Teacher will assess: <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i> The teacher will assess if students are able to:</p> <ul style="list-style-type: none"> ● Analyze information about the transmission and prevention of communicable diseases.(RA.1.C.6a) ● Describe and differentiate the contribution specific nutrients make towards growth, repair, and cellular needs of the body. (HM.2.A.6a) <p>Performance:</p>	D critical thinking communication

		<p>Mastery: <i>Students will show that they really understand when they...</i></p> <ul style="list-style-type: none">• <i>demonstrate that they have analyzed the information about the transmissions and prevention of communicable diseases by providing reasons for the friend to stay home with evidence and how s/he prevent others from getting the flu. (RA.1.C.6a)</i>• <i>support their advice with facts about how nutrients contribute to the needs of the body. (HM.2.A.6a)</i> <p>Scoring Guide: Unit Performance Event- Diseases and Nutrition; Diseases and Nutrition Rubric</p>	
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Unit 1: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	FS.1.B.6a, FS.1.C.6a, FS.1.F.6a, FS.1.G.6a, FS.1.G.6b, FS.1.G.6c, FS.1.J.6a, FS.1.J.6a	<p>1. Activity: Structure of Body Systems</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Students will know content specific vocabulary regarding body systems. ● Students will understand how body systems work together. ● Students will be able to create and label a poster/diagram of the structure of different systems. <p>Description: Students will use resources (Teen Health 1 textbook, KidsHealth.org, BrainPOP) to discover the structure of the body systems listed in the standards of this unit. (Digestive System, Immune System, Nervous System, Circulatory System, Respiratory System, Reproductive System, Endocrine System, Lymphatic System)</p> <p>Students will use available resources to complete a graphic organizer (table) to list terms, definitions, and a symbol or graphic to represent each system. Vocabulary terms that should be sure to be included are: voluntary muscle, involuntary muscle, digestion, hormones, estrogen, testosterone, egg, sperm.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Glencoe/McGraw Hill Teen Health Course 1 Concept Mapping Activities Pg 23 	Summary and Note taking	A Critical Thinking

1	FS.1.J.6a	<p>2. Activity: How Body Systems Function Together</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will know the function of each system. • Students will understand how body systems work together. • Students will be able to identify different parts of body systems in order to differentiate their purposes. <p>Description: Students will create and label a poster/diagram of the structure of different body systems. This could also be done outdoors using chalk to trace the body and illustrate chosen systems.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Glencoe/McGraw Hill Teen Health Course 1 Enrichment Activities Pg 22 <p>Appendix Documents:</p> <ul style="list-style-type: none"> • Body systems are interrelated when I run 	Identify similarities and differences	A Critical Thinking
3	HME.2.A.6a, HME.2.C.6a ISTE 1c ISTE 7b ISTE 7c	<p>3. Activity: Nutrients</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will know the nutrients and how they help the body work. • Students will understand the ways nutrients work with body systems. • Students will be able to describe how nutrients support body systems. <p>Description: Students will learn and describe the 6 nutrients and why they are important to the body.</p> <p>Teacher will introduce the names of the 6 types of nutrients. Students will use websites (kidshealth.org, teenhealth.org, britannica.com) to research each nutrient and complete a concept circle to record what they have learned. The concept circle should</p>	Summary and Note Taking	A Critical Thinking

		<p>include the function of nutrients in the body: vitamins, minerals, protein, carbohydrate, fat, and water. Students can play Kahoot or Quizlet Live using these words to practice.</p> <p>Appendix Documents:</p> <ul style="list-style-type: none"> • Nutrient Concept Circle 		
3	<p>HME.2.A.6a HME.2.C.6a</p> <p>W2</p>	<p>4. Activity: Looking at how the body systems work together with nutrients</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body. <p>Description:</p> <p>Students will create a written response to two concept circles based on the overarching questions, “How does the endocrine system work together with each of the systems on the concept circle? and How do the nutrients work with each of the systems on the concept circle?”</p> <p>The Concept Circles:</p> <ul style="list-style-type: none"> • Concept circle with the heading of Endocrine system: reproductive system, circulatory system, nervous system, digestive system • Concept circle with the heading of Nutrients: reproductive system, circulatory system, nervous system, digestive system • How do all 4 relate <ul style="list-style-type: none"> ○ create a paragraph describing how the 4 systems (Digestive, Nervous, Reproductive, Circulatory) work with the endocrine system ○ create a paragraph describing how the 4 systems (Digestive, Nervous, Reproductive, Circulatory) use nutrients the body consumes 	<p>Similarities and Differences</p> <p>Summarizing and notetaking</p>	<p>B</p> <p>Critical Thinking</p>

		<p>Appendix Documents:</p> <ul style="list-style-type: none"> • Concept Circles • Functions and Interrelationships of the Body Concept Circles 		
2	FS.1.K.6a, HME.1.A.6a HME.1.C.6a	<p>5. Activity: Human Growth and Development Before teaching this activity, parents should given permission by signing this parent permission form.</p> <p>If parent permission is not given, please use alternate assignment. Alternative Assignment Text Alternative Assignment Worksheet</p> <p>Objective:</p> <ul style="list-style-type: none"> • Students will know and understand puberty and the changes that occur to the male/female body. • Students will be able to classify changes to the body during puberty. <p>Description: Students will classify changes that occur at puberty and whether they happen to males only, females only, or both.</p> <p><i>Bellringer:</i> Students will complete a concept map on adolescence, using terms and phrases from the textbook. (p.29 Concept Mapping activities)</p> <p>The teacher will ask, “what causes boys and girls to go through puberty?” (The answer is <i>hormones</i>.) Telling them, “In addition to the changes you can see on the outside of the body, there are also important changes happening inside the body. The sexual and reproductive systems mature during puberty and prepare human bodies for the potential to reproduce.”</p> <p>The teacher will write a definition of “hormones” on the board and have students copy this definition into their notebooks. “Hormones are chemical substances produced by glands or organs in the</p>	<p>Summary and Note Taking</p> <p>Nonlinguistic Representations</p>	A Critical Thinking

body. During puberty hormones cause the internal and external changes related to growth and sexual maturity. These changes are referred to as secondary sex characteristics.” The teacher will have a bag or other container that has “Puberty” written on the outside and teacher prepared cards with a change at puberty written on each one inside. The teacher will also have a spoon labeled “Hormones.” The teacher will explain that he or she is going to stir up the hormones and see what comes out. Students will create a graphic organizer (like below) that identifies and classifies body changes that happen during puberty.

Changes at Puberty		
Male	Female	Both

The teacher will ask student volunteers to come up to the front of the room, stir up the puberty bag, and pull out a card. Volunteers will read their card to the class, and then decide whether the change on their card happens to *males only*, *females only*, or *both*. Discuss each change as a class. Continue the activity until all cards have been discussed. If students are not familiar with a word, provide the correct information, including where the word belongs on their graphic organizer.

As students stir up and select puberty cards, the teacher should be keeping on the board a master list of the changes that occur during puberty. Students should keep a list of the changes on their graphic organizer, categorizing each card under one of the headings provided.

Suggestions for cards:

Changes at Puberty

		<table border="1"> <thead> <tr> <th>Male</th> <th>Female</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>broader shoulders deeper voice increased muscle mass facial hair sperm produced erections ejaculations nocturnal emissions larger penis increased testosterone semen produced</td> <td>growth of breasts wider hips beginning of ovulation beginning of menstruation increased estrogen increased progesterone release of eggs (ova) vaginal discharge breast tenderness</td> <td>emotional changes increased perspiration acne body odor maturation of sex organs growth spurt hair growth under arms pubic hair increased moodiness voice changes sexual and romantic feelings</td> </tr> </tbody> </table> <p>An extension could include group skits on changes at puberty. (see Stirring Up Hormones resource below.)</p> <p>Resource:</p> <ul style="list-style-type: none"> • Glencoe/McGraw Hill Teen Health Course 1 Concept Mapping Activities Pg 29 • Stirring Up Hormones lesson reference <p>Appendix Documents:</p> <ul style="list-style-type: none"> • "Human Sexuality" 6th Grade Health Permission Slip 	Male	Female	Both	broader shoulders deeper voice increased muscle mass facial hair sperm produced erections ejaculations nocturnal emissions larger penis increased testosterone semen produced	growth of breasts wider hips beginning of ovulation beginning of menstruation increased estrogen increased progesterone release of eggs (ova) vaginal discharge breast tenderness	emotional changes increased perspiration acne body odor maturation of sex organs growth spurt hair growth under arms pubic hair increased moodiness voice changes sexual and romantic feelings		
Male	Female	Both								
broader shoulders deeper voice increased muscle mass facial hair sperm produced erections ejaculations nocturnal emissions larger penis increased testosterone semen produced	growth of breasts wider hips beginning of ovulation beginning of menstruation increased estrogen increased progesterone release of eggs (ova) vaginal discharge breast tenderness	emotional changes increased perspiration acne body odor maturation of sex organs growth spurt hair growth under arms pubic hair increased moodiness voice changes sexual and romantic feelings								
5	RA.1.B.6a, RA.1.C.6a , RA.1.D.6a, RA.1.E.6a R	<p>6. Activity: Communicable vs Noncommunicable Diseases</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will know the definitions of communicable disease and noncommunicable disease. • Students will be able to classify diseases as communicable or noncommunicable. <p>Description:</p>	Cooperative Learning	A Collaboration Communication						

		<p>Teacher will introduce vocabulary of communicable and noncommunicable diseases.</p> <p>A communicable disease is one that is spread from one person to another through a variety of ways that include: contact with blood and bodily fluids; breathing in an airborne virus; or by being bitten by an insect.</p> <p>Noncommunicable diseases (NCDs), also known as chronic diseases, are not passed from person to person.</p> <p>Working in pairs, students will list diseases they currently know about on a T-Chart. Student pairs will complete T-Chart by classifying each disease as communicable or noncommunicable. Teacher will check for student understanding by discussing completed T-Charts among pairs. Students or teacher will save the T-Charts for the next activity.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Glencoe/McGraw Hill Teen Health Course 1 Concept Maps p. 31 • Glencoe/McGraw Hill Teen Health Course 1 Concept Maps p. 35 		
5	RA.1.B.6a, RA.1.C.6a	<p>7. Activity: Transmission, Prevention and Progression of Diseases</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will understand how a disease is transmitted and prevented. • Students will be able to follow the progression of a disease. • Students will be able to classify a disease as communicable or noncommunicable and discuss the transmission, prevention, and progression of the disease. <p>Students will recall prior knowledge by reviewing ways to prevent problems with body systems. As a bell ringer, or entrance activity, student will examine a chart of body systems problems and ways to prevent problems before applying knowledge to questions about</p>	<p>Frontloading</p> <p>Cues, Questions and Advance Organizers</p>	<p>B, C,</p> <p><i>creativity, collaboration, communication critical thinking</i></p>

		<p>those systems. (See Resources)</p> <p>Teacher will then introduce new vocabulary terms: transmission, prevention, and progression.</p> <ul style="list-style-type: none"> • <i>Step one:</i> The teacher explains the new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery). • <i>Step two:</i> Students restate or explain the new word in their own words (verbally and/or in writing). • <i>Step three:</i> Ask students to create a nonlinguistic representation of the word (a picture, or symbolic representation). • <i>Step four:</i> Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors). • <i>Step five:</i> Students discuss the new word (pair-share, elbow partners). <p>Students will work in same pairs as Activity 1. Each pair will select one communicable and one non-communicable disease from their Activity 1 T-Chart. Each pair will complete the Transmission, Prevention, and Progression organizer.</p> <ul style="list-style-type: none"> • discuss the ways communicable disease can be transmitted • discuss the ways communicable disease can be prevented • discuss the ways you can reduce the risk of developing a noncommunicable disease • discuss the progression of disease <p>Resources:</p> <ul style="list-style-type: none"> • Glencoe/McGraw Hill Teen Health Course 1 Student Workbook p. 21 • Alameda Co. Public Health Department Communicable Disease Info • World Health Organization Fact sheet on NCDs 		
4	RA.1.B.6a,	8. Activity: How Germs Are Spread		C

	<p>RA.1.C.6a</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will know ways that germs are spread. ● Students will understand the relationship of personal habits and the spread of diseases. ● Students will be able to analyze information about the transmission and prevention of communicable diseases. <p>Description:</p> <p>Students will form small groups of 3-4. The teacher will place a few drops of peppermint or lemon food flavoring on a cotton ball. One member of the group will rub the cotton ball all over the palm of their hand. After the flavoring has dried, that person will shake hands with the rest of the group. Group members will smell their hands to see if any of the food flavoring was transferred to them in the process of shaking hands.</p> <p>The teacher will survey the whole group:</p> <ul style="list-style-type: none"> ● How many people were able to smell the lemon or mint on your hands? ● If the food flavoring had been a mass of cold viruses, how many people in the group would have picked up the germs on their hands? <p>The teacher will lead the small groups in Rally Robin of the questions below. Each group will share out one response from each Rally Robin round of questions with the whole group.</p> <ul style="list-style-type: none"> ● What might they have done later to allow germs to enter the bodies? ● Why is it important to prevent germs from spreading? ● When are you most likely to be careful to avoid spreading germs? ● Why are people sometimes careless about spreading germs? <p>Resources:</p> <ul style="list-style-type: none"> ● Glencoe/McGraw Hill Teen Health Course 1 Reteaching Activities 	<p>Cooperative Learning</p> <p>Cues, Questions, & Advance Organizers</p>	<p>Communication Collaboration Critical Thinking</p>
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		p. 29		
		Appendix Documents: <ul style="list-style-type: none"> • Lesson Brief 		

Unit 1: Resources

UNIT RESOURCES	
Teacher Resources: <ul style="list-style-type: none"> • Teen Health Course 1 • FHSD Board Policy of Human Growth & Development • state statute of Human Growth & Development • “Human Sexuality” 6th Grade Health Permission Slip • http://www.readwritethink.org/professional-development/strategy-guides/using-concept-circles-develop-31166.html • http://kidshealth.org/en/kids/center/htbw-main-page.html • http://www.teachpe.com/ • https://www.brainpop.com/health/bodysystems/humanbody/ • Appendix Documents 	
Student Resources: <ul style="list-style-type: none"> • Teen Health Course 1 • http://www.readwritethink.org/professional-development/strategy-guides/using-concept-circles-develop-31166.html • http://kidshealth.org/en/kids/center/htbw-main-page.html • https://www.brainpop.com/health/bodysystems/humanbody/ • www.kahoot.com • www.quizizz.com 	
AIDS	acquired immune deficiency syndrome: a condition, caused by a virus, lymphocytes are destroyed, resulting in loss of the body's ability to protect itself against disease.
Carbohydrates	Any of a group of organic compounds that includes sugars, starches, celluloses, and gums and serves as a major energy source in the diet
Communicable Disease	A disease that is transmitted through direct contact with an infected individual or indirectly through a vector.
Digestion	the process in the alimentary canal by which food is broken up
Egg	the roundish reproductive body produced by the female consisting of an ovum

Estrogen	major female sex hormones produced primarily by the ovarian follicles
Fat	a type of nutrient that provides the body with a source of energy
HIV	a variable retrovirus that invades and inactivates helper T cells of the immune system and is a cause of AIDS
Hormones	any of various internally secreted compounds, formed in endocrine glands, that affect the functions of specifically receptive organs or tissues when transported to them by the body fluids.
Involuntary Muscles	muscles that work without you knowing it
Minerals	any of the inorganic elements that are essential to the functioning of the human body and are obtained from foods
Noncommunicable Disease	chronic diseases, not passed from person to person.
Protein	a type of nutrient made of amino acids that is important for the growth and repair of the body
Sperm	a male reproductive cell
Testosterone	the sex hormone, secreted by the testes, that stimulates the development of male sex organs, secondary sexual traits, and sperm.
Vitamins	any of a group of organic substances essential in small quantities to normal metabolism, found in minute amounts in natural food stuffs or sometimes produced synthetically
Voluntary Muscles	muscle whose action is normally controlled by an individual's will;mainly skeletal muscle
Water	carries nutrients around your body. It helps with digestion, removes wastes, and cools you off