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# Teacher Resources

for

## 2020 Contemporary Health

\*Join the closed Facebook group, Family and Consumer Sciences Teachers, for other resources\*

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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## Acknowledgments

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These resources are to be used to enhance the curriculum content. It is recommended that the teacher download the latest curriculum document from the Research and Curriculum Unit's website. The information in this document was derived from teachers, for teachers.

# Unit 1: Personal and Consumer Health

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## **Essential Questions:**

- What is the difference between health and wellness?
- Why is personal hygiene an important health skill?
- What are your values and how do they guide your decisions?
- What are the rights and responsibilities of consumers?
- What are the options for assistance to help pay for health care?
- How can you tell if the information you use is reliable or valid?
- Who and what are the influences that persuade your decisions?

## **Vocabulary:**

- |                       |                     |              |
|-----------------------|---------------------|--------------|
| 1. Consumer           | 5. Health fraud     | 9. Reliable  |
| 2. Consumer skills    | 6. Health insurance | 10. Valid    |
| 3. Health             | 7. Hygiene          | 11. Wellness |
| 4. Health care system | 8. Preventive care  |              |

**Rubrics and Other Assessment Aids:** See Appendix A

## **Suggested Teaching Strategies**

| Objective | Teaching Strategies   |
|-----------|---|
| 1.a.      | <p>Describe ways to achieve and maintain a healthy lifestyle.</p> <p>Discuss the characteristics of a healthy person and have students prepare a list of these characteristics.</p> <p>Discuss the benefits of having a local school health council and student involvement on that council. Have a school health council representative speak to the class.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.familiesfirstforms.org/">https://www.familiesfirstforms.org/</a> - use for guest speakers and class resources for any unit</li> <li>• <a href="http://www.extension.msstate.edu">www.extension.msstate.edu</a> - MSU extension services</li> </ul> |
| 1.b.      | <p>Have the students participate in a discussion of personal hygiene habits. Invite health care professionals to demonstrate the various techniques of basic hygiene and discuss the various functions of teeth, skin, hair, ears, eyes, and nails.</p> <p>Have students choose a skin disorder, conduct research, and develop a presentation on it.</p> <p>Invite a local esthetician or dermatologist to speak to class.</p>  |

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| 2.a. | <p>Explain the relationship between current health decisions and future wellness. Have students respond to this statement: I am young. Why should I care about my health?</p> <p>Have the students participate in a class discussion on the decision-making model.</p>  |
| 2.b. | <p>Divide the class into groups and give groups a personal problem situation where they must write a solution utilizing the decision-making model. (Reasons for abstaining from premarital sex, abstaining from use of drugs and alcohol, etc.)</p> <p><i>Note: If you choose the topic of abstaining from pre-marital sex, you should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi Code §37-13-171-Appendix E in the curriculum)</i></p>         |
| 2.c. | <p>Have students complete an anonymous value inventory. Have students participate in a class discussion on values and their role in the decision-making process.</p> <p>“Lost” or “Survivor” day with scenarios for students to choose who will survive or how.</p> <p>Emphasize the actual steps in the decision-making model (DECIDE method).</p>   |
| 3.a. | <p>Recognize the benefits of being a wise consumer.</p> <p>Have students participate in class discussion about consumer rights and responsibilities, the Consumer Bill of Rights, etc.</p> <p>Have students create an advertisement to emphasize the points in good advertisement techniques.</p> <p>Consumer Lab – name brand vs. store brand vs. generic<br/>       -Students try different brands of various types of products and attempt to decide which product is which brand.</p> |
| 3.b. | <p>Have students search the Web and report on the various consumer protection agencies.</p> <p>Better Business Bureau - <a href="https://www.bbb.org/">https://www.bbb.org/</a></p> <p>Utilize resources like Consumer Reports or Kelly Blue Book.</p>  |
| 3.c. | <p>Have students use magazines and other print media to select advertisements that represent different forms of deceptive advertising and product fraud to be included in a brochure.</p> <p>Discuss social media advertising and other current advertising mediums.</p>  |
| 3.d. | <p>Invite a pharmacist to describe medical fraud in the marketplace.</p> <p>Have students complete a guest speaker evaluation form. Ask for volunteers to share evaluation with the class. (Families First is great resource for speakers)</p>  |

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|------|---|
| 3.e. | <p>Divide students into groups to research various health care services (such as prenatal care, out-patient care, preventive health, etc.) with and without health insurance, Medicaid, or Medicare.</p> <p>Have groups complete a written cost analysis of health services.</p>  |
| 4.a. | <p>Have students bring articles from media sources and search Web for current information and resources.</p> <p>Have students discuss relevance of Web sites to determine reliability of health information. Differentiate between “.com”, “.edu”, “.gov”, “.org”, etc.</p>   |
| 4.b. | <p>Have students research data regarding other cultures and how it relates to disease (i.e., eating habits, physical activity, doctor visits, availability of health services, etc.).</p> <p>Have students compare and contrast the data from other cultures to the United States using various presentation methods.</p> |

**Performance Task**

**Title: Health Insurance Policies—Comparative Research**

Objective: Students will be able to compare and contrast health insurance policies.

The teacher will ask students to use the Internet to research health insurance policies. Students will compare and contrast health insurance policies. Medicaid and Medicare policies should be included in their analyses. Each analysis should include cost of premiums, cost of deductibles, and cost of co-pays. Students should also examine the limits of the policies. Once the students have collected and reported their data, their analyses will be given to the teacher. The teacher will grade each analysis using a rubric.

Attachments for Performance Task: Written Report Assessment Rubric – Appendix A

**Office of Healthy Schools Resources**

<https://mdek12.org/OHS>

**Books for Health Literacy**

Books listed below can be used while teaching the unit on Personal and Consumer Health. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *Oh the Things That You Can Do That are Good for You*  
 Author – Tish Rabe  
 ISBN – 10: 0375810986
  
2. *Germs Make Me Sick*  
 Author – Melvin Berger  
 Publisher – Harper Collins Publishers, Inc.

3. *Make Lemonade*

Author – Virginia Wolff

Publisher – Henry Holt and Company

ISBN – 978-0805080704

**Resources:** See Appendix B

# Unit 2: Mental Health

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## **Essential Questions:**

- What is a mental disorder and how does one acquire/develop one?
- How can stress contribute to our mental health?
- What is the difference between functional and organic mental disorders?
- What are ways to cope once one is identified with a mental disorder?
- What are the signs and symptoms of eating disorders?

## **Vocabulary:**

- |                         |                          |                              |
|-------------------------|--------------------------|------------------------------|
| 1. Anorexia nervosa     | 4. Clinical psychologist | 7. Mental disorder           |
| 2. Bing eating disorder | 5. Depression            | 8. Psychiatric social worker |
| 3. Bulimia              | 6. Eating disorder       | 9. Psychiatrist              |

**Rubrics and Other Assessment Aids:** See Appendix A

## **Suggested Teaching Strategies**

| Objective | Teaching Strategies  |
|-----------|--|
| 1.a.      | <p>Explain how mental health contributes to personality.</p> <p>Have students compile a list of personality traits during a brainstorming session; circle the traits that contribute to mental health.</p> <p>“Selfie Activity” – Students have paper, pencil, and a selfie on their phone ready to show. Have students swap phones and write three things they see about the other person. Then have each student write three things about their own selfie. Discuss results.</p> <p>Discuss the effects of social media on self-image and self-esteem.</p> |
| 1.b.      | <p>Divide the class into groups to role-play assertive strategies, with each group given an assigned specific situation.</p> <p>Practice giving instructions by having one student instruct a group on a simple task as the group asks questions and works through the task.</p> <p>Emphasize “you”-messages and “I”-messages</p>  |
| 1.c.      | <p>Discuss healthy and unhealthy defense mechanisms (coping skills).</p> <p>Using a scenario, have students list healthy and unhealthy defense mechanisms.</p>   |
| 2.a.      | <p>Conduct a minor physical stress test (e.g. holding a book out in front of them) and measure heart rate before and after. Discuss results and how it compares to mental stress.</p> <p>Describe how stress influences mental health.</p>   |



|      |  |
|------|--|
|      | <p>Have students rate their personal stressors on a given chart, and then, using their top three stressors, explain the body’s response.</p> <p>Have students list how stress leads to heart disease, cancer, stroke, and high blood pressure.</p>   |
| 2.b. | <p>Develop a “Triggers Book”. Identifying six categories of triggers (people, places, things, situations, emotional states, social media). You can also create any category to add to it. Students answer each category by identifying various items that fall under each. Take the top three in each category and discuss previous coping strategies with what should be done in the future.</p>  |
| 2.c. | <p>Research various healthy coping strategies. Conduct a “stress relief day” where students pick their favorite strategies (coloring, music, etc.) and utilize them during class or set up something for the rest of the school to participate in to raise awareness about healthy coping strategies for stress.</p>   |
| 3.a. | <p>Define functional and organic mental disorders and state controls for each.</p> <p>Invite mental health resource personnel for class presentation.</p> <p>Conduct a cross-curriculum project with English, art, and music. Students can choose an original piece of music that was composed from someone with a mental health disorder. In English, students can create a narrative about a fictional character with a mental illness. For art, students can create a symbolism piece with the help of the art teacher.</p> <p>Show a documentary on mental illness, examples include: “A Beautiful Mind”, “The Soloist”, Howie Mandel video, Golden Gate Bridge suicide documentaries, “Mr. Monk goes to the asylum”</p> <p>Utilize EverFi’s “Mental Wellness Basics” resources. Free subscription resource for students to complete.</p> <p>Teacher can attend Mental Health First Aid training, provided by the MS Department of Mental Health, and then train students.</p> |
| 3.b. | <p>Have students prepare a list of questions about the signs of mental health problems and their treatments.</p> <p>Invite a mental health professional or school nurse to be interviewed by the students.</p> <p>Research state, county, or local mental health resources and have students create a brochure.</p>  |

|      |  |
|------|--|
| 3.c. | <p>Have students participate in a class discussion, and complete a worksheet on eating disorders using textbooks as references.</p> <p>Have students view and discuss video on eating disorders. Determine healthy weight ranges according to table and body fat calculation (i.e., Body Mass Index).</p> <p>Take an anonymous body image survey where students list items they would change on their body and answer various questions. Gather data and have a class discussion on the results.</p> <p>Snow ball fight! Have students write down one thing they would change about themselves, ball up the paper, and have a snow ball fight. Students then pick up a snow ball near them and read their paper to the class.</p> <p>Documentary: “Dying to Be Thin”</p> |
| 4.a. | <p>Utilize the QPR (question, persuade, refer) training.</p> <p>The Jason Foundation will send curriculum to use for this topic.</p>   |
| 4.b. | <p>No resources or strategies currently suggested for this competency.</p>   |
| 4.c. | <p>Have counselors and local agencies come speak to the class.</p>   |

### **Performance Task**

#### **Title: Mental Health Disorders—Research and Presentations**

Objective: Students will be able to identify different mental disorders, identify the symptoms, and locate treatment centers where help can be received. Their research will be presented through a poster or pamphlet/brochure.

The teacher will assign student groups, giving each group a different mental disorder to research and present. The students will be able to use their textbooks, the Internet, and other reliable sources approved by the teacher. A rubric will be used for assessment purposes.

The students will give a definition of the disorder, symptoms of the disorder, how the individual and families cope with the disorder, and how the disorder can be treated.

Once the student groups have collected their data, they will present a poster or brochure/pamphlet to the class with the information found.

The students will also evaluate each group’s project.

#### **Attachments for Performance Task:**

Mental Health Project Rubric—Appendix A  
 Student Critique of Project—Appendix A

### **Office of Healthy Schools Resources**

<https://mdek12.org/OHS>

### **Books for Health Literacy**

Books listed below can be used while teaching the unit on Mental Health. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports on the content, either as regular or extra-credit assignments.

1. *When Sophie Gets Angry – Really, Really Angry ...*  
Author – Molly Bang  
Publisher – The Blue Sky Press (Scholastic)  
ISBN 0-590-18979-4
  
2. *Mick Harte was Here*  
Author – Barbara Park  
Publisher - Yearling
  
3. *Taking A.D.D. to School*  
Author – Ellen Weiner  
Publisher – JayJo Books
  
4. *Taking Depression to School*  
Author – Kathy Khalsa  
Publisher – JayJo Books
  
5. *The Berenstain Bears and Too Much Pressure*  
Authors – Stan and Jan Berenstain  
Publisher – Randon House, New York
  
6. *Diary of an Anorexic Girl*  
Author – Morgan Menzie  
Publisher – Thomas Nelson Publishing  
ISBN – 978-1416925422

**Resources:** See Appendix B

## Unit 3: Family/Social Health

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### **Essential Questions:**

- What is “communication” and how can we apply strategies of communication to the issues/problems of today’s society?
- What are the characteristics of healthy communication?
- What are characteristics of a healthy and unhealthy family?
- How can we prevent breakdowns in the family system?
- What coping skills can we use to help with family conflicts and problems?

### **Vocabulary:**

- |                           |                       |                         |
|---------------------------|-----------------------|-------------------------|
| 1. Abstinence             | 11. Crisis center     | 21. Personality         |
| 2. Active listening       | 12. Custody           | 22. Platonic friendship |
| 3. Advocate               | 13. Domestic violence | 23. Refusal skills      |
| 4. Assertive              | 14. Emotional abuse   | 24. Relationships       |
| 5. Body language          | 15. Family Counseling | 25. Role                |
| 6. Child abuse            | 16. Family Values     | 26. Spousal abuse       |
| 7. Clique                 | 17. Friendship        | 27. Stereotype          |
| 8. Communication          | 18. “I” message       | 28. Values              |
| 9. Constructive criticism | 19. Neglect           |                         |
| 10. Cooperation           | 20. Peer pressure     |                         |

**Rubrics and Other Assessment Aids:** See Appendix A

### **Suggested Teaching Strategies**

| Objective | Teaching Strategies  |
|-----------|--|
| 1.a.      | Have students brainstorm about the personal qualities important in friends and write a list on the board. Have students narrow the list to ten qualities and discuss the results.  |
| 1.b.      | Describe how the skills of communication and cooperation are essential for healthy relationships.<br><br>Have students participate in a classroom discussion and facilitate the group’s role-playing of assertive strategies to resist sexual pressures and advances.                    |
| 1.c.      | Have students role-play situations that involve resolving conflict.  |
| 1.d.      | Discuss the difference between bullying and disagreements with others in relation to resiliency.   |
| 1.e.      | Have students write recommendations to the school health council on ways to improve the health of students (i.e., school environment, health services, physical activity, etc.).<br><br>Utilize the organization Catholic Charities to come and discuss teen dating violence with class. |

|      |  |
|------|--|
| 2.a. | <p>Conduct an anonymous survey (via SurveyMonkey or other survey resource) asking students about what their personal “family unit” is made up of (immediate family, cousins, grandparents, step parents, etc.) and questions about their perception of what a family unit should be. Discuss results with class and discuss the positives and negatives about the way a traditional family has changed over the years.</p> <p>Show “Modern Family” and discuss.</p>  |
| 2.b. | <p>Describe why the family is the basic social unit of society.</p> <p>Play the song, <i>Cats in the Cradle</i>, sung by James Taylor. Ask students to note the positive and negative things about the family situation related in the song.</p> <p>Have each student prepare a list of elements from a healthy family and one from an unhealthy family.</p> <p>Have students participate in a class discussion to suggest ways to make the unhealthy family healthy.</p>  |
| 2.c. | <p>Movie: “Like Dandelion Dust”</p> <p>Have students participate in a class discussion about factors that may cause a family to break down.</p> <p>Have students anonymously submit a question on one of the following subjects: divorce, family alcoholism, drug abuse, financial problems, physical or sexual abuse, emotional abuse, or runaways.</p> <p>Invite guest speaker to address student questions.</p> <p>“A Child Called It” with accompanying t-shirt project where students create symbolic design on the shirt representing the character.</p> |
| 2.d. | <p>Lead the students in a brainstorming session about their thoughts when they hear the word “family.”</p> <p>Using the letters in the word family, have students identify a positive element of the family for each letter. Discuss their word choices.</p>   |

**Performance Task**

**Title: Communication is Key in a Healthy Marriage and Family**

Objective: Students will analyze ways that married couples communicate in a healthy marriage.

The teacher describes how important good communication is for a successful marriage and to maintain a healthy family environment. The teacher should include points such as concern for the spouse's feelings and needs. Then students will be divided into pairs, given descriptions of various challenging scenarios commonly encountered in marriage, and asked to demonstrate good communication techniques to resolve the situation. Some of the situations that should be

provided by the teacher include job issues, caring for ill family members, and paying the bills. The students should then develop a short skit to demonstrate how they would resolve the situation and then perform it for the class.

The evaluation of the task will consist of the teacher observing the pairs as they share their skits with the class and asking other class members questions such as:

1. What is the situation the pair chose to highlight?
2. How did the students resolve the situation?
3. Did they show empathy for their "spouse"?

Attachments for Performance Task:

Skit Rubric – Appendix A

Article – “What is Family Communication?” (<http://www.livestrong.com/family-communication/>)

**Office of Healthy Schools Resources**

<https://mdek12.org/OHS>

**Books for Health Literacy**

Books listed below can be used while teaching the unit on Family and Social Health. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports on the content, either as regular or extra-credit assignments.

1. *Breathing Underwater*  
Author – Alex Flinn  
Publisher – HarperTempset
2. *At Daddy's on Saturdays*  
Author – Linda Walvoord Girard  
Publisher – Albert Whitman

**Resources:** See Appendix B

# Unit 4: Human Growth and Development

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## **Essential Questions:**

- How are genetic traits passed on from one generation to another?
- What health practices should be considered before, during, and after pregnancy?
- What is the process of human reproduction from conception to birth?
- What are some methods of family planning? *Note: Check to see if your district chose abstinence-only or abstinence-plus (see law – House Bill 999 – Appendix G).*

## **Vocabulary:**

- |                        |                       |                       |
|------------------------|-----------------------|-----------------------|
| 1. Abstinence          | 6. DNA                | 11. Heredity          |
| 2. Adolescence         | 7. Emotional maturity | 12. Hormones          |
| 3. Chromosomes         | 8. Fertilization      | 13. Physical Maturity |
| 4. Cognition           | 9. Genes              | 14. Puberty           |
| 5. Developmental tasks | 10. Genetic Disorders |                       |

**Rubrics and Other Assessment Aids:** See Appendix A

## **Suggested Teaching Strategies**

| Objective | Teaching Strategies   |
|-----------|---|
| 1.a.      | <p>Summarize how genetic traits are passed on from one generation to another.</p> <p>Show and have the students discuss how genes are passed from parents to their children by putting a diagram on the board. Use uppercase and lowercase letters to represent dominant and recessive genes.</p> <p>Utilize Netflix series, “Nine Months That Made You” with accompanying questions.</p> |
| 1.b.      | Using the Internet, have students research a specific birth defect and prepare an oral report that includes description, causes, detection, and treatment of the birth defect.  |
| 2.a.      | <p>Examine health practices to be considered before, during, and after pregnancy.</p> <p>Have students brainstorm reasons that parents decide to have children.</p>   |
| 2.b.      | <p>Invite a nurse from the school or health department. Have students participate in class discussion.</p> <p>Have students summarize the guest speaker’s presentation in a written report, and grade.</p>  |
| 2.c.      | Have students participate in class discussion on the importance of prenatal development using models, diagrams, or charts.  |
| 2.d.      | <p>Invite a guest speaker to describe the stages of the birth process.</p> <p>Use a balloon and ping pong ball to show the birthing process. Insert the ping pong ball into the balloon and inflate balloon, then squeeze (contract) the balloon</p>  |

|      |   |
|------|---|
|      | to push the ping pong ball out.   |
| 3.a. | Identify physical, mental, and emotional changes that occur from childhood through adolescence.<br><br>Divide the class into groups and role-play various assigned developmental stages from childhood through adolescence.   |
| 3.b. | Divide the class into groups and have students create a skit portraying the physical, mental, and emotional changes that occur during adolescence.  |
| 4.a. | Examine the aging process from early adulthood through late adulthood.<br><br>Divide the class into groups and brainstorm tasks and opportunities of young, middle, and older adults.<br><br>Have students interview adults in various stages of life and compile interview information for class discussion.<br><br>Essay topic: “50 years from now” – students discuss what they will be doing 50 years from now with habits, activities, family life, working or not, etc. |
| 4.b. | Invite a guest speaker (i.e., hospice professional or grief counselor) to explain the coping mechanisms used during and after the dying process.<br><br>Have students summarize guest speaker’s presentation using Guest Speaker form (Appendix A).<br><br>Essay topic: “How I want to be remembered” or personal obituary<br><br>Class trip to funeral home or find virtual tour of one online.  |

### **Performance Task**

#### **Title: Class Project – Teen Survey – Abstinence vs. Being Sexually Active**

Objective: Students will gain knowledge concerning teen pregnancy and sexually transmitted diseases in Mississippi and gain information concerning the opinions of high school students about remaining abstinent-vs.-engaging in sexual activity.

Students will research teen pregnancy and STI data for the state of Mississippi using the following data sites:

<https://msdh.ms.gov/phs/statisti.htm> and <https://www.cdc.gov/nchs/>

Using this data and information presented in the Human Growth and Development Unit, students will create an anonymous opinion survey about sexual activity vs. remaining abstinent. The survey should include no more than ten questions and the survey should be simple to complete. The students, with teacher assistance, will request permission to distribute the survey to students at their school.

*Note: There may be better survey results if teachers distribute the surveys in homeroom classes.*

Once the surveys are collected, the class will work together to compile the results. Each student will prepare a two-page report giving their thoughts about the survey. The report should include a discussion of the survey results and the compiled data.



Attachments for Performance Task:

Plans for abstaining – <http://www.abstinence.net/>

Written Report Assessment Rubric – Appendix A

Class Participation Rubric – Appendix A

**Office of Healthy Schools Resources**

<https://mdek12.org/OHS>

**Books for Health Literacy**

Books listed below can be used while teaching the unit on Human Growth and Development.

They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports on the content, either as regular or extra-credit assignments.

1. *Taking Down Syndrome to School*  
Author – Jenna Glatzer  
Publisher – JayJo Books
2. *Taking Seizure Disorders to School – a Story about Epilepsy*  
Author – Kim Gosselin  
Publisher – JayJo Books

**Resources:** See Appendix B

# Unit 5: Disease Prevention and Control

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## **Essential Questions:**

- What are the four kinds of pathogens?
- How are pathogens spread?
- What are the five major barriers that protect the body from infection?
- What is the best way to avoid getting STDs?
- What is the difference between HIV and AIDS?
- Name at least six noncommunicable diseases?
- How can noncommunicable diseases be treated?

## **Vocabulary:**

- |                         |                                   |                          |
|-------------------------|-----------------------------------|--------------------------|
| 1. Antibodies           | 11. Hygiene                       | 21. Osteoarthritis       |
| 2. Antigens             | 12. Immune system                 | 22. Pathogens            |
| 3. Arthritis            | 13. Immunity                      | 23. Pneumonia            |
| 4. Bacteria             | 14. Infection                     | 24. Protozoa             |
| 5. Communicable disease | 15. Inflammation                  | 25. Rheumatoid arthritis |
| 6. Contagious period    | 16. Influenza                     | 26. Strep throat         |
| 7. Disease              | 17. Juvenile rheumatoid arthritis | 27. Tuberculosis         |
| 8. Fungi                | 18. Lymphatic system              | 28. Vaccine              |
| 9. Germs                | 19. Lymphocytes                   | 29. Viruses              |
| 10. Hepatitis           | 20. Mononucleosis                 |                          |

**Rubrics and Other Assessment Aids:** See Appendix A

## **Suggested Teaching Strategies**

| Objective | Teaching Strategies  |
|-----------|--|
| 1.a.      | Discuss the five major barriers that protect the body from infection.  |
| 1.b.      | Explain the difference between the types of pathogens.   |
| 1.c.      | Explain the causes, transfer, and control of common communicable diseases.<br><br>Have students create pamphlets illustrating causes, stages, treatment, and prevention of communicable diseases.  |
| 2.a.      | State causes, signs, and control of noninfectious diseases.<br><br>Divide the class into groups. Have each group illustrate one cardiovascular disease on a poster. Each poster should include a description of the disease, detection and treatment, and prevention measures.                 |
| 2.b.      | Invite a medical professional to discuss breast and testicular cancer and demonstrate procedures using models or instructional video (gender separation recommended).<br><br>Have students write down and complete the following statements: Cancer is...; Cancer may be...; Cancer is not.... |

|      |   |
|------|---|
| 2.c. | Develop a Venn diagram comparing and contrasting acute and chronic diseases with examples.  |
| 2.d. | Invite a medical professional to discuss diabetes, arthritis, other chronic diseases, and how to establish a healthy lifestyle at an early age.<br><br>Have students create and record a public service announcement on the prevention of diabetes, arthritis, or other chronic diseases.   |
| 3.a. | Recognize the ways to prevent STIs.<br><i>Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171-Appendix E in the Curriculum)</i><br><br>Invite a speaker from the State Board of Health to discuss the symptoms, transmission, and control of STIs.<br><br>Have students write a short story on a teenager who has acquired an STI.<br><br>Compare and contrast Mississippi only statistics with national statistics or those of neighboring states. |
| 3.b. | Divide the class into groups. Provide open-ended statements about HIV. Each group selects a spokesperson to share ideas with the class.<br><br>Correlate current HIV-infection data and extrapolate infection trends for the current year.  |

### **Performance Task**

#### **Title: Communicable Diseases – One-Act Play**

Objective: Students will gain knowledge concerning the immune system and how it fights off infection.

Using the information presented in the Disease Prevention and Control Unit, the teacher will divide the class into small groups and ask each group to create a one-act play that presents the immune system’s specific response to infection. Instruct students that plays can be created as a dramatic mystery or as a comedy, but every one-act play should inform the audience about the immune system’s response. Have groups perform their plays for the class.

#### **Title: Noncommunicable Diseases – Epinephrine**

Objective: Students will gain knowledge concerning how allergic reactions can be treated with epinephrine.

Using the textbook from the Disease Prevention and Control Unit, the teacher will ask a volunteer to read aloud the description of epinephrine and how it is used to treat the symptoms of a severe allergic reaction. The teacher will then explain that epinephrine is a hormone that is naturally produced by the adrenal gland and that, as a medicine, epinephrine has several purposes, one of which is to treat allergies. Divide the class into pairs and ask each pair to research epinephrine using library or online resources. Students should answer these questions during their research: What is epinephrine? How does it help severe allergic reactions?

Have students prepare a brief report of their findings. Ask volunteers to share what they have learned.

**Title: Sexually Transmitted Infections (STIs)**

Objective: Students will gain knowledge concerning sexually transmitted infections.

The teacher will divide the class into seven groups, assigning each group one of the common STIs discussed in the text. Challenge each group to prepare a short lesson about its assigned STI. Then have each group take a turn teaching the class about that STI.

Attachments for Performance Task:

Role-Play or Skit Rubric – Appendix A

Written Report Assessment Rubric – Appendix A

Class Participation Rubric – Appendix A

Textbook – Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health*. Woodland Hills, CA: Glenco/McGraw Hill.

**Office of Healthy Schools Resources**

<https://mdek12.org/OHS>

**Books for Health Literacy**

Books listed below can be used while teaching the unit on Disease Prevention and Control. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *Ana's Story: A Journey of Hope*  
Author – Jenna Bush  
Publisher – Harper-Collins
2. *The Naked Truth*  
Author – Marvelyn Brown  
Publisher – Harper-Collins
3. *It Happened to Nancy*  
Author – Beatrice Sparks  
Publisher – Avon Books
4. *Taking Diabetes to School*  
Author – Kim Gosselin  
Publisher – JayJo Books
5. *Germs Make Me Sick*  
Author – Melvin Berger  
Publisher – Harper-Collins
6. *Taking Cancer to School*  
Author – Cynthia S. Henry and Kim Gosselin  
Publisher – JayJo Books

**Resources:** See Appendix B

# Unit 6: Nutrition and Fitness

---

## **Essential Questions:**

- How do responsible food choices lead to nutritional health?
- How does a regular fitness plan benefit a person physically and psychologically?

## **Vocabulary:**

### Nutrition

- |                                     |                          |
|-------------------------------------|--------------------------|
| 1. Calorie (kilocalorie)            | 12. Incomplete protein   |
| 2. Carbohydrates                    | 13. Lipid                |
| 3. Complete Proteins                | 14. Minerals             |
| 4. Complex carbohydrates            | 15. MyPlate              |
| 5. Cross contamination              | 16. Nutrients            |
| 6. Dietary Guidelines for Americans | 17. Nutrition            |
| 7. Fiber                            | 18. Proteins             |
| 8. Food additives                   | 19. Pasteurization       |
| 9. Food allergy                     | 20. Simple carbohydrates |
| 10. Food intolerance                | 21. Vitamins             |
| 11. Foodborne illness               |                          |

### Fitness

- |                                |                       |
|--------------------------------|-----------------------|
| 1. Aerobic exercise            | 10. Muscle endurance  |
| 2. Anaerobic exercise          | 11. Muscular strength |
| 3. Body composition            | 12. Overload          |
| 4. Cardiorespiratory endurance | 13. Physical Activity |
| 5. Cool down                   | 14. Physical fitness  |
| 6. Exercise                    | 15. Progression       |
| 7. F.I.T.T. principle          | 16. Resting hear rate |
| 8. Flexibility                 | 17. Specificity       |
| 9. Metabolism                  | 18. Warm-up           |

**Rubrics and Other Assessment Aids:** See Appendix A

## **Suggested Teaching Strategies**

| Objective | Teaching Strategies  |
|-----------|--|
| 1.a.      | <p>Make responsible food choices using MyPlate. <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a></p> <p>Have students participate in class discussion and invite resource person (dietician, food service director, etc.) to class.</p> <p>Use apps for caloric intake and fitness level – MyFitnessPal, Fitbit, C25K, H2O, etc.</p> |
| 1.b.      | <p>Write a list of nutrients on the board and have students participate in class discussion of the nutrients and their functions in the human body.</p> <p>Ask students to write a report researching a specific nutrient. Have them include the function and food source of the nutrient in their report.</p>                                       |

|      |  |
|------|--|
| 1.c. | Show the anatomy of the digestive system (model, chart, or transparency) and have students trace flow of food throughout the system.<br><br>Trace student body on butcher/bulletin board paper and draw digestive system.  |
| 1.d. | Have students bring in food labels and facilitate class discussion.  |
| 1.e. | Have students record daily meals and calculate number of calories for each meal.<br><br>Based on results, have students create a healthier meal plan for their families.<br><br>Suggested movie: “Supersize Me”, “My 600 pound life”, “An inside look at a heart attack”, “Why are We Fat”, “Big Kids”   |
| 1.f. | Discuss how poor nutrition leads to disease (diabetes, heart disease, obesity, etc.).<br><br>Create a brochure on the connection between nutrition and disease.  |
| 2.a. | Have students research the benefits that exercise provides for physical, mental and emotional, and social health.<br><br>Have students participate in a class discussion on exercise and write ideas on the board.   |
| 2.b. | Describe exercises that improve strength, endurance, flexibility, and body composition (guest speaker).<br><br>Have students participate in small-group brainstorming sessions using different forms of aerobic and anaerobic exercise.<br><br>Have students use the FITT (Frequency, Intensity, Time, and Type) principle to develop a personal exercise plan.<br><br>Develop a 2-3minute exercise routine and take class through each one, then vote on which one is the best. |
| 2.c. | Have students complete physical fitness tests that assess fitness components (strength, endurance, flexibility, etc.).   |

### **Performance Task**

#### **Title: Personal Exercise Plan for 5K Run/Walk Race**

Objective: Students will develop a written personal exercise plan for participation in a 5K run/walk race. Their plan will include both fitness and nutrition components and will be shared with the class in an oral report.

#### **a) Fitness**

1. Perform a pre-assessment to determine your current fitness level and include your findings in this report.
  - a. What three assessments should be performed to determine your fitness level?
  - b. What activities can be used to measure each?
2. From the information gathered in the pre-assessment, use the FITT principle to develop the training plan.

**b) Nutrition**

3. Identify each food group and the number of servings of each that is needed for proper health according to age, gender, and activity level.
4. Using the food groups, identify where each of the six nutrients may be found.
5. Using the food groups and recommended number of servings from each group, construct one day of meals divided into breakfast, snack, lunch, snack, and dinner. Then show how the meal of your choice would appear on MyPlate. (Answers will vary.)
6. Select one food from your day of meals and trace it through the digestive tract.
7. In your written discussion, explain
  - a. the roles that nutrients play in helping you reach your fitness goal.
  - b. how exercise and proper nutrition can help prevent disease and promote positive physical and psychological benefits. (Answers should be in-line with earlier class discussion on these two topics.)
8. Share your findings with the class in a short oral report.

Attachments for Performance Task:

Answer Key for Fitness Level – Appendix A

Written Report Assessment Rubric – Appendix A

Oral Report Rubric – Appendix A

**Office of Healthy Schools Resources**

<https://mdek12.org/OHS>

**Books for Health Literacy**

Books listed below can be used while teaching the unit on Nutrition and Fitness. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *Want Fries With That?: Obesity and the Supersizing of America*  
Author – Scott Ingram  
Publisher – Franklin Watts, 2005  
ISBN – 0531167569
2. *Gregory, the Terrible Eater*  
Author – Mitchell Sharmat  
Publisher – Simon and Schuster Books for Young Readers
3. *Murphy Meets the Treadmill*  
Author – Harriet Ziefert  
Publisher – Houghton Mifflin

**Resources:** See Appendix B

# Unit 7: Substance Abuse Prevention

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## **Essential Questions:**

- Why do people continue to smoke when they know the dangers?
- What are some short- and long-term effects of alcohol on the body?
- How do legal drugs differ from illegal drugs?
- What are some harmful effects of drugs and the benefits of medicines?
- How are some common types of dangerous inhalants used today?
- What techniques can you use to refuse drugs or inhalants?

## **Vocabulary:**

- |                  |              |                         |
|------------------|--------------|-------------------------|
| 1. Addiction     | 5. Inhalant  | 9. Prescription         |
| 2. Alcohol abuse | 6. Marijuana | 10. Substance abuse     |
| 3. Alcoholism    | 7. Nicotine  | 11. Tobacco             |
| 4. Heroin        | 8. NIDA      | 12. Withdrawal symptoms |

**Rubrics and Other Assessment Aids:** See Appendix A

## **Suggested Teaching Strategies**

| Objective | Teaching Strategies   |
|-----------|---|
| 1.a.      | <p>Present the health hazards of tobacco.</p> <p>Have students participate in class discussion on reasons people continue to smoke even though they are aware of the dangers of smoking.</p> <p><a href="http://www.play2prevent.org">www.play2prevent.org</a> – resource for activities</p>  |
| 1.b.      | <p>Show diagrams of a normal lung and a cancerous lung.</p> <p>Have students write a report on the effects of tobacco usage.</p>  |
| 2.a.      | <p>Present the health hazards of alcohol.</p> <p>Utilize AlcoholEDU from <a href="http://www.EverFi.com">www.EverFi.com</a></p> <p>Have students participate in class discussion on short- and long-term effects of alcohol on the body.</p> <p>Have students write articles about the health risks and dangers of using alcohol to submit to the school newspaper.</p> <p>Obtain drunk goggles (personal resources or community police department) and conduct activities.</p> |
| 2.b.      | <p>Have students participate in a class discussion on the truth of newspaper and magazine advertisements for alcohol products.</p> <p>Have students post examples of alcohol advertisements around the room.</p>  |



|      |   |
|------|---|
| 2.c. | <p>Research and discuss laws in Mississippi regarding alcohol use, sale, etc.<br/>         Research and discuss your local county/city laws regarding alcohol use, sale, etc.<br/>         Develop a presentation comparing your county to another or Mississippi to another state.<br/>         Suggested A&amp;E show: “Live PD”</p>  |
| 3.a. | <p>Present the health hazards of drugs.</p> <p>Invite a law enforcement officer to discuss and display legal and illegal drugs and their effects on the body.</p> <p>Have students prepare a short, written summary of the presentation.</p>  |
| 3.b. | <p>Show a video that discusses the side effects of drugs and how drugs are commonly abused.</p> <p>Have students discuss the video.</p>   |
| 3.c. | <p>Invite drug task force and mental health personnel to lead class discussion on various drug topics.</p>  |
| 4.a. | <p>Have students participate in a KWL (What I Know, What I Want to Know, and What I Learned) activity.</p> <p>Introduce various types of inhalants.</p> <p>Have students research the various types of inhalants and list dangers associated with the use of inhalants.</p> <p>Have students use this information to develop a poster on inhalants and the dangers associated with inhalants.</p> |
| 5.a. | <p>Military produces videos showing effects of bath salts and other drugs on the body</p>   |
| 5.b. | <p>Online resources for opioid information and activities:<br/> <a href="https://www.operationprevention.com/classroom">https://www.operationprevention.com/classroom</a><br/> <a href="https://www.ed.gov/opioids/">https://www.ed.gov/opioids/</a></p>  |
| 5.c. | <p>Using the internet, research the current federal drug schedule and the state and federal laws for illegal use of drugs.</p> <p>Guest speaker from a law enforcement agency of some kind would be great.</p>  |
| 6.a. | <p>Discuss refusal and intervention skills.</p> <p>Divide the class into small groups and create a public service announcement (PSA) emphasizing ways to refuse all forms of drugs and inhalants.</p>   |
| 6.b. | <p>Have students compile a list of agencies and individuals available to assist with the treatments for drug dependency.</p> <p>Role-play ways to help a drug-dependent friend.</p> <p>Conduct TIPS certification in bystander intervention with students.</p>  |

|      |   |
|------|---|
| 6.c. | Invite drug task force and mental health personnel to lead class discussion on various drug topics.   |
| 6.d. | <p>Discuss the effect that alcohol and drugs have on the central nervous system that alters a person's ability to think clearly and to reason.</p> <p>Discuss sex, drugs, and alcohol and the impact of the media on each, both positively and negatively.</p> <p>Have students brainstorm ways that they can avoid becoming vulnerable to unwanted sexual advances.</p> <p>Have students research and report on MS laws that relate to unwanted sexual advances.</p> |

### **Performance Task**

#### **Title: Here's What Drugs Can Do For You!**

Objective: Students to will demonstrate the effects of drugs on society, especially on young people.

The teacher will lead the students as they work in cooperative groups of five to six students, each to create cemetery headstones from cardboard boxes. The headstones will be for famous celebrities who have died from drug and alcohol abuse. The students will place the headstones around the school building and the school grounds to illustrate how deadly drugs can be. The students should especially focus on young celebrities who have died to show that it can happen to young people their age.

The evaluation of the task will consist of the teacher observing the students as they work in their groups. The teacher critiques the final project (a celebrity headstone) for artistic creativity as well as emotional impact.

### **Office of Healthy Schools Resources**

<https://mdek12.org/OHS>

### **Books for Health Literacy**

Books listed below can be used while teaching the unit on Substance Abuse Prevention. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *The House That Crack Built*  
 Author – Clark Taylor  
 Publisher – Chronicle Books
  
2. *In a Perfect World*  
 Author – Marie Lindquist  
 Publisher – Hazelden  
 ISBN – 978-0894867750

3. *Choosing the Best Path*, 4th Edition  
Copyright 2008  
Publisher – Choosing the Best  
ISBN –978-0-9724890-2-7 (Student)  
ISBN – 978-0-9724890-5-8 (Leader/teacher)
  
4. *Choosing the Best Life*, 4th Edition  
Copyright 2008  
Publishing – Choosing the Best  
ISBN – 0-9724890-1-0 (student)  
ISBN – 978-0-9724890-7-2 (Leader/teacher)

**Resources:** See Appendix B

# Unit 8: Community and Environmental Health

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## **Essential Questions:**

- What services do community health-care agencies provide?
- What are five health career opportunities?
- Why is it important to have medical history information available for each member of a family?
- What is pollution?
- How can pollution, natural disasters, over-population, and community violence affect our environmental health?
- What are the biggest sources of air, water, noise, radiation, and ground pollution? What are ways to prevent these types of pollution?
- What is conservation, and why is it important?
- What are ways to conserve heat, electricity, and water?
- What government agencies help protect people from environmental dangers?
- What is the green movement, and why is it important?

## **Vocabulary:**

- |  |  |
|--|--|
| 1. Acid rain                             | 12. Natural disaster                                     |
| 2. Air                                   | 13. Noise  |
| 3. Biodegradable                         | 14. Nonrenewable resources                               |
| 4. Career                                | 15. Occupational Safety and Health Administration (OSHA) |
| 5. Community                             | 16. Ozone  |
| 6. Conservation                          | 17. Pollution  |
| 7. Environmental Protection Agency (EPA) | 18. Radiation  |
| 8. Fossil Fuels                          | 19. Sewage   |
| 9. Groundwater                           | 20. Smog   |
| 10. Hazardous wastes                     | 21. Water  |
| 11. Landfill                             |  |

**Rubrics and Other Assessment Aids:** See Appendix A

## **Suggested Teaching Strategies**

| Objective | Teaching Strategies   |
|-----------|---|
| 1.a.      | Identify community health-care agencies and their functions.<br><br>Have students participate in a class discussion about community health-care agencies, their functions, and services provided. |
| 1.b.      | Divide students into groups and assign each group a specific health career to research and present to the class.  |
| 1.c.      | Discuss the value of family medical history.<br><br>Have students complete the generic family medical form from a specific scenario.  |

|      |  |
|------|--|
| 2.a. | <p>Explain how the environment affects people and how people affect the environment.</p> <p>Have students participate in a class discussion and list the environmental threats found in the local community.</p> <p>Have students bring clippings from newspapers and magazines that relate to environmental concerns and present an oral report to the class.</p> |
| 2.b. | <p>Have students create bumper-sticker designs and slogans to inform the public about global pollution of air, water, noise, radiation, and ground.</p> <p>Invite a guest speaker (DEQ – Department of Environmental Quality) to discuss various pollution issues.</p>   |
| 2.c. | <p>Have students participate in class discussion. Include the names of government agencies that protect the environment and explain the functions of the agencies.</p>   |
| 2.d. | <p>Discuss the importance of “going green.”</p> <p>Create a flyer with ideas and tips on how to use the “going green” concepts.</p>  |

**Performance Task**

**Title: Pollution – What Can We Do?**

Objective: Students will gain knowledge concerning methods to reduce pollution.

The teacher will have students choose one method of reducing air and water pollution, either from the text or from another source. Instruct them to write a plan that will incorporate this method of reducing pollution into their daily lives. The teacher will instruct the students to try the method in their daily lives for 5 days, have them write about the experience, and compare the new experience to their old habits. Encourage students to evaluate the impact of their change on the environment.

**Attachments for Performance Task:**

Textbook and Workbook –

Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health*. Woodland Hills, CA: Glencoe/McGraw Hill.

**Office of Healthy Schools Resources**

<https://mdek12.org/OHS>

**Resources:** See Appendix B

# Unit 9: Safety and First Aid

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## **Essential Questions:**

- What are the strategies for preventing accidents at home and school?
- What are universal precautions?
- What are four kinds of weather emergencies?
- What is the difference between a weather watch and a weather warning?
- What are the four universal precautions to take when administering first aid?
- How can you help an injured person until professional medical help arrives?
- What are the symptoms of heat exhaustion?
- What are the symptoms of heat stroke?
- What is the universal sign for choking?
- What are the symptoms of shock?

## **Vocabulary:**

1. Accident
2. Accident chain
3. Accidental injuries
4. First aid
5. Heat exhaustion
6. Shock
7. Universal precautions

**Rubrics and Other Assessment Aids:** See Appendix A

## **Suggested Teaching Strategies**

| Objective | Teaching Strategies   |
|-----------|---|
| 1.a.      | Discuss promotion of safety and prevention of accidents.<br><br>Divide class into small groups to brainstorm ideas for prevention of accidents in the home.   |
| 1.b.      | Have students participate in class discussion on potential natural disasters (earthquake, tornadoes, etc.).<br><br>Divide the class into groups and have each group develop a plan to cope with each disaster listed above.                                 |
| 1.c.      | Have students participate in a class discussion, review school safety and emergency rules and procedures, and write safety rules on the board.<br><br>Research and discuss Senate Bill 2473 (Nathan’s Law) regarding use of a cellular phone while driving. |
| 1.d.      | Discuss common recreational-related injuries (sprains, cuts and bruises, fractures, heat exhaustion, heat stroke, hypothermia, etc.).<br><br>Invite a professional to speak to students about common recreational-related injuries.                         |

|      |  |
|------|--|
| 1.e. | <p>Invite a guest speaker (EMT, etc.) to discuss automobile accidents he or she has worked where the victims could have been saved if seat belts had been used.</p> <p>Have students participate in a class discussion on the importance of driver's education.</p>                  |
| 1.f. | <p>Have students research dangerous situations.</p> <p>Group students by situation and have them create a fact sheet or poster on measures to avoid dangerous situations.</p> <p>Invite a guest speaker (police officer) to discuss recognizing and avoiding violent situations.</p> |
| 2.a. | <p>Discuss and demonstrate procedures for emergency situations including CPR using American Heart Association Guidelines.</p> <p>Invite a guest speaker (EMT or ER nurse) to discuss procedures for emergency situations.</p>  |
| 2.b. | <p>Discuss and demonstrate how to assemble a first aid kit for the class.</p> <p>Have students assemble a small first aid kit.</p>   |
| 2.c. | <p>Have guest speaker demonstrate and discuss first aid emergency procedures to class.</p> <p>Have students demonstrate first aid procedures.</p>  |

### **Performance Task**

#### **Title: First Aid Training and You!**

Objective: Students will be trained in basic first aid using American Red Cross First Aid Training.

The teacher will have a representative from the American Red Cross instruct the class on basic first aid. The representative will also give instruction on the procedures for being a first responder in any emergency situation. (Note: This may be taught by the instructor if he or she is Red Cross Certified.) Students will demonstrate their skills by role-playing an emergency situation.

### **Office of Healthy Schools Resources**

<https://mdek12.org/OHS>

### **Books for Health Literacy**

The book listed below can be used while teaching the unit on Safety and First Aid. It may be helpful for introducing unit topics or as a source of student-prepared oral or written reports, either for regular or extra-credit assignments.

1. *Mick Harte was Here*  
 Author – Barbara Park  
 Publisher – Yearling

**Resources:** See Appendix B

# Appendix A: Rubrics

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## Answer Key for Fitness and Nutrition Performance Task

### Performance Task Title: Personal Exercise Plan for a 5K Run/Walk Race (Page 46)

**Objective:** Students to develop a written personal exercise plan for participation in a 5K run/walk race. Their plan will include both fitness and nutrition components and will be shared with the class in an oral report.

Answers may vary.

a) **Fitness**

1. Perform a pre-assessment to determine your current fitness level and include your findings in this report.
  - a. What three assessments should be performed to determine your fitness level?
    1. **Strength**
    2. **Flexibility**
    3. **Endurance**
  - b. What activities can be used to measure each?
    1. **Strength – curl ups, squats, leg press, push ups**
    2. **Flexibility – sit & reach**
    3. **Endurance – step test, 1-mile timed run/walk**
2. From the information gathered in the pre-assessment use the F.I.T.T. Principal to develop the training plan.

**Frequency**

**Strength – 2-3 days a week**

**Flexibility – daily**

**Endurance – 3-5 days a week**

**Intensity**

**Strength – moderate**

**Flexibility – moderate**

**Endurance – depending on cardio endurance Low to Moderate**

**Time**

**Strength – 2-3 sets/8-12 reps each set**

**Flexibility – 4 reps/15-60 seconds hold on each**

**Endurance – 3-5 days/week, 20-60 minutes each**

**Type**

**Strength – Free and/or machine weights**

**Flexibility – Static stretch: yoga, etc.**

**Endurance – 80 %**



**b) Nutrition**

3. Identify each food group and the number of servings of each that is needed for proper health.
  1. Grains – 6-8oz/equivalent
  2. Vegetable- 2 ½-3 cups
  3. Fruit – 1 ½-2 cups
  4. Meat & Beans – 5-6oz/equivalent
  5. Milk – 3 cups
  6. Oil – 5-6 teaspoons
  
4. Using the food groups, identify where each of the 6 nutrients may be found.
  1. Carbohydrates = grains & vegetables
  2. Fiber = whole grains, fruits & vegetables
  3. Proteins = meat, beans, nuts, milk & whole grains
  4. Lipid= animal fats & tropical oils
  5. Vitamins = all food groups
  6. Minerals = all food groups
  
5. Using the foods and number of servings from each of the food groups construct one day of meals broken down into breakfast, snack, lunch, snack, and dinner. Then show how the portions and foods would appear on MyPlate.

**Answers will vary.**

6. Select one food from your day of meals and trace it through the digestive tract.

**The first stage in the digestive process begins with ingestion, by the mouth. Ingestion involves the teeth, salivary glands, and tongue. The teeth break down the food into small pieces. The salivary glands produce the first digestive juice that break down starches and sugars in food into smaller particles. Then the tongue forms chewed food into a size and shape that can be swallowed. Food then enters the esophagus by swallowing. As food moves down the esophagus it empties into the stomach. Once in the stomach food is mixed with gastric juices and converted into chyme (food), the chyme is moved into the small intestine. Once in the small intestine, the juices of two other digestive organs mix with the food to continue the digestive process. First is the pancreas, it produces enzymes that break down carbohydrates, fats, and proteins in foods. Second is the liver, it produces bile that breaks down and assist in the absorption of fats. The unabsorbed material, in the form of liquid and fiber, moves into the colon or large intestine. The main function of the large intestine is to absorb water, vitamins, and salts, and to eliminate wastes.**

7. In a written discussion, explain the following:
  - a. The roles that nutrients play in helping you reach your fitness goal.
  - b. How exercise and proper nutrition can help prevent disease and promote positive physical and psychological benefits.

**Answers should be in-line with earlier class discussion on these two topics.**

8. Share your findings with the class in a short oral report.

## Brochure/Bulletin Board/Visual Display Assessment Rubric

| <u>Category</u>  | <u>Possible Points</u> | <u>Points Earned</u> |
|--|------------------------|----------------------|
| <b><u>Title:</u></b><br>Eye-catching, states a purpose,<br>and conveys a message         | 10                     | _____                |
| <b><u>Appropriate Use of Space:</u></b><br>Layout and design is creative and easily read | 10                     | _____                |
| <b><u>Accuracy of Information:</u></b><br>Major points are clearly defined               | 20                     | _____                |
| Correct use of grammar and spelling  | 10                     | _____                |
| <b><u>Artistic Appeal:</u></b><br>Border applied   | 10                     | _____                |
| Attractive color scheme  | 20                     | _____                |
| Neatly presented artwork, drawings,<br>cut-outs, and lettering                           | 20                     | _____                |
|  | 100                    | _____                |

### Case Study/Scenario Assessment Rubric

|                       | <b>Excellent</b>  | <b>Accomplished</b>   | <b>Needs Improvement</b>  | <b>Unsatisfactory</b>                   | <b>Score</b> |
|-----------------------|---|---|---|---|--------------|
|                       | <b>4 Points</b>   | <b>3 Points</b>   | <b>2 Points</b>   | <b>1 Point</b>                          |              |
| <b>Comprehension</b>  | Shows complete understanding of the issues and grasps implications beyond the immediate issue | Asks for more details to clarify understanding of the issue | Shows partial understanding of the issue but does not ask for clarification | Resists attempts to get clarification   |              |
| <b>Strategizing</b>   | Develops realistic strategies that would provide a satisfactory conclusion                    | Chooses appropriate strategies that may satisfy             | Shows evidence of strategy that may or may not satisfy                      | Needs assistance to choose a strategy   |              |
| <b>Innovation</b>     | Devises more than one resolution to the problem   | Offers a solution   | Offers a solution with a limited point of view                              | Shows some understanding of the problem |              |
| <b>Communications</b> | Convincingly communicates resolution  | Explains solution so others can understand                  | Conveys an opinion  | Unsure of how to explain                |              |

## EXIT TICKETS

**Description:** A short, written assessment strategy given at the end of class that allows students to combine learned information, skills, and processes. An Exit Ticket provides immediate feedback to the teacher.

**Purpose:** To enable the teacher to quickly assess his/her own teaching and to engage students in summarizing their learning.

**Procedure:**

1. Students will need to get out a sheet of paper for writing.
2. The teacher will ask students one or two assessment question(s).
3. Students will have five to ten minutes at end of class to write their answers.
4. Students will give teacher Exit Tickets as they exit the classroom.
5. The teacher will analyze the tickets.

**Response Ideas:**

Two things I learned in class today are \_\_\_\_\_.

One question I still have is \_\_\_\_\_.

Briefly explain \_\_\_\_\_. Give an example of \_\_\_\_\_.

3 words I think are important to this topic:

1 connection I made: \_\_\_\_\_

1 thing I did not like: \_\_\_\_\_

## Guest Speaker Evaluation Form

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Speaker: \_\_\_\_\_

1. List 5 main ideas expressed in the presentation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. Write a brief summary relating the topics of the presentation to your life.

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## Guest Speaker Evaluation

Student name: \_\_\_\_\_

Guest Speaker's Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree

|  | SA  | A   | N   | D   | SD  |     |
|--|-----|-----|-----|-----|-----|-----|
| The presentation stimulated my interest. | ( ) | ( ) | ( ) | ( ) | ( ) |     |
| The content was clearly presented.       |     | ( ) | ( ) | ( ) | ( ) | ( ) |
| The content was challenging.             |     | ( ) | ( ) | ( ) | ( ) | ( ) |
| The handouts and materials were helpful. |     | ( ) | ( ) | ( ) | ( ) |     |

2. Please rate the guest speaker:

\_\_\_\_ Extraordinary      \_\_\_\_ Excellent      \_\_\_\_ Good      \_\_\_\_ Fair      \_\_\_\_ Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. How would you improve or change the presentation?

6. What do you still need or want to know?

### Group Participation Assessment Rubric

|                          | <b>Beginning</b>                                      | <b>Developing</b>  | <b>Accomplished</b>   | <b>Exemplary</b>  | <b>Score</b> |
|--------------------------|---|--|---|---|--------------|
|                          | <b>1 point</b>  | <b>2 points</b>  | <b>3 points</b>   | <b>4 points</b>   |              |
| <b>Group Discussions</b> | <b>Rarely contributed to discussions of the group</b> | <b>Contributed good effort to discussions of the group</b> | <b>Contributed great effort to discussions of the group</b> | <b>Contributed exceptional effort to discussions of the group</b> |              |
| <b>On-task Behavior</b>  | <b>Exhibited on-task behavior inconsistently</b>      | <b>Exhibited on-task behavior some of the time</b>         | <b>Exhibited on-task behavior most of the time</b>          | <b>Exhibited on-task behavior consistently</b>                    |              |
| <b>Helping Others</b>    | <b>Did not assist other group members</b>             | <b>Seldom assisted other group members</b>                 | <b>Occasionally assisted other group members</b>            | <b>Consistently assisted other group members</b>                  |              |
| <b>Listening</b>         | <b>Ignored ideas of group members</b>                 | <b>Seldom listened to ideas of group members</b>           | <b>Occasionally listened to ideas of group members</b>      | <b>Always listened to ideas of group members</b>                  |              |



### Group Work Assessment Rubric

|                      | <b>Highly Successful</b>                                   | <b>Meeting Success</b>                       | <b>Experiencing Difficulty</b>         | <b>Score</b> |
|----------------------|--|--|--|--------------|
|                      | <b>3 points</b>  | <b>2 points</b>                              | <b>1 point</b>                         |              |
| <b>Sharing</b>       | Shared ideas with others                                   | Occasionally shared ideas with others        | Seldom shared ideas with others        |              |
| <b>Listening</b>     | Always listened to peers                                   | Occasionally listened to peers               | Ignored ideas of peers                 |              |
| <b>Respecting</b>    | Interacted with, encouraged, and supported ideas of others | Occasionally encouraged and supported others | Seldom encouraged and supported others |              |
| <b>Participating</b> | Shared task equally with group members                     | Did most of the task                         | Did very little of the task            |              |

## Medical History Scenario

After months of training, Bridget Ann Clark finally made the soccer team at her local high school in Sparks, MS. Her coach informed all of the new players that they needed to have a physical. Bridget was nervous because she had always seen the same doctor and did not know what to expect. Bridget's coach assured her that all she would need was her basic health information and a good general knowledge of her family's medical history. Bridget still felt nervous but knew she could answer questions about herself. She was born May 1, 1997. She lived with her parents, Doris and Joe Clark, at 507 South Street, Sparks, MS, 57058. Her home phone number was 605-489-1111, her cell phone number was 605-713-2191, and her e-mail was bclark@gmail.com. "Let's see, what else?" she thought to herself. "Oh yeah, medical history." Bridget could remember all of the shots that she had gotten when she was five: Tetanus, Hepatitis A/B, Influenza, Pneumococcal, and Polio. Her doctor has prescribed a Ventolin inhaler for her asthma. She knew she was allergic to Sulfa because she would get a bad rash every time she took it. Bridget did not take any type of drugs that were harmful to her since she was an athlete. She had oral surgery in 2010 to remove four wisdom teeth. Bridget's mother began having asthma attacks at age six, and her grandmother had breast cancer at age forty-five. Her dad had been diagnosed with high cholesterol at age fifty.

Scenario by Laura A. Boyd

## Medical History Worksheet

| Personal Data                  |        |         |                     |
|--------------------------------|--------|---------|---------------------|
| Name                           | First  | Middle  | Last                |
| Circle One                     | Ms.    | Mrs.    | Mr.                 |
| Date of Birth                  | Month  | Day     | Year                |
| Address                        | Street | City    | State    Zip        |
| Phone                          | Home   | Work    | Mobile              |
| E-Mail                         |        |         |                     |
| Marital Status<br>(circle one) | Single | Married | Divorced    Widowed |
| Occupation                     |        |         |                     |
| Emergency Contact              |        |         |                     |
| Name                           |        |         |                     |
| Address                        | Street | City    | State    Zip        |
| Relationship to Patient        |        |         |                     |
| Phone number                   |        |         |                     |

| Medication Allergies |          |
|----------------------|----------|
| Name of Medication   | Reaction |
|                      |          |
|                      |          |
|                      |          |

| Medication (Prescription & Non-Prescription) |          |           |
|--|----------|-----------|
| Name   | Strength | How Taken |
|  |          |           |
|  |          |           |
|  |          |           |

| Past Hospitalization / Surgeries | Dates |
|----------------------------------|-------|
|                                  |       |
|                                  |       |

| Have you had the following? |      |            |                  |
|-----------------------------|------|------------|------------------|
| Immunization                | Date | Don't Know | Have Not Had One |
| Tetanus booster             |      |            |                  |
| Hepatitis A                 |      |            |                  |
| Hepatitis B                 |      |            |                  |
| Influenza                   |      |            |                  |
| Pneumococcal                |      |            |                  |
| Polio                       |      |            |                  |

| Family Medical History |          |       |
|------------------------|----------|-------|
| Disease                | Relative | Onset |
| Heart Disease          |          |       |
| Diabetes               |          |       |
| High Cholesterol       |          |       |
| Hypertension           |          |       |
| Colon Cancer           |          |       |
| Breast Cancer          |          |       |
| Ovarian Cancer         |          |       |
| Thyroid                |          |       |
| Asthma                 |          |       |
| Mental Illness         |          |       |

| Social History |          |           |
|----------------|----------|-----------|
| Drug           |          | Frequency |
| Tobacco        | Yes / No |           |
| Alcohol        | Yes / No |           |
| Drug Use       | Yes / No |           |

## Mental Health Project Rubric

### Poster Presentation Criteria

| Content   | Design   | Efficiency   |
|---|--|--|
| <p>The poster/brochure will include the types of information:</p> <ul style="list-style-type: none"><li>• Title</li><li>• Symptoms</li><li>• Causes</li><li>• Treatments</li><li>• Treatment centers, local services, and resources</li><li>• References of all sources where the information was found</li></ul> | <p>The poster/brochure will include:</p> <ul style="list-style-type: none"><li>• A team product rather than individual work</li><li>• Easy-to-follow content objectives</li><li>• Creative use of visual components, to include coloring, spacing, lettering</li></ul> | <p>The poster will include traits that make the subject easy to understand:</p> <ul style="list-style-type: none"><li>• Content is easy to read and interpret.</li><li>• The information is presented in clear writing.</li><li>• The content of the poster/brochure is informative.</li></ul> |

### Poster Assessment Rubric

|                         | <b>Exemplary</b>   | <b>Accomplished</b>  | <b>Developing</b>  | <b>Beginning</b>  | <b>Score</b> |
|-------------------------|--|--|--|---|--------------|
|                         | <b>4 Points</b>  | <b>3 Points</b>  | <b>2 Points</b>  | <b>1 Point</b>  |              |
| <b>Required Content</b> | The poster includes all required content elements as well as additional information. | All required content elements are included on the poster.                          | All but one of the required content elements are included on the poster.     | Several required content elements were missing.                         |              |
| <b>Labels</b>           | All items of importance on the poster are clearly labeled and easy to read.          | Almost all items of importance on the poster are clearly labeled and easy to read. | Many items of importance on the poster are clearly labeled and easy to read. | Labels are too small to read, or no important items were labeled.       |              |
| <b>Attractiveness</b>   | The poster is exceptionally attractive in terms of design, layout, and neatness.     | The poster is attractive in terms of design, layout, and neatness.                 | The poster is acceptably attractive though it may be a bit messy.            | The poster is distractingly messy or very poorly designed.              |              |
| <b>Grammar</b>          | There are no grammatical or mechanical mistakes on the poster.                       | There are 1 to 2 grammatical or mechanical mistakes on the poster.                 | There are 3 to 4 grammatical or mechanical mistakes on the poster.           | There are more than 4 grammatical or mechanical mistakes on the poster. |              |

### Presentation Assessment Rubric

|                     | <b>Exemplary</b>                                       | <b>Accomplished</b>   | <b>Developing</b>   | <b>Beginning</b>                                     | <b>Score</b> |
|---------------------|--|---|---|--|--------------|
|                     | <b>4 points</b>  | <b>3 points</b>   | <b>2 points</b>   | <b>1 point</b>                                       |              |
| <b>Content</b>      | <b>Clear, appropriate, and correct</b>                 | <b>Mostly clear, appropriate, and correct</b>                             | <b>Somewhat confusing, incorrect, or flawed</b>                       | <b>Confusing, incorrect, or flawed</b>               |              |
| <b>Clarity</b>      | <b>Logical, interesting sequence</b>                   | <b>Logical sequence</b>   | <b>Unclear sequence</b>   | <b>No sequence</b>                                   |              |
| <b>Presentation</b> | <b>Clear voice and precise pronunciation</b>           | <b>Clear voice and mostly correct pronunciation</b>                       | <b>Low voice and incorrect pronunciation</b>                          | <b>Mumbling and incorrect pronunciation</b>          |              |
| <b>Visual Aids</b>  | <b>Attractive, accurate, and grammatically correct</b> | <b>Adequate, mostly accurate, and few grammatical errors</b>              | <b>Poorly planned, somewhat accurate, and some grammatical errors</b> | <b>Weak, inaccurate, and many grammatical errors</b> |              |
| <b>Length</b>       | <b>Appropriate length</b>                              | <b>Slightly too long or short</b>   | <b>Moderately too long or short</b>                                   | <b>Extremely too long or short</b>                   |              |
| <b>Eye Contact</b>  | <b>Maintains eye contact, seldom looking at notes</b>  | <b>Maintains eye contact most of time but frequently returns to notes</b> | <b>Occasionally uses eye contact but reads most of information</b>    | <b>No eye contact because reading information</b>    |              |

### Public Service Announcement Rubric

|                          | <b>Exemplary</b>   | <b>Accomplished</b>   | <b>Developing</b>   | <b>Beginning</b>   | <b>Score</b> |
|--------------------------|--|---|---|--|--------------|
|                          | <b>4 points</b>  | <b>3 points</b>   | <b>2 points</b>   | <b>1 point</b>   |              |
| <b>Delivery</b>          | Interesting, well-rehearsed with smooth delivery that holds audience attention.                        | Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.            | Delivery not smooth, but able to hold audience attention most of the time.  | Delivery not smooth and audience attention lost.                           |              |
| <b>Originality</b>       | Product shows a large amount of original thought. Ideas are creative and inventive.                    | Product shows some original thought. Work shows new ideas and insights.   | Uses other people's ideas (giving them credit), but there is little evidence of original thinking.  | Uses other people's ideas, but does not give them credit.                  |              |
| <b>Length</b>            | 30-45 seconds long; pre-produced   | 30 seconds; performed in class  | 20-29 seconds; performed in class   | 15-19 seconds; performed in class  |              |
| <b>Use of Class Time</b> | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |              |



### Role-play or Skit Assessment Rubric

|                          | <b>Excellent</b><br><b>4 Points</b>  | <b>Good</b><br><b>3 Points</b>   | <b>Average</b><br><b>2 Points</b>   | <b>Needs Improvement</b><br><b>1 Point</b>   | <b>Total</b> |
|--------------------------|--|--|---|--|--------------|
| <b>Accuracy</b>          | All information accurate   | Almost all information accurate  | Most information accurate   | Very little information accurate   |              |
| <b>Role</b>              | Excellent character development; student contributed in a significant manner   | Good character development; student contributed in a cooperative manner                                    | Fair character development; student may have contributed  | Little or no character development; student did not contribute much at all                       |              |
| <b>Knowledge Gained</b>  | Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why | Can clearly explain several ways in which his/her character "saw" things differently than other characters | Can clearly explain one way in which his/her character "saw" things differently than other characters | Cannot explain any way in which his/her character "saw" things differently than other characters |              |
| <b>Props</b>             | Used several props and showed considerable creativity  | Used 1 or 2 appropriate props that made the presentation better  | Used 1 or 2 props that made the presentation better   | Used no props to make the presentation better  |              |
| <b>Required Elements</b> | Included more information than required  | Included all required information  | Included most required information  | Included less information than required  |              |

## Stress Chart

Stress can be both negative and positive. Negative stress is called distress and positive stress is called eustress. It can take time to adapt to both positive and negative stress.

Sources of conflict that may cause stress are stated below. Rate each one, 1 being most stressful for you, and 5 being least stressful.

|                    | Most |   |   |   | Least |
|--------------------|------|---|---|---|-------|
| School (grades)    | 1    | 2 | 3 | 4 | 5     |
| Money              | 1    | 2 | 3 | 4 | 5     |
| Social matters     | 1    | 2 | 3 | 4 | 5     |
| Curfew             | 1    | 2 | 3 | 4 | 5     |
| Chores             | 1    | 2 | 3 | 4 | 5     |
| Respecting parents | 1    | 2 | 3 | 4 | 5     |

Which source of conflict above causes you the most stress? Explain.

Life Events:

If any of the following has happened in your life, put a check in the box.

|                                    |  |
|------------------------------------|--|
| Changes in eating habits           |  |
| Major change in sleeping habits    |  |
| Change in residence                |  |
| Major change in living condition   |  |
| Death of a loved one               |  |
| Learning you were adopted          |  |
| Personal Injury or Illness         |  |
| Minor Violations with the law      |  |
| Going through a parents' divorce   |  |
| Having a newborn sister or brother |  |
| Having a parent lose his job       |  |
| Being accepted to college          |  |

Would you consider any of the life changes listed above as positive? Explain.

### Student Class Participation Rubric

|                         | <b>Beginning</b>                                 | <b>Developing</b>                                      | <b>Accomplished</b>  | <b>Exemplary</b>                                       | <b>Score</b> |
|-------------------------|--|--|--|--|--------------|
|                         | <b>1 point</b>                                   | <b>2 points</b>  | <b>3 points</b>  | <b>4 points</b>  |              |
| <b>Discussions</b>      | <b>Rarely contributed to discussions</b>         | <b>Contributed good effort to discussions</b>          | <b>Contributed great effort to discussions</b>               | <b>Contributed exceptional effort to discussions</b>   |              |
| <b>Listening</b>        | <b>Ignored ideas of other class members</b>      | <b>Seldom listened to ideas of other class members</b> | <b>Occasionally listened to ideas of other class members</b> | <b>Always listened to ideas of other class members</b> |              |
| <b>On-task Behavior</b> | <b>Exhibited on-task behavior inconsistently</b> | <b>Exhibited on-task behavior some of the time</b>     | <b>Exhibited on-task behavior most of the time</b>           | <b>Exhibited on-task behavior consistently</b>         |              |

## **Student Critique of Project**

- 1. By observing each group's poster/brochure, which one did you find most interesting? Explain.**
- 2. By observing each group's poster/brochure, which did you find least interesting? Explain.**
- 3. Which poster/brochure was your favorite and why?**
- 4. How can the information presented by each group about the different mental disorders help you in the future?**
- 5. What did you find most interesting or surprising about the mental disorder you researched?**

### Written Report Assessment Rubric

|                     | <b>Exemplary</b>   | <b>Accomplished</b>  | <b>Developing</b>                                   | <b>Beginning</b>                                | <b>Score</b> |
|---------------------|--|--|---|---|--------------|
|                     | <b>4 points</b>  | <b>3 points</b>  | <b>2 points</b>                                     | <b>1 point</b>                                  |              |
| <b>Content</b>      | Clear thesis and focus that remain apparent                  | Thesis and focus that remain apparent                                      | Addresses subject matter with minimal support       | Does not focus on topic                         |              |
| <b>Grammar</b>      | Correct and effective use of grammar and mechanics           | Occasional errors in use of grammar and mechanics                          | Problems in use of grammar and mechanics            | Repeated errors in use of grammar and mechanics |              |
| <b>Organization</b> | Ideas flow smoothly and logically with clarity and coherence | Logical order and appropriate sequencing of ideas with adequate transition | Some evidence of an organizational plan or strategy | Lacks organization                              |              |

## Written Report Checklist

- \_\_\_\_/16 Preparation
- \_\_\_\_/28 Organization
- \_\_\_\_/24 Thoroughness
- \_\_\_\_/19 Extra Materials
- \_\_\_\_/13 Final Report

### Preparation

1. \_\_\_\_/2 Information written (neatly)
2. \_\_\_\_/2 Sources used listed
3. \_\_\_\_/5 Worked every day (did not waste time)
4. \_\_\_\_/5 Has all materials ready for use
5. \_\_\_\_/2 Cooperative

### Organization

1. \_\_\_\_/7 Report in a logical order
2. \_\_\_\_/7 Interesting manner
3. \_\_\_\_/7 Understanding of topic
4. \_\_\_\_/7 Spelling and sentence structure (do not copy from books)

### Thoroughness

1. \_\_\_\_/5 Main points given
2. \_\_\_\_/5 Details to explain given
3. \_\_\_\_/5 Information presented clearly
4. \_\_\_\_/4 More than one source used
5. \_\_\_\_/5 Extra materials are appropriate

### Extra Materials

1. \_\_\_\_/2 Neatness
2. \_\_\_\_/7 Creativity
3. \_\_\_\_/2 Dramatic value
4. \_\_\_\_/3 Usefulness
5. \_\_\_\_/5 Correctness

### Final Report

1. \_\_\_\_/3 Written clearly
2. \_\_\_\_/2 Organized
3. \_\_\_\_/2 Sources documented correctly
4. \_\_\_\_/2 Spelling
5. \_\_\_\_/2 Grammar
6. \_\_\_\_/2 Neatness

## Career Report Rubric

| CATEGORY                | 4-Exceptional   | 3-Admirable  | 2-Acceptable  | 1-Amateur  | SCORE |
|-------------------------|---|--|---|--|-------|
| <b>Organization</b>     | Content is extremely well-organized in a logical format that is easy to follow and flows smoothly from one idea to another enhancing the effectiveness of the project.  | Content is presented in a thoughtful, organized manner, and most transitions were easy to follow. Only a few ideas were unclear.   | While content was somewhat organized, ideas were not presented coherently, and transitions were not always smooth.                      | The content was choppy and confusing. It was difficult to follow; transitions were abrupt and seriously distracted the audience. |       |
| <b>Content Accuracy</b> | All content was completely accurate; all facts were precise and explicit.   | Content was mostly accurate with only a few inconsistencies or errors in information.  | Content was somewhat accurate, but there were more than a few inconsistencies or errors in information.                                 | Content was grossly inaccurate to the point that the facts in this project were misleading to the audience.                      |       |
| <b>Research</b>         | Research on the project went above and beyond expectations. The student solicited material in addition to what was provided, brought in personal ideas and information to enhance project, and utilized more than six types of resources to make project effective. | The student did a very good job of researching, using materials provided to their full potential; the student used more than four types of research to enhance project (at least one source from information outside of the school). | The student used at least three references provided by the school in an acceptable manner but did not consult any additional resources. | The student did not use provided resources effectively and did little or no fact gathering on the topic.                         |       |
| <b>Creativity</b>       | The report demonstrated exceptional creativity and originality on the part of the student.  | The report was cleverly presented in a thoughtful and interesting manner.  | The student did add a few creative touches to enhance the report but mostly reported the information as provided.                       | The report showed little creativity or originality.  |       |

### Poster Rubric

| CATEGORY                    | 4-Exceptional   | 3-Admirable   | 2-Acceptable   | 1-Amateur   | SCORE: |
|-----------------------------|---|---|--|---|--------|
| <b>Required Elements</b>    | The poster includes all required elements as well as additional information.  | All required elements are included on the poster.   | All but one of the required elements are included on the poster.   | Several required elements were missing.   |        |
| <b>Labels</b>               | All items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.     | Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.    | Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away. | Labels are too small to view OR no important items were labeled.                                |        |
| <b>Graphics - Relevance</b> | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation. | All graphics relate to the topic. One or two borrowed graphics have a source citation.                             | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. |        |
| <b>Attractiveness</b>       | The poster is exceptionally attractive in terms of design, layout, and neatness.                                      | The poster is attractive in terms of design, layout and neatness.   | The poster is acceptably attractive though it may be a bit messy.  | The poster is distractingly messy or very poorly designed. It is not attractive.                |        |
| <b>Grammar</b>              | There are no grammatical/mechanical mistakes on the poster.   | There are one or two grammatical/mechanical mistakes on the poster.   | There are three or four grammatical/mechanical mistakes on the poster.   | There are more than four grammatical/mechanical mistakes on the poster.                         |        |
| <b>Total Score:</b>         |   |   |  |   |        |



## Presentation Rubric

| <b>CATEGORY</b>         | <b>4-Exceptional</b>  | <b>3-Admirable</b>   | <b>2-Acceptable</b>   | <b>1-Amateur</b>   | <b>SCORE</b> |
|-------------------------|---|--|---|--|--------------|
| <b>Organization</b>     | Content is extremely well organized in a logical format that is easy to follow and flows smoothly from one idea to another enhancing the effectiveness of the project.  | Content is presented in a thoughtful, organized manner, and most transitions were easy to follow. Only a few ideas were unclear.   | While content was somewhat organized, ideas were not presented coherently, and transitions were not always smooth.                      | The content was choppy and confusing. It was difficult to follow; transitions were abrupt and seriously distracted the audience. |              |
| <b>Content Accuracy</b> | All content was completely accurate; all facts were precise and explicit.   | Content was mostly accurate with only a few inconsistencies or errors in information.  | Content was somewhat accurate, but there were more than a few inconsistencies or errors in information.                                 | Content was grossly inaccurate to the point that the facts in this project were misleading to the audience.                      |              |
| <b>Research</b>         | Research on the project went above and beyond expectations. The student solicited material in addition to what was provided, brought in personal ideas and information to enhance project, and utilized more than six types of resources to make project effective. | The student did a very good job of researching, using materials provided to their full potential; the student used more than four types of research to enhance project (at least one source from information outside of the school). | The student used at least three references provided by the school in an acceptable manner but did not consult any additional resources. | The student did not use provided resources effectively and did little or no fact gathering on the topic.                         |              |
| <b>Creativity</b>       | The report demonstrated exceptional creativity and originality on the part of the student.  | The report was cleverly presented in a thoughtful and interesting manner.  | The student did add a few creative touches to enhance the report but mostly reported the information as provided.                       | The report showed little creativity or originality.  |              |

## Résumé Assessment Rubric

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**PERIOD:** \_\_\_\_\_

|                   | <b>Excellent<br/>25 Points</b>   | <b>Well Done<br/>20 Points</b>  | <b>Meets<br/>Standards<br/>15 Points</b>                                  | <b>Beginning<br/>10 Points</b>                               | <b>No Evidence<br/>0 Points</b> | <b>Score</b> |
|-------------------|--|---|---|--|---------------------------------|--------------|
| <b>Format</b>     | Contains name, address, objective, education, experience, and references. All words are spelled correctly.   | Contains at least six of the criteria, no more than two spelling errors | Contains at least five of the criteria, no more than four spelling errors | Contains minimal information, more than four spelling errors | Assignment not submitted        |              |
| <b>Education</b>  | Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study. | Education includes three of the criteria.                               | Education includes two of the criteria.                                   | Education includes one of the criteria.                      | Assignment not submitted        |              |
| <b>Experience</b> | Experience includes internships, entry-level jobs, and current position.                                     | Experience includes two of the criteria.                                | Experience includes one of the criteria.                                  | Experience includes current position only.                   | Assignment not submitted        |              |
| <b>Factual</b>    | Contains factual names and dates and is believable   | Contains fairly believable resume with factual names or dates           | Has unrealistic dates or names.   | Is unrealistic and contains conflicting information.         | Assignment not submitted        |              |
| <b>TOTAL</b>      |  |   |   |  |                                 |              |

**Comments:**

## Rubric on Written Report

| CATEGORY                | 4-Exceptional  | 3-Admirable   | 2-Acceptable  | 1-Amateur  | SCORE |
|-------------------------|--|---|---|--|-------|
| <b>Organization</b>     | Content is extremely well organized in a logical format that is easy to follow and flows smoothly from one idea to another enhancing the effectiveness of the project  | Content is presented in a thoughtful organized manner and most transitions were easy to follow. Only a few ideas were unclear   | While content was somewhat organized; ideas were not presented coherently and transitions were not always smooth.                           | The content was choppy and confusing It was difficult to follow; transitions were abrupt and seriously distracted the audience |       |
| <b>Content Accuracy</b> | All content was completely accurate; all facts were precise and explicit   | Content was mostly accurate; with only a few inconsistencies or errors in information   | Content was somewhat accurate; but there were more than a few inconsistencies or errors in information                                      | Content was grossly inaccurate to the point that the facts in this project were misleading to the audience                     |       |
| <b>Research</b>         | Research on the project went above and beyond expectations. The student solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than six types of resources to make project effective | The student did a very good job of researching; using materials provided to their full potential; ad used more than four types of research to enhance project. At least one source came from information outside of the school. | The student used the at least three references provided by the school in an acceptable manner, but did not consult any additional resources | The student did not use provided resources effectively and did little or no fact gathering on the topic                        |       |
| <b>Creativity</b>       | The report demonstrated exceptional creativity and originality on the part of the student.   | The report was cleverly presented at times in a thoughtful and interesting manner.  | The student did add a few creative touches to enhance the report but mostly reported the information as provided.                           | The report showed little creativity or originality.  |       |

## Appendix B: Unit Resources

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### **Unit 1 – Personal and Consumer Health**

Bronson, M. H. & Merki, D. (2005). *Health*. New York, NY: Glencoe/McGraw Hill.

Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health*. Woodland Hills, CA: Glencoe/McGraw Hill.

### **Unit 2 – Mental Health**

Pruitt, B. E., Allegrante, J. P., & Prothrow-Stith, D. (2007). *Prentice hall health*. Saddle Creek, NJ: Pearson.

Education Weekly – [www.edweek.org](http://www.edweek.org)

Health – [www.KidsHealth.org](http://www.KidsHealth.org)

Health Resources – <https://mpb.pbslearningmedia.org/>

Mental Health – [www.mentalhealth.com](http://www.mentalhealth.com)

Mental Disorders – [www.webmd.com/mental-health/default.htm](http://www.webmd.com/mental-health/default.htm)

Teens Health – [www.teenshealth.org/](http://www.teenshealth.org/)

Pruitt, B. E. (Author). (2007). *Health: Teens talk video series* [DVD]. Saddle River, NJ: Discovery Education, Prentice Hall Health.

### **Unit 3 – Social and Family Health**

Merki, M. B. & Merki, D. (2002). *A guide to wellness*. New York, NY: Glencoe.

### **Unit 4 – Human Growth and Development**

No Additional Resources

### **Unit 5 – Disease Prevention and Control**

Bronson, M. H., Merki, D., & Cleary, M. J. (2002). *Teen health, Course 2*. New York, NY: Glencoe/McGraw Hill.

### **Unit 6 – Nutrition and Fitness**

Bronson, M. H. & Merki, D. (2005). *Health*. New York, NY: Glencoe/McGraw Hill.

**Journals:**     *The Journal of Physical Education  
                          Recreation & Dance*

Society of Health and Physical Educators – <https://www.shapeamerica.org/>

Kids Health for Teens – <http://kidshealth.org>

Fitness for Life – <http://courses.humankinetics.com/shell.cfm?siteCourseID=738>

MyPlate nutritional information – [www.choosemyplate.gov](http://www.choosemyplate.gov)

### **Unit 7 – Substance Abuse Prevention**

Merki, M. B. & Merki, D. (2007). *A guide to wellness*. New York, NY: Glencoe.

Natural High Educational Network (Producer). (2009). *Natural high* [DVD]. La Jolla, CA: Sundt Memorial Foundation.

Drunk Busters of America (Producer). (2003). *Just call me crash: The Denise Wagoner story* [DVD]. Brownsville, WI: Drunk Busters of America, LLC.

HBO-Family (Producer). (2005). *Smashed: Toxic tales of teens and alcohol* [DVD]. Studio City, CA: RADD/HBO-Family.

### **Unit 8 – Community and Environment Health**

Bronson, M. H., Merki, D., & Cleary, M. J. (2002). *Teen health, Course 2*. New York, NY: Glencoe/McGraw Hill.

### **Unit 9 – Safety and First Aid**

Bronson, M. H. & Merki, D. (2005). *Health*. New York, NY: Glencoe/McGraw Hill.

Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007) *Teen health*. Woodland Hills, CA: Glencoe/McGraw Hill.

# Appendix C: Suggested Pacing Guide

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## Suggested Pacing Guide for Contemporary Health

The following information is a suggested pacing guide. The pacing guide grid is a suggested outline for approaching instruction time and timing.

### Course Outline: Contemporary Health

| <b>Course Code:</b> |                                    |       |
|---------------------|------------------------------------|-------|
| Unit                | Unit Name                          | Hours |
| 1                   | Personal and Consumer Health       | 6     |
| 2                   | Mental Health                      | 7     |
| 3                   | Family and Social Health           | 5     |
| 4                   | Human Growth and Development       | 10    |
| 5                   | Disease Prevention and Control     | 10    |
| 6                   | Nutrition and Fitness              | 10    |
| 7                   | Substance Abuse Prevention         | 7     |
| 8                   | Community and Environmental Health | 5     |
| 9                   | Safety and First Aid               | 10    |
| Total               |                                    | 70    |

### Unit Pacing by 9 Week Divisions

| Timeframe  | Units and Competencies (70 Hours total) |
|------------|---|
| Week 1-9   | Unit 1 – Unit 5.2                       |
| Week 10-18 | Unit 5.3 – Unit 9                       |

### Suggested Pacing Guide Grid

(Based on **45 minutes** per day and **3.75 hours** of instructional time per week)

|   |                             |                         |   |   |
|---|-----------------------------|-------------------------|---|---|
| <b>Day 1</b><br>School/Class<br>Introduction/CTSO<br>review/ Unit 1 | <b>Day 2</b><br>Unit 1      | <b>Day 3</b><br>Unit 1  | <b>Day 4</b><br>Unit 1                      | <b>Day 5</b><br>Unit 1                    |
| <b>Day 6</b><br>Unit 1  | <b>Day 7</b><br>Unit 1 Test | <b>Day 8</b><br>Unit 2  | <b>Day 9</b><br>Unit 2                      | <b>Day 10</b><br>Unit 2                   |
| <b>Day 11</b><br>Unit 2   | <b>Day 12</b><br>Unit 2     | <b>Day 13</b><br>Unit 2 | <b>Day 14</b><br>Unit 2                     | <b>Day 15</b><br>Unit 2 Test              |
| <b>Day 16</b><br>Unit 3   | <b>Day 17</b><br>Unit 3     | <b>Day 18</b><br>Unit 3 | <b>Day 19</b><br>Unit 3                     | <b>Day 20</b><br>Unit 3 Test              |
| <b>Day 21</b><br>Unit 4   | <b>Day 22</b><br>Unit 4     | <b>Day 23</b><br>Unit 4 | <b>Day 24</b><br>Unit 4                     | <b>Day 25</b><br>Unit 4                   |
| <b>Day 26</b><br>Unit 4   | <b>Day 27</b><br>Unit 4     | <b>Day 28</b><br>Unit 4 | <b>Day 29</b><br>Unit 4                     | <b>Day 30</b><br>Unit 4                   |
| <b>Day 31</b><br>Unit 4   | <b>Day 32</b><br>Unit 4     | <b>Day 33</b><br>Unit 4 | <b>Day 34</b><br>Unit 4 Test                | <b>Day 35</b><br>Unit 5                   |
| <b>Day 36</b><br>Unit 5   | <b>Day 37</b><br>Unit 5     | <b>Day 38</b><br>Unit 5 | <b>Day 39</b><br>Unit 5                     | <b>Day 40</b><br>Unit 5                   |
| <b>Day 41</b><br>Unit 5   | <b>Day 42</b><br>Unit 5     | <b>Day 43</b><br>Unit 5 | <b>Day 44</b><br>Review First Nine<br>Weeks | <b>Day 45</b><br>First Nine Weeks<br>exam |



### Suggested Pacing Guide Grid

(Based on 1.5 hour per day and 7.5 hours of instructional time per week)

|                         |                         |                              |   |   |
|-------------------------|-------------------------|------------------------------|---|---|
| <b>Day 46</b><br>Unit 5 | <b>Day 47</b><br>Unit 5 | <b>Day 48</b><br>Unit 5      | <b>Day 49</b><br>Unit 5                         | <b>Day 50</b><br>Unit 5 Test                        |
| <b>Day 51</b><br>Unit 6 | <b>Day 52</b><br>Unit 6 | <b>Day 53</b><br>Unit 6      | <b>Day 54</b><br>Unit 6                         | <b>Day 55</b><br>Unit 6                             |
| <b>Day 56</b><br>Unit 6 | <b>Day 57</b><br>Unit 6 | <b>Day 58</b><br>Unit 6      | <b>Day 59</b><br>Unit 6                         | <b>Day 60</b><br>Unit 6                             |
| <b>Day 61</b><br>Unit 6 | <b>Day 62</b><br>Unit 6 | <b>Day 63</b><br>Unit 6      | <b>Day 64</b><br>Unit 6                         | <b>Day 65</b><br>Unit 6 Test                        |
| <b>Day 66</b><br>Unit 7 | <b>Day 67</b><br>Unit 7 | <b>Day 68</b><br>Unit 7      | <b>Day 69</b><br>Unit 7                         | <b>Day 70</b><br>Unit 7                             |
| <b>Day 71</b><br>Unit 7 | <b>Day 72</b><br>Unit 7 | <b>Day 73</b><br>Unit 7      | <b>Day 74</b><br>Unit 7 Test                    | <b>Day 75</b><br>Unit 9                             |
| <b>Day 76</b><br>Unit 9 | <b>Day 77</b><br>Unit 9 | <b>Day 78</b><br>Unit 9      | <b>Day 79</b><br>Unit 9                         | <b>Day 80</b><br>Unit 9                             |
| <b>Day 81</b><br>Unit 9 | <b>Day 82</b><br>Unit 9 | <b>Day 83</b><br>Unit 9      | <b>Day 84</b><br>Unit 9                         | <b>Day 85</b><br>Unit 9                             |
| <b>Day 86</b><br>Unit 9 | <b>Day 87</b><br>Unit 9 | <b>Day 88</b><br>Unit 9 Test | <b>Day 89</b><br>Review 2 <sup>nd</sup> 9 Weeks | <b>Day 90</b><br>Assessment 2 <sup>nd</sup> 9 Weeks |

\*Unit 8 information is covered throughout the course.