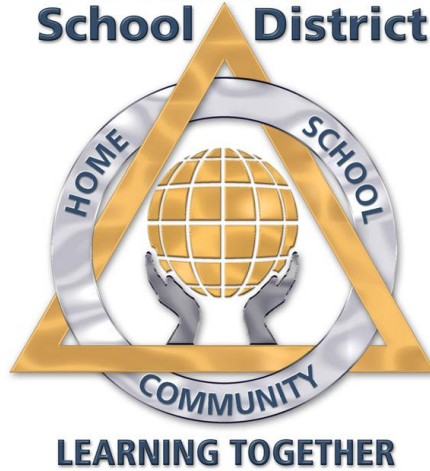


Health 8

Curriculum

**Francis Howell
School District**



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 8 Course Description

Students will gain knowledge of diseases and disorders associated with all of the body systems, identifying prevention and treatment strategies. There will be a focus on lifestyle behaviors and choices as they relate to a person's health. Emphasis will be placed on the role of communication skills and relationships and their association to overall health and wellness. *(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 8 Curriculum Team

Curriculum Committee

Jill Carlson
Nicholas Rush

Bryan Middle School
Bryan Middle School

Practical Arts Content Leader
Director of Student Learning
Chief Academic Officer
Superintendent

Betsy Rivas
Dr. Chris Greiner
Nicole Whitesell
Dr. Mary Hendricks-Harris

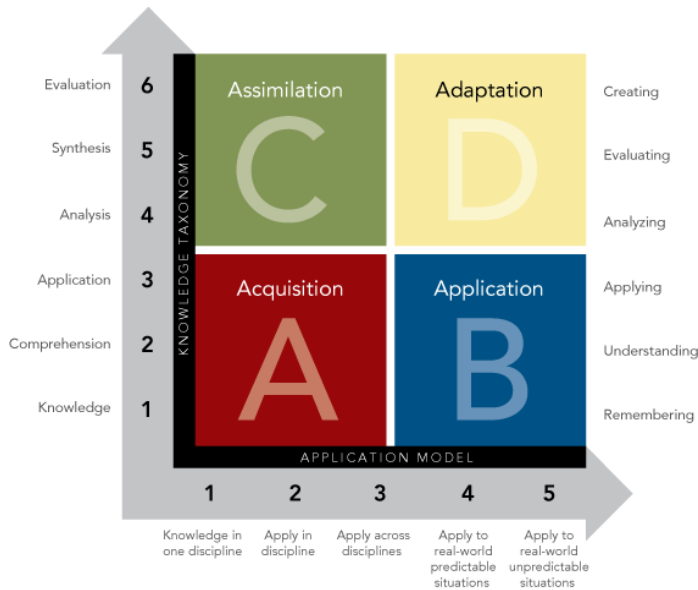
Curriculum Cycle Work: [Current Reality Worksheet](#)

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: Maintaining Personal Health and Wellness		Unit 2: Social Well-Being		Unit 3: Diseases of the Body	
3 weeks		2 weeks		3 weeks	
PE Assessment: HM.2.A.8a HM.2.A.8b HM.1.A.8a HM.1.B.8a RA.2.A.8a		PE Assessment: FS.2.C.8a HM.3.C.8a HM.4.E.8a HM.4.E.8b RA.4.A.8a RA.4.B.8a		PE Assessment: RA.1.A.8a RA.1.A.8b FS.1.K.8a RA.1.D.8a	
HM.2.A.8a	RA.2.A.8a	FS.2.C.8a	HM.3.C.8c	FS.1.K.8b	RA.1.B.8a
HM.2.B.8a	RA.2.B.8a	HM.3.B.8a	HM.4.E.8a	FS.1.K.8a	RA.1.C.8a
FS.1.G.8a	RA.2.B.8b	HM.3.B.8b	HM.4.E.8b	FS.1.K.8c	RA.1.D.8a
FS.1.J.8a	RA.3.C.8b	HM.3.A.8a	RA.4.A.8a	RA.1.A.8a	RA.1.D.8b
HM.1.A.8a	RA.3.C.8a	HM.3.C.8a	RA.4.B.8a	RA.1.A.8b	RA.1.E.8a
HM.1.B.8a	RA.3.C.8c	HM.3.C.8b	RA.4.B.8b	R1	W7
HM.4.A.8a	R2	W1	R1	W1	ISTE 3b
W2	ISTE 3b, 7b	ISTE 7c		W2	

Course Map

	Unit Description	PE Summary	PE Standards
<p>Unit 1: Maintaining Personal Health and Wellness</p> <p>3 weeks</p>	<p>This unit presents how lifestyle choices e.g. ATOD use, diet, and relationships, impact their overall personal wellness. Students will be introduced to strategies to help them recognize problems and apply solutions in order to maintain a healthy lifestyle.</p>	<p>Part 1: Students will create a vision board collage that exhibits their plans to achieve and maintain good health now and throughout their high school years.</p> <p>Part 2: Students will write a 1-2 page assessment of their personal health, their plan to address changes they will need to make that will help you maintain good health and wellness now and throughout their high school years.</p>	<p>HM.2.A.8a HM.2.A.8b HM.1.A.8a HM.1.B.8a RA.2.A.8a</p> <p style="text-align: center;">W2</p>
<p>Unit 2: Social Well-Being</p> <p>2 weeks</p>	<p>This unit presents the impact that various societal issues e.g. diversity, consumer health issues, advertising techniques, environmental concerns, and social exploitation have on a society and what strategies can be used to positively influence the outcome.</p>	<p>Students will be take a position (support or opposition) concerning a current societal health issue and write a one to two-page position paper backed with evidence. As an extension, the teacher may carry out a debate.</p>	<p>FS.2.C.8a HM.3.C.8a HM.4.E.8a HM.4.E8.b RA.4.A.8a RA.4.B.8a</p> <p style="text-align: center;">W1</p>
<p>Unit 3: Diseases of the Body</p> <p>3 weeks</p>	<p>This unit presents an understanding of the impact that communicable and noncommunicable diseases have on an individual's life. Students learn how lifestyle choices, heredity, and environmental factors influence the development of diseases and strategies to prevent diseases.</p>	<p>Each student will play the role of a public health educator who has been studying long term effects of heredity and lifestyle choices on disease development. Each student will design a flyer or brochure presenting the long term effects of heredity and lifestyle choices on human body systems. The brochure will inform its readers about the known (research-based) diseases caused by heredity and lifestyle choices: diagnosis, symptoms, treatment and preventive measures.</p>	<p>RA.1.A.8a RA.1.A.8b FS.1.K.8a RA.1.D.8a</p> <p style="text-align: center;">R1 W2 W7 ISTE 3b</p>

Unit 1: Maintaining Personal Health and Wellness

Content Area: Health	Course: Health 8	UNIT: Maintaining Personal Health and Wellness
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Unit Description: This unit presents how lifestyle choices e.g. ATOD use, diet, and relationships, impact their overall personal wellness. Students will be introduced to strategies to help them recognize problems and apply solutions in order to maintain a healthy lifestyle.	Unit Timeline: 3 Weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to be able to make responsible, healthy decisions to improve and maintain a healthy lifestyle.*

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

1. Social, emotional, physical and mental health affect overall wellness.
2. Lifestyle choices impact personal wellness.
3. Individual strategies are necessary to support personal health needs.
4. Assessing and addressing physical, emotional/mental, and social health is a lifelong practice for good health.

Essential Questions: Students will keep considering...

- How does my overall wellness influence how I learn?
- How do the parts of the health triangle affect each other?
- What is my current level of overall wellness?
- How can my poor lifestyle choices negatively impact my wellness?

Students will know/understand ...	Students Will Be Able to ...	Standard
Students will know: <ul style="list-style-type: none"> types of learning styles and strategies. Students will understand: <ul style="list-style-type: none"> how the brain's memory influences learning. 	Analyze how learning is influenced by the brain's short-term and long-term memory, environmental learning styles and learning strategies (e.g., multiple intelligences, cooperative learning, hypotheses inquiry).	FS.1.G.8a
Students will know: <ul style="list-style-type: none"> endocrine system glands and hormones. Students will understand: <ul style="list-style-type: none"> how lifestyle choices impact the endocrine system. 	Relate a function of each endocrine gland (e.g., thyroid-metabolism; pituitary-master hormonal gland and height; adrenal-fight or flight; pancreas-insulin; ovaries-eggs; testes-sperm) and how it is impacted by lifestyle choices.	FS.1.J.8a
Students will know: <ul style="list-style-type: none"> the health triangle. Students will understand: <ul style="list-style-type: none"> how the health triangle affects wellness. 	Analyze how social, emotional, physical, and mental health affect wellness.	HME.1.A.8a
Students will know: <ul style="list-style-type: none"> personal health needs. Students will understand: <ul style="list-style-type: none"> how application of health strategies impact personal health. 	Assess personal health needs during adolescence and apply strategies to address those needs or problems.	HME.1.B.8a
Students will know: <ul style="list-style-type: none"> the essential nutrients Students will understand: <ul style="list-style-type: none"> which food sources supply each of the essential nutrients 	Justify food sources that supply each of the essential nutrients.	HME.2.A.8a
Students will know: <ul style="list-style-type: none"> “My Plate” requirements Students will understand: <ul style="list-style-type: none"> How to create a meal plan using “My Plate” 	Create a meal plan(s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements as represented in “My Plate.”	HME.2.B.8a

<p>Students will know:</p> <ul style="list-style-type: none"> ● conflict resolution. <p>Students will understand:</p> <ul style="list-style-type: none"> ● appropriate mental health-care options. 	<p>Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional.</p>	<p>HME.4.A.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> ● types of self-destructive behaviors. ● indicators of self-destructive behaviors. ● types of societal problems: assault, homicide, rape, robbery, gangs, personal safety risks. <p>Students will understand:</p> <ul style="list-style-type: none"> ● there are strategies that can be used after recognizing self-destructive behaviors to prevent injury to self and others. ● daily, personal living choices can reduce the risk of harm brought about by societal problems. 	<p>Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others.</p>	<p>RA.2.A.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> ● steps to take in an emergency. <p>Students will understand:</p> <ul style="list-style-type: none"> ● how to apply the steps in an emergency. 	<p>Prioritize and demonstrate the steps involved in assessing an emergency situation including 911 format, check, call, care.</p>	<p>RA.2.B.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> ● the ABC of emergencies. <p>Students will understand:</p> <ul style="list-style-type: none"> ● the appropriate order of the processes. 	<p>Analyze why the processes are used in sequential order (i.e., ABC of emergencies).</p>	<p>RA.2.B.8b</p>
<p>Students will know:</p> <ul style="list-style-type: none"> ● TAOD negatively affects body systems. <p>Students will understand:</p> <ul style="list-style-type: none"> ● how TAOD negatively affects body systems. 	<p>Determine a cause and effect relationship regarding body system functions (i.e., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies).</p>	<p>RA.3.C.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> ● the impact of tobacco/smokeless tobacco use 	<p>Develop an informed decision regarding the use of smoked and smokeless tobacco based on knowledge of</p>	<p>RA.3.C.8b</p>

Students will understand: <ul style="list-style-type: none"> the difference between the short and long-term effects of tobacco/smokeless tobacco use on the body. 	short and long-term effects on the body, individual, and society.	
Students will know: <ul style="list-style-type: none"> negative consequences of TAOD. Students will understand: <ul style="list-style-type: none"> how the use of TAOD can cause injury/illness. 	Determine the cause and effect relationship between the use of alcohol, tobacco, and other substances and emergency situations (e.g., motor vehicle accidents, overdose, accidental death, binge drinking).	RA.3.C.8c
Literacy Standards		
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R2
	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W2
Technology Standards		
	Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	ISTE 3b
	Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	ISTE 7b

Unit 1: Assessment

EVIDENCE of LEARNING

<p><u>Understanding</u> 1-4</p>	<p><u>Standards</u> HM.2.A.8a HM.2.A.8b HM.1.A.8a HM.1.B.8a RA.2.A.8a W2</p>	<p><u>Unit Performance Assessment:</u> Health Triangle Project</p> <p>Description of Assessment Performance Task(s): Part 1: Students will create a vision board collage that exhibits their plans to achieve and maintain good health now and throughout their high school years. The collage may consist of original student photographs, images from magazines, or images from Internet sources that are properly cited. The images used to create the collage must represent each area of the Health Triangle: Physical, Emotional/Mental, and Social.</p> <p>Part 2: Students will create an assessment of their personal health, their plan to address changes they will need to make that will help maintain good health and wellness now and throughout their high school years. Students will describe at least one goal to set for each of the three elements of the Health Triangle and what steps can be taken to successfully reach each goal based from a strengths and weaknesses evaluation of current overall health and health habits. This assessment could be created using a google drawing, an infographic, a hyperdoc, an adobe spark-page, a video, or a written response.</p> <p>Teacher will assess: <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <ul style="list-style-type: none"> Explanation and depth of reasoning of Health Triangle elements citing relevant evidence. Accurate application of MyPlate concepts. Personal connectedness of Health Triangle strategies to intermediate goals. <p><u>Performance:</u> Mastery: <i>Students will show that they really understand when they...</i> Demonstrate depth of understanding by scoring Advanced in all scoring guide categories.</p> <p>Scoring Guide:</p>	<p><u>R/R</u> <u>Quadrant</u> D <u>21 Century</u> critical thinking communication creativity</p>
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See Appendix [Health Triangle Project](#) description and scoring guide for students.

Unit 1: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment:

Nutrition Pre-Assessment

<https://drive.google.com/a/g.fhdschools.org/file/d/0B9hoUEwWyWoxV3c1amszdUpVc2s/view?usp=sharing>

<https://drive.google.com/a/g.fhdschools.org/file/d/0B9hoUEwWyWoxTV9nVnB0NFJhWkU/view?usp=sharing>

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2, 3	HME.2.A.8a HME.2.B.8a R2	<p>1. Activity: Nutrient Wise</p> <ul style="list-style-type: none"> Students will describe how essential nutrients play a role in optimal nutrition. Students will use an advance organizer to complete during a teacher-led presentation during which students will be prompted for shoulder partner discussion. <p>Objectives:</p> <ul style="list-style-type: none"> <i>Students will know the essential nutrients.</i> <i>Students will understand which food sources supply each of the essential nutrients.</i> <p>Appendix Documents: Nutrition Advance Organizer</p>	Summarizing & Note Taking	A communication
2, 3	HME.2.A.8a HME.2.B.8a	<p>2. Activity: Fan and Pick</p> <p>Teacher will create a deck of cards with questions for students to use during activity. Directions for students on how to play the game are listed below along with questions that may be used. There is a youtube video included to demonstrate the activity.</p>	Cooperative Learning	B communication collaboration

		<p>Objectives:</p> <ul style="list-style-type: none"> • <i>Students will know the essential nutrients.</i> • <i>Students will understand which food sources supply each of the essential nutrients.</i> • <i>Students will know “My Plate” requirements.</i> <p>Appendix Documents: Fan and Pick cards - Fan and Pick Diagram Fan and Pick Video Fan and Pick Instructions Fan and Pick Activity</p>		
2, 3	<p>HME.2.A.8a HME.2.A.8b HME.1.B.8a</p> <p>W7 ISTE 3b</p>	<p>3. Activity: My Plate Plan</p> <p>Students will use https://www.choosemyplate.gov/ to create a meal plan. Students will assume the role of an 8th grader whose parents/guardians are going out of town for one day, and they would like the student to plan their own meals. The parents/guardians want the meal plan to fall within the MyPlate calorie recommendations based on 2,000 calories per day.</p> <p>Students must research food’s nutritional content and prepare a menu that falls within the MyPlate guidelines for calories. The meal must contain fruit, vegetable, grain, meat/meat alternative and dairy.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Each category of my plate is represented (fruit, vegetable, grain, meat/meat alternative and dairy) along with the essential nutrients. • Each food listed is labeled with the quantity/amount. • Each food’s caloric content is listed and the daily total is included. <p>Objective:</p> <ul style="list-style-type: none"> • <i>Students will be able to create a meal plan based on personal preferences and nutrient requirements as represented in “My Plate.”</i> 	Setting Objectives and Providing Feedback	D communication critical thinking

		Appendix Document: Nutrition Study Guide		
1-4	HME.1.A.8a	<p>4. Activity: Graffiti Wall 3 posters (Social,Physical and Mental/Emotional) are posted throughout the room. Students will move, under teacher’s direction, to the different posters and write components of their life that matches with each category. For example they might write sleep for physical health, texting for social health and homework for mental/emotional. The teacher will lead the students in a think-pair-share cooperative learning discussion about how all of the components of the health triangle are related.</p> <p>Objective:</p> <ul style="list-style-type: none"> • <i>Students will know the three components of the health triangle.</i> • <i>Students will understand how the health triangle affects wellness.</i> 	Cooperative Learning	A communication collaboration
1-4	RA.3.C.8a ISTE 7b	<p>5. Activity: To Smoke or Not to Smoke?</p> <p>Objectives:</p> <ul style="list-style-type: none"> • <i>Students will know at least 5 short term and 5 long term effects of cigarette smoking or smokeless tobacco on the body.</i> • <i>Students will be able to list the monetary costs of smoking for 1 month, 1 year, 2 years, and 10 years.</i> • <i>Students will be able to create a personal scenario in which they or a friend advocate for no smoking using the previously learned material.</i> <p><u>Introduction</u> Students will brainstorm a list of effects tobacco has on the body on a Padlet as a bell ringer. Students will be learning about the different effects that tobacco has on the body. Students will also learn just how “costly” tobacco use can be. Talking about tobacco is relevant to the students because of its dangers and its incredibly high rate of youth who smoke – 11%-tobacco, 22%-ecigagrettes (www.tobaccofreekids.org). It’s important that students have an</p>	Identifying Similarities and Differences	C Creativity Critical Thinking

informed knowledge about tobacco.

Necessary Teaching Steps

I. Perceptions

Hand out index cards, one to every student. Ask students to write down the answers to two questions: What are your perceptions about people who smoke? What are your perceptions about people who do not smoke? Collect the cards.

II. Effects of tobacco

- Nicotine – addictive drug found in tobacco leaves
- Tar – thick, sticky, dark fluid produced when tobacco burns
- Carbon monoxide – colorless, odorless, and poisonous gas
- Smokeless tobacco – tobacco sniffed, held in the mouth, or chewed
- Not a safe alternative

Short term effects

- Smelly clothes, hair, skin, etc
- Bad breath
- problems
- Increased respiration and HR
- Yellow teeth
- disease
- “Smokers” cough
- Addiction to nicotine
- Dulled taste buds; reduced appetite

Long term effects

- Lung cancer
- Respiratory
- Other cancers
- Cardiovascular
- Emphysema
- Chronic bronchitis

III. Purchases

Students get out a sheet of paper and make two columns. In the column on the left they write the last 10 purchases they made. In the column on the right they write 10 things they want to buy within or in a

year.

IV. Money

The average price per pack in Missouri is \$5.26. Use this data for the calculations. Students can choose the amount smoked per day.

Calculations:

½ pack per day = \$2.63/day

1 pack per day = \$5.26/day

2 pack per day = \$10.62/day

1 month = 30 days, 1 year = 365 days, 2 years = 730 days, 10 years = 3650 days

To calculate: Multiply the days by the amount of smoking per day (example: 1 pack per day for 1 year = $5.26 \times 365 = \$1919.90$)

Students will now compare and contrast the money that would be spent on cigarettes with what they have purchased recently and what they want to purchase in the future. Have students calculate what items they would not be able to buy if they smoked.

Summarize and Debrief

Review the main effects of smoking, specifically nicotine, tar, and carbon monoxide. Ask about smokeless tobacco and the differences and similarities between it and cigarettes. Question students about the different items they would be forced to do without if they smoked.

Have students take out a piece of paper and write down 5 short-term and 5 long-term effects of cigarette smoking.

Give students the assignment to create a personal scenario that advocates for no smoking. Perhaps a friend asked them to start smoking with them. What would they say and what reasons would they give for their decision?

		<p>Objectives:</p> <ul style="list-style-type: none"> ● <i>Students will know:</i> <ul style="list-style-type: none"> ■ <i>types of self-destructive behaviors.</i> ■ <i>indicators of self-destructive behaviors.</i> ● <i>Students will understand:</i> <ul style="list-style-type: none"> ■ <i>there are strategies that can be used after recognizing self-destructive.</i> ■ <i>behaviors to prevent injury to self and others.</i> ■ <i>daily, personal living choices can reduce the risk of harm brought about by societal problems.</i> ● <i>Students will know the impacts of tobacco/smokeless tobacco use.</i> ● <i>Students will understand the difference between the short and long-term effects of tobacco/smokeless tobacco use on the body.</i> <p>Appendix Documents:</p> <p><u>Power of Choice Brochure</u> <u>To Smoke or Not to Smoke</u></p>		
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UNIT RESOURCES

Teacher Resources:

- BJC Power of Choice
<https://www.bjcschooloutreach.org/Substance-Abuse/Power-of-Choice>
- Choose My Plate
<https://www.choosemyplate.gov/>
- Crider Center

Student Resources:

- I-pads
- Health textbook
- Discovery Education
- Kahoot
- Quizlet

Vocabulary:

- **Essential Nutrient** is a nutrient required for normal body functioning that can not be synthesized by the body. Categories of essential nutrients include vitamins, dietary minerals, fatty acids and amino acids.
- **MyPlate** is the current nutrition guide published by the United States Department of Agriculture, a food circle depicting a place setting with a plate and glass divided into five food groups.
- **Social Health** is one's ability to form meaningful personal relationships with others. It is also an indication of one's ability to manage in situations and behave accordingly.
- **Emotional Health** is a positive sense of wellbeing which enables an individual to be able to function in society and meet the demands of everyday life; people in good **Mental health** have the ability to recover effectively from illness and change.
- **Physical health** is essential to the complete health of an individual; and includes maintaining fitness and health through exercise and proper nourishment.
- **Wellness** is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness, it is a dynamic process of change and growth.

Unit 2: Social Well-Being

Content Area: Health	Course: Health 8	UNIT: Social Well-Being
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Unit Description: This unit presents the impact various societal issues e.g. diversity, consumer health issues, advertising techniques, environmental concerns, and social exploitation has on a society and what strategies can be used to positively influence the outcome.	Unit Timeline: 2 Weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to be able to make responsible, healthy decisions to improve and maintain a healthy lifestyle.*

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

1. Diverse populations have various and unique needs.
2. A wise consumer will be able to identify various marketing techniques.
3. Health issues are influenced by the actions of individuals, communities, and governments.
4. There are strategies to prevent, manage and report social problems.

Essential Questions: Students will keep considering....

- How do I talk to people with different backgrounds than me?
- How do advertisers try to manipulate me and how can I spend my money wisely?
- How do the decisions made by individuals, communities and governments impact your daily life?
- How can I help to prevent bullying?

Students will know/understand ...	Students Will Be Able to ...	Standard
Students will know: <ul style="list-style-type: none"> • diverse populations Students will understand: <ul style="list-style-type: none"> • appropriate ways to interact with diverse populations 	Analyze ways individuals can respond to the various needs and characteristics of diverse people including those with different abilities, chronic diseases, different ethnic and cultural backgrounds.	FS.2.C.8a
Students will know: <ul style="list-style-type: none"> • marketing and advertising techniques Students will understand: <ul style="list-style-type: none"> • how marketing and advertising techniques impact consumer decisions 	Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters).	HME.3.A.8a
Students will know: <ul style="list-style-type: none"> • Consumer protection agencies Students will understand: <ul style="list-style-type: none"> • what consumer issues each agency addresses 	Identify and select appropriate consumer protection agencies that address various specific consumer issues.	HME.3.B.8a
Students will know: <ul style="list-style-type: none"> • consumer health issues Students will understand: <ul style="list-style-type: none"> • how to make wise decisions concerning health products 	Identify and analyze consumer health issues and products to make wise decisions.	HME.3.B.8b
Students will know: <ul style="list-style-type: none"> • societal health issues Students will understand: <ul style="list-style-type: none"> • why individuals, communities and governments make decisions concerning societal health issues 	Examine the viewpoints and efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible: managing waste, conserving energy and water, pollution control, tobacco free facilities.	HME.3.C.8a
Students will know: <ul style="list-style-type: none"> • health-care agencies Students will understand: <ul style="list-style-type: none"> • how health-care agencies impact public health 	Analyze how the Department of Health and Senior Services, the Center for Disease Control and Prevention, and other public health agencies are responsible for disease reduction and control prevention, research, education, and enforcement of laws (e.g., food inspection, safe food storage and handling, distributing flu vaccines, and no smoking ordinances.)	HME.3.C.8b

<p>Students will know:</p> <ul style="list-style-type: none"> health-care careers <p>Students will understand:</p> <ul style="list-style-type: none"> how health-care careers meet the needs of the health consumer 	<p>Identify career opportunities in health related professions and how these roles meet the needs of the health consumer (e.g., exercise physiologist, sports therapist, dietician, tertiary care.)</p>	<p>HME.3.C.8c</p>
<p>Students will know:</p> <ul style="list-style-type: none"> societal problems related to abuse, exploitation, harassment or bullying <p>Students will understand:</p> <ul style="list-style-type: none"> strategies to prevent, manage or report those societal problems 	<p>Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying.</p>	<p>HME.4.E.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> social resources available to help with abuse, exploitation, harassment or bullying <p>Students will understand:</p> <ul style="list-style-type: none"> how the resources help with social problems 	<p>Investigate resources available to cope with social problems related to abuse, exploitation, harassment, or bullying (e.g., school, police, peers, hotlines, counselors).</p>	<p>HME.4.E.8b</p>
<p>Students will know:</p> <ul style="list-style-type: none"> environmental and ecosystem problems <p>Students will understand:</p> <ul style="list-style-type: none"> how the environment and ecosystems can be negatively impacted 	<p>Describe ways in which the environment and ecosystems can be damaged and disrupted such as overpopulation, overuse of resources, and pollution.</p>	<p>RA.4.A.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> environmental solutions <p>Students will know:</p> <ul style="list-style-type: none"> the role that aesthetics, ethics, and societal responsibility plays in environmental solutions 	<p>Evaluate potential results of an environmental solution considering aesthetics, ethics, societal responsibility.</p>	<p>RA.4.B.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> environmental health problems <p>Students will understand:</p> <ul style="list-style-type: none"> how to address environmental health problems 	<p>Examine existing and potential environmental health problems within their community and create solutions to address them.</p>	<p>RA.4.B.8b</p>

	Literacy Standards	
	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R1
	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	W1
	Technology Standards	
	Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	ISTE 7c

Unit 2: Assessment

EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1, 3, 4</p>	<p><u>Standards</u></p> <p>FS.2.C.8a HM.3.C.8a HM.4.E.8a HM.4.E.8b RA.4.A.8a RA.4.B.8a</p> <p>W1</p>	<p>Unit Performance Assessment:</p> <p>Description of Assessment Performance Task(s): Position Paper</p> <p>The teacher will prepare students for the assessment by referencing the list of societal health issues of Learning Activity 1. As a class, students will determine (by vote or consensus) which issue they will eventually debate. The teacher will formulate a statement about the health issue from which the students will independently develop a position. (Example: The Dakota Pipeline Access is not a threat to the people of the Standing Rock Indian Reservation and the work to complete it should continue.)</p> <p>Each student will take a position (support or opposition) and write a position paper about the societal health issue. Students will:</p> <ul style="list-style-type: none"> ● Introduction: Identify the issue and state the personal position. ● Body: <ul style="list-style-type: none"> ○ Use evidence to support the position, such as statistical evidence or dates and events from credible resources. ○ Validate the position with credible references or primary source quotations. ○ Examine the strengths and weaknesses of the position. ● Conclusion: Evaluate possible solutions and suggest courses of action. <p>The length of the position paper is typically 1-2 pages.</p> <p>Teachers may enlist the help and guidance of the school’s Library Media Specialist to assist with the student research. Allow 2-3 days.</p> <p>Extension: Following the position paper, the teacher may carry out a role play debate in class.</p> <p>Teacher will assess:</p> <p><i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <ul style="list-style-type: none"> ● Student ability to identify a clear position of the issue. ● Student ability to analyze how the issue may impact a diverse set of people. ● Student ability to examine viewpoints of various sources. ● Student ability to clearly communicate a personal position of a societal health issue in writing. 	<p>R/R Quadrant</p> <p>C</p> <p><u>21 Century</u></p> <p>critical thinking communication</p>
<p>FHSD Academics bar</p>		<p>Health 8 Page 27</p>	<p>Fall/Winter 16/17 Revised BOE Apprv'd 8/17/17</p>

		<p>Performance:</p> <p>Mastery: <i>Students will show that they really understand when they...</i> Prove mastery (90%-100%) in Ideas & Content, Diversity Analysis, and Evidence categories on the assessment scoring guide.</p> <p>Scoring Guide: See Appendix Societal Health Issue Position Paper; Health Essay Guidelines <u>*The Dakota Pipeline is an example of a societal topic. Teachers can opt to do a recent event or an issue in the local community.</u></p>	
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: [Cultural Diversity Pretest](#)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 3	HME.3.C.8a ISTE 7c	<p>1. Activity: Societal Health Issues Jigsaw</p> <p>The teacher will survey the class with the question, “Are there any laws in our country that protect the environments in which we live?” The teacher will share a list of regulated topics published by the Environmental Protection Agency. Students will form eight small groups. Each group will choose one of the eight EPA topics:</p> <ul style="list-style-type: none"> ● Air ● Cross-Cutting Issues ● Emergency Management ● Land Cleanup ● Pesticides 	Cooperative Learning	A communication collaboration

		<ul style="list-style-type: none"> • Toxic Substances • Waste • Water <p>Students will present answers to the following questions about their topics:</p> <ul style="list-style-type: none"> • What are the EPA laws of your topic? (Summarize) • Who does the law or laws protect? • How are people protected by the laws of your topic? <p>Students may present their findings to the class as slides, oral responses, on a collaborative table set up by the teacher (e.g., Google Doc).</p> <p>In closing the activity, the teacher will ask the students to respond to the following question: Why does the government create laws about the environment?</p> <p>Objective:</p> <ul style="list-style-type: none"> • <i>Students will understand why governments make decisions concerning societal health issues.</i> <p>Additional Resource: Atomic Homefront (documentary) Parent Film Permission Form</p>		
1	FS.2.C.8a	<p>2. Activity: The Many Needs Among Us</p> <ol style="list-style-type: none"> 1. Working in small groups, students will list what needs they have as individuals. In their groups they will share what their needs are and compare how many students have all the same needs in common. The teacher will emphasize that everyone has a unique set of needs. Sometimes individual needs can present special challenges as differences. 2. Students will participate in a graffiti activity including the following scenarios (one per station): <ul style="list-style-type: none"> • diverse ethnic groups or cultures: non-English speaking adults • chronic diseases: cancer 	Identifying Similarities & Differences	B communication collaboration

- different abilities: someone in a wheelchair

Each group will rotate among the graffiti stations about every 30 seconds, adding words that identify the needs of each scenario.

3. Students will form trios and create a graphic organizer, working together to identify how the needs of each scenario.

non-English speakers	person with cancer	someone in a wheelchair

4. Groups will add the needs from their graphic organizers to the corresponding graffiti papers.
5. The teacher will summarize the activity with the question: How can we support the needs of each other now that we've identified how different our needs can be?

Objective:

- *Students will understand that the needs of individuals are diverse based on unique sets of characteristics.*

1, 4

HME.3.C.8a
HME.4.E.8b

3. Activity: Exploring Ways of Preventing, Managing or Reporting Societal Issues

Students will create a grid, identifying local and national resources available to assist with societal issues.

Working in pairs, students will:

1. randomly draw-a-card from a stack prepared by the teacher ahead of time. Each card will have a societal issue identified. (Use the list generated from Activity 2 to create these cards.)

Questions, Cues & Advance Organizers

B
communication collaboration

		<ol style="list-style-type: none"> 2. identify why the issue is a societal concern or issue. 3. identify who is (groups of people) impacted by the issue. 4. investigate a resource to help address or solve the problem and record findings. 5. share their issues and resource solutions with the class. <p>The teacher will direct students to arrange their issues and solutions/resources into one of three categories: Prevention, Management, Reporting. As a whole class, students will determine if the categorization is accurate and identify any resources that provide assistance across multiple categories.</p> <p>As a closing activity, the teacher will pose a new and different issue to the class. Each student will complete an exit slip by writing a type of resource that would support in terms of prevention, management, and/or reporting.</p> <p>Objective:</p> <ul style="list-style-type: none"> • <i>Students will understand there are community resources than can prevent, manage, or resolve problems.</i> <p>Appendix Documents:</p> <p>Exploring Societal Issues list of potential topics, student handout</p>		
1	<p>FS.2.C.8a HME.3.C.8a RA.4.B.8a</p> <p>R1</p>	<p>4. Activity: Living in a Diverse Society</p> <p>Students will read the <i>What to Know About the Dakota Access Pipeline Protests</i> article. Students will annotate the article using the following symbols to represent assigned elements:</p> <ul style="list-style-type: none"> • draw a circle around the main group protesting in the issue • draw a square or rectangle around the needs of the group(s) circles • underline reasons for the protest <p>After completing the reading, students will work in groups of three to compare their annotations and generate a response to the following question by consensus: In what ways do the protesters feel their group rights are being disrespected?</p>	Questions, Cues & Advance Organizers	C communication collaboration critical thinking

		<p>The teacher will guide each group to share their responses with the class.</p> <p>Students will then pick a side of the argument and support their decision with evidence from the article.</p> <p>Objective:</p> <ul style="list-style-type: none">• <i>Students will understand that we, as members of society, we are to act in response to individual needs as a foundation to building relationships.</i>• <i>Students will understand that, as members of our society, we must respect the individual rights of all people.</i> <p>Appendix Documents: What to Know About the Dakota Access Pipeline Protests</p>		
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UNIT RESOURCES

Teacher Resources:

This may include:

- [How to Write a Position Paper](#), Bloomsburg University
- [How to Write a Position Paper](#), Xavier University
- [Lincoln-Douglas debate format](#), Education World
- [District of Columbia Office of Disability Sensitivity Video](#)

Student Resources:

This may include:

- *I-pads*
- *Health Book*
- *Discovery Education*
- *Kahoot*
- *Quizlet*
- *Google Drive*

Vocabulary:

- **Diversity** is understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.
- **Culture** is the attitudes, customs, and beliefs that distinguishes one group of people from another. Culture is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next.
- **Consumer** is a person who buys goods and services for personal use.
- **Ethnicity** refers to shared cultural practices, perspectives, and distinctions that set apart one group of people from another.. examples are ancestry, a sense of history, language, religion, and forms of dress.
- **Bullying** is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Unit 3: Diseases of the Body

Content Area: Health	Course: Health 8	UNIT: Diseases of the Body
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Unit Description: This unit presents an understanding of the impact that communicable and noncommunicable diseases have on an individual's life. Students learn how lifestyle choices, heredity, and environmental factors influence the development of diseases and strategies to prevent diseases.	Unit Timeline: 3 Weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to be able to make responsible, healthy decisions to improve and maintain a healthy lifestyle.*

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

1. Heredity and lifestyle influence development of disease.
2. All diseases impact your body systems and overall wellness.
3. There are strategies to solve or prevent teen health issues.
4. Avoiding risky activities is a method of disease prevention.

Essential Questions: Students will keep considering...

- How might my decisions affect my reproductive health?
- How can I practice self-examination for early cancer detection?
- How can noncommunicable diseases affect my health triangle?
- What behaviors am I engaging in that could lead to diseases now and in the future?
- How to help or enhance my body's lines of defense against pathogens?

Students will know/understand ...	Students Will Be Able to ...	Standard
<p>Students will know:</p> <ul style="list-style-type: none"> • heredity and lifestyle choices impact reproductive system function and disease formation. <p>Students will understand:</p> <ul style="list-style-type: none"> • how heredity and lifestyle choices impact reproductive system function and disease formation. 	<p>Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation.</p>	<p>FS.1.K.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • Proper daily hygiene is a habit to maintain a healthy reproductive system. • Routine self-examinations and physical examinations are ways to monitor reproductive system health. 	<p>Explain how to maintain a healthy reproductive system.</p>	<p>FS.1.K.8b</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • signs and symptoms of cancer. <p>Students will understand:</p> <ul style="list-style-type: none"> • why monthly self-examinations are important in maintaining a healthy body.. 	<p>Identify cancer signs and symptoms and explain the importance of monthly self-examinations.</p>	<p>FS.1.K.8c</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • noncommunicable diseases. <p>Students will understand:</p> <ul style="list-style-type: none"> • noncommunicable diseases have specific symptoms, treatment, and preventative measures. 	<p>Connect causative factors, symptoms, treatment and preventive measures to their appropriate noncommunicable diseases.</p>	<p>RA.1.A.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • risk behaviors contribute to the development of chronic disease. <p>Students will understand:</p> <ul style="list-style-type: none"> • the relationship between certain risk behaviors and chronic diseases 	<p>Explain how risk behaviors can contribute to the development of chronic disease (e.g., relationships between smoking and emphysema or alcohol consumption and cirrhosis).</p>	<p>RA.1.A.8b</p>

<p>Students will know:</p> <ul style="list-style-type: none"> the body's lines of defense <p>Students will understand:</p> <ul style="list-style-type: none"> how the body's lines of defenses impact disease progression 	<p>Describe the body's lines of defense and the stages of disease progression (e.g., incubation).</p>	<p>RA.1.B.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> pathogens have optimal growing conditions <p>Students will understand:</p> <ul style="list-style-type: none"> how pathogens are transmitted 	<p>Hypothesize optimal conditions for growth and transmission of pathogens.</p>	<p>RA.1.C.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> noncommunicable diseases <p>Students will understand:</p> <ul style="list-style-type: none"> how noncommunicable diseases affect an individual's overall health and wellness 	<p>Analyze the impact noncommunicable diseases such as diabetes and asthma, could have on adolescents physical, social, and emotional development.</p>	<p>RA.1.D.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> adolescent health issues <p>Students will understand:</p> <ul style="list-style-type: none"> certain strategies to solve or prevent adolescent health issues 	<p>Recognize adolescent health issues and select appropriate strategies to solve or prevent problems (e.g., Anorexia, bulimia, acne, scoliosis) including knowing symptoms and causes, early diagnosis and treatment, self-care and management.</p>	<p>RA.1.D.8b</p>
<p>Students will know:</p> <ul style="list-style-type: none"> the definition of HIV/AIDS <p>Students will understand:</p> <ul style="list-style-type: none"> how HIV/AIDS is transmitted how medical professionals currently treat HIV/AIDS 	<p>Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS.</p>	<p>RA.1.E.8a</p>
<p>Students will know:</p> <ul style="list-style-type: none"> types of self destructive behaviors strategies to reduce the risk of harm to self and others <p>Students will understand:</p> <ul style="list-style-type: none"> how societal problems impact the safety of home, schools, and communities 	<p>Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others.</p> <p>Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks)</p>	<p>RA.2.A.8a</p> <p>RA.2.A.8a</p>

	Literacy Standards	
	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R1
	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
	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W7
	Technology Standards	
	Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	ISTE 3b

Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2, 4	RA.1.A.8a RA.1.A.8b FS.1.K.8a R1 W2 W7 ISTE 3b	<p>Description of Assessment Performance Task(s):</p> <p>Each student will play the role a public health educator who has been studying long term effects of heredity and lifestyle choices on disease development. As a result of the work, local doctors offices have requested to design a flyer or brochure presenting the long term effects of heredity and lifestyle choices on the human body systems. The brochure will inform its readers about the known (research-based) diseases caused by heredity and lifestyle choices; diagnosis, symptoms, treatment and preventive measures. The brochure will be handed out and viewed by millions of patients within the local area.</p> <p>Teacher will assess: <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <ul style="list-style-type: none"> Can the student explain the cause and effect relationship of heredity and lifestyle choices on our body systems? Can the student explain the long-term and short-term effects of diseases on our health triangle? Is the brochure appropriate for the target audience? <p>Performance: Mastery: <i>Students will show that they really understand when they...</i></p> <ul style="list-style-type: none"> ● explain the cause and effect relationship of heredity and lifestyle choices on our body systems. ● explain the long-term and short-term effects of diseases on our health triangle. ● create a brochure appropriate for the target audience. 	C <u>21 Century</u> communication creativity critical thinking

		Scoring Guide: See Appendix Personal Health Scoring Guide	
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Unit 3: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment:

Students will be given the top 4 causes of death in the United States (Heart Disease, Cancer, Chronic Lower Respiratory Diseases, Stroke) and they will list, using a shoulder partner, lifestyle factors that can reduce the risk of these non-communicable diseases. Examples should include smoking, being sedentary, abuse of alcohol, inappropriate body weight and not getting enough sleep.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2	RA.1.A.a RA.1.A.b	<p>1. Activity: Disease Interview Students will:</p> <ol style="list-style-type: none"> 1. Interview an adolescent with a non-communicable disease to determine the impact that their disease has had on their physical health, mental/emotional health and social health. <p>The teacher will make written testimonies available if a student does not know an adolescent with a non-communicable disease.</p> <p>Objective:</p> <ul style="list-style-type: none"> • <i>Students will be able to analyze the impact noncommunicable diseases such as diabetes and asthma, could have on adolescents physical, social, and emotional development.</i> <p>Appendix Documents: Interview Assignment</p>	Cues, Questions, and Advance Organizers Summarize and Note Taking	B Communication Collaboration
1, 3	RA.1.B.8a	<p>2. Activity: Vaccination Claim Students will write an argumentative essay taking a stance on vaccinations</p>		C

	W1	<p>and how they enforce the body's line of defenses against disease.</p> <p>Objective:</p> <ul style="list-style-type: none"> • <i>Students will know the human body's lines of defense in relation to vaccinations.</i> • <i>Students will understand how the human body's lines of defenses impact disease progression.</i> • <i>Students will be able to describe the human body's lines of defense and the stages of disease progression in relation to vaccinations.</i> <p>Students will determine usefulness of vaccinations and use evidence to back up their claim.</p> <p><i>How can I effectively present my argument?</i></p> <p><i>Use an organizational structure that arranges the argument in a way that will make sense to the reader. The Toulmin Method of logic is a common and easy to use formula for organizing an argument.</i></p> <p><i>The basic format for the Toulmin Method is as follows:</i></p> <ol style="list-style-type: none"> 1. Claim: <i>The overall thesis the writer will argue for.</i> 2. Evidence: <i>Data gathered to support the claim.</i> 3. Reasoning/Backing: <i>Explanation of why or how the data supports the claim, the underlying assumption that connects your data to your claim.</i> 4. Counter Argument: <i>A claim that negates or disagrees with the thesis/claim.</i> 5. Rebuttal: <i>Evidence that negates or disagrees with the counterclaim.</i> <p><i>Including a well-thought-out warrant or bridge is essential to writing a good argumentative essay or paper. If you present data to your audience without explaining how it supports your thesis your readers may not make a connection between the two or they may draw different conclusions.</i></p>	Cues, Questions Argumentative Writing	Critical Thinking Communication
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Don't avoid the opposing side of an argument. Instead, include the opposing side as a counterclaim. Find out what the other side is saying and respond to it within your own argument. This is important so that the audience is not swayed by weak, but unrefuted, arguments. Including counterclaims allows you to find common ground with more of your readers. It also makes you look more credible because you appear to be knowledgeable about the entirety of the debate rather than just being biased or uninformed. You may want to include several counterclaims to show that you have thoroughly researched the topic.

Example:

- I. **Claim:** Hybrid cars are an effective strategy to fight pollution.
- II. **Data/Evidence:**
 - A. *Driving a private car is a typical citizen's most air polluting activity.*
 1. **Warrant 1:** *Because cars are the largest source of privately produced, as opposed to industry produced, air pollution switching to hybrid cars should have an impact on fighting pollution.*
 - B. *Each vehicle produced is going to stay on the road for roughly 12 to 15 years.*
 1. **Warrant 2:** *Cars generally have a long lifespan, meaning that a decision to switch to a hybrid car will make a long-term impact on pollution levels.*
 - C. *Hybrid cars combine a gasoline engine with a battery-powered electric motor.*
 1. **Warrant 3:** *This combination of technologies means that less pollution is produced. According to ineedtoknow.org "the hybrid engine of the Prius, made by Toyota, produces 90 percent fewer harmful emissions than a comparable gasoline engine."*
- III. **Counterclaim:** *Instead of focusing on cars, which still encourages a culture of driving even if it cuts down on pollution, the nation should focus on building and encouraging use of mass transit systems.*

		<p>IV. Rebuttal: While mass transit is an environmentally sound idea that should be encouraged, it is not feasible in many rural and suburban areas, or for people who must commute to work; thus hybrid cars are a better solution for much of the nation's population.</p> <p>Appendix Documents: Evidence Based Essay</p>		
1,2, 3, 4	RA.1.D.8b	<p>3. Activity: Adolescent Health Issues: Eating Disorders Instruct students on the various eating disorders and their effects on the body systems using the powerpoint and graphic organizer. Students will be given a blank advance organizer to complete as instruction is occurring.</p> <p>Objective:</p> <ul style="list-style-type: none"> • Students will know adolescent health issues. • Students will understand certain strategies to solve or prevent adolescent health issues. • Students will be able to recognize adolescent health issues and select appropriate strategies to solve or prevent problems (e.g., Anorexia, bulimia, acne, scoliosis) including knowing symptoms and causes, early diagnosis and treatment, self-care and management. <p>Appendix Documents:</p> <ul style="list-style-type: none"> • Eating disorder advance organizer • Eating Disorder PowerPoint 	<p>Cues, Questions</p> <p>Summarize and Note Taking</p>	<p>B</p> <p>Communication Collaboration</p>
1, 2, 3	RA.1.E.8a W2	<p>4. Activity: HIV/AIDS Information and prevention Before teaching these lessons, Parent Permission Form-Human Growth & Development 8th grade should be signed by every child's parent. Teachers will present information on HIV/AIDS to students as required by the state. "The Missouri School Improvement Program (MSIP 1.1, 1.2, 1.3) requires that developmentally appropriate HIV/AIDS prevention education occur at EVERY grade level, including primary grades."</p> <p>Objective:</p> <ul style="list-style-type: none"> • Students will know the definition of HIV/AIDS. 	<p>Summarize and Note Taking</p>	<p>B</p> <p>Critical Thinking</p>

		<ul style="list-style-type: none"> ● <i>Students will understand how HIV/AIDS is transmitted.</i> ● <i>Students will understand how medical professionals currently treat HIV/AIDS.</i> ● <i>Students will be able to explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS.</i> <p>The teacher will present information to students about the difference between HIV and AIDS including the definition of HIV/AIDS, patterns of transmission, treatments, and ways to prevent the disease. Students will use a note taking strategy to record information. Students will then use a summarizing strategy to explain the patterns of transmission, treatments, and ways to prevent HIV/AIDS. Students will complete an exit card answering the question, “What is the only way to completely prevent the transmission of HIV/AIDS?”</p> <p>Appendix Documents:</p> <ul style="list-style-type: none"> ● HIV/AIDS PowerPoint ● Cornell Notes ● Alternative Assignment: Infographics 		
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Unit 3: Resources

UNIT RESOURCES

Teacher Resources:

- [FHSD Board Policy](#) of Human Growth & Development
- [state statute](#) of Human Growth & Development
- <https://www.theyoungandbrave.com/stories/>
- [Parent Permission Form-Human Growth & Development](#)
- [Alternative Assignment for Human Growth and Development Unit \(Principles of Fitness\)](#)
- [Alternative Assignment for Human Growth and Development Unit \(Strength Training\)](#)
- [Alternative Assignment for Human Growth and Development Unit \(Components of Fitness\)](#)

Student Resources:

- *I-pads*
- *Health Book*
- *Discovery Education*
- *Kahoot*
- *Quizlet*
- *Google Drive*

Vocabulary:

- ***Non-communicable Disease:*** *is a medical condition or disease that is not caused by infectious agents (non-infectious or non-transmissible). Usually acquired through heredity, environmental factors, or lifestyle choices.*
- ***Communicable Disease:*** *an infectious disease transmissible by direct contact with an affected individual or the individual's discharges or by indirect means (as by a vector).*
- ***Chronic Disease:*** *A chronic disease is one lasting 3 months or more, chronic diseases generally cannot be prevented by vaccines or cured by medication, nor do they just disappear.*
- ***Pathogen:*** *An agent that causes infection or disease, such as a bacterium, protozoan, or a virus*
- ***Abstinence:*** *the fact or practice of restraining oneself from indulging in something (alcohol, sexual activity)*
- ***HIV:*** *stands for human immunodeficiency virus, HIV attacks the body's immune system.*
- ***AIDS:*** *Acquired immunodeficiency syndrome is a chronic, potentially life-threatening condition caused by the human immunodeficiency virus (HIV).*
- ***Risk Behavior:*** *a risk behavior is a lifestyle activity that places a person at increased risk of suffering a particular condition, illness or injury.*
- ***Heredity:*** *the natural process by which physical and mental qualities are passed from a parent to a child.*