

**UNITS 1, 2, & 3**

**for**

**Content Area of**

**WORLD LANGUAGES**

**HS Band**  
**Spanish I**



# Unit 1 – Spanish 1

20 days including assessment  
Quién soy?

## Enduring Understandings:

- Students introduce themselves and their classmates, name and describe objects as well as themselves.
- Students begin to talk about their families using simple descriptors and talking about relationships.
- Students comprehend brief segments and personal notes written by/stated by others.
- Students write and tell about themselves and their families and use visual cues such as pictures and props.

## Essential Questions:

- ¿Cómo te llamas?
- ¿Cómo estás?
- ¿Cómo es?
- ¿Cómo es tu familia?
- ¿Cuántos años tienes?

## Key Terms, Knowledge, and Skills

Terms	Knowledge	Skills
<i>Present tense</i> <i>Family tree</i> <i>Descriptors</i> <i>Visual cues</i>	Vocabulary around description of people and families; verbs ser and estar applied in specific contexts,	-Ask and answer simple questions about self -Apply basic vocabulary and grammar to talking about oneself and others -Examine information about others and comment on it in target language -Communicate using isolated words, memorized expressions, rehearsed dialogues, and simple sentences

## Summative Assessments:

Unit Test

## Formative Assessments:

- Daily check-ins and warm ups
- Pruebas (quizzes) – Como parece?, La familia, Listening, Vocabulary
- Exit slips

## Scope and Sequence

Day	Objective	Activities/Products
1	SWBAT understand basic greetings and being asked for their names. They will identify the basic questions of "Cómo estás?" y "Cómo te llamas" and have a simple answer for it from a specific vocabulary bank. Some students will be able to go a step further and ask their neighbors the questions as well as give the answers.	<p>-Students enter the class and teacher greet each one, modeling the questions "Cómo estás?" and "Cómo te llamas" until everyone has answered. Now students and teacher have been introduced.</p> <p>-Then a scripted two person mini-dialogue with "Cómo estás" and "Cómo te llamas" is given to A/B partners. Students read their parts with a partner and practices the constructs while they say their lines. They do this several times then switch roles.</p> <p>-Students are then asked to ad lib the lines in pairs, where possible, in front of the room.</p> <p>-Teacher shares vocabulary bank of possible response answers to "Cómo estás?" They go over pronouncing of the words and teacher demonstrates what each answer means.</p> <p>Homework: Study the two interrogatives and the vocabulary. Come in prepared to answer these questions from memory and with solid pronunciation.</p>
2	SWBAT answer simple questions about "Cómo eres?" therefore describing oneself.	<p>-Do Now: Write out a dialogue between two people (recreating the A/B partner dialogue from yesterday). Draw the people, making one look very different from the other.</p> <p>-Using the students drawings from the do now, teacher holds up the drawings and describes how each one looks using deliberate and simple words from vocabulary bank for "Cómo eres?" Teacher inputs the answers and models proper pronunciation in a way that the class naturally understands.</p> <p>-Teacher then puts up the vocabulary words on the board and asks the students to point to one of the drawings that correspond to the adjectival description. Teacher has bank of other pictures to show to describe using the words from the vocabulary list. Students are using the verb "ser" without realizing it per se. They are practicing third person singular "ser" to describe the individuals.</p>



		<p>-Students then turn to a written practice sheet, matching the vocabulary description to the appropriate person.</p> <p>Homework: Study the vocabulary from today.</p>
3	SWBAT describe themselves using "ser"/"parecer" and vocabulary bank.	<p>-Do Now: Teacher puts up pictures of famous people and asks for students to give simple descriptions.</p> <p>-Teacher models how to describe oneself using same vocabulary bank.</p> <p>-Teacher asks students "Cómo eres/pareces?" and students practice simple answers.</p> <p>-Partner Work: Students work in groups of two to describe themselves. Afterwards, teacher holds up cards of more famous people and in groups students work to provide a description for each.</p> <p>-Teacher inputs idea of "tener" in descriptions without going into detail, just modeling it such as "Tengo ojos verdes."</p> <p>-Students practice colors in Spanish in oral choral and drill with visuals.</p> <p>Homework: Practice the colors and be ready to say and write them tomorrow.</p>
4	SWBAT use "tener" to describe themselves or someone else in third person singular.	<p>-Do Now: Quick matching with the colors and then review for accurate pronunciation.</p> <p>-Mini-lesson: Students listen to audio of two people talking and describing someone. Students listen at least three times. By the end of third time, students are able to tell back to the teacher the descriptions used for each person.</p> <p>-Students then write what they remember from the audio.</p> <p>-Partner work: Students work together to create a mini-dialogue using "Cómo estás?", "Cómo te llamas?" and "Cómo eres/pareces?"</p> <p>Homework: Finish the mini-dialogue.</p>
5	SWBAT read a small passage describing someone and understand it. Some may be able to write a passage as well.	<p>-Do Now: Ask for groups to go front of room and act out their mini-dialogues.</p> <p>-Teacher shows picture of someone and elicits student descriptions of the person.</p> <p>-Students and teacher work together to read a passage describing the person. The passage uses all the terms and vocabulary possible from the first 4 lessons and then goes beyond, describing the</p>

		<p>person's family.</p> <ul style="list-style-type: none"> <li>-Teacher works with students using a family tree to input vocabulary words about family members.</li> </ul> <p>Homework: Study for Prueba #1 tomorrow</p>
6	SWBAT complete Prueba #1 successfully. SWBAT begin to talk about their families and the families of someone else.	<ul style="list-style-type: none"> <li>-Students take Prueba #1.</li> <li>-Afterwards, they take up the pictures with the class, sharing the descriptive answers.</li> <li>-Students then draw their own family tree. Using arrows, they insert the vocabulary words that correspond to each family member's relationship to the student.</li> <li>-Teacher puts these up around the room.</li> <li>-Students do a gallery walk.</li> <li>-In pairs, they then describe several of their colleague's families with "Ella tiene una familia grande" or "Su familia es pequeña", etc.</li> </ul> <p>Homework: Study the family vocabulary. Also, answer the following question: When in Spanish do we use "es" and when do we use "tener"?</p>
7	SWBAT talk about their families and how each person is related to them.	<ul style="list-style-type: none"> <li>-Mini-quiz given as the do now on family member vocabulary.</li> <li>-Students receive their family tree drawings back.</li> <li>-They do independent work, asking a seat partner when needed- to write a brief description of their family using names of family members and what their relation is to the student.</li> <li>-In pairs of four students share their family descriptions while holding up their visuals.</li> </ul> <p>Homework: Take the family tree home and in Spanish, describe it to a family member.</p>
8	SWBAT listen to others speak about their families and draw the family tree of someone else while listening.	<ul style="list-style-type: none"> <li>-Do-now: turn to your seat partner and ask them how they are and whether their family is big or small.</li> <li>-Students listen to audio and take notes about the person's family being described. Then they draw the family tree of that person and add in vocabulary.</li> <li>-Students compare work.</li> </ul> <p>Homework: Study for Prueba #2.</p>
9	SWBAT use family	<ul style="list-style-type: none"> <li>-Do-now: Students look over their family vocabulary</li> </ul>

	vocabulary well, both grammatically correct and also correct in terms of pronunciation.	<p>making note of any questions they have.</p> <ul style="list-style-type: none"> <li>-Students practice the family member vocabulary thru oral call and response in a variety of ways.</li> <li>-Teacher listens carefully for student pronunciation and understanding of each word. This is review.</li> </ul> <p>Homework: Study for Prueba #2, which is tomorrow.</p>
10	SWBAT complete Prueba #2 successfully. SWBAT identify numbers when said in Spanish.	<ul style="list-style-type: none"> <li>-Students take Prueba #2.</li> <li>-Teacher inputs counting 0-100. Students practice pronunciation and how numbers work. They practice saying numbers in a variety of ways both web based and classroom based on their own, in pairs and as a whole class.</li> </ul> <p>Homework: Practice the numbers using flashcards distributed.</p>
11	SWBAT understand numbers in Spanish 0-100.	<p>Do-Now: Students quiz each other on the numbers 0-100 using their flashcards.</p> <ul style="list-style-type: none"> <li>-With class, students continue practicing the numbers.</li> <li>-Teacher inputs the concept of age using "tener".</li> </ul> <p>Homework: Practice the numbers using flashcards distributed.</p>
12	SWBAT produce numbers in Spanish 0-100 and speak about how old they are using "tener" plus appropriate number, particularly when prompted by question "Cuántos años tienes?"	<p>Do-Now: Students quiz each other on the numbers 0-100 using their flashcards, decreasing the amount of time students have to answer.</p> <ul style="list-style-type: none"> <li>-Teacher prompts students with "Cuántos años tienes?" Students answer.</li> <li>-Students work all around the room with their peers using written dialogue asking each other "Cuántos años tienes?" and answering.</li> </ul> <p>Homework: Study how to ask someone how old they are as well as how you tell someone how old you are.</p>
13	SWBAT tell how old family members are.	<p>Do-Now: Students write from memory a small dialogue between themselves and a friend asking and telling about how old they are.</p> <ul style="list-style-type: none"> <li>-Teacher brings up picture of his/her own family tree and inputs how old each of them is.</li> <li>-Students revisit their family trees, adding how old each person is.</li> <li>-Students pair and share with others about their family members. They work with all classmates</li> </ul>

		<p>looking for the student with the oldest family member.</p> <p>Homework: Go home and share your poster with a family member in Spanish now adding in the ages of the family members.</p>
14	SWBAT to describe their family members.	<p>Do-Now. Using visual cues and numbers, students tell how old the person in the picture is.</p> <ul style="list-style-type: none"> <li>-Teacher inputs an example of pulling all these concepts from first 13 days together, providing a comprehensive dialogue with main interrogatives and answers.</li> <li>-Students practice the dialogue in pairs over and over again.</li> <li>-Teacher distributes same dialogue now with parts taken out of it, and working in pairs and from their memory, students insert missing dialogue.</li> <li>-The present in front of the class with feeling, and try to give it real meaning. They are encouraged to go from memory where they can.</li> </ul> <p>Homework: Write a paragraph describing your mother or father.</p>
15	SWBAT to describe a family member in detail and understand when they hear or read about a similar description.	<p>Do-Now: Students get their paragraphs checked by their teacher and then share it with a partner.</p> <ul style="list-style-type: none"> <li>-Students read a passage describing a family member and then connect the appropriate passage number to the appropriate picture.</li> <li>-Students listen to several passages of native speakers describing family members. They take notes and then practice describing that family member.</li> </ul> <p>Homework: Study for test.</p>
16	Review for Unit 1 Test	<p>Jeopardy review with all vocabulary.</p> <p>Homework: Study for test.</p>
17	Review for Unit 1 Test	<p>Interrogative review and putting it all together talking about yourself game.</p> <p>Homework: Study for test.</p>
18	Review for Unit 1 Test	<p>Paragraph analysis and creation about a family member and your family in general.</p> <p>Homework: Study for test.</p>

19	UNIT 1 TEST (oral and written)	Oral and written test on Unit 1.
20	UNIT 1 TEST (oral and written)	Oral and written test on Unit 1.

# Unit #1 Outline

## Celebrando con familia

Skill Area	Learning Objectives	Assessments
Vocabulary	<p>family words</p> <p>el abuelo la abuela el padre / el papá la madre / la mamá el tío la tía el novio de mi mamá la novia de mi hermano el primo la prima el hermano la hermana el sobrino la sobrina el hijo la hija el nieto la nieta el/la bebé -astro(a) / la madrastra -lto(a) / hermanito el gato el perro</p> <p>physical descriptions</p> <p>WITH SER</p> <p>bajo(a) alto(a) gordo(a) delgado(a) bello(a) bonito(a) guapo(a) feo(a) viejo(a) joven calvo(a) hermano mayor hermana menor -ísimo / -ísima guapísimo -ito / -ita gordito</p> <p>WITH TENER</p> <p>el pelo corto largo blanco canoso moreno negro rubio pelirrojo</p> <p>los ojos azules café castaños negros verdes</p> <p>anteojos aparatos barba bigotes un tatuaje</p> <p>numbers 1-100 (to describe age)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Draw 3 action items (to use for memory matching, go fish, food families).</li> <li>Identify 5 foods from 5 categories (to create a bingo sheet)</li> <li>What is missing in picture?</li> </ul>
		<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Quiz ID pictures / matching</li> </ul>

Structures	Students will be able to use: <ul style="list-style-type: none"> <li>▪ possessive adjectives</li> <li>▪ the verb TENER</li> <li>▪ the verb SER</li> <li>▪ adjectives to agree in gender and number</li> </ul>	<i>Formative</i> <ul style="list-style-type: none"> <li>▪ adjective tic tac toe</li> <li>▪ response boards</li> <li>▪ gap fill warmers</li> </ul>
		<i>Summative</i> <ul style="list-style-type: none"> <li>▪ Quiz on adjectives</li> </ul>
Listening Comprehension	Students will be able to: <ul style="list-style-type: none"> <li>▪ identify a person based on their description</li> <li>▪ Answer comprehension questions based on Rubén's family description</li> </ul>	<i>Formative</i> <ul style="list-style-type: none"> <li>▪ match picture</li> <li>▪ order pictures</li> </ul>
		<i>Summative</i> <ul style="list-style-type: none"> <li>▪ Quiz: match description to picture</li> </ul>
Reading Comprehension	Students will be able to answer questions after reading: <ul style="list-style-type: none"> <li>▪ Descriptions of Esteban's family</li> <li>▪ student-created family descriptions</li> </ul>	<i>Formative</i> <ul style="list-style-type: none"> <li>▪ Yes/No questions</li> <li>▪ Short answer questions</li> </ul>
		<i>Summative</i> <ul style="list-style-type: none"> <li>▪ Quiz responding to description of family</li> </ul>
Speaking	Students will be able to: <ul style="list-style-type: none"> <li>▪ introduce family members</li> <li>▪ describe family members</li> </ul>	<i>Formative</i> <ul style="list-style-type: none"> <li>▪ Google Voice</li> </ul>
		<i>Summative</i> <ul style="list-style-type: none"> <li>▪ Answer questions about a family member</li> </ul>
Writing	Students will be able to: <ul style="list-style-type: none"> <li>▪ ask and answer questions about their preferences and those of others</li> <li>▪ describe habitual actions</li> </ul>	<i>Formative</i> <ul style="list-style-type: none"> <li>▪ Write physical descriptions based on photos, on response boards</li> </ul>
		<i>Summative</i> <ul style="list-style-type: none"> <li>▪ Mi Familia page</li> <li>▪ Write physical description based on photo</li> </ul>

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Hora: \_\_\_\_\_

Español

Prueba: ¿Cómo parece?

Vocab \_\_\_\_ / 20

Writing \_\_\_\_ / 10

PARTE A. Match the letter of each picture to the appropriate Spanish word or phrase. (10 pts)



1. \_\_\_\_ alto(a)
2. \_\_\_\_ delgado(a)
3. \_\_\_\_ viejo(a)
4. \_\_\_\_ bajo(a)
5. \_\_\_\_ anteojos

6. \_\_\_\_ calvo(a)
7. \_\_\_\_ joven
8. \_\_\_\_ gordo(a)
9. \_\_\_\_ pelo largo
10. \_\_\_\_ pelo corto

PARTE B. For each sentence, fill in the correct verb. :

1. Yo \_\_\_\_\_ bonito.
2. Ella \_\_\_\_\_ ojos verdes
3. Ella \_\_\_\_\_ pelirroja.
4. Yo \_\_\_\_\_ pelo negro.
5. Él \_\_\_\_\_ guapísimo.



pelo corto  
canoso  
negro  
rubio

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Hora: \_\_\_\_\_

Español

Prueba: La familia

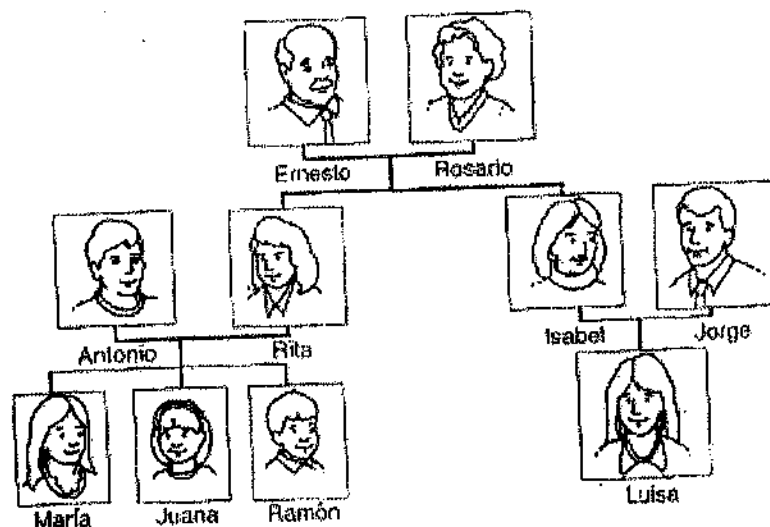
Vocab \_\_\_\_ / 20

Reading \_\_\_\_ / 12

**PARTE A.** Write the letter of the appropriate vocabulary word.

- |                      |                  |
|----------------------|------------------|
| 1. _____ la abuela   | a. grandmother   |
| 2. _____ el padre    | b. grandfather   |
| 3. _____ la sobrina  | c. father        |
| 4. _____ el abuelo   | d. mother        |
| 5. _____ el tía      | e. uncle         |
| 6. _____ el perro    | f. aunt          |
| 7. _____ la novia    | g. cousin        |
| 8. _____ la tía      | h. brother       |
| 9. _____ el primo    | i. sister        |
| 10. _____ el bebé    | j. nephew        |
| 11. _____ el hermano | k. niece         |
| 12. _____ la hija    | l. son           |
| 13. _____ el nieto   | m. daughter      |
| 14. _____ la madre   | n. grandson      |
| 15. _____ el gato    | o. granddaughter |
| 16. _____ la hermana | p. boyfriend     |
| 17. _____ el sobrino | q. girlfriend    |
| 18. _____ el hijo    | r. baby          |
| 19. _____ la nieta   | s. cat           |
| 20. _____ el novio   | t. dog           |

**PARTE B.** Look at the family tree and decide if each statement below is cierto (true) or falso (false). [5 puntos]



1. \_\_\_\_ Los padres de Luisa son Antonia y Rita.
2. \_\_\_\_ Rita es la tía de Luisa.
3. \_\_\_\_ Ernesto es el padre de Isabel.
4. \_\_\_\_ Jorge es el padre de Juana.
5. \_\_\_\_ Isabel y Jorge no tienen hijos.

**PARTE C.** Complete the sentence below with the correct family relationships. [7 puntos]

abuelo                      nieta                      primo                      sobrina  
hermanos                      padrastro                      tía

1. Mi \_\_\_\_\_ es la hermana de mi mamá.
2. Mis \_\_\_\_\_ son los hijos de mis padres.
3. Yo soy la \_\_\_\_\_ de mis abuelos.
4. Mi \_\_\_\_\_ es el hijo de mi tío.
5. Mi \_\_\_\_\_ es el padre de mi padre.
6. Mi \_\_\_\_\_ es el esposo (*husband*) de mi madre (no es mi padre).
7. La hija de mi hermano es mi \_\_\_\_\_.

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Hora: \_\_\_\_\_

**¿Cómo es tu familia?**

Read the description of **la familia de Profe Teresa** below. Then, write a description of your own family OR write a description of a television family, including at least 5 people. You will submit a rough draft of your description to Profe Teresa by **Thursday, October 24**, and then incorporate the edits into a final copy. Your final project is due on **Monday, October 28**. It will include your description accompanied by photos or drawings of your family or a television family. Each student will present their work on Monday. Late projects will not be accepted.

**La familia de Profe Teresa**

*Hay seis personas en mi familia. Todos tenemos ojos azules. Todos mis hermanos son altos, pero yo soy baja. Mi mamá es creativa y simpática. Mi papá es serio. A mi papá le gusta mirar los Eagles y los Phillies en la televisión. Mi hermano mayor se llama Michael. Él es atlético. Michael tiene 30 años. Michael vive con su novia, Jenn. Mi hermana menor se llama Sarah. Ella es pelirroja y graciosa. Sarah tiene 25 años. Mi hermanito David es el bebé de la familia. Él es altísimo y delgado. David tiene 23 años. Me llamo Teresa. Me gusta bailar y cocinar. Tengo 28 años.*

**Rubric**

Writing \_\_\_\_ / 30  
Effort \_\_\_\_ / 10

	10	6-9	3-5	0-2
<b>WRITING:</b> <b>Visual presentation</b>	Poster is neat, clear, easy to read and attractive. Includes more than one picture of family.	Poster is clear and easy to read. Includes a picture of family.	Poster is legible, but could be "polished" more. Includes a picture.	Sloppy presentation, cross-outs, incomplete. No pictures.
<b>WRITING:</b> <b>Sentence structure</b>	Grammar is correct, and uses 3+ different sentence structures.	3+ sentence structures with 1-3 errors.	3+ sentence structures with 3-5 errors. Or, only 2 sentences structures.	More than 5 errors. Or, only 1 sentence structure.
<b>WRITING:</b> <b>Vocabulary usage</b>	Vocabulary used correctly, and there are no spelling errors. A variety of vocabulary is used.	1-3 errors in vocab usage or spelling.	3-5 errors in vocab usage or spelling. Or, vocabulary is redundant.	More than 5 errors in vocab usage or spelling.
<b>EFFORT:</b> <b>Process</b>	Completed draft on time, and incorporated revisions into final published copy. On task at all times during class work time.	Drafts completed on time. Not all revisions are incorporated into final copy. Student needs a reminder to stay on task.	Wrote draft. Did not incorporate revisions into final published copy. Does not use class time productively. Often off task.	No drafts attempted. Distracts other students during class work time. Doing other work, or no work at all.

**La familia de Esteban**

Choose the best answer based on Esteban describing his family.

Hola, me llamo Esteban. Hay muchas personas en mi familia. Tengo tres hermanos y cuatro hermanas. Vivimos en una casa en el oeste de Filadelfia, en la Calle Catherine. Mi hermano mayor es estudiante en la Universidad Penn State, pero en la casa somos mis padres, mis otros hermanos, y también la mamá de mi mamá, mi abuela. Ella tiene 86 años, pero es activa y muy cómica. A ella le gusta bailar. Yo soy activo también. A mí me gusta nadar en el gimnasio YMCA en la Calle 52. Es bueno tener una casa grande, porque somos una familia grande, con mis padres, dos hermanos, cuatro hermanas, mi abuela, dos gatos, un perro y una iguana. En total, somos cuatro hombres, seis mujeres y cuatro animales. ¡Somos una familia grande!

43. Esteban has \_\_\_\_ siblings.  
a. three                      b. six  
c. seven                      d. four
44. Esteban lives with his parents, his siblings, and \_\_\_\_.  
a. his grandmother      b. his cat  
c. his aunt                  d. his nephew
45. According to Esteban, his grandmother is \_\_\_\_\_.  
a. inteligente              b. funny  
c. boring                    d. mean
46. Esteban likes \_\_\_\_\_.  
a. to run                    b. to dance  
c. to read                   d. to swim
47. In Esteban's house, there are \_\_\_\_ women.  
a. four                      b. five  
c. six                        d. seven

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Hora: \_\_\_\_\_

**¿Cómo es tu familia?**

You will present the project by showing pictures and answering audience questions about ONE family member.

You will need to say the person's name, and answer the questions:

- ¿Cómo parece él/ella?
- ¿Cómo es su personalidad?
- ¿Qué le gusta hacer?
- ¿Cuántos años tiene?

MODELO:

- ¿Cómo parece ella?
- ¿Cómo es su personalidad?
- ¿Qué le gusta hacer?
- ¿Cuántos años tiene?

Yo hablo sobre mi hermana Sarah.  
Ella es alta y pelirroja.  
Ella es graciosa.  
Le gusta practicar deportes.  
Tiene veinticinco años.

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Hora: \_\_\_\_\_

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# Unit #1 Test

## Rubric

Speaking \_\_\_ / 20

	10	6-9	3-5	0-2
<b>SPEAKING: Language usage</b>	Student responds using complete, accurate sentences with no errors.	Student responds using complete, accurate sentences with 1-2 errors.	Student responds using complete, accurate sentences with several errors.	Many errors in vocabulary or grammar of responses.
<b>SPEAKING: Presentation</b>	Student speaks loudly and clearly. Answers are memorized, no need for notes.	Makes frequent eye contact with audience, referring to notes.	Student is difficult to hear. Poor audience eye contact, reading.	Student is inaudible, laughing, or uses English.

## Rubric

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## Unit 2 – Spanish 1

20 days including assessment

Que me gusta?

### Enduring Understandings:

- Students express basic likes and dislikes.
- Students identify how their age-like peers in Spanish speaking countries might like different food and clothing from what they are used to.
- Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest.

### Essential Questions:

- ¿Qué te gusta?
- ¿Qué le gusta a Usted?
- ¿Qué comida les gusta a los niños de Latinoamérica?
- ¿Qué ropa les gusta usar a los niños de Latinoamérica?

### Key Terms, Knowledge, and Skills

Terms	Knowledge	Skills
<i>Construction of GUSTAR and other verbs similar, which are not SVOI verbs</i>	Vocabulary around food and clothing, what same-age Latin American teens like and dislike in terms of food and clothing	-Ask and answer simple questions about self and others
<i>Latinoamerica</i>	Gustar verbs + zero infinitive	-Apply basic vocabulary and grammar to talking about oneself and others
<i>Indirect object pronouns</i>	Gustar verbs + singular/plural nouns	-Examine information about others and comment on it in target language
<i>Visual cues</i>	Gustar verbs + "No"	-Communicate using isolated words, memorized expressions, rehearsed dialogues, and simple sentences
<i>Compara/contrasta</i>		-Compare and contrast two cultures' likes/dislikes
<i>Zero infinitive</i>		
<i>Negatives</i>		

### Summative Assessments:

Unit Test

### Formative Assessments:

- Daily check-ins and warm ups
- Pruebas (quizzes) – ¿Qué te gusta?, La comida, La ropa, Listening, Vocabulary
- Exit slips



## Scope and Sequence

Day	Objective	Activities/Products
1	SWBAT understand basic food vocabulary in Spanish and say the words with proper pronunciation.	<ul style="list-style-type: none"> <li>-Do now: Students pick up and feel food objects. Question on board: "Cómo se llama?"</li> <li>-Food vocabulary inputted and practices in choral drilling.</li> <li>-Students pass objects around the room and state their names.</li> <li>-Teacher shares vocabulary bank of food vocabulary and students work in pairs reviewing how words are said.</li> </ul> <p>Homework: Study the food vocabulary. Review descriptive vocabulary from prior chapter.</p>
2	SWBAT can describe food vocabulary using descriptive words from previous unit.	<ul style="list-style-type: none"> <li>-Do Now: Write out a list in Spanish of the last 10 foods you have eaten. Share with partner.</li> <li>-Using cue cards, teacher holds up or puts on SmartBoard pictures of foods. With class as whole, students talk out the description of what they see.</li> <li>-Students do the same thing at desk, using their resources and writing out the answers.</li> <li>-Peer editing of their work. Questions reviewed and discussed.</li> <li>-Students work in pairs describing food. Partner draws what they are saying.</li> </ul> <p>Homework: Study the vocabulary from today. Fill in practice sheet.</p>
3	SWBAT to use GUSTAR and verbs like GUSTAR to describe what they like and do not like in terms of food.	<ul style="list-style-type: none"> <li>-Do Now: Teacher puts up the same cue cards from yesterday and asks students for written descriptions.</li> <li>-Teacher asks students "Qué te gusta?" With teacher's help, students make lists of what they like and do not like from what is presented.</li> <li>-Teacher then models how to say "I like _____ but I do not like _____"</li> <li>-Students practice on their own and then with a partner.</li> <li>-Teacher inputs idea of "ENCANTAR"</li> <li>-Students practice "ENCANTAR" similarly.</li> </ul> <p>Homework: Complete practice sheet.</p>

4	SWBAT complete Prueba #1 successfully.	<p>-Students take Prueba #1.</p> <p>-They create an imaginary person and talk about his/her likes and dislikes in terms of food.</p> <p>Homework: Practice the short piece on the imaginary person at home on a family member and see if they understand.</p>
5	SWBAT understand basic clothing vocabulary in Spanish and say the words with proper pronunciation.	<p>-Do now: Students pick up and feel pieces of clothing. Question on board: "¿Qué es?"</p> <p>-Clothing vocabulary inputted and practices in choral drilling.</p> <p>-Students pass objects around the room and state their names.</p> <p>-Teacher shares vocabulary bank of clothing and students work in pairs reviewing how words are said.</p> <p>Homework: Study the clothing vocabulary. Review descriptive vocabulary from prior chapter.</p>
6	SWBAT can describe clothing using descriptive words from previous unit.	<p>-Do Now: Write out a list in Spanish of the last 10 items of clothing you have worn to school. Share with partner.</p> <p>-Using cue cards, teacher holds up or puts on SmartBoard pictures of people in clothes. With class as whole, students talk out the description of what they see.</p> <p>-Students do the same thing at desk, using their resources and writing out the answers.</p> <p>-Peer editing of their work. Questions reviewed and discussed.</p> <p>-Students work in pairs describing clothing. Partner draws what they are saying.</p> <p>Homework: Study the vocabulary from today. Fill in practice sheet.</p>
7	SWBAT to use GUSTAR and verbs like GUSTAR to describe what clothing they like and do not like to wear to school and at home.	<p>-Do Now: Teacher puts up the same cue cards from yesterday and asks students for written descriptions.</p> <p>-Teacher asks students "¿Qué te gusta usar?" With teacher's help, students make lists of what they like and do not like from what is presented.</p> <p>-Teacher then models how to say "I like to wear _____ but I do not like to wear _____ to school."</p> <p>-Students practice on their own and then with a partner.</p>

		<p>-Teacher inputs idea of "ENCANTAR"</p> <p>-Students practice "ENCANTAR" similarly.</p> <p>Homework: Complete practice sheet.</p>
8	SWBAT complete Prueba #2 successfully.	<p>-Students take Prueba #2.</p> <p>-They draw out their imaginary person and then describe the clothing that he she is wearing.</p> <p>Homework: Practice the short piece on the imaginary person at home on a family member and see if they understand.</p>
9	SWBAT read about their same aged peers in Latin America and the types of foods they eat there, and the culture around food there (i.e. what time they eat and where they eat.)	<p>-Do-Now- write a quick write noting what you eat in a given day and at what times and with whom.</p> <p>-Listen to a passage in Spanish from a teen in Colombia about what he likes to eat and his habits around meal time and his culture's food habit.</p> <p>-Discuss as a whole in English.</p> <p>-Listen again, this time taking notes in Spanish about his habits around likes and food.</p> <p>-Discuss as a whole in Spanish</p> <p>Homework: Write a brief description of your food likes and habits in Spanish.</p>
10	SWBAT make comparisons between what US culture around food likes and habits and the food likes and habits of same aged peers in Colombia.	<p>-Do Now: With a partner and in English, write a T chart comparing what US teens like to eat and their habits around food and that of Colombia.</p> <p>-Share with another pair of two students and compare and refine.</p> <p>-With the original partner and teacher's input and guidance, form sentences in Spanish making same comparisons.</p>
11	SWBAT read about their same aged peers in Latin America and the types of clothes they wear there, and the culture around clothing.	<p>-Do-Now- write a quick write noting what you wear in a given day and why.</p> <p>-Listen to a passage in Spanish from a teen in Colombia about what he likes to wear and his habits around clothing.</p> <p>-Discuss as a whole in English.</p> <p>-Listen again, this time taking notes in Spanish about his habits around likes around clothes to wear.</p> <p>-Discuss as a whole in Spanish</p> <p>Homework: Write a brief description of what you like to wear and why.</p>

12	SWBAT make comparisons between what teens US culture like to wear to school and at home and what teens wear in Colombia.	<p>-Do Now: With a partner and in English, write a T chart comparing what US teens like to wear and their habits around clothing and that of Colombia.</p> <p>-Share with another pair of two students and compare and refine.</p> <p>-With the original partner and teacher's input and guidance, form sentences in Spanish making same comparisons.</p>
13	SWBAT conduct research on their own in English about a different Spanish – speaking culture's habits around food and clothing and present it to a group of peers.	<p>-Using computer lab, students are assigned a Latin American country and then are asked to research what teens like to eat and wear in that country.</p> <p>-Students prepare a one page narrative in English explaining those habits.</p> <p>Homework: Edit the narrative and get it ready to present.</p>
14	SWBAT conduct research on their own in English about a different Spanish – speaking culture's habits around food and clothing and present it to a group of peers.	<p>-Students work in groups of four to present their narratives.</p> <p>-Peers edit and ask questions.</p> <p>-Teacher collects student narratives and redistributes randomly to another peer in the class.</p> <p>-Peer now is to write a small paragraph in Spanish stating what the country is and what teens' habits are in that country around food preferences, and clothing and the culture around it.</p>
15	SWBAT talk about and compare their culture around food and clothing and those habits with those of a Spanish speaking country in Spanish.	<p>-Students continue to work on their Spanish paragraph around the original narrative.</p> <p>-They can get help from their peers or from the help cards in the front of the room, and/or from teacher.</p> <p>Homework: Work to refine the Spanish paragraph in order to turn in tomorrow.</p>
16	Review for Unit 2 Test	<p>Interrogative review and putting it all together talking about yourself game.</p> <p>Homework: Study for test.</p>
17	Review for Unit 2 Test	<p>Interrogative review and putting it all together talking about yourself game.</p> <p>Homework: Study for test.</p>
18	Review for Unit 2 Test	<p>Jeopardy review with all vocabulary.</p> <p>Homework: Study for test.</p>
19	UNIT 2 TEST (oral and written)	Oral and written test on Unit 2.

20	UNIT 2 TEST (oral and written)	Oral and written test on Unit 2.
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La Comida - FOOD :)

LAS PROTEINAS	PROTEINS
la carne	red meat
el pollo	chicken
el pavo	turkey
el pescado	fish
los huevos	eggs
los frijoles	beans
<i>el res / el bistec</i>	<i>beef</i>
<i>la salchicha / el chorizo</i>	<i>sausage</i>
<i>el jamón</i>	<i>ham</i>
<i>el tocino</i>	<i>bacon</i>
<i>la crema de cacahuete</i>	<i>peanut butter</i>

LAS VERDURAS	VEGETABLES
la cebolla	onion
la ensalada	the salad
la lechuga	lettuce
las papas	potatoes
el maíz	corn
<i>las zanahorias</i>	<i>carrots</i>
<i>los chiles</i>	<i>chili peppers</i>
<i>el brócoli</i>	<i>broccoli</i>
<i>los champiñones</i>	<i>mushroom</i>
<i>los guisantes</i>	<i>peas</i>

LAS FRUTAS	FRUITS
el jugo de...	... juice
el plátano / la banana	banana
la manzana	apple
las uvas	grapes
la naranja	orange
los tomates	tomatoes
<i>la pera</i>	<i>pear</i>
<i>la piña</i>	<i>pineapple</i>
<i>las fresas</i>	<i>strawberries</i>
<i>las frambuesas</i>	<i>raspberries</i>
<i>las cerezas</i>	<i>cherries</i>
<i>la sandía</i>	<i>watermelon</i>
<i>el melón</i>	<i>cantaloupe</i>
<i>el aguacate</i>	<i>avocado</i>

LA LECHERÍA	DAIRY
la leche	milk
el queso	cheese
<i>el yogur</i>	<i>yogurt</i>
<i>la mantequilla</i>	<i>butter</i>

LOS POSTRES	DESSERTS
el helado	ice cream
los dulces	candy / sweets
el chocolate	chocolate

LOS CEREALES	GRAINS
el pan	bread
el arroz	rice
el cereal	cereal
<i>los espaguetis</i>	<i>spaghetti (pasta)</i>

LAS BEBIDAS	DRINKS
la leche	milk
el jugo de naranja	orange juice
el agua	water
un refresco	a soda
<i>la limonada</i>	<i>lemonade</i>
<i>un batido / un licuado</i>	<i>a shake / a smoothie</i>
<i>el chocolate</i>	<i>hot chocolate</i>
<i>el café</i>	<i>coffee</i>
<i>el té</i>	<i>tea</i>

el desayuno	breakfast
el almuerzo / el lonche	lunch
la cena	dinner
Yo tengo hambre.	I am hungry.
Yo tengo sed.	I am thirsty.

Required words are regular text. "Destácate" words are in *italics*

**Nota Cultural:**

Did you know that not everyone eats on the same schedule that we do in the U.S.A? In many Spanish-speaking countries, people have 4 meals through their day:

- 1) **el desayuno** – early morning; a small breakfast of sweet bread and coffee or juice.
- 2) **el almuerzo** - around 11am; a small meal of hearty breakfast foods like eggs, tortillas, or beans and rice.
- 3) **la comida** – around 3 or 4pm; this is the biggest meal of the day and people often take a short rest after eating called *la siesta* so they can digest (and escape the afternoon heat during the summer).
- 4) **la cena** - (also called *la merienda*) late evening snack, normally something small like a small sandwich, yogurt and fruit, or some leftovers from *la comida*.

**Verbos útiles - Useful verbs****TOMAR – to drink (-ar verb)**

yo tomo	nosotros tomamos
tú tomas	vosotros tomáis
usted toma	ustedes toman
él toma ella toma	ellos toman ellas toman

**Other –AR verbs**

comprar = to buy  
lavar = to wash  
cortar = to cut  
mezclar = to mix  
cocinar = to cook  
hornear = to bake

**COMER – to eat (-er verb)**

yo como	nosotros comemos
tú comes	vosotros coméis
usted come	ustedes comen
él come ella come	ellos comen ellas comen

**Other –ER verbs**

beber = to drink  
querer = to want

**"Gustar"**

You already learned the verb "gustar" and how to use it when talking about activities you like to do.

Me gusta correr. (I like to run)

With this vocab, you will use "gustar" to talk about the foods you like.

Me gusta el pollo. (I like chicken.)

Me gusta la manzana. (I like the apple.)

Me gustan las manzanas. (I like the apples.)

Look closer at the last two examples. Did you notice how "gustar" changes when you are talking about liking one thing (singular) and when you like a group of things (plural)?

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Hora: \_\_\_\_\_

**¿Qué te gusta?****WRITING:**

Write a description of your best friend's likes and dislikes in terms of what he/she likes to eat and wear. Be sure to include as much detail as possible.

**LISTENING:**

Listen to the passage presented in class about Señor Gutierrez. Then answer the following questions:

1. Al Señor Gutierrez le gusta comer el pollo.  
Certo                  Falso
2. Al Señor Gutierrez no le gusta la leche fría.  
Certo                  Falso
3. Al la amiga del Señor Gutierrez no le gusta usar zapatos.  
Certo                  Falso
4. Al Señor Gutierrez le encanta la ensalada de fruta.  
Certo                  Falso
5. ¿Cuál es la comida favorite del Señor Gutierrez?
6. ¿Qué prefiere mas el Señor Gutierrez? La sopa o la ensalada?
7. ¿Qué ropa le gusta usar al trabajo al Señor Gutierrez?

**FRASES PERSONALES:**

Write complete sentences telling about yourself.

1. Gustar/la pizza
2. Encantar/ ropa comoda
3. Gustar/la comida picante



4. Encantar/los pantalones cortos
5. Encantar/las papas fritas
6. Gustar/zapatos con tacones

**CULTURE:**

Write a paragraph in English explaining what you have learned about the culture of Latin American teens around what and when they eat and what they like to wear. Include at least 4 factual pieces of information.

**SPEAKING:**

You will present a project showing pictures of the foods and types of clothing that you like and dislike. In the project you will also share the foods and types of clothing that your friends here in the USA like to wear and also your same aged peers in Latin America.

In the project you will need at least:

- 4 sentences explaining the foods and types of clothing that you like and dislike
- 4 sentences explaining the foods and types of clothing that your friends like and dislike
- 4 sentences explaining the foods and types of clothing that same aged peers in Latin America like and dislike

The more detail you can give the better. (Pull in the colors, and description words from Unit 1)

**MODELO:**

Me gustan las hamburguesas con queso. También a mí me gusta usar las faldas con botas.

## RUBRIC

	10	6-9	3-5	0-2
<b>SPEAKING: Language usage</b>	Student responds using complete, accurate sentences with no errors.	Student responds using complete, accurate sentences with 1-2 errors.	Student responds using complete, accurate sentences with several errors.	Many errors in vocabulary or grammar of responses.
<b>SPEAKING: Presentation</b>	Student speaks loudly and clearly. Answers are memorized, no need for notes.	Makes frequent eye contact with audience, referring to notes.	Student can't be heard easily. Poor audience eye contact, reading almost the whole time.	Student is inaudible, laughing, or uses English.

## Unit 5 – Spanish 1

20 days including assessment  
Que pide Usted?

### Enduring Understandings:

- Students identify and observe tangible products of the culture and use them inside a particular context.
- Students identify ways that knowing languages are crucial to many professions.
- Students produce and respond to commands and questions as well as exchange information.

### Essential Questions:

- Qué pide Usted?
- Qué hay para comer?
- Qué dice cada trabajador(a) en un restaurante?

### Key Terms, Knowledge, and Skills

Terms	Knowledge	Skills
<i>Native Language</i>	Vocabulary around what food is typically served in Latin American restaurant	-Give and take someone's order in a restaurant
<i>Second Language</i>		-Describe the food being eaten
<i>Indirect object pronouns</i>	Descriptive words around how a particular food looks/tastes	-Understand why speaking a second language is important in the work world
<i>PEDIR</i>	Faltar + zero infinitive	-“Ser” vs. “Estar”
<i>Mesero/cliente</i>	Faltar + singular/plural nouns	-Communicate using isolated words, memorized expressions, rehearsed dialogues, and simple sentences
<i>Usted commands</i>	Faltar + “No”	-Compare and contrast two cultures' likes/dislikes
<i>FALTAR and similar verbs</i>		
<i>SER vs. ESTAR</i>		

### Summative Assessments:

Unit Test

### Formative Assessments:

- Daily check-ins and warm ups
- Pruebas (quizzes) – Qué te gusta?, La comida, La ropa, Listening, Vocabulary

## Scope and Sequence

Day	Objective	Activities/Products
1	SWBAT describe people's conditions using specific vocabulary and "Estar"	<ul style="list-style-type: none"> <li>-Do now: Students look at pictures of people thinking about how they feel right now</li> <li>-Teacher inputs specific vocabulary to help them describe how each person is feeling</li> <li>-Students practice the specific vocabulary and the sentences in full.</li> <li>-Students match the appropriate sentence to the appropriate picture.</li> <li>-Students learn to describe how they are feeling, applying same vocabulary.</li> <li>-They then ask a friend "Cómo estás?"</li> </ul> <p>Homework: Study the information presented in class and complete the practice sheet.</p>
2	SWBAT describe the location of an object or a person using "Estar" and prepositional phrase.	<ul style="list-style-type: none"> <li>-Do Now: Students write about how they are feeling now as well as the question they would need to say to ask their friend how they were feeling.</li> <li>-Using cue cards, teacher holds up or puts on SmartBoard items clearly located within a context. With class as whole, students talk out the description of item's location.</li> <li>-Teacher inputs prepositional phrase vocabulary.</li> <li>-Students do practice at desk, using their resources and writing out the answers.</li> <li>-Peer editing of their work. Questions reviewed and discussed.</li> <li>-Students work in pairs describing locations of certain items around the classroom. Partner finds item in the classroom based on what the other is saying.</li> </ul> <p>Homework: Study the prepositional phrases from today. Fill in practice sheet.</p>
3	SWBAT to use "SER" with a predicate nominative.	<ul style="list-style-type: none"> <li>-Do Now: Answer questions on the SmartBoard reviewing "Estar" and prepositional phrases.</li> <li>-Teacher inputs facts about people with predicate nominatives, talking about staff members in the school.</li> <li>-Teacher then models how to say "I am a teacher, he is a custodian, She is a waiter", etc.</li> </ul>

		<ul style="list-style-type: none"> <li>-Students practice on their own and then with a partner.</li> <li>-Teacher inputs idea of "Ser"</li> <li>-Students practice "Ser" by completing in class practice sheet.</li> </ul> <p>Homework: Complete homework practice sheet.</p>
4	SWBAT complete Prueba #1 successfully.	<ul style="list-style-type: none"> <li>-Students take Prueba #1.</li> <li>-They talk with each other in English about what the different roles in a restaurant are, and how to order.</li> <li>-Teacher works with students to introduce new restaurant vocabulary.</li> </ul> <p>Homework: Study the restaurant vocabulary and do practice sheet.</p>
5	SWBAT understand basic restaurant vocabulary in Spanish and say the words with proper pronunciation.	<ul style="list-style-type: none"> <li>-Do now: Students brainstorm from memory a list of all that is needed in a restaurant.</li> <li>-Restaurant vocabulary inputted and practices in choral drilling.</li> <li>-Teacher and student go thru restaurant power point presentation, outlining basic restaurant language in context.</li> <li>-Students practice restaurant vocabulary in a guided way with teacher leading.</li> </ul> <p>Homework: Study the restaurant vocabulary. Review "Ser" and "Estar" as related to a restaurant and its food.</p>
6	SWBAT listen to a skit between a waiter and a customer in a Spanish speaking restaurant and understand what is going on.	<ul style="list-style-type: none"> <li>-Do Now: Write out what you would say to a waiter if you were very hungry and needed to order food.</li> <li>-Listen to skit from native speakers – one a waiter, the other a group of people in for dinner several times and fill in cloze activities as well as other listening activities.</li> <li>-Using cue cards, teacher holds up or puts on SmartBoard pictures, have students complete the sentences of typical restaurant language pulling from the language of the skit before.</li> <li>-Students do the same thing at desk, using their resources and writing out the answers.</li> <li>-Peer editing of their work. Questions reviewed and discussed.</li> </ul> <p>Homework: Create a simple dialogue between a server and a customer where the customer is very</p>

		hungry and orders a ton of food.
7	SWBAT to play both the role of a server and a customer in a restaurant.	<p>-Do Now: Share your dialogue with a partner, and get editing help, especially on grammar.</p> <p>-Teacher inputs specific verb constructions often needed in restaurant dialogue with verbs "Traer," "Faltar," "Pedir," and "Saber".</p> <p>-Students work on guided practice models with these verbs.</p> <p>-Teacher then models how to say "I like this soup but it needs more salt" and similar statements.</p> <p>-Students are given situations and have to react using these verbs.</p> <p>Homework: Complete practice sheet.</p>
8	SWBAT complete Prueba #2 successfully.	<p>-Students take Prueba #2.</p> <p>-An English non-Spanish speaker comes in to talk about why they wish they knew how to speak Spanish/another language and how it would help them in their jobs.</p> <p>Homework: Interview family at home and ask them how/if speaking Spanish (could) help them in their jobs.</p>
9	SWBAT identify the benefits of learning a second language and more specifically, how inside a restaurant the staff needs to speak more than one language.	<p>-Do-Now- tabulate a poll based on what students learned at home last night about how/who learning Spanish could help in a given job.</p> <p>-Listen to an interview in English between a non-Spanish speaking cook and a Spanish speaking cook and how not knowing/known Spanish makes their job experiences so different.</p> <p>-In English, have students discuss in small groups about what they heard and how they think Spanish could help them in their future careers.</p> <p>Homework: Write a letter to a little baby urging him/her to learn a second language and to start immediately to do so.</p>
10	SWBAT order in a Spanish speaking restaurant and also understand the server.	<p>-Do Now: Assign A/B roles between server and customer and decide in Spanish the basic personality of the role assigned.</p> <p>-With the original partner and teacher's input and guidance, form simple dialogue ordering food between the two roles.</p> <p>-Practice the dialogue.</p>

		Homework: Refine and practice the dialogue more, adding in that the customer does not like the food that is brought to him/her.
11	SWBAT make a complaint about their food in Spanish speaking restaurant.	<p>-Do-Now- Share with a different dyad the basics of the dialogue. Get feedback.</p> <p>-Teacher works with each small group to provide feedback.</p> <p>-Students present in their dyads to each other and to the teacher.</p> <p>-Teacher inputs "Usted" commands so that customer can demand from server what s/he needs.</p> <p>Homework: Do practice sheet on "Usted" commands.</p>
12	SWBAT make commands of a server or a server of a customer.	<p>-Do Now: Create the commands requested on the board.</p> <p>-Practice with teacher guiding and drilling, using different verbs and different scenarios.</p> <p>-Student groups go back into their dialogues and add "Usted" commands.</p> <p>Homework: Practice and refine the dialogue, adding as much vocabulary and detail as possible.</p>
13	SWBAT present, on their own, without notes, a full dialogue that might very well transpire in a Spanish speaking restaurant.	<p>-Students spend the class time getting help, and planning their presentation of the dialogue in front of the class.</p> <p>Homework: Prepare the final presentation with partner, can bring in props. Some props will already be there, provided by teacher.</p>
14	SWBAT present, on their own, without notes, a full dialogue that might very well transpire in a Spanish speaking restaurant.	<p>-Students present their dialogues in front of the class and are assessed using rubric. Teacher videotapes each project.</p> <p>-Students will be asked to watch their videos and self-critique using the rubric for homework.</p>
15	SWBAT present, on their own, without notes, a full dialogue that might very well transpire in a Spanish speaking restaurant.	<p>-Students present their dialogues in front of the class and are assessed using rubric. Teacher videotapes each project.</p> <p>-Students will be asked to watch their videos and self-critique using the rubric for homework.</p>
16	Review for Unit 5 Test	<p>Interrogative review and putting it all together game.</p> <p>Homework: Study for test.</p>
17	Review for Unit 5 Test	Interrogative review and putting it all together

		talking game plus drill and review.  Homework: Study for test.
18	Review for Unit 5 Test	Jeopardy review with all vocabulary and grammar.  Homework: Study for test.
19	UNIT 5 TEST (oral and written)	Oral and written test on Unit 5.
20	UNIT 5 TEST (oral and written)	Oral and written test on Unit 5.



Nombre \_\_\_\_\_ Fecha \_\_\_\_\_ Hora \_\_\_\_\_

## Prueba, Capitulo 5

## PARTE I: Vocabulario y gramática en uso

- A. Describe the people shown, using the correct forms of *ser* or *estar* and the adjectives in the word bank. Use each adjective only once.

alto	bajo	enfermo	contento
trabajador	ocupado	viejo	triste

1. Las mujeres



2. Los jóvenes



3. Los estudiantes



4. El hombre



5. Los primos



# Unit #5 Quiz #1

6. El joven



7. la mujer



8. El chico



Nombre \_\_\_\_\_ Fecha \_\_\_\_\_ Hora \_\_\_\_\_  
¡El restaurante!

Directions: Write the letter of the best answer on the line.

- \_\_\_\_\_ 1. Cuando necesitas algo en un restaurante, se dice: ¡Camarero! \_\_\_\_\_.
- a. de nada
  - b. me falta algo
  - c. qué bueno
  - d. le traigo el menú
- \_\_\_\_\_ 2. Soy bajo, pero mi hermana es muy \_\_\_\_\_.
- a. alta
  - b. rubia
  - c. bajo
  - d. vieja
- \_\_\_\_\_ 3. Camarero: ¿Quieren pedir su plato principal ahora?  
Papá: Necesitamos un momento más, por favor. ¿Puede \_\_\_\_\_ a nuestra mesa en cinco minutos?
- a. venir
  - b. preparar
  - c. desear
  - d. tener frío
- \_\_\_\_\_ 4. Camarero, necesito una \_\_\_\_\_ para comer la sopa.
- a. azúcar
  - b. cuchara
  - c. cuchillo
  - d. vaso
- \_\_\_\_\_ 5. A mi padre le gusta beber \_\_\_\_\_ con leche para no tener sueño.
- a. helado
  - b. café
  - c. agua
  - d. leche
- \_\_\_\_\_ 6. Creo que tu tenedor \_\_\_\_\_ debajo de la mesa.
- a. es
  - b. estoy
  - c. está
  - d. soy

## Unit #5 Quiz #2

- \_\_\_\_ 7. ¿Juan tiene sólo 23 años? Es muy joven para tener el pelo \_\_\_\_\_.  
a. rubio  
b. alto  
c. castaño  
d. canoso
- \_\_\_\_ 8. ¿De dónde \_\_\_\_\_ tú?  
a. somos  
b. estás  
c. están  
d. eres
- \_\_\_\_ 9. Por favor, camarero, ¿me trae la cuenta \_\_\_\_\_? No tengo mucho tiempo.  
a. entonces  
b. otro  
c. algo  
d. ahora
- \_\_\_\_ 10. Camarero: \_\_\_\_\_  
Lucía: No, gracias. Sólo la cuenta.  
a. ¿Algo más?  
b. De nada.  
c. ¿Me trae el plato principal?  
d. Le traigo la cuenta.
- \_\_\_\_ 11. ¿Claudia \_\_\_\_\_ tu amiga también? Yo creo que \_\_\_\_\_ muy simpática.  
a. está / es  
b. estás / eres  
c. es / es  
d. está / está
- \_\_\_\_ 12. Cuando estoy en el parque en el invierno, \_\_\_\_\_.  
a. tengo hambre  
b. tengo sed  
c. tengo calor  
d. tengo frío
- \_\_\_\_ 13. Vamos al restaurante que \_\_\_\_\_ cerca de tu casa. La comida allí \_\_\_\_\_ deliciosa.  
a. está / es  
b. es / está  
c. eres / es  
d. estás / eres

- \_\_\_\_ 14. - Ángel, \_\_\_\_\_ por la comida.  
 - \_\_\_\_\_. Siempre me gusta comer aquí.  
 a. tazas / ¡Qué pena!  
 b. Lo siento / Nos faltan  
 c. ¿Algo más? / El menú  
 d. Gracias / De nada
- \_\_\_\_ 15. - ¿A qué hora \_\_\_\_\_ tú?  
 - \_\_\_\_\_ a las diez.  
 a. vienes / vienen  
 b. vienen / vienes  
 c. vienes / vengo  
 d. vienen / venimos
- \_\_\_\_ 16. No necesito \_\_\_\_\_. Siempre \_\_\_\_\_ una ensalada de frutas  
 y el pescado.  
 a. el menú / pido  
 b. vengo / pides  
 c. la cuenta / pedir  
 d. el menú / pedir
- \_\_\_\_ 17. - ¿Quién \_\_\_\_\_ el chico rubio?  
 -No sé, pero \_\_\_\_\_ en mi clase de ciencias naturales hoy.  
 a. estoy / está  
 b. es/ está  
 c. está / es  
 d. está / estoy
- \_\_\_\_ 18. Quiero comer el bistec pero me faltan un \_\_\_\_\_ y un \_\_\_\_\_.  
 a. servilleta / menú  
 b. plato / vaso  
 c. camarero / azúcar  
 d. tenedor/ cuchillo
- \_\_\_\_ 19. El libro sólo tiene diez páginas. Es muy \_\_\_\_\_.  
 a. castaño  
 b. corto  
 c. bajo  
 d. alto
- \_\_\_\_ 20. Which activities are listed in the most logical order?  
 a. leer el menú, comer, pedir la comida, pedir la cuenta  
 b. Pedir la cuenta, comer, leer el menú, pedir la comida  
 c. Leer el menú, pedir la comida, comer, pedir la cuenta  
 d. Leer el menú, pedir la cuenta, comer, pedir la comida

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_ Hora \_\_\_\_\_

**Examen de capítulo 5**  
**¡Vamos a un restaurante!**

**A. Ser vs. Estar**

Fill in the blank with the correct form of *ser* or *estar*.

1. Yo \_\_\_\_\_ de Filadelfia.
2. El presidente Barack Obama \_\_\_\_\_ democrático.
3. Le'Shay y yo \_\_\_\_\_ de Florida.
4. Le'Shay y yo \_\_\_\_\_ en Florida.
5. El hombre \_\_\_\_\_ alto y guapo.
6. ¿Tú \_\_\_\_\_ cansado?
7. Mi prima \_\_\_\_\_ baja con pelo largo.
8. En Filadelfia, las personas \_\_\_\_\_ felices.
9. Taja no \_\_\_\_\_ en la clase de español.
10. ¿Cómo \_\_\_\_\_ tú? ¿Bien o mal?
11. Mi papá \_\_\_\_\_ en el hospital.
12. Yo \_\_\_\_\_ bien.
13. Mi abuela \_\_\_\_\_ vieja y baja.
14. La hermana de Carla \_\_\_\_\_ de California.

**Multiple Choice:**

Choose the letter of the best answer.

- \_\_\_\_\_ 1. Miguel no \_\_\_\_\_ en clase.
  - a. aquí
  - b. está
  - c. es
  - d. viene
  
- \_\_\_\_\_ 2. Jaison \_\_\_\_\_ a la fiesta. Él es alto.
  - a. traigo
  - b. vengo
  - c. viene
  - d. joven

- \_\_\_\_\_ 3 Camarero: ¿Quieren pedir su plato principal ahora?  
Papá: Necesitamos un momento más, por favor. ¿Puede \_\_\_\_\_ a nuestra mesa en cinco minutos?
- a. ir
  - b. preparar
  - c. desear
  - d. tener frío
- \_\_\_\_\_ 4 Nosotros \_\_\_\_\_ a la biblioteca a las tres.
- a. venimos
  - b. traemos
  - c. deseamos
  - d. somos
- \_\_\_\_\_ 5 El padre de Juan \_\_\_\_\_ enfermo hoy.
- a. eres
  - b. estar
  - c. calor
  - d. está
- \_\_\_\_\_ 6 Raúl y Marquan \_\_\_\_\_ en la escuela.
- a. eres
  - b. es
  - c. son
  - d. están
- \_\_\_\_\_ 7 Camarero, \_\_\_\_\_ un cuchillo y un tenedor.
- a. me traigo
  - b. me faltan
  - c. me desean
  - d. me falta
- \_\_\_\_\_ 8 Johnny es \_\_\_\_\_ y \_\_\_\_\_.
- a. joven / alto
  - b. mujer / pelirrojo
  - c. enferma / abuelo
  - d. trabajadora / perezosa

- \_\_\_\_ 9 ¿Juan tiene sólo 23 años? Es muy joven para tener el pelo \_\_\_\_.
- rubio
  - alto
  - castaño
  - canoso
- \_\_\_\_ 10 Vamos al restaurante que \_\_\_\_ cerca de tu casa. La comida allí \_\_\_\_ deliciosa.
- está / es
  - es / está
  - eres / es
  - estás / eres
- \_\_\_\_ 11. The tradition of sitting around the table, sharing a meal, talking, laughing and simply enjoying each other's company is known as.....
- la cena
  - la hora de cena
  - mesa familia
  - sobremesa

**Analogies:**

Read the following analogies and write in the word that would best complete the analogy.

- \_\_\_\_ 1. la silla: la mesa :: sal : \_\_\_\_
- \_\_\_\_ 2. La hamburguesa: plato principal :: el pastel: \_\_\_\_
- \_\_\_\_ 3. catsup: mostaza :: café: \_\_\_\_
- \_\_\_\_ 4. bajo: alto :: hombre: \_\_\_\_
- \_\_\_\_ 5. guapo : feo :: el pelo mucho : \_\_\_\_
- \_\_\_\_ 6. calor: frío:: guapo: \_\_\_\_

**What are you missing?**

Take a look at the following pictures and describe what you are missing in a complete sentence.





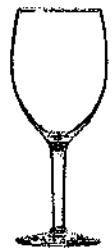
3.



4.



5.



**Venir / Traer**

Complete the following conversation between Lidia and Roque with forms of the verbs venir or traer.

Lidia: Roque, vamos a tener una fiesta. Marcos, Cecilia, Esteban y muchos otros \_\_\_\_\_ ¿\_\_\_\_\_ tú?

Roque: ¡Claro que yo \_\_\_\_\_ a la fiesta. ¿Qué necesitas? ¿\_\_\_\_\_ yo un pastel?

Lidia: ¡Qué buena idea! Tú \_\_\_\_\_ el pastel. ¡Gracias! A ver..... ¿cuántas personas \_\_\_\_\_ a la fiesta? Rodrigo, Susana....Emilio.... en fin, somos catorce personas.

Roque: Pues entonces necesitamos un pastel grande.

Lidia: Sí, y Emilio \_\_\_\_\_ sándwiches como siempre. Vamos a comer Muy bien.

# Unit #5 Test

## Listening: (Escuchar)

Listen to the complaints the receptionist at the Hotel Duquesa receives about room service. Determine if the problem is that

- (a) something is wrong with food order;
- (b) some condiments are missing,
- (c) the silverware and/or napkin is missing; or
- (d) the order was not delivered at the correct time.

Fill in the grid below with the letter that corresponds to the complaints. Just circle the correct complaint. Be careful, there may be more than one kind of complaint! If so, circle more than one letter. You will hear each set of statements twice.

Nombre	Problema
1. el Sr. Robles	A    B    C    D
2. La Sra. Martín	A    B    C    D
3. La Srta. Muñoz	A    B    C    D
4. el señor	A    B    C    D
5. el Sr. Lenis	A    B    C    D

**Leer/ Reading**

Read the letter that Alicia's cousin from Mexico wrote about her upcoming trip to Santa Fe. What does she seem to look forward to doing? Does she want to know more about something? Does she appear to be worried about anything? After reading her letter, select the best completion to each statement by circling a, b or c.

*Hola Rosario:*

*¿Qué hay de nuevo en Nuevo México? Soy muy graciosa, ¿verdad? ¡En una semana voy a estar contigo en Santa Fe! ¡Qué divertido! Me encanta la idea de visitar a mi familia en los Estados Unidos.*

*Tengo mucho interés en practicar mi inglés contigo y con tus amigos. Estudio mucho inglés en clase, pero me gustaría tener una conversación de verdad. ¿Qué hablan las personas en Santa Fe? ¿Inglés o español? Mi madre dice que tus abuelos hablan en español y tus padres hablan en inglés. ¿Es verdad?*

*Santa Fe es una ciudad muy artística, ¿verdad? Hay un museo de la artista americana Goergia O'Keefe en Santa Fe. Me encanta su arte. Ella dibuja flores muy grandes. Son fantásticas. ¿Vamos al museo?*

*Gracias por el menú del Fandango. No me gustan los garbanzos, pero me encanta la sopa de arroz. Yo como mucho pollo aquí en México; me gustaría comer chile con carne y queso. ¿Hay chocolate mexicano en Santa Fe? ¡Qué bueno?*

*Nos vemos en siete días.*

*Tu prima,*

*Alicia*

1. Cuando está en Santa Fe, Alicia quiere

- a. comer comida mexicana
- b. hablar inglés
- c. dibujar

c. inglés y español

2. Los abuelos de Rosario hablan

- a. inglés
- b. español

3. La artista americana dibuja

- a. familias
- b. casa

## Unit #5 Test

c. flores

c. garbanzos con chile

4. Cuando Alicia está en Sante Fe,  
quiere comer

- a. chile con carne y queso
- b. pollo

5. Alicia va a Santa Fe

- a. mañana
- b. en una semana
- c. en un mes

### Writing:

Read the following situations and write what you would say in Spanish.

1. Your sister doesn't know which person is your waiter. Explain that the waiter is the man with black hair and is good-looking.
2. You just got a phone call and have to leave the restaurant in a hurry. Ask the waiter to bring you the check, now.
3. You really want tacos for lunch today. Tell the waiter that you would like a chicken taco as your main meal.
4. The weather today is dreary. Tell the waiter that you are cold and would like a cup of coffee as a beverage.

# Unit 5 Test

Nombre \_\_\_\_\_ Hora \_\_\_\_\_

El restaurante \_\_\_\_\_ (my rubric total (x4) + student rubric total) = final grade \_\_\_\_/ 90

Task: In groups of 3, each group is going to act out a restaurant scene. You need to enter the restaurant. (Give the restaurant a name). Take a seat, greet the waiter, and continue about your meal.

Two people will be eating together and 1 person will play the waiter/waitress. You need to include the following information.

- Greet the waiter/ Greet the customers
- Waiter/Waitress asks what customers what they would like as a drink, main dish and dessert
- Both customers need to order all three courses.
- Customers explain that they are missing something or need something to eat their meal
- Customers comment on the food/drinks.
- Customers ask for the check
- Farewells
- Waiter/waitress thanks the people for coming

Create a script where the previous information is being used. There needs to be three people in each group. All group members need to have an equal role. You need to use the vocabulary as much as possible. **ONLY USE WORDS YOU KNOW!** Do not look up words that you do not know, just adjust your script so you're only using vocabulary you know. You have enough vocabulary to make this skit successful.

This is worth 80% of your grade. The other 20% will come from your peers and their evaluations of you.

Category	1	2	3
Vocabulary	Did not use many vocabulary words.	Used a majority of vocabulary words. The class did not know some of your words.	Used all vocabulary words. No words were looked up. All words were recognizable to the class.
Equal Participation	1 person has most of the lines.	2 people have most of the lines.	All three people share the lines equally. It's truly a group effort. Good work!
Originality	Your script sounds exactly like all of the others. No originality.	You add your own style to the script but still sounds similar to the others.	Your script is original + unique. You have your own dialogue. I'll remember this skit when I go home tonight. I might want to use this as an example. It stood out.
Enthusiasm	You are so mad you had to do this stupid project. It showed in your body language.	I didn't hate it, but I didn't have fun either. You were just "okay".	You had so much fun! It showed. You enjoy speaking Spanish and one day you want to open your own Spanish restaurant! (jaja) I see you. I see you.
Pronunciation	What language are you speaking? I had trouble understanding.	I had to decode a lot, but I got it.	Okay child, I see you! (Te veo) Are you fluent? Sounded like a native speaker.
Grammar	Your script has a lot of errors.	You can tell you all proofread your work, but had a few errors.	NO ERRORS!!! ¡Perfecto! You all really took the time to proofread your work.



**UNIT ONE**

**for**

**Content Area of**

**SOCIAL SCIENCES**

**MS Band**  
**Ancient Civilizations**





# Unit 1—The Origins of Human Civilization

10 Days including assessment

## Enduring Understandings:

- We need to study history in order to better understand how things have come to be the way they are, and how we can change things to make them better. Studying history also lets us see how despite different languages, religions, looks, and more, all people are unified in a common culture.
- Early humans used hunting and gathering, and cooperating with one another, in order to meet their basic needs of food and shelter. They were nomads.
- People soon developed a system of agriculture by learning how to plant seeds and domesticate animals. This changed human history because it allowed people to set up permanent shelters, and established communities where people specialized in jobs and set up systems of trading.

## Essential Questions:

- Why do we need to study history?
- How can we know if we weren't there?
- How am I connected to those in the past?

## Key Terms, Knowledge, and Skills

Terms	Knowledge	Skills
<i>Time:</i> Prehistory, history, BC/BCE, AD/CE, Old Stone Age, New Stone Age, century, decade, millennium, <i>Miscellaneous:</i> archeologist, historian, geographer, artifact, technology, culture, nomad, agriculture, domesticate, resource, efficiency, survival, shelter,	-Earliest humans and their migration patterns around the world -Daily life for families in the Old Stone Age as hunter-gatherers -The development of the agricultural revolution, and the changing settlement patterns and technology in the New Stone Age.	-Develop claims from images and text using Claim, Evidence, Reasoning patterns. -Construct, read, and interpret maps and timelines. -Locate the settlement patterns of early humans

## Summative Assessments:

Unit Test

Project?

## Formative Assessments:

Daily Classwork

Weekly SWYKs

CER Partner Response (Writing)

Group Work Products

## Scope and Sequence

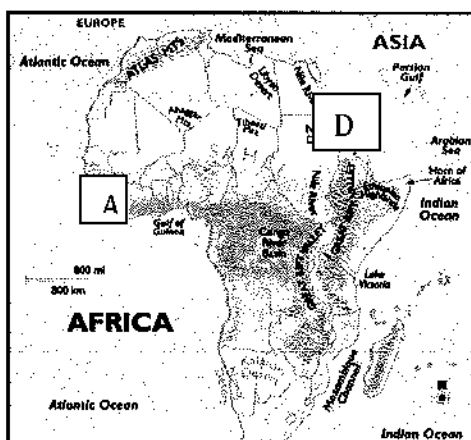
Day	Objective	Activities/Products
1	SWBAT explain why studying history is important but why it can be slanted with a certain opinion.	<p>-Do Now: Preview for Chapter 1-drawing an object from your life.</p> <p>-Switch with partners and that partner pretends they live in the future and write about what they thought the object was. <i>Can show inaccuracies in history.</i></p> <p><b>IMPORTANCE OF HISTORY??</b></p> <p>-Whole Class Read Aloud and Discussion: The True Story of the 3 Little Pigs objective is to describe how history is subjective, meaning that it almost always tells someone's point of view.</p> <p>-Partner Work: Reading Notes 1.2 (<i>archaeologists, historians, geographers</i>)/ Map activity or pre-assessment—who would study this and why for vocab activity</p> <p>Homework: Another object in the future OR Prompt: Will someone living tens of thousands of years from now find it difficult to tell a complete and accurate version of our lives today? Why or why not?</p>
2	SWBAT create and defend claims about early human drawings using visual evidence and reasoning.	<p>-Do Now: Picture—identifying details</p> <p>-Group/Partner Work: History Alive! Artifact Analysis Activity. <b>Modify</b> to incorporate Claim, Evidence, Reasoning.</p> <p>Homework: Cave Painting of your life</p>
3	SWBAT create and defend claims about early human life by using Claim, Evidence, Reasoning, formula.	<p>-Do Now: Picture-identifying details</p> <p>-Mini-lesson: Writing explanations with Claim, Evidence, Reasoning (CER)</p> <p>-Partner Work: Given a painting, need to write a response (1 together or 1 each?). Switch with other partners for editing checks and hand in for grade</p> <p>Homework: Analysis of Cave Painting of your life with CER</p>
4	SWBAT explain that the first human beings originated in Eastern Africa and how geography impacted where they migrated.	<p>-Do Now:</p> <p>-Mini-lesson: Early Human fossil finds, continents on a globe</p> <p>-Read "Setting the Stage" (or <b>modify text to be more interesting</b>)</p> <p>-Partner work: Complete Unit 1 Geography Challenge</p>

		(modify if needed for time)
		Homework: Reflection/Critical thinking questions
5	SWBAT describe daily life and challenges for human beings during the Old Stone Age.	-Do Now: How might our lives be different from the lives of early humans? -Background information and vocabulary ( <i>nomad, hunger-gatherer, survival, Fertile Crescent</i> ) -Before We Ruled the Earth- Ep1: Hunt or Be Hunted (15 min—hunting, gathering, survival, prey, stone tools, fire)-Part 2 (15 min—mastering the flame, no language, no grief/funerals, tight communities, conflict, plant gathering -Reflection Questions and Discussion  Homework: Reflection Questions?
6	SWBAT describe the changes during the New Stone age and compare and contrast it with life during the Old Stone Age.	-Geography Alive Notes—Before/After -Food, Shelters, Jobs, Trade -Group Skits or Illustrations  Homework: Chart Comparing the Two (food, shelters)
7	SWBAT describe the changes during the New Stone age compare and contrast it with life during the Old Stone Age. (2)	-Geography Alive Notes—Before/After -Jobs, Trade -Group Skits or Illustrations  Homework: Chart Comparing the Two (jobs, trades)
8	SWBAT create timelines to show major events during the history of early humans and relate the timelines to the present day.	-Time Vocabulary Mini-lesson: BCE, BC; AD, CE; century, decade, millennium. Timeline as a number line with positive and negative numbers. -Group Work: Integrated Timeline and Map with a FEW major milestones of early human history—they should put where we are today on the timeline too: <a href="http://humanhistorytimeline.com/">http://humanhistorytimeline.com/</a> -Remaining time is review time for test  Homework:
9	Test Review	Jeopardy Review
10	TEST	*Should definitely include CER response from either a visual or a text, or both *Should include a basic map of Africa/Middle East

## UNIT 1 TEST—ORIGINS OF CIVILIZATIONS

**MULTIPLE CHOICE (2 points each, 20 points total):** Circle the letter of the correct answer.

1. \_\_\_\_\_ are people who study artifacts in order to learn more about the past, while \_\_\_\_\_ are people who study maps in order to learn more about the past.
  - a. Historians; students
  - b. Archaeologists; historians
  - c. Archaeologists; geographers
  - d. Historians; geographers
2. A prehistoric object is an object that comes from a time....
  - a. Before history was written
  - b. Before people lived in cities
  - c. Before humans hunted animals
  - d. Before electricity was discovered
3. When you read dates that are labeled B.C.E. (example: 10,000 B.C.E.), it means that the event occurred...
  - a. Before Year 1 on the historical timeline, which is more than two thousand years in the past
  - b. Within the past 500 years
  - c. In C.E.
  - d. None of the above
4. All of the following are TRUE about early humans EXCEPT...
  - a. They used cave paintings to draw images related to their lives
  - b. They hunted in groups and developed technology like bows and arrows and spear throwers to make hunting safer
  - c. They developed a system of writing and used it to write stories about their lives
  - d. They used musical instruments in ceremonies
5. Which letter on the map below BEST shows where the earliest fossils of humans were discovered, and has made scientists believe it is where the FIRST humans lived on Earth?



- a. Letter A
- b. Letter B
- c. Letter C
- d. Letter D

6. Early humans were considered \_\_\_\_\_ because they did not settle in one place and wandered in search of food and shelter. They lived near \_\_\_\_\_ because they provided what humans needed for survival.
- Hunter-gatherers; mountains
  - Hunter-gatherers; rivers and lakes
  - Nomads; rivers and lakes
  - Nomads; deserts
7. The first humans that are our species were called \_\_\_\_\_, or Cro-Magnons. They were first alive about \_\_\_\_\_.
- Homo Sapiens; 150,000 years ago
  - Homo Erectus; 5,000 years ago
  - Homo Sapiens; 10 million years ago
  - None of the above
8. Which of the following statements best describes how the FOOD SUPPLY changed for humans in the New Stone Age?
- Humans created stores and markets where they paid people for the food they needed
  - Humans hunted for their food in groups
  - Humans learned how to raise animals and to farm
  - Humans gathered edible plants for food
9. Which of the following statements best describes how JOBS changed for humans in the New Stone Age?
- Humans only focused on survival and had no time to develop jobs
  - Humans had more time to learn how to make life comfortable in the New Stone Age and groups had specific jobs like creating pottery, artwork, and more tools to make life easier.
  - Humans developed jobs like teachers, doctors, and lawyers to make the community better
  - None of the above
10. Which of the following statements best describes how SHELTERS changed for humans in the New Stone Age?
- Humans were nomads in the New Stone Age and lived mostly in caves or tent-like structures
  - Humans created large towns and cities in the New Stone Age

- c. Humans settled in one place in the New Stone Age and used clay bricks to construct permanent houses
- d. None of the above

**SKILL ASSESSMENT (8 points total): Reading and Timelines**

- A. Reading: 1) Read the text below. 2) Highlight/underline effectively as you read. 3) Summarize the paragraph in the margin of the page. (4 points)**

Archaeologists can learn a lot about the lives of early humans through the cave paintings that they left behind. The most common theme in cave paintings is large wild animals, such as bison/buffalo, oxen, horses, deer, and more. Usually, animals that were painted on the walls were animals that early humans could hunt. Drawings of humans were rarer, but sometimes they also appeared in the paintings. These animals and humans were drawn with colored minerals that early humans ground up into a thick paint, the most common colors of which were reds and browns. Thankfully, these cave paintings have lasted hundreds of thousands of years. Archaeologists are pleased because the paintings hold key information about how early humans lived and what animals they lived with.

**B. Understanding Timelines (4 points)**

- a. Label the following dates with either B.C.E. or C.E. depending on what you know.**

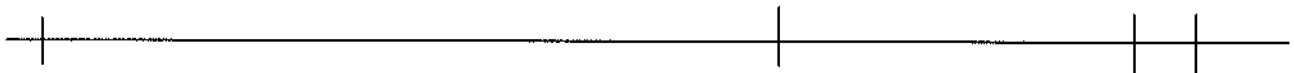
Humans discover agriculture—The New Stone Age begins: **8,000** \_\_\_\_\_

Humans discover metal tools—The New Stone Age ends: **3,000** \_\_\_\_\_

The United States becomes its own country: **1776** \_\_\_\_\_

The year you started 7<sup>th</sup> grade: **2013** \_\_\_\_\_

- b. On the historical timeline below, correctly order the events by labeling them on the timeline. Include the DATE with B.C.E. or C.E. ONLY (example: 1,000 C.E.)**



**\*Extra Credit Point\*--Label 1 C.E. on the timeline**

**SHORT ANSWER (4 points each, 12 points total):** Be sure to write in complete sentences, and include as much detail as possible. Each response should be AT LEAST 3 sentences.

A. Can we ever know the 100% truth about what happened in ancient history? Why or why not?

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TEACHER SCOREBOX (____/4)	
Point	Criteria
	T—Turn the question into an answer
	A—Answer the question
	G—Give examples and evidence to back it up.
	Your information is correct.

B. What was one challenge that early humans faced? How did they learn to overcome this challenge?

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TEACHER SCOREBOX (____/4)	
Point	Criteria
	T—Turn the question into an answer
	A—Answer the question
	G—Give examples and evidence to back it up.

	Your information is correct.
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- C. What are all the ways that learning agriculture and domesticating animals changed life for humans in the Neolithic Age?

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TEACHER SCOREBOX (____/4)	
Point	Criteria
	T—Turn the question into an answer
	A—Answer the question
	G—Give examples and evidence to back it up.
	Your information is correct.



**UNIT TWO**

**for**

**Content Area of**

**SOCIAL SCIENCES**

**MS Band**  
**Ancient Civilizations**



## Unit 2—Mesopotamian Civilizations

### 12 days

#### Enduring Understandings:

- A society that has a stable food supply, a social structure with different social levels and jobs, a system of government, a religious system, a highly developed culture, advances in technology, and written language is considered to be a civilization
- Power is a force that gives some people dominance and authority over others. People with power don't give it up without a fight. Power, fear, and reputations of cruelty were used by Mesopotamian rulers to maintain order.
- Belief in gods, and belief in laws, motivated people to behave 'properly' for fear of facing consequences on earth or in the after-life if they did not.

#### Essential Questions:

- What are the characteristics that cause a society to be defined as a civilization?
- What is power and how is it gained, used, and justified?
- What is justice?

#### Key Terms, Knowledge, and Skills

Terms	Knowledge	Skills
civilization, social structure, stability, irrigation, merchant, artisan, scribe, ziggurat, polytheism, cuneiform, pictograph, Mesopotamia, plateau, plain, silt, arid, desert, Akkadian, Sargon, Sumer, empire, capital, tribute, Hammurabi, code of law, economy, Babylonian, Assyrian, siege, Nebuchadnezzar, Hanging gardens of Babylon	-Characteristics of Civilization -Early developments of Sumer, Babylon, and Assyria as successive civilizations and empires -The importance and development of religion, law, writing, and political systems in the Fertile Crescent region -Major achievements of the people of the Fertile Crescent region, including inventions, discoveries, and architecture	-Analyze artifacts to understand more about the civilization being studied -Apply the "Characteristics of Civilization" model to different societies -Analyze primary sources and use their evidence to substantiate claims -Debate concepts of justness/fairness (Hammurabi)

#### Summative Assessments:

Unit Test  
Terms and Vocab Quiz (Civilizations)  
Mini-DBQ

#### Formative Assessments:

Daily Classwork  
SWYKs  
Group Work Products

## Class Debate

### Scope and Sequence

Day	Objective	Activities/Products
1	SWBAT define the seven characteristics of a civilization and use evidence from Sumerian artifacts to justify if Sumer was a civilization.	-Introduction to Mesopotamia—who, what, where, why? -History Alive! Note-taking/Artifact Activity about Characteristics. Do one together; roll dice, read section, take notes, find artifacts  Homework: Chart with illustrations of characteristics and US examples
2	SWBAT define the seven characteristics of a civilization and use evidence from Sumerian artifacts to justify if Sumer was a civilization. (2)	-History Alive! Note-taking/Artifact Activity about Characteristics. Review of procedures; roll dice, read section, take notes, find artifacts -Last Pair Standing—which artifacts can be used multiple times?  Homework: Chart with illustrations of characteristics and US examples
3	SWBAT explain the characteristics of a civilization using examples of Sumer artifacts and examples of modern-day	-Group Work: Poster Making—Shareout and Present -Civilizations Review—Quiz  Homework:
4	SWBAT describe what life was like under the Akkadian empire, including major achievements and ways of ruling.	-Reading notes—chart based -Processing activity—group timeline with achievements? Vocabulary assignment?  Homework: Prompt—Power
5	SWBAT describe what life was like under the Babylonian empire, including major achievements and ways of ruling.	-Reading notes—chart based -Processing activity—group timeline with achievements? Vocabulary assignment?  Homework: Prompt—Laws: Did the Ends Justify the Means
6	SWBAT describe what life was like under the Assyrian empire, including major achievements and ways of ruling.	-Reading notes—chart based -Processing activity—group timeline with achievements? Vocabulary assignment?  Homework: Prompt—Religion
7	SWBAT describe what life was like under the Neo-Babylonian empire, including major	-Reading notes—chart based -Processing activity—group timeline with achievements? Vocabulary assignment?

	achievements and ways of ruling.	Homework: Prompt—Military power
8	SWBAT review what they have learned about Mesopotamian Empires	-Partner Work: Idea/Vocabulary Bank -Mesopotamia Empires BINGO -Quiz?  Homework:
9	SWBAT analyze primary source documents and evaluate whether Hammurabi's Code was just.	-Preview: What is Justice? Scenarios from Mini-Q Hammurabi's Code (below) -Document Analysis with close Reading OR I do/we do/you do translation of primary source text with Hammurabi's Code: <a href="http://islgrade6.weebly.com/uploads/7/8/1/0/7810807/hammurabi_ev_student.pdf">http://islgrade6.weebly.com/uploads/7/8/1/0/7810807/hammurabi_ev_student.pdf</a> -Develop Thesis and Two Claims (Reasons) for Debate (Response Group Style)  Homework: Modern Day Scenarios—What Would Hammurabi do?
10	SWBAT write arguments using evidence of Hammurabi's code and debate whether Hammurabi's Code was just.	-Response Groups: Debate Preparation—Claim, Evidence, Reasoning (2) for Key Question: Was Hammurabi's Code Just? Using evidence from primary sources yesterday - Whole-Class Debate—Lay out foundational rules  Homework: Re-write arguments (Thesis/Claim and Two Supporting Paragraphs)
	SWBAT WRITE ARGUMENTS	ELA argument tools- scaffolded handouts
11	Modern-Day Mesopotamia	Geography of region: new political identities and boundaries Recent/ current wars
12	Test Review	
13	TEST	

## UNIT 2 TEST: ANCIENT MESOPOTAMIA

### **PART 1: MULTIPLE CHOICE (2 points each. 24 points total)**

**Circle the letter of the correct answer.**

1. The people of Sumer solved four different sets of problems. Because of this, their villages became like powerful independent countries. Historians refer to them as the Sumerian....
  - a. City-states
  - b. Mega-cities
  - c. Empire
  - d. Country
  
2. Why did Sumer eventually get conquered by other groups of people?
  - a. They were unable to trade crops
  - b. They fought amongst each other and were unable to defend themselves against more powerful groups
  - c. They had too many similarities
  - d. They could not grow crops because of too much silt in their irrigation canals
  
3. If a society has a stable food supply, this means that...
  - a. It gives food to the king
  - b. It has enough food for its people
  - c. It buys food from other groups
  - d. It gets food by hunting and fishing
  
4. Whose job was it in Sumer to lead the army, enforce the laws, and have temples built?
  - a. Priests
  - b. Scribes
  - c. The city council
  - d. King
  
5. Which Sumerian invention added strength and beauty to buildings?
  - a. Glass
  - b. Paints
  - c. Arches

- d. Concrete
6. In order to keep records, the people of Sumer wrote in \_\_\_\_\_ on \_\_\_\_\_.
- a. Cuneiform; Clay tablets
  - b. Pictographs; paper
  - c. Sumeriaform; Cement towers
  - d. None of the above
7. What evidence found by historians prove that Sumer was not *prehistoric*?
- a. Ziggurats
  - b. City walls
  - c. Stone statues
  - d. Written records
8. The people of Sumer constructed moats and tall walls made of mud bricks in order to....
- a. Get crops to grow better
  - b. Protect cities from attack
  - c. Make villagers work together
  - d. Bring drinking water into towns
9. Levees, dams, and canals are all considered parts of a(n)\_\_\_\_\_. The characteristic of civilization this best matches up with is \_\_\_\_\_.
- a. Religious temple; religion
  - b. City defense-system; government
  - c. Irrigation system; stable food supply
  - d. Army; defense system
10. Hammurabi's Code of Laws was an important achievement because...
- a. It was the first set of written laws
  - b. It helped to unite the empire of Babylon
  - c. All of the people of Babylon knew the laws
  - d. All of the above

11. How did religion connect to Hammurabi's Code of Laws?

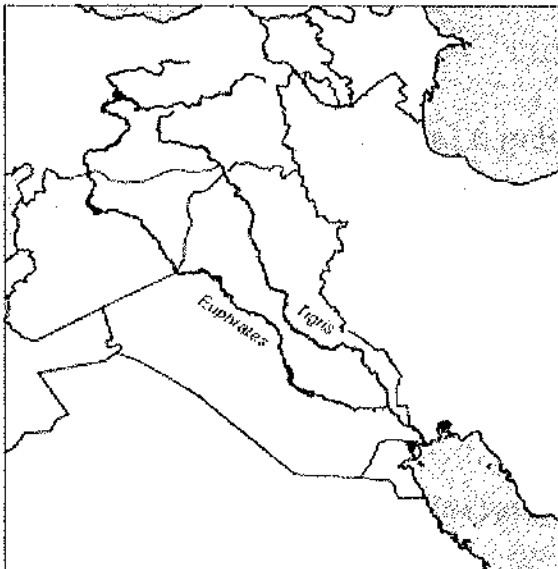
- a. The gods backed Hammurabi's laws and because of this, they could not be changed
- b. The gods disagreed with Hammurabi's Code of Laws and would punish Hammurabi
- c. Only the priests had to follow Hammurabi's Code of Laws
- d. None of the above

12. Which of the following is NOT a true statement about Hammurabi's Code of Laws?

- a. Women were usually punished very harshly for cheating on their husbands
- b. When victims were from the lower class in Babylon, the punishments for the accused were less harsh
- c. Robbery and cheating were punished by death
- d. The Code of Laws ended slavery in Babylon

**PART 2: SKILL ASSESSMENT (6 points)**

13. **Map/Timeline Order (2 points)**



**Step 1:** Place an X on the map where the Sumerian Civilization and the Empire of Babylon was located.

**Step 2:** Which society came first in history—the Sumerian Civilization, or the Babylonian Empire? How do you know?

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**14. Understanding Primary Source Text (4 points)**

Step 1: Read the text.

Step 2: Read the text again. Underline important words/phrases. Circle words you don't understand.

Step 3: Read the text again. Pay attention to the underlined words to help you make meaning of the circled words. Put it in your own words.

Complete the steps above to understand the following laws from Hammurabi's Code. (1 point each for underlining/circling; 1 point each for putting it into your own words correctly)

- a. *Law 6. If any one steal the property of a temple or of the court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.*

In my own words: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b. *Law 3. If any one bring an accusation of any crime before the judge, and does not prove what he has said, he shall be put to death.*

In my own words: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PART 3: SHORT ANSWER QUESTIONS (4 points each, 8 points total)**

**Be sure to write in complete sentences, and include as much detail as possible. Each response should be AT LEAST 3 sentences.**

15. Which characteristic of civilization does this artifact prove that Ancient Sumer had? Explain.



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**TEACHER SCOREBOX (\_\_\_\_/4)**

Point	Criteria
	T—Turn the question into an answer
	A—Answer the question
	G—Give examples and evidence to back it up.
	Your information is correct.

16. Why did King Hammurabi write his Code of Laws? What would Babylon have been like without his Code of Laws?

**TEACHER SCOREBOX (\_\_\_\_/4)**

Point	Criteria
	T—Turn the question into an answer
	A—Answer the question
	G—Give examples and evidence to back it up.
	Your information is correct.

**UNIT THREE**

**for**

**Content Area of**

**SOCIAL SCIENCES**

**MS Band**  
**Ancient Civilizations**



**Unit 3—Ancient Egypt and Kush****24 Days including assessment and writing-process based essay****Enduring Understandings**

- The Nile River dictated life for ancient Egyptians, from being the primary reason for settlement to adapting to the river's flood seasons to farm for the civilization.
- The pharaohs (Egypt) and Kandakes (female leaders of Kush) had vast achievements in technology, literature/arts, trade, and more, which developed society into a highly advanced civilization for all Egyptians.
- Egypt and Kush are excellent models for studying the characteristics of civilization because they demonstrate all of the characteristics.
- Religion was used as a basis for the pharaoh's power, and to also motivate people to behavior orderly because of strong beliefs in the after-life. The Egyptian social structure was also very rigid and divided people into specific groups which dictated occupation and societal beliefs and greatly impacted daily life.

**Essential Questions**

- Did geography greatly impact the settlement and development of Ancient Egypt and Nubia civilizations?
- Do Egypt and Kush qualify as great civilizations?
- How can religion and social structure be used to control people's lives?

**Key Terms, Knowledge, Skills**

Key Terms	Key Knowledge	Key Skills
<p>Places: Nile River, Nile Delta, Upper and Lower Egypt</p> <p>Cataract, inundation, Papyrus, pharaoh, scribe, priest, slave, artisan, hieroglyphics, afterlife, embalming, pyramid, dynasty, kingdom, sphinx, Khufu, Senusret 1, Hatshepsut, Ramses 2, social class, status</p>	<p>-Major physical features of Northern Africa/Nile River Valley and how they impacted settlement.</p> <p>-Daily life for Egyptians as dictated by the social pyramid (inclu. Gender roles)</p> <p>-The importance and development of religion (esp burial), writing (hieroglyphics), and political systems (social pyramid).</p> <p>-Achievements of Khufu, Senusret 1, Hatshepsut, Ramses 2, King Tut (?) to include inventions, discoveries, architecture</p> <p>-Kush independence, technological achievements, female leadership</p>	<p>-Read and interpret maps.</p> <p>-Identify and locate physical and political features on a map relating to the history of Egypt and Kush</p> <p>-Compare and contrast the characteristics of Egyptian and Kushite civilization with those of our civilization</p> <p>-Analyze artifacts to understand more about the civilization being studied and develop claims</p> <p>-Write well-organized essays with introductions and thesis, body paragraphs, and conclusions</p>

**Summative Assessments:**

Unit Test

Mini-DBQ Essay—4 to 5 paragraphs

Quiz on Daily Life/Social Pyramid

Quiz on Pharaohs

**Formative Assessments:**

Daily Classwork

SWYKs

Group Work Products

Quizzes

**Scope and Sequence**

Day	Objective	Activities/Products
1	SWBAT identify and explain how environmental factors impact human settlement.	-Intro PPT to Egypt -Problem Solving Group Work—Where to Settle? <a href="http://islgrade6.weebly.com/uploads/7/8/1/0/7810807/the_nile_student_ev.pdf">http://islgrade6.weebly.com/uploads/7/8/1/0/7810807/the_nile_student_ev.pdf</a> -Notes on Environmental Factors -Preview Egypt Geography  Homework: Diary entry of an explorer
2	SWBAT map key physical features in Northern Africa and explain how they impacted the settlement of Ancient Egypt.	-PW: Mapping Activity—History Alive! ( <b>modify for time</b> )  Homework: Response/Critical Thinking Questions
3	SWBAT analyze textual and visual evidence to formulate a claim about how the Nile shaped Ancient Egypt.	-WC: Preview of the prompt—Pre-Brainstorming <a href="http://islgrade6.weebly.com/uploads/7/8/1/0/7810807/the_nile_student_ev.pdf">http://islgrade6.weebly.com/uploads/7/8/1/0/7810807/the_nile_student_ev.pdf</a> -GW: Station rotation with Documents and Questions gathering evidence -WC: Webbing of main ideas  Homework: Write thesis (including 3 big ideas)
4	SWBAT compose paragraphs with evidence to analyze how the Nile shaped Ancient Egypt. (2)	-WC: Mini-lesson on paragraph writing—I do/we do/you do IW: Body paragraph writing  Homework: Body paragraph
5	SWBAT compose organized introduction paragraphs for their essay. (3)	WC: Mini-lesson on introductions PW: Peer Revising  Homework: Draft due tomorrow end of class
6	SWBAT compose organized conclusion paragraphs for their essay. (4)	WC: Mini-lesson on conclusions PW: Peer Revising Homework:
7	SWBAT explain how the social pyramid of Egypt impacted daily	-Intro reading/notes on social pyramid background in Egypt

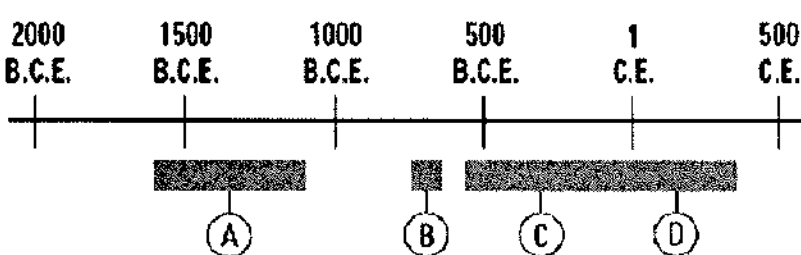
	life for separate groups of people.	-Partner Notes—Government officials, priests  -Homework: Comparison Illustrations
8	SWBAT explain how the social pyramid of Egypt impacted daily life for separate groups of people. (2)	-Jigsaw Notes-Scribes, Artisans, Peasants -Processing: Card Sort  -Homework: Freire Social Pyramid v Egypt Social Pyramid
9	SWBAT review the social structure of Egypt and its impact on daily lives in each of the roles.	-Processing: Card Sort OR Skits -Review Game—BINGO or Millionaire -Social Pyramid Quiz Homework: Written Prompt
10	SWBAT describe the role of women in Egypt and compare it to the traditional roles of women in our culture.	-Egyptian Women Reading Prompt
11	SWBAT analyze how religion played a role in governing the lives of the Ancient Egyptians, specifically the belief in the after-life.	-Read Aloud-Myth of Isis and Osiris -IW and GW: Religion in Ancient Egypt—Reading and notes Jigsaw -Documentary/film clip about mummies??  Homework: Venn Diagram-Comparing Beliefs
12** (see day 18)	SWBAT revise Mini-DBQ essays.	-Quiz on Social Pyramid and Structure -Revision Mini-lesson -IW: Revisions
13	SWBAT revise Mini-DBQ essays	-Revision Mini-lesson -IW: Revisions
14	SWBAT revise Mini-DBQ essays	-Peer Editing/Revisions
15	SWBAT identify the major achievements of the Egyptian Kingdoms and pharaohs.	-Preview: Mount Rushmore—honor, monuments -History Alive! Tourist Activity—Monuments and Reading Notes ( <b>modify</b> )—Khufu, Senusret 1  Homework: Venn Diagram Comparison
16	SWBAT identify the major achievements of the Egyptian Kingdoms and pharaohs. (2)	-History Alive! Tourist Activity—Monuments and Reading Notes ( <b>modify</b> )—Hatshepsut, Ramses 2  Homework: Venn Diagram Comparison
17	SWBAT review the achievements of the Egyptian Kingdoms and pharaohs.	-Processing Activity-Card Sorts -Egyptian Kingdoms BINGO  Homework: 4 way illustration/comparison exercise
18**	SWBAT explain how the Great Pyramid was built involving the lives of Egyptian peasants.** Insert	-Video: Building the Great Pyramid (BBC documentary): <a href="http://www.youtube.com/watch?v=zwiic6BoleQ">http://www.youtube.com/watch?v=zwiic6BoleQ</a>

	Before Day 12 to conference with students about their essays?	Homework: Letter from perspective of Nahkt (builder)
19	SWBAT describe the relationship between Egypt and Kush and sequence the events that lead to Kush's independence.	-Quiz on Egyptian Kingdoms/Pharoahs
20	SWBAT describe the relationship between Egypt and Kush and sequence the events that lead to Kush's independence. (2)	-Partner work: Idea Bank Review Activity
21	Modern Day Egypt?	
22	Test Review	
23	Test Review	
24	TEST	



## Unit 3 Test: Ancient Egypt

**Multiple Choice (2 points each, 30 points total): Circle the letter of the best answer.**

1. Why did the Kushites adopt Egyptian culture (clothing, language, gods, etc.)?
  - a. Kush was defeated by the Assyrians
  - b. Scribes traveled to Kush to teach
  - c. Both armies burned a Roman fort
  - d. Egyptian pharaohs conquered Kush
2. Why is King Piye of Kush an important figure in Kush's history?
  - a. He conquered Egypt
  - b. He introduced iron tools to his people
  - c. He built dams on the Nile
  - d. He traded with India and China
3. During which period on the timeline below did Kush have to pay taxes in gifts (ostrich feathers, leather, gold, wood, etc.) to Egypt?
  - a. Period A: 1600 to 1100 B.C.E.
  - b. Period B: 730 to 650 B.C.E.
  - c. Period C: 650 B.C.E. to 300 C.E.
  - d. Period D: 21 C.E. to 350 C.E.

The timeline shows a horizontal axis with vertical tick marks at 2000 B.C.E., 1500 B.C.E., 1000 B.C.E., 500 B.C.E., 1 C.E., and 500 C.E. Below the axis, four shaded rectangular regions represent periods of tax payment: Region A is between 1600 and 1100 B.C.E.; Region B is between 730 and 650 B.C.E.; Region C is between 650 B.C.E. and 300 C.E.; and Region D is between 21 C.E. and 350 C.E. Each region is labeled with a circled letter (A, B, C, D) below it.
4. Which of the following is FALSE about Kush's culture that they developed after they left Egypt?
  - a. Their kandake rulers were women
  - b. They stopped worshipping Egyptian gods and started worshipping an African lion-god called Apedemek
  - c. They created iron weapons to protect their civilization
  - d. The only language they wrote in was hieroglyphics
5. The pyramids of Egypt were mainly built in order to \_\_\_\_\_. The peasants built them during the \_\_\_\_\_ season of the Nile when they could not farm.
  - a. Be a place of worship; harvesting
  - b. Be a home for the pharaoh's slaves; planting
  - c. Be a tomb for the pharaoh when he/she died; flooding
  - d. Store extra grain that was farmed; seeding

6. Answer the riddle below—Who Am I?

I ruled Egypt for more than 60 years.  
I was a famous military leader.  
I had hundreds of statues of me built-all over Egypt!

- a. Khufu
- b. Tut
- c. Ramses II
- d. Hatshepsut

**7. Answer the riddle below—Who Am I?**

I promoted trade in Egypt and made our civilization very rich.  
My descendents did not want me to be known in history—they erased my name from all statues and carvings!  
I was not the first of my kind to rule, but I was the longest-ruling of them all.

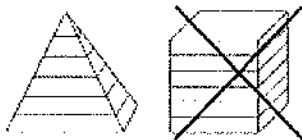
- a. Khufu
- b. Tut
- c. Ramses II
- d. Hatshepsut

**8. Answer the riddle below—Who Am I?**

I was responsible for building the most famous monuments in all of Egypt (they are still standing today!).  
Historians used to think I was cruel and used slaves to build my monuments, but now historians mostly think I was kind and paid peasants to do it.  
I was a very strict leader and made the position of pharaoh very powerful.

- a. Khufu
- b. Tut
- c. Ramses II
- d. Hatshepsut

**9. Why are the social classes of Egypt described by the shape on the left, rather than the shape on the right?**



- a. The triangle represented the three seasons of the Nile
- b. Most people were in the bottom classes, and the fewest people were in the top classes
- c. Scientists like to use a pyramid to keep the layers apart.
- d. Many structures of that design were built in ancient Egypt.

**10. Women had a lot of power in ancient Egypt. However, which of the activities below was something only MEN could do?**

- a. Owning land

- b. Running a business
- c. Working as a scribe
- d. Asking for a divorce

11. Which of the following is the best description for the role of priests in ancient Egypt?
- a. They were in charge of mummifying the dead and pleasing their temple gods
  - b. They assisted the pharaoh with making decisions
  - c. They taught the peasants how to read in schools that they ran
  - d. They helped to build the pyramids in the flooding season and picked their crops in the harvesting season

*The artifacts below show two different groups from the Egyptian social pyramid.*



**ARTIFACT A**



**ARTIFACT B**

12. Which of the following statements is true about these artifacts?
- a. Artifact A is higher on the social pyramid than Artifact B
  - b. Artifact B shows one of the few ways that Egyptian men could rise above the social class of their parents
  - c. Both Artifact A and Artifact B are on the same level of the social pyramid
  - d. Artifact A shows the group of people responsible for making decisions for the pharaoh

***Read the following text and answer the questions that follow.***

Hail to thee, O Nile! Who...comes to give  
life to Egypt! Mysterious is thy issuing  
forth from the darkness...! Watering the  
orchards created by Re, to cause all the  
cattle to live, you give the earth to drink,  
inexhaustible one!

Come (and) prosper!  
Come (and) prosper! O Nile, come (and)  
prosper! O you who make men to live ...  
and flocks to survive! Come (and)  
prosper, come, O Nile, come (and)  
prosper

13. Based on this excerpt, the reader can conclude that the purpose of the poem is to...
- a. Show how the Egyptians appreciated their god, Re
  - b. Show how the Egyptians depended on and worshipped the river they lived next to
  - c. Show how the Egyptians feared their neighbors to the south, the Kushites
  - d. Show how hard the peasants worked each day of their lives in ancient Egypt

14. Using evidence from the poem, how was the Nile important to the Egyptians? (2-3 sentences)

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15. Why is it IMPORTANT and REQUIRED to have the image below on any research project you complete (essays, posters, presentations, etc.)? (1-2 sentences)

Works Cited
Craft, Mary. <i>Fun Times by the River and Other Tales</i> . Tunica: Bruce Co., 2007. Print.
Day, Dr. Jakki and Dr. Mike Hud. "Writing is FUNdamental". NOYA. PVS Online, 1 Nov. 2008. Web. 11 December 2009.
<i>John and Jean Write a Story: An Internet Guide for Writers</i> . Univ. of Robersonville. 10 May 1998. Web. 19 March 2010.
Robers, Shannon et al. "Nobody Likes to Write". <i>PEEVEL Opinions</i> 7.11 (1997): 47-96. Print.

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\_\_\_\_\_

**Open Ended Analysis (10 points total)**

16. Near what physical feature did the ancient Egyptians settle? (2 points)

17. How did this physical feature affect the lives of the ancient Egyptians? (AT LEAST 3 sentences)

[illegible]

TEACHER SCOREBOX (____/4)	
Point	Criteria
	T—Turn the question into an answer
	A—Answer the question correctly.
	G—Give examples and evidence to back it up. (2)

18. Ancient Kush was located on the same physical feature as Egypt. How did their location near Ancient Egypt affect their history and their daily life? (AT LEAST 2 SENTENCES)

[illegible]

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TEACHER SCOREBOX (____/4)	
Point	Criteria
	T—Turn the question into an answer
	A—Answer the question correctly.
	G—Give examples and evidence to back it up. (2)



**UNIT ONE**

**for**

**Content Area of**

**SOCIAL SCIENCES**

**HS Band**  
**12<sup>th</sup> Grade Peace & Social Change**



12<sup>th</sup> Grade Peace and Social Change Unit Plan  
Education and Social Change

Overall Goal for Unit
SWBAT describe what is wrong with American education systems
SWBAT define solutions to the educational problems that we face

SKILL GOALS
SWBAT engage in debate
SWBAT perform primary research
SWBAT perform secondary research
CONTENT GOALS
SWBAT define benefits and shortcomings of charter schools
SWBAT define Freire's education philosophy
SWBAT determine if Freire Charter School is Freirean
SWBAT define problems that affect our education system
SWBAT define solutions that could bring about social change in our education system

Enduring Understandings	Essential Questions
Our education system is broken and all students do not have the opportunity of a quality education There strategic things that we can do to fix it Charter schools are but one type of solution to the educational problem	What is wrong with our education system? How can we create social change within the education system?

How will this Unit Set Students Up for Success?
Students will begin their study of the American education system with a reflection of their own educational experiences. After reflecting on their own experience in school, through an educational autobiography, students will have a better understanding of the potential of educational institutions to shape an individual. Next, students will examine specific types of schools in arguing the pros and cons of charter schools and public schools in a formal debate. With their knowledge of charter schools, students will be prepared to do an in depth study of their own school. They will read and understand Paulo Freire's Pedagogy of the Oppressed and perform primary research through interviews and classroom observations at their own school, Freire Charter School, in order to conclude if the school is indeed Freirean. Each student will present their findings in a research paper. With an understanding of their own circumstances, the students will be prepared to grow in their understanding of the larger educational problem. Through a series of small group literature circles and whole class Socratic seminars, the students will analyze specific problems that affect the American Education system and specific solutions that have been attempted. Their culminating assessment will a problem solution paper and presentation in which they examine a problem that affects American education and propose an original solution to that problem.

In the end, this unit will give students the knowledge of the educational inequity that hinders the achievement of our nations youth. Further, they will be equipped with the tools to potential create social change within our system

Assessments: Reading quizzes, charter school debate, Socratic seminars, literature circles, educational autobiography, inquiry into Freire primary research paper, final essay (problem/solution paper)

Readings:

The Federal Government and Education Reform

Teach for America Reading

After School Programs Reading

Why Education Reform is so Difficult

Unions: Point and Counter Point

No Child Left Behind

The Other Wes Moore – Wes Moore (selected readings)

Rich Schools Poor Schools: The Gap Grows

“Efforts by Phila. administrators to stem the complex problem have fallen short.” - Inquirer

What Makes a Good Principal

Why Principals Quit

“Focus on charter schools: The good, the bad, and the ugly”

“The Harlem Miracle”

Pedagogy of the Oppressed – Paulo Freire


Freire Charter School Instructional and Cultural Principles

Charter School FAQ

“The Myth of Charter Schools” – Diane Ravitch

“Charter Schools get a Good Grade” – Cheryl Wezenstein

Learning Activities to Support Objective		Assessment/Output		Resource(s)
Date	Daily Objective(s)			
11/12	SWBAT describe the goals of the unit SWBAT write education autobiography	Read my educational autobiography Introduce autobiography assignment Introduce Unit HW: Read the pact, wes moore selections	Educational autobiography	Education autobiography assignment My educational autobiography Unit syllabus Ed reading packet
11/13	SWBAT describe the implications that schooling has on one's life trajectory	Reading quiz Mr. Ben Lecture – the individual and schooling Oprah on letterman HW: Complete autobiographies	Quiz on reading	Ed quiz 1 Lecture notes Oprah video
11/14	Students will present their educational autobiographies	Present educational autobiographies HW: <i>reading: what are charter schools</i>	Educational autobiography essays	Ed reading packet
11/15	Students will present their educational autobiographies SWBAT define charter school	Quiz Educational autobiographies HW: pros of charter schools (pros list and hoxby study)	Quiz on charter school reading Notes for waiting for superman	Ed quiz 2 Ed reading packet
11/19	SWBAT define positives of charter schools SWBAT compare differences in education between charter and public schools	Quiz on charter schools Watch waiting for superman 1 HW: cons of charter schools	Quiz on pros of charter schools	Ed quiz 3 Ed reading packet Waiting for Superman video
	SWBAT define negatives of	Quiz on cons of charters	Quiz on cons of charter	Ed quiz 4

11/20	charter schools SWBAT compare differences in education between charter and public schools	Waiting for superman 2 HW: study for waiting for superman quiz. Waiting for superman article	schools and waiting for superman	Waiting for superman video
11/21 (half day)	SWBAT define validity of Waiting for Superman film	Quiz on review article Mr. Ben's Minutes Philadelphia School District Presentation Announcements for next week Distribute debate group/lit circle group assignments Field trip announcement HW: Read Articles about Philadelphia School District	Quiz on waiting for superman	Ed quiz 5
11/22-11/26	<div> <div>  </div> <div>             Philadelphia School District              Learning Services              All Schools           </div> </div>			
11/27	Finish waiting for superman	Waiting for superman		Waiting for superman notes sheets
11/28	SWBAT describe the problem with Philadelphia education	Quiz Discuss articles Hand back papers/essay reflection HW: work on your Socratic seminar prep packets for Penn trip Friday	Ed quiz 6	
11/29	SWBAT engage in formal debate procedures	Quiz Introduce debate		

		assignment and procedures Prepare for tomorrow's Socratic seminar HW: read about good/bad charter schools			
11/30	Students will analyze and synthesize college-level reading and writing in the Socratic Seminar				Self Assessments
12/3	SWBAT take a side on the charter school debate	Quiz Review readings and brainstorm Debate work time HW: work on your argument	Quiz on examples of bad/good charter schools	Ed quiz 8	
12/4	SWBAT take a side on the charter school debate	Review rebuttals Debate work time Practice your argument Read about Sankofa and Computer based learning			
12/5	SWBAT take a side on the charter school debate	Debate 1	Debate (film) Debate notes	Computer for filming	
12/6	SWBAT take a side on the charter school debate	Debate 2	Debate (film) Debate notes	Computer for filming	
12/7 Half day	SWBAT take a side on the charter school debate	Debate 3 What is primary research reading	Debate (film) Debate notes	Computer for filming	
12/10	SWBAT define inquiry research SWBAT complete an interview	Introduce inquiry project – Freire charter school Group reading of Pedagogy of the Oppressed HW: finish Pedagogy Reading	Notes on Pedagogy	Ed Reading Packet Inquiry into Freire Assignment Sheet	

12/11	SWBAT perform an observation	Read Mission Statement Quiz Review readings How to do an observation HW: Define Freireian education. What is one class that you took that is Freirian or a class that you took that isn't? (can't be this one)	Quiz on Pedagogy of the Oppressed and Mission Statement Perform observation	Ed quiz 9 Ed Reading Packet
12/12	SWBAT perform an interview	How to conduct an interview Show sample Practice Develop interview questions in groups HW: Contact the person that you will interview (must be after Wed. 1 <sup>st</sup> )		Sample interview questions
12/13	Students will perform primary research SWBAT to write a thesis for Freire research paper	Classroom observation Day HW: write your thesis using the template	Thesis for Freire Paper	Thesis writing template
12/14	SWBAT to write body paragraphs for Freire research paper	Check for thesis statements How to structure body paragraphs for this assignment Synthesize material Group/individual work time Individual meetings HW: write at least one	Body paragraph for Freire Paper	Body paragraph template



			body paragraph		
12/17	Students will write Freire research papers		In class writing Individual writing meetings HW: Unions reading		Laptops
12/18	School reform project		Quiz School reform project HW: school violence, and NCLB		Laptops
12/19	School reform project		Quiz School reform project		
12/20	School reform project		School reform project		
12/21 (half day)	No classes - alumni presentations				
12/22-1/1 (no school - winter break)					
1/2			Review school reform projects Go over the schedule for the next couple weeks Housekeeping HW: Unions reading		
1/3	SWBAT describe the affect that unions have on education		Quiz Review lit circle expectations Mr. Ben's Minutes Lit Circle HW: school violence and NCLB	Quiz on Unions	
1/4					

1/8	SWBAT describe the affect that school violence and NCLB has on education	Quiz Mr. Ben's Minutes Lit Circles HW: Property tax and school leadership	Quiz on school violence and NCLB	
1/9	SWBAT the affect that property taxes and school leadership have on education	Quiz Mr. Ben's Minutes Lit Circles HW: Race to the top and after school programs	Quiz on property tax and school leadership	
1/10	SWBAT describe the affect that race to the top and after school programs have on education	Quiz Mr. Ben's Minutes Lit Circles HW: TFA reading	Quiz on Race to the top and after school programs	
1/11	SWBAT deliver a formal presentation	Quiz Quick group lit circle Problem solution presentation sample and work time	Quiz on TFA	
1/14	Senior Project Week			
1/15	SWBAT deliver a formal presentation	Problem solution presentation work time		
1/16	SWBAT deliver a formal presentation	Problem solution presentations		
1/17	Senior Project Week			
1/18	SWBAT deliver a formal presentation	Problem solution presentations Midterm Intro	Problem solution presentation	

Date - Week Day			
11/22	SWBAT deliver a formal presentation	Problem solution presentations	Problem solution presentation

Writing		4-7	1-3	Score
11/23-11/25	Midterms	Midterms		

Focus	Has a clear purpose in writing Has a clear and strong thesis	There is a purpose in writing, but it is unclear Thesis is present but not strong	There is no clear purpose in writing Thesis is confusing	
Organization	Has no grammatical mistakes Structured argument Follows expectations of assignment	Has some grammatical mistakes Argument is somewhat structured Follows some expectations of assignment	Many grammatical errors Argument is disorganized and points are not structured Hardly follows expectations of assignment	
Application of recent writing workshop skills	Shows mastery of skills learned from recent writing workshops	Applies some skills from recent writing workshop	Does not apply skills from recent writing workshop	
Critical Thinking				
Development of Argument	8-10 Maintains a clear flow of ideas Effective use of vocabulary Has strong supporting details	4-7 Presentation of ideas could be clearer Some vocabulary words are used Some supporting details are strong	1-3 Flow of ideas is unclear Low level use of vocabulary Supporting details are irrelevant and weak	Score
Ability to Draw Creative/Interesting Conclusions	Develops unique conclusions	Some conclusions are new	Develops redundant or boring conclusions	
Thoughtful Consideration of Course Material	Uses course material and prior knowledge to develop points	Some course material is used	Hardly considers course material in writing	

Total Score:

Goals for Next Assignment:

**ESSAY RUBRIC**

Assignment:

Name:

Date:

Goal:

**SOCRATIC SEMINAR RUBRIC**

<b>Critical Thinking</b>		8-10	4-7	3	Score
<b>Development of Argument</b>	Maintains a clear flow of ideas Effective use of vocabulary Has strong supporting details	Presentation of ideas could be clearer Some vocabulary words are used Some supporting details are strong	Flow of ideas is unclear Low level use of vocabulary Supporting details are irrelevant and weak		
<b>Ability to Draw Creative/Interesting Conclusions</b>	Develops unique conclusions	Some conclusions are new	Develops redundant or boring conclusions		
<b>Thoughtful Consideration of Course Material</b>	Uses course material and prior knowledge to develop points	Some course material is used	Hardly considers course material in thoughts		
<b>Discussion</b>		8-10	4-7	1-3	Score
<b>Listening</b>	Does not engage in useless side chatter Does not interrupt the speaker Listens intently	Talks once or twice during the conversation Interrupts the speaker once Listens most of the time	Engages in useless side chatter Interrupts the speaker Does not pay attention to the speaker		
<b>Speaking</b>	Engages in the conversation Use formal English in speaking Stays on topic References the remarks of others	Talks once or twice but doesn't seem interested Sometimes uses formal English Sometimes off topic Sometimes references the remarks of others	Does not talk at all If talking, is very disrespectful		
<b>Total Score: Goals for Next Assignment:</b>					



**UNIT TWO**

**for**

**Content Area of**

**SOCIAL SCIENCES**

**HS Band**  
**12<sup>th</sup> Grade Peace & Social Change**





Peace and Social Change Unit Plan  
Social Change Through the City

Overall Goal for Unit
Students will complete a teacher guided research paper

GOALS
<b>Skill objectives</b> <ol style="list-style-type: none"><li>1. Complete a research paper</li><li>2. Writing goals – expanding on the power paragraph, writing better hooks</li><li>3. Reading goals – reading for main idea</li><li>4. Evaluating sources</li><li>5. Performing online research</li><li>6. Completing an ethnography</li></ol>
<b>Content objectives</b> <ol style="list-style-type: none"><li>7. Describe the purpose of cities</li><li>8. Define industrialization</li><li>9. Define deindustrialization and explain how it lead to problems in cities today</li><li>10. Explain how public housing impacts urban living</li><li>11. Explain how HOPE VI intended to change urban living</li></ol>

Enduring Understandings	Essential Questions
	<ol style="list-style-type: none"><li>1. Why are there cities</li><li>2. Why are there problems in cities?</li><li>3. How do physical structures contribute to change in an urban environment and how do physical structures affect daily life in cities?</li><li>4. How does one describe what's going on in the city?</li><li>5. How do we attempt to change our cities?</li></ol>

How will this Unit Set Students Up for Success?
<p>This is our first heavy content unit of the year. We will be using our lens for viewing the world, from a social change perspective in order to analyze how cities are set up and how they operate. Now that the students have a process for analyzing HOW social change happens, they will be able to apply this to their study of American cities.</p> <p>In addition, students will use what they study to delve into the research process for the first time.</p>

Date		Daily Objective(s)	Learning Activities to Support Objective		Key Take Aways	HW
9/17		Students will reflect on their Socratic seminar Students will set goals for the year	Socratic Seminar Reflection Yearly road map Grade check Googledoc – goal setting	Now that I have an understanding how to study social change, I can provide this same lens to studying the city A googledoc is a good way to track my own progress	Complete reflection and share with Mr. Ben	
9/18 – Half Day BTSN		Students will be interested in studying the city	Unit Introduction Reading the city The Wire Viewing	The city is meant to be read just like books are meant to be read “I’m genuinely curious about why cities are the way that they are”	Mr. Ben reading/Richard Florida	
9/19		SWBAT describe why cities were created and what purposes cities serve	Journal Do Now Lecture on the history of cities and industrialization	Cities grew due to the Neolithic revolution and industrialization Industrialization is a process of using factories to manufacture	Industrialization reading	
9/20 - BBQ						
9/23		Students will understand the concept of reading the city	Journal Do Now (social change analysis) Finish the Wire (revisit questions) Hand back papers	I understand that we must read a city	Poll response: why are cities the way that they are?	
9/24		Students will know where they stand in terms of their writing SWBAT read for main idea in	Deindustrialization introduction	Deindustrialization is a process of moving away from a factory based	Finish reading and then complete writing response	

	difficult text SWBAT define the process of deindustrialization	Deindustrialization reading as a group and reading strategies	economy Deindustrialization lead to the urban crisis	
9/25	SWBAT to define ethnography and explain how one works	Group discussion Reading the city – introduction to ethnography	Ethnography is a process of using observation to make conclusions about a city	Read Elijah Anderson's Cosmopolitan Canopy
9/26 – Mr. Ben Out		Complete Code of the street reading with questions		
9/27 – half day	SWBAT perform an ethnography	Quiz on Deindustrialization/Anderson Introduce ethnography assignment Writing workshop on digging deep		Perform ethnography while practicing digging deep
9/30	SWBAT conduct an ethnography	Setting up your journal Complete ethnography in Rittenhouse square HW: what does the data mean	We can use ethnographies to perform our own observations and this will help us to “read the city”	Work on cooking your data
10/1	SWBAT conduct an ethnography	Synthesize results in groups Where do we go from here Introduce gang leader for a day	We can use ethnographies to perform our own observations and this will help us to “read the city”	Read 1-18
10/2	Students will know where they stand in their classes and will set a goal moving forward	Journal Do Now Housekeeping Tips for quiz Grade check/goal setting	I know where I stand in terms of my grades	Read 18-36
10/3	SWBAT dig deep in their writing	Journal Do Now Using observations in works	“I have some strategies to help me write a hook”	Complete your ethnography and study what you've read

		cited In class editing/making sure my analysis is deep		so far
10/4	SWBAT describe the history and purpose of public housing SWBAT engage in a college level lecture	Collect ethnographies Quiz on 1-36 Walk through questioning process In class reading on public housing – practice reading strategies	Design, financing, and purpose of public housing has lead to the problems we see in them	Read 36-53 Come up with a question, something that you're genuinely curious about
10/7	SWBAT explain the purpose of the HOPE VI initiative SWBAT read for main idea	Journal Do Now Walk through questioning process – complete question process for HOPE VI Hope VI article analysis	Hope VI was a project designed to solve the problems of public housing	Finish reading HOPE VI article
10/8	SWBAT perform online research SWBAT evaluate sources	Journal Do Now Review questioning process Introduce mini research project	"I can perform simple searches online"	Read 53-67
10/9	SWBAT perform online research SWBAT evaluate sources	Gang leader for a Day/Hope VI reading quiz Finish finding sources	"I can perform simple searches online"	Complete mini research project findings
10/10 – Mr. Ben Out		Read 67-83		Read 83-111
10/11 – PD				
10/14 – Columbus				

Day					
10/15	SWBAT question the type of social change that immigration creates	Journal Do Now Simulation activity – moving to another group's neighborhood Penn trip assignment intro			Finish reading the article on African immigration
10/16		Housekeeping			Read 111-126
10/17	SWBAT describe the objectives of the Penn trip	Gang leader for a day reading quiz Prepare for tomorrow's event			Prepare for Socratic seminar
10/18 – Penn trip		Socratic Seminar/lecture at Penn			Complete writing assignment
10/21		Journal Do Now (the content and the process) Reflection on Penn Event Housekeeping – pd. 1 Reading time: pd 2 and 5 Pd. 3 – free day Start reading			Read 125-150
10/22	SWBAT describe how the gang serves as a government in the projects	Journal Do Now Small group discussion on the gang as a government			Read 150-165
10/23	SWBAT explain what needs to be done to complete a research project	Journal Do Now Putting it all together – what have we learned so far in terms of research? Introduce Q1 research paper Brainstorming			Read 165-183 Review the Q1 assessment and post any questions that you have on the website
10/24	SWBAT outline a research paper	Journal Do Now Outlining quick introduction			Read 183-201

		Goal setting for quiz		
10/25 – half day		Gang leader for a day reading quiz Finish outlining and start research		Complete introduction
10/28	SWBAT write a research paper	Writers workshop		Work on paper
10/29	SWBAT write a research paper	Writers workshop Review past papers		Work on paper
10/30	SWBAT write a research paper	MLA Format review Editing/revising		Work on paper
10/31	SWBAT write a research paper	Writing an abstract Editing/revising	An abstract is a brief summary of a paper	Work on paper
11/1 – last day of Q1	SWBAT use the descriptive review process to discuss their papers	How to descriptive review Paper presentations in small groups	The descriptive review process allows me to get feedback on my writing and learn about my classmates' ideas	Finish research paper

# **ESSAY RUBRIC**

Assignment:

Name:

<b>Writing</b>	<b>8-10</b>	<b>4-7</b>	<b>1-3</b>	<b>Score</b>
<b>Focus</b>	Has a clear purpose in writing Has a clear and strong thesis	There is a purpose in writing, but it is unclear Thesis is present but not strong	There is no clear purpose in writing Thesis is confusing	
<b>Organization</b>	Has no grammatical mistakes Structured argument Follows expectations of assignment	Has some grammatical mistakes Argument is somewhat structured Follows some expectations of assignment	Many grammatical errors Argument is disorganized and points are not structured Hardly follows expectations of assignment	
<b>Application of recent writing workshop skills</b>	Shows mastery of skills learned from recent writing workshops	Applies some skills from recent writing workshop	Does not apply skills from recent writing workshop	
<b>Critical Thinking</b>	<b>8-10</b>	<b>4-7</b>	<b>1-3</b>	<b>Score</b>
<b>Development of Argument</b>	Maintains a clear flow of ideas Effective use of vocabulary Has strong supporting details	Presentation of ideas could be clearer Some vocabulary words are used Some supporting details are strong	Flow of ideas is unclear Low level use of vocabulary Supporting details are irrelevant and weak	
<b>Ability to Draw Creative/Interesting Conclusions</b>	Develops unique conclusions	Some conclusions are new	Develops redundant or boring conclusions	
<b>Thoughtful Consideration of Course Material</b>	Uses course material and prior knowledge to develop points	Some course material is used	Hardly considers course material in writing	
<b>Total Score:</b>				
<b>Goals for Next Assignment:</b>				

Date:

Goal:

## SOCRATIC SEMINAR RUBRIC

<b>Critical Thinking</b>	<b>8-10</b>	<b>4-7</b>	<b>1-3</b>	<b>Score</b>
<b>Development of Argument</b>	Maintains a clear flow of ideas Effective use of vocabulary Has strong supporting details	Presentation of ideas could be clearer Some vocabulary words are used Some supporting details are strong	Flow of ideas is unclear Low level use of vocabulary Supporting details are irrelevant and weak	
<b>Ability to Draw Creative/Interesting Conclusions</b>	Develops unique conclusions	Some conclusions are new	Develops redundant or boring conclusions	
<b>Thoughtful Consideration of Course Material</b>	Uses course material and prior knowledge to develop points	Some course material is used	Hardly considers course material in thoughts	
<b>Discussion</b>	<b>8-10</b>	<b>4-7</b>	<b>1-3</b>	<b>Score</b>
<b>Listening</b>	Does not engage in useless side chatter Does not interrupt the speaker Listens intently	Talks once or twice during the conversation Interrupts the speaker once Listens most of the time	Engages in useless side chatter Interrupts the speaker Does not pay attention to the speaker	
<b>Speaking</b>	Engages in the conversation Use formal English in speaking Stays on topic References the remarks of others	Talks once or twice but doesn't seem interested Sometimes uses formal English Sometimes off topic Sometimes references the remarks of others	Does not talk at all If talking, is very disrespectful	
<b>Total Score:</b>				
<b>Goals for Next Assignment:</b>				



**UNIT THREE**

**for**

**Content Area of**

**SOCIAL SCIENCES**

**HS Band**  
**12<sup>th</sup> Grade Peace & Social Change**



Peace and Social Change Unit Plan  
Education and Social Change

Overall Goal for Unit

SWBAT describe the reasons why countries and individuals desire to go to war and how a war story can create social change

GOALS

SWBAT perform secondary research

SWBAT describe the United States' perspective on war

SWBAT lead a Socratic seminar

SWBAT explain the significance of a war story

Enduring Understandings

Different people go to war for different reasons  
Different people have different perspectives on the reasons for war  
War stories have the potential to bring new understandings about ending conflicts between countries

Essential Questions

1. Why do people/nations go to war?
2. How are wars fought?
3. What can war teach us about society?
4. How do you tell a war story?

How will this Unit Set Students Up for Success?

This unit will allow students to showcase their Socratic seminar skills

This unit will allow students to practice their presentation skills

Students will develop a better understanding of the United States' foreign policy

Date	Daily Objective(s)	Learning Activities to Support Objective	Assessment/Output	Resource(s)
1/30	SWBAT describe the purpose behind studying war and social change	Announcement about midterms Go over unit syllabus Hand out bulk pack for the unit HW: Read pages 1-3 in your bulk pack		Unit Syllabus Bulk Pack
1/31	SWBAT define the four theories of war	Quiz Lecture on the four theories of war: just war, pacifism, militarism, political realism HW: read about political realism and militarism	Quiz Notes	Quiz None
2/4	SWBAT define the four theories of to war	Lecture on the four theories of war: just war, pacifism, militarism, political realism Practice characterizing theories of war with readings HW: read about just war and pacifism	Quiz Notes	None
2/5	SWBAT define the four theories of war	Quiz on readings/theories Introduce debate and essay briefly Introduce the background for the debate: materials and ideas Goal setting session for essay – due 2/22 Start frontline video HW: Read about the Iraq	Quiz	Quiz Essay portfolios Frontline questions

		War		Quiz Film notes	Quiz Frontline questions
2/6	SWBAT describe why the U.S. went to war in Iraq	Quiz on Iraq Film Student of the week HW: read about the four theories of war		Quiz Film notes	Quiz Frontline questions
2/7	SWBAT describe why the U.S. went to war in Iraq	Quiz on theories of war Film HW: WW1/WW2/Vietnam		Quiz Film notes	Quiz Frontline questions
2/8	SWBAT argue which theory of war the U.S. supports	Quiz on Wars In packet: theories of war Go over film Split up debate teams and go over procedures – focus on Iraq and Afghanistan Essay introduction Reflection introduction Student of the week HW: Writing reflection		Quiz Film notes	Quiz Debate resources Essay assignment
2/11	SWBAT argue which theory of war the U.S. supports	Debate prep HW: Afghanistan/Obama's current policies			Debate resources
2/12 – half day conferences	SWBAT argue which theory of war the U.S. supports	Debate preparation HW: essay writing			Debate resources
2/13	SWBAT argue which theory of war the U.S. supports	Debate 1 HW: essay/debate		Debate	
2/14	SWBAT argue which theory of war the U.S. supports	Debate 2 HW: essay/debate		Debate	
2/19	SWBAT argue which theory of war the U.S. supports	Debate 3 HW: essay/debate		Debate	
2/20 –	SWBAT argue which theory of war the U.S. supports	Student lead class introduction and		Essay	Student lead class expectation paper

	Essay Due	expectations Hand out books Student of the week HW: background on Sierra Leone		Books
2/21	Admin Day	Quiz Debate grades Introduce book Go over expectations for Long Way Gone seminars – read chapters 1-3 HW: none	Quiz	Quiz Papers from debate
2/22 – half day	SWBAT explain the significance of a war story	Operation homecoming film HW: Reflection essay	Reflection essay	Netflix video
2/25	SWBAT explain the significance of a war story	Operation homecoming film HW: Reflection essay	Reflection essay	Netflix video
2/26	SWBAT explain the significance of a war story	Quiz on 1-3 Mr. Ben's Minutes Teacher lead Socratic seminar with a focus on Sierra Leone Background	Quiz SS grade	Quiz
2/27	Students will lead and engage in a Socratic seminar	Quiz SLSS Student of the week	Quiz SS grade	Quiz
2/28	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz
3/1	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz
3/4	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz
3/5	Students will lead and engage	Quiz	Quiz	Quiz

	in a Socratic seminar	SLSS	SS grade		
3/6	Students will lead and engage in a Socratic seminar	Quiz SLSS Student of the week	Quiz SS grade	Quiz	
3/7	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz	
3/8 – half day	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz	
3/11	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz	
3/12	Students will lead and engage in a Socratic seminar	Quiz SLSS Student of the week	Quiz SS grade	Quiz	
3/13	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz	
3/14	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz	
3/18	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz	
3/19	Students will lead and engage in a Socratic seminar	Quiz SLSS Student of the week	Quiz SS grade	Quiz	
3/20	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz	
3/21	Students will lead and engage in a Socratic seminar	Quiz SLSS	Quiz SS grade	Quiz	
3/22	Flex day				
4/2		Collect reflection essays and notes Blood Diamond Viewing	Reflection essays	Blood Diamond Video	
4/3		Blood Diamond Viewing	None	Blood Diamond Video	
4/5		Blood Diamond Viewing			

4/6			Reflection Day				
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# **ESSAY RUBRIC**

Assignment:

Name:

<b>Writing</b>	<b>8-10</b>	<b>4-7</b>	<b>1-3</b>	<b>Score</b>
<b>Focus</b>	Has a clear purpose in writing Has a clear and strong thesis	There is a purpose in writing, but it is unclear Thesis is present but not strong	There is no clear purpose in writing Thesis is confusing	
<b>Organization</b>	Has no grammatical mistakes Structured argument Follows expectations of assignment	Has some grammatical mistakes Argument is somewhat structured Follows some expectations of assignment	Many grammatical errors Argument is disorganized and points are not structured Hardly follows expectations of assignment	
<b>Application of recent writing workshop skills</b>	Shows mastery of skills learned from recent writing workshops	Applies some skills from recent writing workshop	Does not apply skills from recent writing workshop	
<b>Critical Thinking</b>	<b>8-10</b>	<b>4-7</b>	<b>1-3</b>	<b>Score</b>
<b>Development of Argument</b>	Maintains a clear flow of ideas Effective use of vocabulary Has strong supporting details	Presentation of ideas could be clearer Some vocabulary words are used Some supporting details are strong	Flow of ideas is unclear Low level use of vocabulary Supporting details are irrelevant and weak	
<b>Ability to Draw Creative/Interesting Conclusions</b>	Develops unique conclusions	Some conclusions are new	Develops redundant or boring conclusions	
<b>Thoughtful Consideration of Course Material</b>	Uses course material and prior knowledge to develop points	Some course material is used	Hardly considers course material in writing	
<b>Total Score:</b>				
<b>Goals for Next Assignment:</b>				

Date:

Goal:

## SOCRATIC SEMINAR RUBRIC

<b>Critical Thinking</b>	<b>8-10</b>	<b>4-7</b>	<b>1-3</b>	<b>Score</b>
<b>Development of Argument</b>	Maintains a clear flow of ideas Effective use of vocabulary Has strong supporting details	Presentation of ideas could be clearer Some vocabulary words are used Some supporting details are strong	Flow of ideas is unclear Low level use of vocabulary Supporting details are irrelevant and weak	
<b>Ability to Draw Creative/Interesting Conclusions</b>	Develops unique conclusions	Some conclusions are new	Develops redundant or boring conclusions	
<b>Thoughtful Consideration of Course Material</b>	Uses course material and prior knowledge to develop points	Some course material is used	Hardly considers course material in thoughts	
<b>Discussion</b>	<b>8-10</b>	<b>4-7</b>	<b>1-3</b>	<b>Score</b>
<b>Listening</b>	Does not engage in useless side chatter Does not interrupt the speaker Listens intently	Talks once or twice during the conversation Interrupts the speaker once Listens most of the time	Engages in useless side chatter Interrupts the speaker Does not pay attention to the speaker	
<b>Speaking</b>	Engages in the conversation Use formal English in speaking Stays on topic References the remarks of others	Talks once or twice but doesn't seem interested Sometimes uses formal English Sometimes off topic Sometimes references the remarks of others	Does not talk at all If talking, is very disrespectful	
<b>Total Score:</b>				
<b>Goals for Next Assignment:</b>				

**UNIT ONE**

**for**

**Content Area of**

**SCIENCE**

**MS Band**  
**Integrated Science**



## Freire Wilmington Charter School 8<sup>th</sup> Grade Integrated Science Unit 1

Curriculum Tool: Glencoe Integrated Science, The McGraw Hill Companies, Inc., Columbus, Ohio, 2012

### Unit 1: Describing Motion & Laws of Motion

**Brief Summary:** In this unit students learn how the forces acting on an object determine acceleration and velocity. Students further explore Newton's laws of motion and assume the role of engineers to conduct investigations.

#### **MS-PS2-Motion and Stability: Forces and Interactions**

##### **PS2.A: Forces and Motion**

MS-PS2-1: For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's Third Law).

MS-PS2-2: The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.

MS-PS2-2: All position of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.

##### **PS2.B: Types of Interactions**

MS-PS2-3: Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.

MS-PS2-4: Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass – e.g., Earth and the sun.

MS-PS2-5: Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).

#### **MS-ETS1: Engineering Design**

##### **ETS1.A: Defining and Delimiting Engineering Problems**

MS-ETS1-1: The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

##### **ETS1.B: Developing Possible Solutions**

MS-ETS1-4: A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.

MS-ETS1-2/ MS-ETS1-3: There are systematic processes or evaluating solutions with respect to how well they meet the criteria and constraints of a problem.

MS-ETS1-3: Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.

MS-ETS1-4: The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

#### **ETS1.C: Optimizing the Design Solution**

MS-ETS1-3: Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process- that is, some of those characteristics may be incorporated into the new design.

MS-ETS1-4: The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

#### **Motion and Stability: Forces and Interactions**

1. Position and Motion
2. Speed and Velocity
3. Acceleration
4. Gravity and Friction
5. Newton's First Law
6. Newton's Second Law
7. Newton's Third Law

#### **Engineering Design**

1. Measurement, Modeling, and Variables

*Students will understand that...*

#### **MS-PS2-Motion and Stability: Forces and Interactions**

##### **PS2.A: Forces and Motion**

- For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's Third Law).
- The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
- All position of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.

##### **PS2.B: Types of Interactions**

- Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on

the distances between the interacting objects.

- Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass – e.g., Earth and the sun.
- Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).

### **MS-ETS1: Engineering Design**

#### **ETS1.A: Defining and Delimiting Engineering Problems**

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

#### **ETS1.B: Developing Possible Solutions**

- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.
- There are systematic processes or evaluating solutions with respect to how well they meet the criteria and constraints of a problem.
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

#### **ETS1.C: Optimizing the Design Solution**

- Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process- that is, some of those characteristics may be incorporated into the new design.
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

### **MS-PS2-Motion and Stability: Forces and Interactions**

1. How does the description of an object's position depend on its reference point?
2. How can you describe the position of an object in 2 dimensions?
3. What is the difference between distance and displacement?
4. What is speed?
5. How can you use a distance-time graph to calculate average speed?
6. What are ways velocity can change?
7. What are three ways an object can accelerate?
8. What does a speed-time graph indicate about an object's motion?
9. What are some contact forces and some noncontact forces?
10. What is the law of universal gravitation?

11. How does friction affect the motion of two objects sliding past each other?
12. What is Newton's first law of motion?
13. How is motion related to balanced and unbalanced forces?
14. What affect does inertia have on the motion of an object?
15. What is Newton's second law of motion?
16. How does centripetal force affect circular motion?
17. What is Newton's third law of motion?
18. Why don't the forces in a force pair cancel each out?
19. What is the law of conservation of momentum?

#### **MS-ETS1: Engineering Design**

1. What skills are needed to conduct good scientific investigations?
2. How do engineers help advance science?
3. How do engineers apply scientific discoveries?
4. Why must scientists record all data and observations?
5. What are the various methods used to display and report scientific findings?

#### ***Students will know...***

#### **MS-PS2-Motion and Stability: Forces and Interactions**

1. A reference point, a reference direction, and distance are needed to describe the position of an object.
2. An object is in motion if its position changes relative to its reference point.
3. The distance an object moves and the object's displacement are not always the same.
4. Speed the measure of distance an object travels per unit of time. You can describe an object's constant speed, instantaneous speed, or average speed.
5. A distance-time graph shows the speed of an object.
6. Velocity includes both the speed and the direction of motion.
7. An object accelerates if it speeds up, slows down, or changes direction.
8. Acceleration in a straight line can be calculated by dividing the change in speed by the change in time.
9. A speed-time graph shows how an object's speed changes over time.
10. Forces can be either contact, such as karate chop, or noncontact, such as gravity. Each type is describe by its strength and direction.
11. Gravity is an attractive force that acts between any two objects that have mass. The attraction is stronger for objects with greater mass.
12. Friction can reduce the speed of objects sliding past each other. Air resistance is a type of fluid friction that slows the speed of a falling object.
13. Unbalanced forces cause an object to move.
14. According to Newton's first law of motion, if the net force on an object is zero, the object's motion does not change.
15. Inertia is a property that resists a change in the motion of an object.
16. Unbalanced forces cause an object to speed up, slow down, or change direction.
17. Newton's second law of motion relates an object's acceleration to its mass and the net force on an object.
18. Any motion in which an object is moving along a curved path is circular motion.
19. Newton's third law of motion describes the force pair between two objects.
20. For every action force, there is a reaction force that is equal in strength but opposite in direction.



21. In any collision, momentum is transferred from one object to another.

**MS-ETS1: Engineering Design**

22. Variables affect and change experimental outcomes.
23. Modeling is a useful skill to assist in science experiments.
24. Measurement must be precise and accurate.
25. Engineers help further scientific discoveries.
26. Engineers and scientist use rely on each other for job completion.

*Students will be able to...*

**MS-PS2-Motion and Stability: Forces and Interactions**

1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interaction objects.
5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

**MS-ETS1: Engineering Design**

1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
4. Develop a model to generate data for iterative testing and modifications of a proposed object, tool, or process such that an optimal design can be achieved.

**Unit summative Assessment:**

1. Investigations
2. End of Unit Tests
3. End of Course Tests

See Below

1. Investigations

2. Reflection Journal for investigations
3. Exit Questions

#### Unit 1: Motion and Forces

1. Concept Checks after each lesson
2. Concept Reviews/Unit Reviews
3. Reflection Journal for investigations

#### Unit 2: Energy

#### Unit 3: Waves and Light

This unit includes various labs and investigation.

**Mini Lab #1: Can you model a roller coaster?**

In this min lab students assume the role of an engineer and design a roller coaster model to show theme park owners. (30 minutes)

**Launch Lab #1: How do you get from here to there?**

In this launch lab students use reproducible directions to tell classmates to get from one side of the room to another. (10 minutes)

**Mini Lab #2: Why is a reference point useful?**

In this mini lab students create charts describing reference points and their relationship to distance and direction. (10 minutes)

**Launch Lab #2: How can motion change?**

In this launch lab students assume the role of an engineer and use foam tubes to build a marble tube slide. Using the slide and marbles students observe how the motion of the marble changes as it moves down the slide. (10 minutes)

**Mini Lab #3: How can you graph motion?**

In this mini lab students use distance-time graphs to represent motion. (15 minutes)

**Science Skill Practice Lab #1: What do you measure to calculate speed?**

Students practice the scientific investigation skill of measurement. Through the activity, students become more aware of the need for precise measurements during an experiment and how measurements change experimental results. (25 minutes)

**Launch Lab #3: In what ways can velocity change?**

In this launch lab students analyze velocity on a distance-time graph and draw conclusions based on the data. (10 minutes)

**Mini Lab#4: How is change in speed related to acceleration?**

In this mini lab students carefully examine the components of acceleration. (10 minutes)

**Lab #1: Calculate Average Speed From a Graph**

In this lab students will calculate speed from a distance-time graph by plotting data of a ball rolling down a track of different heights. (40 minutes)

**Launch Lab #4: Can you make a ball move without touching it?**

In this launch lab students investigate the various ways to make a ball move. (5 minutes)

**Mini Lab #5: How does friction affect motion:**

In this mini lab students investigate how friction affects the motion of an object sliding across a surface. (10 minutes)

**Launch Lab #5: Can you balance magnetic forces?**

In this launch lab students discover the how the forces of magnets attract and repel. (10 minutes)

**Mini Lab #6: How do forces affect motion?**

Students discover how balanced and unbalanced forces affect motion. (15 minutes)

**Science Skill Practice Lab #2: How can you model Newton's first law of motion?**

Students practice the scientific investigation skill of modeling. Through the activity, students become more aware of the need for models during an experiment and how models help scientists make discoveries. (20 minutes)

**Launch Lab #6: What forces affect motion along a curved path?**

In this launch lab students examine the forces that act on an object moving in a circular path. (10 minutes)

**Mini Lab #7: How are force and mass related**

In this min lab students investigate how mass and unbalanced forces affect acceleration. (10 minutes)

**Science Skill Practice Lab #3: How does a change in mass or force affect acceleration?**

Students practice the scientific investigation skill of using variables and the way variables affect outcomes. (25 minutes)

**Launch Lab #7: How do opposite forces compare?**

In this launch lab students examine pairs of forces and the effects they have on objects. (10 minutes)

**Mini Lab #8: Is momentum conserved during a collision?**

In this mini lab students observe the transference of momentum. (15 Minutes)

**Lab #2: Modeling Newton's Laws of Motion**

In this lab students use models to examine Newton's laws of motion. (40 minutes)

***What text/print/media/kit/web resources best support this unit?***

- For each investigation/lab students will need a student textbook and lab notebook.

**Note:** Teachers will need to read through all labs before conducting them in class to ensure all required materials are available.

**Note:** Depending on the time frame, some labs may be used as introduction to a lesson and demonstrated by the teacher to the class, while it may be necessary for others to be conducted

individually or by groups of students.

**Text:**

**Glencoe Integrated Science, The McGraw Hill Companies, Inc., Columbus, Ohio, 2012**

### **Rubric for conclusions and evaluations**

	Level of Proficiency				
Level	4	3	2	1	0
	Exemplary	Proficient	Developing	Emerging	Insufficient Evidence
<b>Criteria 1</b> <b>Drawing conclusions</b> <i>Conclusion based on analysis of data and fully supported by the data that results from the hypothesis of the experiment developed from the problem being investigated</i>	<p>Conclusion is valid, clearly stated, detailed and based on the data.</p> <p>The conclusion was stated as either <u>supporting</u> or <u>not supporting</u> the hypothesis.</p> <p>The findings were explained in detail on the basis of scientific knowledge (state textbook and internet references)</p>	<p>Conclusion is valid, clearly stated and based on the data.</p> <p>The conclusion was related to the hypothesis.</p> <p>The findings were explained on the basis of scientific knowledge (state textbook and internet references)</p>	<p>Conclusion is valid but simplistic. It refers to the data.</p> <p>The conclusion was loosely related to the hypothesis.</p> <p>An attempt was made to explain the findings on the basis of scientific knowledge, but important details were missing.</p>	<p>Conclusion is stated but is irrelevant or not supported by the data.</p> <p>The conclusion does not relate to the hypothesis.</p> <p>The findings are not explained on the basis of scientific knowledge.</p>	<p>No conclusion stated.</p>

<p><b>Criteria 2</b></p> <p>Evaluating results &amp; procedures</p> <p><i>Full discussion on sources of errors with consequence on the results.</i></p>	<p>All of the major limitations/weaknesses of the procedure/results stated.</p> <p>Each source of error is fully evaluated to explain the possible effects of the limitation.</p>	<p>Most of the major limitations of the procedure/results stated.</p> <p>Each source of error is evaluated to explain the possible effects of the limitation.</p>	<p>Some limitations of the procedure/results stated.</p> <p>Some sources of error are evaluated to explain the possible effects of the limitation.</p>	<p>Limitations of the procedure/results are not stated.</p> <p>None of the sources of error are evaluated to explain the possible effects of the limitation.</p>	<p>No evaluation attempted.</p>
<p><b>Criteria 3</b></p> <p>Improving the investigation</p> <p><i>Specific and realistic suggestions for how to overcome the sources of error in the investigation</i></p>	<p>Realistic and <u>specific</u> suggestions were made to improve <u>each</u> procedural weakness that was identified</p>	<p>Realistic and <u>specific</u> suggestions were made to improve <u>most</u> procedural weaknesses that were identified</p>	<p>Suggestions made as to how to improve the procedure, but some are too general or would not work.</p>	<p>Suggestions made as to how to improve the procedure, but most are too general or would not work.</p>	<p>No improvements suggested.</p>



**UNIT TWO**

**for**

**Content Area of**

**SCIENCE**

**MS Band**  
**Integrated Science**





## Freire Wilmington Charter School 8<sup>th</sup> Grade Integrated Science Unit 2 Energy, Work and Simple Machines & Thermal Energy

Curriculum Tool: Glencoe Integrated Science, The McGraw Hill Companies, Inc., Columbus, Ohio, 2012

Brief Summary: In this unit students learn about the relationships between various types of energy and simple machines. Students create designs applying their knowledge of energy and waves by creating and testing a hypothesis and following scientific procedures.

### **MS-PS3: Energy**

#### **PS3.A: Definitions of Energy**

MS-PS3-1: Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.

MS-PS3-2: A system of objects may also contain stored (potential energy), depending on their relative positions.

MS-PS3-3/MS-PS3-4: Temperature is a measure of the average kinetic energy of particle of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.

#### **PS3.B: Conservation of Energy and Energy Transfer**

MS-PS3-3: Energy is spontaneously transferred out of hotter regions or objects and into colder ones.

MS-PS3-4: The amount of energy transfer needed to change the temperature of matter samples by a given amount depends on the nature of the matter, the size of the sample, and the environment.

MS-PS3-5: When the motion energy of an object changes, there is inevitably some other change in energy at the same time.

#### **PS3.C: Relationship Between Energy Forces**

MS-PS3-2: When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

### **MS-ETS1: Engineering Design**

#### **ETS1.A: Defining and Delimiting Engineering Problems**

MS-ETS1-1: The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

#### **ETS1.B: Developing Possible Solutions**

MS-ETS1-4: A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.

MS-ETS1-2/ MS-ETS1-3: There are systematic processes or evaluating solutions with respect to how well

they meet the criteria and constraints of a problem.

MS-ETS1-3: Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.

MS-ETS1-4: The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

#### **ETS1.C: Optimizing the Design Solution**

MS-ETS1-3: Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process- that is, some of those characteristics may be incorporated into the new design.

MS-ETS1-4: The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

#### **MS-PS3: Energy**

1. Types of Energy
2. Energy Transformations and Work
3. Machines
4. Thermal Energy, Temperature, and Heat
5. Thermal Energy Transfers
6. Using Thermal Energy

#### **MS-ETS1: Engineering Design**

1. Following procedures
2. Forming and testing a hypothesis

#### ***Students will understand that...***

#### **MS-PS3: Energy**

##### **PS3.A: Definitions of Energy**

- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
- A system of objects may also contain stored (potential energy), depending on their relative positions.
- Temperature is a measure of the average kinetic energy of particle of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.

##### **PS3.B: Conservation of Energy and Energy Transfer**

- Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
- The amount of energy transfer needed to change the temperature of matter samples by a given amount depends on the nature of the matter, the size of the sample, and the environment.
- When the motion energy of an object changes, there is inevitably some other change in energy at the same time.

##### **PS3.C: Relationship Between Energy Forces**

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

**MS-ETS1: Engineering Design****ETS1.A: Defining and Delimiting Engineering Problems**

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

**ETS1.B: Developing Possible Solutions**

- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.
- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

**ETS1.C: Optimizing the Design Solution**

- Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process- that is, some of those characteristics may be incorporated into the new design.
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

**MS-PS3: Energy**

1. What is energy?
2. What are the different forms of energy?
3. How is energy used?
4. What is the law of conservation of energy?
5. In what ways can energy be transformed?
6. How are energy and work related?
7. What are simple machines?
8. In what ways can machines make work easier?
9. How are temperature and kinetic energy related?
10. How do heat and thermal energy differ?
11. What is the effect of having a small specific heat?
12. What happens to a material when it is heated?
13. In what ways can thermal energy be transferred?
14. How does a thermostat work?
15. How does a refrigerator keep food cool?
16. What are the energy transformations in a car engine?

**MS-ETS1: Engineering Design**

1. Why do engineers and scientist need to form and test a hypothesis and follow procedures carefully?

***Students will know...***

**MS-PS3: Energy**

1. There are different forms of energy, including solar energy.
2. Wind turbines have different kinds of energy including kinetic, mechanical, potential, and thermal.
3. Nuclear fuel pellets contain potential energy that is stored in the nuclei of atoms.
4. Energy is always conserved.
5. Energy can be transformed into different kinds of energy.
6. Work and energy are related.
7. A bottle opener is a simple machine.
8. There are six types of simple machines and a ramp is one example.
9. A bicycle is an example of a complex machine that is made up of different simple machines.
10. The greater the distance between two particles or two objects, the greater the potential energy.
11. Heat is the movement of thermal energy from a warmer object to a cooler object.
12. When thermal energy moves between a material and its environment, the material's temperature changes.
13. When a material has a low specific heat, transferring a small amount of energy to the material increases its temperature significantly.
14. Thermal energy can be transferred through radiation, conduction, and convection.
15. When a material is heated, the thermal energy of the material increases and the material expands.
16. A bimetallic coil inside a thermostat controls a switch that turns a heating or cooling device on or off.
17. A refrigerator keeps food cold by moving thermal energy from the inside of the refrigerator out to the refrigerator's surroundings.
18. In a car engine, chemical energy in fuel is transformed into thermal energy. Some of this thermal energy is then transformed into mechanical energy.

**MS-ETS1: Engineering Design**

***Students will be able to...***

**MS-PS3: Energy**

1. Students will be able to construct and interpret graphical displays of data to describe the relationship of kinetic energy to the mass of an object and to the speed of an object.
2. Students will be able to develop a model to describe that when the arrangements of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
3. Students will be able to apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
4. Students will be able to plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
5. Students will be able to construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

**MS-ETS1: Engineering Design**

1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
4. Develop a model to generate data for iterative testing and modifications of a proposed object, tool, or process such that an optimal design can be achieved.

#### **Unit summative Assessment:**

1. Investigations
2. End of Unit Tests
3. End of Course Tests and DCAS

See Below

1. Investigations
2. Reflection Journal for investigations
3. Exit Questions

1. Concept Checks after each lesson
2. Concept Reviews/Unit Reviews
3. Reflection Journal for investigations

This unit includes various labs and investigation.

**Launch Lab #1: Where does energy come from**

Students examine where energy comes from by rubbing their hands together to generate heat. (20 minutes)

**Mini Lab #1: What affects and objects potential energy?**

In this lab students collect data to discover the relationship between gravitational potential energy and kinetic energy. (20 minutes)

**Launch Lab #2: How far will it go?**

In this lab students assume the role of an engineer designing a roller coaster and discover the relationship between the size of the hills and the distance a "car" will travel. (15 minutes)

**Mini Lab #2: How do energy transformations work for you?**

Students use energy chains to discover the different ways that energy is transformed. (20 minutes)

**Science Skill Practice Lab #1: How can you transfer energy to make a vehicle move?**

Students practice the scientific investigation skill of following procedures. Thorough the activity,

students become more aware of the need for following procedures, especially when conducting an experiment for the first time. (45 minutes)

Launch Lab #3: Can you make work easier?

Students investigate ways to make work easier. (15 minutes)

Mini Lab #3: Does a wheel and axle make work easier?

In this lab students discover why a small force on a large wheel was able to lift a larger force on the small wheel. (20 minutes)

Lab #1: Build a powered vehicle

Students assume the role of an engineer and apply the knowledge about energy, how energy is transferred to do work, and simple machines to design a car. (3 class periods)

Launch Lab #4: How can you describe temperature?

Students explore various ways to make the liquid rise in a thermometer. (15 minutes)

Mini Lab #4: How do temperature scales compare?

In this mini lab, students investigate the differences between the Fahrenheit, Celsius, and Kelvin temperature scales. (10 minutes)

Science Skill Practice Lab #2: How do different materials affect thermal energy transfer?

Students practice the scientific investigation skill of forming and testing a hypothesis to propose an explanation for an observation. (30 minutes)

Launch Lab #5: How hot is it?

Students investigate why some materials seem cooler even though they are in the same room. (15 minutes)

Mini Lab #5: How does adding thermal energy affect a wire?

In this mini lab students discover what happens to the particles in a wire when heat is added. (20 minutes)

Launch Lab #6: How can you transform energy?

Students investigate different energy transformations.

Mini Lab #6: Can thermal energy be used to do work?

In this mini lab students explore if thermal energy can be transformed into another type of energy. (10 minutes)

Lab #2: Design and insulated container

In this lab students act as an engineer to design a container that will keep a frozen fruit pop from melting as long as possible.

*What text/print/media/kit/web resources best support this unit?*

- For each investigation/lab students will need a student textbook and lab notebook.

Note: Teachers will need to read through all labs before conducting them in class to ensure all required materials are available.

Note: Depending on the time frame, some labs may be used as introduction to a lesson and demonstrated by the teacher to the class, while it may be necessary for others to be conducted individually or by groups of students.

Text:

Glencoe Integrated Science, The McGraw Hill Companies, Inc., Columbus, Ohio, 2012

### **Rubric for conclusions and evaluations**

	Level of Proficiency				
Level	4	3	2	1	0
	Exemplary	Proficient	Developing	Emerging	Insufficient Evidence
<b>Criteria 1</b>  Drawing conclusions  <i>Conclusion based on analysis of data and fully supported by the data that results from the hypothesis of the experiment developed from the problem being investigated</i>	Conclusion is valid, clearly stated, detailed and based on the data.  The conclusion was stated as either <u>supporting</u> or <u>not supporting</u> the hypothesis.  The findings were explained in detail on the basis of scientific knowledge (state textbook and internet references)	Conclusion is valid, clearly stated and based on the data.  The conclusion was related to the hypothesis.  The findings were explained on the basis of scientific knowledge (state textbook and internet references)	Conclusion is valid but simplistic. It refers to the data.  The conclusion was loosely related to the hypothesis.  An attempt was made to explain the findings on the basis of scientific knowledge, but important details were missing.	Conclusion is stated but is irrelevant or not supported by the data.  The conclusion does not relate to the hypothesis.  The findings are not explained on the basis of scientific knowledge.	No conclusion stated.

<b>Criteria 2</b>  Evaluating results & procedures  <i>Full discussion on sources of errors with consequence on the results.</i>	All of the major limitations/weaknesses of the procedure/results stated.  Each source of error is fully evaluated to explain the possible effects of the limitation.	Most of the major limitations of the procedure/results stated.  Each source of error is evaluated to explain the possible effects of the limitation.	Some limitations of the procedure/results stated.  Some sources of error are evaluated to explain the possible effects of the limitation.	Limitations of the procedure/results are not stated.  None of the sources of error are evaluated to explain the possible effects of the limitation.	No evaluation attempted.
<b>Criteria 3</b>  Improving the investigation  <i>Specific and realistic suggestions for how to overcome the sources of error in the investigation</i>	Realistic and <u>specific</u> suggestions were made to improve <u>each</u> procedural weakness that was identified	Realistic and <u>specific</u> suggestions were made to improve <u>most</u> procedural weaknesses that were identified	Suggestions made as to how to improve the procedure, but some are too general or would not work.	Suggestions made as to how to improve the procedure, but most are too general or would not work.	No improvements suggested.



**UNIT THREE**

**for**

**Content Area of**

**SCIENCE**

**MS Band**  
**Integrated Science**



## Freire Wilmington Charter School 8<sup>th</sup> Grade Integrated Science Unit 3: Sound and Light

Curriculum Tool: Glencoe Integrated Science, The McGraw Hill Companies, Inc., Columbus, Ohio, 2012

**Brief Summary:** In this unit students discover the characteristics of sound and light waves, examine reflective properties, and investigate which types of variable determine image size. Students further use models to describe how laws of science might work in real life.

### **MS-PS4: Waves and their Applications in Technologies for Information Transfer**

#### **PS4.A: Wave Properties**

MS-PS4-1: A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.

MS-PS4-2: A sound wave needs a medium through which it is transmitted.

#### **PS4.B: Electromagnetic Radiation**

MS-PS4-2: When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of light.

MS-PS4-2: The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.

MS-PS4-2: A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.

MS-PS4-2: However, because light can travel through space, it cannot be a matter wave, like sound or water waves.

#### **PS4.C: Information Technologies and Instrumentation**

MS-PS4-3: Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.

### **MS-ETS1: Engineering Design**

#### **ETS1.A: Defining and Delimiting Engineering Problems**

MS-ETS1-1: The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

#### **ETS1.B: Developing Possible Solutions**

MS-ETS1-4: A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.

MS-ETS1-2/ MS-ETS1-3: There are systematic processes or evaluating solutions with respect to how well they meet the criteria and constraints of a problem.

MS-ETS1-3: Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.

MS-ETS1-4: The iterative process of testing the most promising solutions and modifying what is proposed

on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

**ETS1.C: Optimizing the Design Solution**

MS-ETS1-3: Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process- that is, some of those characteristics may be incorporated into the new design.

MS-ETS1-4: The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

**MS-PS4: Waves and their Applications in Technologies for Information Transfer**

- Sound
- Light
- Mirrors, Lenses, and the Eyes

**MS-ETS1: Engineering Design**

- Models
- Lens distance
- Light waves and water

***Students will understand that...***

**MS-PS4: Waves and their Applications in Technologies for Information Transfer**

**PS4.A: Wave Properties**

- A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
- A sound wave needs a medium through which it is transmitted.

**PS4.B: Electromagnetic Radiation**

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of light.
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves.

**PS4.C: Information Technologies and Instrumentation**

- Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.

**MS-ETS1: Engineering Design**

**ETS1.A: Defining and Delimiting Engineering Problems**

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

**ETS1.B: Developing Possible Solutions**

- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.
- There are systematic processes or evaluating solutions with respect to how well they meet the criteria and constraints of a problem.
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

**ETS1.C: Optimizing the Design Solution**

- Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process- that is, some of those characteristics may be incorporated into the new design.
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

**MS-PS4: Waves and their Applications in Technologies for Information Transfer**

1. How are sound waves produced?
2. Why does the speed of sound waves vary in different materials?
3. How do your ears enable you to hear sounds?
4. How are light waves different from sound waves?
5. How do the waves in the electromagnetic spectrum differ?
6. What happens to light waves when they interact with matter?
7. What is the difference between regular and diffuse reflection?
8. What types of images are formed by mirrors and lenses?
9. How does the human eye enable a person to see?

**MS-ETS1: Engineering Design**

1. How do models help scientists explain science in the real world?
2. How does the lens distance determine the image size?

***Students will know...*****MS-PS4: Waves and their Applications in Technologies for Information Transfer**

1. A sound wave is a longitudinal wave that can travel only through matter?
2. A pitch is how high or how low the frequency of a sound wave is. You create different pitches using your vocal chords.
3. An echo is reflected sound waves. Ships use sonar to find underwater objects.
4. An object is seen when light waves emitted by the object or reflected by object enter the eye.
5. The electromagnetic spectrum includes electromagnetic waves of different wavelengths, such as X-rays.
6. When light waves interact with matter, they can be absorbed, reflected, or transmitted.
7. A mirror is a surface that that causes a regular reflection. The shape of the reflecting surface and the position of the surface and the position of the object determine what the reflection looks like.
8. A lens is a transparent object with at least one curved side that causes light waves to change

direction. The shape of the lens and the position of the object determine how the image appears.

9. The eye has different parts with different functions. The iris is the colored part of your eye. The iris opens and closes, controlling the amount of light that enters the eye.

**MS-ETS1: Engineering Design**

1. The image size depends on the lens distance.
2. Models helps scientists Students describe how laws of science might work in real life.
3. Model sound and light waves.

*Students will be able to...*

**MS-PS4: Waves and their Applications in Technologies for Information Transfer**

1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

**MS-ETS1: Engineering Design**

1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
4. Develop a model to generate data for iterative testing and modifications of a proposed object, tool, or process such that an optimal design can be achieved.

**Unit summative Assessment:**

1. Investigations
2. End of Unit Tests
3. End of Course Tests

See Below

1. Investigations
2. Reflection Journal for investigations
3. Exit Questions

1. Concept Checks after each lesson
2. Concept Reviews/Unit Reviews
3. Reflection Journal for investigations

This unit includes various labs and investigations

**Launch Lab #1: How is sound produced?**

Students learn how the production of sound is based on the vibration of objects. (15 minutes)

**Mini Lab #1: Can you model a sound wave?**

Students examine a wave on a coil spring toy to model similarities with sound waves. (20 minutes)

**Launch Lab #2: What happens when light waves pass through water?**

In this lab students examine what happens to light waves as they pass through water. (15 minutes)

**Mini Lab #2: Can you see a light beam in water?**

In this lab students explore how the milk enabled light beams to be visible in a milk-water mixture. (15 minutes)

**Science Skill Practice Lab #1: How are light rays reflected from a plane mirror?**

Students use models to describe how laws of science might work in real life. (45 minutes)

**Launch Lab #3: Are there different types of reflections?**

In this launch lab students examine what types of surfaces cause reflections and why other surfaces don't. (15 minutes)

**Mini Lab #3: How does the size of an image change?**

In this mini lab students use data charts to record and analyze how distance affects image size. (20 minutes)

**Lab#1: The images formed by a lens**

In this lab students explore how the size of an image represented through a convex lens depends on the lens distance. (45 minutes)

*What text/print/media/kit/web resources best support this unit?*

- For each investigation/lab students will need a student textbook and lab notebook.

**Note:** Teachers will need to read through all labs before conducting them in class to ensure all required materials are available.

**Note:** Depending on the time frame, some labs may be used as introduction to a lesson and demonstrated by the teacher to the class, while it may be necessary for others to be conducted individually or by groups of students.

Text:

Glencoe Integrated Science, The McGraw Hill Companies, Inc., Columbus, Ohio, 2012

### **Rubric for conclusions and evaluations**

	Level of Proficiency				
Level	4	3	2	1	0
	Exemplary	Proficient	Developing	Emerging	Insufficient Evidence
<b>Criteria 1</b> Drawing conclusions  <i>Conclusion based on analysis of data and fully supported by the data that results from the hypothesis of the experiment developed from the problem being investigated</i>	Conclusion is valid, clearly stated, detailed and based on the data.  The conclusion was stated as either <u>supporting</u> or <u>not supporting</u> the hypothesis.  The findings were explained in detail on the basis of scientific knowledge (state textbook and internet references)	Conclusion is valid, clearly stated and based on the data.  The conclusion was related to the hypothesis.  The findings were explained on the basis of scientific knowledge (state textbook and internet references)	Conclusion is valid but simplistic. It refers to the data.  The conclusion was loosely related to the hypothesis.  An attempt was made to explain the findings on the basis of scientific knowledge, but important details were missing.	Conclusion is stated but is irrelevant or not supported by the data.  The conclusion does not relate to the hypothesis.  The findings are not explained on the basis of scientific knowledge.	No conclusion stated.



<b>Criteria 2</b>  Evaluating results & procedures  <i>Full discussion on sources of errors with consequence on the results.</i>	All of the major limitations/weaknesses of the procedure/results stated.  Each source of error is fully evaluated to explain the possible effects of the limitation.	Most of the major limitations of the procedure/results stated.  Each source of error is evaluated to explain the possible effects of the limitation.	Some limitations of the procedure/results stated.  Some sources of error are evaluated to explain the possible effects of the limitation.	Limitations of the procedure/results are not stated.  None of the sources of error are evaluated to explain the possible effects of the limitation.	No evaluation attempted.
<b>Criteria 3</b>  Improving the investigation  <i>Specific and realistic suggestions for how to overcome the sources of error in the investigation</i>	Realistic and <u>specific</u> suggestions were made to improve <u>each</u> procedural weakness that was identified	Realistic and <u>specific</u> suggestions were made to improve <u>most</u> procedural weaknesses that were identified	Suggestions made as to how to improve the procedure, but some are too general or would not work.	Suggestions made as to how to improve the procedure, but most are too general or would not work.	No improvements suggested.



**UNIT ONE**

**for**

**Content Area of**

**SCIENCE**

**HS Band  
Biology**



**Freire Wilmington Charter School 10<sup>th</sup> Grade Biology Unit #1 The Molecules of Life & A Tour of Cells**

**Timeline: Approximately 4 weeks**

**Curriculum Tools:**

- Campbell, Williamson, Heyden, Biology: Exploring Life, Pearson Education, Inc. (Prentice Hall), Upper Saddle River, New Jersey.
- Miller, Levine, Biology, Pearson Education, Inc. (Prentice Hall), Upper Saddle River, New Jersey.

**Brief Summary:** The unit introduces students to the carbon-based molecules and the functions performed within the human body by these molecules. It then goes on to explore how the structure of DNA determines the structure of proteins, the hierarchical organization of interacting cellular systems, and the way in which the body maintains homeostasis.

This Biology course focuses on the Next Generation Science Content Standards - standards found on the following website: <http://www.nextgenscience.org/next-generation-science-standards>

**Standard-HS LS1 From Molecules to Organisms: Structures and Processes**

**LS1.A Structure and Function:**

HS-LS1-1: Systems of specialized cells within organisms help them perform essential functions of life.

HS-LS1-1: All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instruction that code for the formation of proteins, which carry out most of the work of cells.

HS-LS1-2: Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.

HS-LS1-3: Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (through negative feedback) what is going on inside a living system.

**Standard-HS ETS 1 Engineering Design**

**ETS1.A Defining and Delimiting Engineering Problems:**

HS-ETS-1: Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources to minimize pollution, which can be addressed through engineering. The global challenges also may have manifestations in local communities.

**ETS1.C Optimizing the Design Solution:**

HS-ETS-2: Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

**ETS1.B Developing Possible Solutions:**

HS-ETS-3: When evaluating solutions, it is important to take into account a range of constraints,

including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.

HS-ETS-4: Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.

**ELA/Literacy:**

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHSt.11.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Structure and Function:**

1. All life's structures share a common element: carbon. The carbon-containing molecules of life range in size and function.
2. Everything you do, every action, and every thought, reflects processes occurring at the cellular level.
3. Your body is capable of maintaining internal stability or "steady state".

**Engineering Design**

1. Scientists must use systematic and relevant procedures when conducting experiments and evaluating data.
2. Scientists battle with ethical dilemmas

**Students will understand that...**

**LS1.A Structure and Function:**

1. Systems of specialized cells within organisms help them perform essential functions of life.
2. All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instruction that code for the formation of proteins, which carry out most of the work of cells.
3. Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
4. Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (through negative feedback) what is going on inside a living system.

**ETS1.A Defining and Delimiting Engineering Problems:**

1. Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources to minimize pollution, which can be addressed through engineering. The global challenges also may have manifestations in local communities.

**ETS1.C Optimizing the Design Solution:**

2. Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

**ETS1.B Developing Possible Solutions:**

3. When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.
4. Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.

**LS1.A Structure and Function:**

1. What are carbon skeletons and identify functional groups in organic molecules?
2. How are monomers and polymers related?
3. What is the process of building and break polymers?
4. What is the structure and function of sugars?
5. What are the three polysaccharides and describe their functions?
6. What are the characteristics of lipids?
7. What is the structure and function of fats and steroids?
8. What is the function of a protein, and what is the structure of amino acids and proteins?
9. What factors influence protein shape?
10. How did scientists identify DNA as a chemical in the nucleus, and how does it support protein production?
11. How do enzymes affect activation energy?
12. Why is an enzyme's shape important to its function?
13. What are the main ideas of cell theory?
14. What is the difference between a prokaryotic and eukaryotic cell?
15. What is the structure of cellular membranes?
16. What are the functions of proteins in cellular? membranes?
17. How are diffusion and equilibrium related?
18. How does passive transport occur?
19. How is osmosis related to solute concentration?
20. How does active transport differ from passive transport?
21. How does a large molecule move across the? membrane?
22. What is the role of the nucleus in the cell?
23. How are the functions of ribosomes, the endoplasmic reticulum, and the Golgi apparatus related?
24. Summarize the path of cellular products through membranes?
25. How does the function of chloroplasts compare and contrast with the functions of mitochondria?
26. What is the role of the cytoskeleton in cell? movement?
27. How does the function of flagella compare and contrast with the function of cilia?
28. Why can a cell be described as a coordinated unit?

29. How is body temperature regulated with negative feedback?
30. What role do your kidneys play in waste disposal and water regulation?
31. How do hormones affect homeostasis?
32. How does the liver help maintain homeostasis?
33. What causes various liver diseases?
34. What is the role of the endocrine system in the body?
35. How do steroid and nonsteroid hormones affect target cells?
36. What are the major endocrine glands and their functions?

### **Engineering Design**

#### **ETS1.A Defining and Delimiting Engineering Problems:**

1. How do global challenges cause or impact ethical dilemmas for scientists?

#### **ETS1.C Optimizing the Design Solution:**

1. Why is it important to use systematic steps when conducting scientific experiments?
2. Why is it important to log specific and relevant data?

#### **ETS1.B Developing Possible Solutions:**

1. When conducting research how do you know if sources are reliable?
2. What are some reliable online resources?

### ***Students will know....***

#### **LS1.A Structure and Function:**

1. Carbon is the main ingredient of organic molecules
2. Carbohydrates provide fuel and building material.
3. Lipids include fats and steroids.
4. Proteins perform most function in cells (closer look at protein structure)
5. Genes are made of DNA
6. Enzymes are proteins that speed up specific reactions in cells
7. All organisms are made of cells
8. Membranes organize a cell's activities
9. Membranes regulate the traffic of molecules
10. The cell builds a diversity of products
11. Chloroplasts and mitochondria energize cells
12. An internal skeleton supports the cell and enables movement.
13. Homeostasis depends on mechanisms of regulation
14. The kidneys function in excretion and water balance
15. The liver helps maintain homeostasis
16. Hormones function in growth, development, reproduction, and homeostasis.

#### **ETS1.A Defining and Delimiting Engineering Problems:**

#### **ETS1.C Optimizing the Design Solution:**

#### **ETS1.B Developing Possible Solutions:**

### ***Students will be able to...***

#### **LS1.A Structure and Function Learning Target:**



LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific within multicellular organisms.

LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

### **Engineering Design**

HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

### **Unit Summative Assessment:**

1. Investigations
2. End of Unit Tests
3. End of Course Tests

See Below

### **Unit Exit Questions**

1. Investigations
2. Reflection Journal for investigations
3. Exit Questions

### **Unit Exit Questions**

1. Concept Checks after each lesson
2. Concept Reviews/Unit Reviews
3. Reflection Journal for investigations

This unit includes 4 investigations. Corresponding standards are identified with each investigation.

### **Investigation #1: Way to Go Indigo! (Biological Models and Denim Processing)**

Students use their understanding of biological molecules by taking the role of industrial scientist and examine a process used by jeans manufactures to soften and lighten denim fabric.

**Investigation #2: Design a Cell (Comparing the effects of Cell Shape on Diffusion Rate)**

Students design cell shapes, carve model cells from gel cubes, and test how rapidly a substance can diffuse throughout each model cell. Teams will then design and make a model cell for a class "diffusion race" in which the cell with the largest ratio of mass to diffusion time wins.

**Investigation #3: You are a Medical Technologist (Testing Simulate Urine for Protein and Sugar)**

Students investigate the role of medical technologist as they test simulated urine samples from three "patients" to detect the presence of sugar and protein. Student will compare test results from the samples with results from solutions containing known amounts of sugar and protein.

**Investigation #4: Writing:** Students will be instructed to read the article "When Science has a Conflict of Interest: Issues in Biology". With a partner they will Define the Issue, Analyze the Viewpoints, Form an Opinion, and Role Play. Individually, Students will then identify a different scenario where scientists have a conflict of interest, and Define the issue, analyze the viewpoints, and form and opinion. The students will then create a cartoon depicting the scenario and their viewpoints.

*What text/print/media/kit/web resources best support this unit?*

**Investigation #1:** Need Lab 5 Online Companion, printouts from Lab 5 Online Companion, and Lab Manual- see online resources for materials list at [www.biology.com](http://www.biology.com).

**Investigation #2:** Need Lab 6 Online Companion, printouts from Lab 6 Online Companion, and Lab Manual- see online resources for materials list at [www.biology.com](http://www.biology.com).

**Investigation #3:** Need Lab 32 Online Companion, printouts from Lab 32 Online Companion, and Lab Manual- see online resources for materials list at [www.biology.com](http://www.biology.com).

**Investigation #4:** Copies of "When Scientists Have a Conflict of Interest: Issues in Biology" from page 23 of the Miller, Levine Biology textbook.

**Texts:**

Campbell, Williamson, Heyden, Biology: Exploring Life, Pearson Education, Inc. (Prentice Hall), Upper Saddle River, New Jersey.

Miller, Levine, Biology, Pearson Education, Inc. (Prentice Hall), Upper Saddle River, New Jersey.

**High School Biology Rubric for Investigations- Unit 1**

	Well Done, directions followed to a tee	Done, could have used more effort or directions not completely followed	Done, definitely short on effort, directions not followed	Absolute bare minimum, directions ignored or incomplete	Not done
SCORE	4	3	2	1	0
Investigation #1: Way to Go Indigo!	Well Done, directions followed to a tee	Done, could have used more effort or directions not completely followed	Done, definitely short on effort, directions not followed	Absolute bare minimum, directions ignored or incomplete	Not done
Investigation #2: Design a	Well Done, directions followed	Done, could have used more effort	Done, definitely short on effort,	Absolute bare minimum,	Not done

Cell	to a tee	or directions not completely followed	directions not followed	directions ignored or incomplete	
Investigation #3: You are a Medical Technologist	Well Done, directions followed to a tee	Done, could have used more effort or directions not completely followed	Done, definitely short on effort, directions not followed	Absolute bare minimum, directions ignored or incomplete	Not done
Investigation #4: Writing: Students will be instructed to read the article "When Science has a Conflict of Interest: Issues in Biology".	Well Done, directions followed to a tee	Done, could have used more effort or directions not completely followed	Done, definitely short on effort, directions not followed	Absolute bare minimum, directions ignored or incomplete	Not done
<b>TOTAL</b>					



**UNIT TWO**

**for**

**Content Area of**

**SCIENCE**

**HS Band**  
**Biology**



## Freire Wilmington Charter School 10<sup>th</sup> Grade Biology Unit # 2 The Cellular Basis of Inheritance

### General Timeline: Approximately 2 weeks

**Brief Summary:** This unit covers the development of a single cell into the trillions of cells that make up the human body. The unit further explores inheritance and how individual cells are related to parents' cells.

This Biology course focuses on the Next Generation Science Content Standards - standards found on the following website: <http://www.nextgenscience.org/next-generation-science-standards>

### **Standard-HS LS1 From Molecules to Organisms: Structures and Processes**

#### **LS1.B Growth and Development of Organisms:**

HS-LS1-4: In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.

### **Standard-HS ETS 1 Engineering Design**

#### **ETS1.A Defining and Delimiting Engineering Problems:**

HS-ETS-1: Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources to minimize pollution, which can be addressed through engineering. The global challenges also may have manifestations in local communities.

#### **ETS1.B Developing Possible Solutions:**

HS-ETS-3: When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.

HS-ETS-4: Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.

#### **ETS1.C Optimizing the Design Solution:**

HS-ETS-2: Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

#### **ELA/Literacy:**

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHSt.11.12.8 Gather relevant information from multiple authoritative print and digital sources, using

advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### **Growth and Development of Organisms:**

1. The division of cells into more cells enables living things to repair damage, to grow, and to produce offspring.

#### **Engineering Design**

1. Scientists must use systematic and relevant procedures when conducting experiments and evaluating data.

#### ***Students will understand that...***

#### **Growth and Development of Organisms:**

##### **LS1.B Growth and Development of Organisms:**

1. In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.

##### **ETS1.A Defining and Delimiting Engineering Problems:**

1. Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources to minimize pollution, which can be addressed through engineering. The global challenges also may have manifestations in local communities.

##### **ETS1.B Developing Possible Solutions:**

2. When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.
3. Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.

##### **ETS1.C Optimizing the Design Solution:**

1. Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.



### **LS1.B Growth and Development of Organisms:**

1. How does cell reproduction contribute to repair and growth?
2. What are two main ways that organisms reproduce?
3. What is the structure of a chromosome?
4. What are the stages of the cell cycle and explain what happens during each stage?
5. What are the major events that occur during each phase of mitosis?
6. How does cytokinesis differ in plant and animal cells?
7. How are benign and malignant tumors similar and different?
8. How do cancer treatments work at the cellular level?
9. How are homologous chromosomes similar and different?
10. How are haploid cells different from diploid cells?
11. What is the process of meiosis?
12. How does chromosome assortment during meiosis contribute to genetic variation?
13. How does crossing over contribute to genetic variation?
14. How are mitosis and meiosis similar and different?

### **Engineering Design**

#### **ETS1.A Defining and Delimiting Engineering Problems:**

1. Why is it important to understand the parts of a microscope?
2. How do microscopes help in the observation of cells?
3. How have microscopes evolved through time?
4. What are some current ethical dilemmas scientists struggle with in cell research?

#### **ETS1.B Developing Possible Solutions:**

1. When conducting research how do you know if sources are reliable?
2. What are some reliable online resources?

#### **ETS1.C Optimizing the Design Solution:**

1. Why is it important to use systematic steps when conducting scientific experiments?
2. Why is it important to log specific and relevant data?

### **Students will know...**

#### **LS1.B Growth and Development of Organisms:**

1. All cells come from cells
2. The cell cycle multiplies cells
3. Cells divide during the mitotic phase
4. Cancer cells grow and divide out of control
5. Meiosis functions in sexual reproduction
6. Meiosis increases genetic variation among offspring

### **Engineering Design**

#### **ETS1.A Defining and Delimiting Engineering Problems:**

1. How to use microscopes and other tools used when observing cells
2. How microscopes have evolved and enabled scientists to conduct more in-depth research

#### **ETS1.C Optimizing the Design Solution:**

1. Essential steps to designing and conducting a scientific experiment or study

2. Importance of using reliable sources
3. Using technology for experiments and studies

**ETS1.B Developing Possible Solutions:**

1. Importance of taking multiple perspectives
2. Using evidence to back up claims and beliefs

*Students will be able to...*

**LS1.B Growth and Development of Organisms:**

**LS1-4** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

**Engineering Design**

**HS-ETS1-1** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

**HS-ETS1-2** Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

**HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

**HS-ETS1-4** Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

**Unit 2 Assessment Evidence**

**Unit summative Assessment:**

1. Investigations
2. End of Unit Tests
3. End of Course Tests

See Below

**Unit Evidence**

1. Investigations
2. Reflection Journal for investigations
3. Exit Questions

**Unit Self-Assessment Evidence**

1. Concept Checks after each lesson
2. Concept Reviews/Unit Reviews
3. Reflection Journal for investigations

**Unit 3 Example Unit**

**Key Concept: Engineering Design Cycle**

This unit includes 2 investigations. Corresponding standards are identified with each investigation.

**Investigation #1: You are a 19<sup>th</sup>-Century Biologist! (Observing Cell Division)**

Students prepare slides of onion root tips to learn about the tools 19<sup>th</sup> century biologists by observing cell in the process of dividing.

**Investigation #2: Family Reunion in a Dish! (Determining P Phenotypes from F<sub>1</sub> and F<sub>2</sub> Phenotypes)**

Students determine the traits of plants from the P generation by observing the traits of the F<sub>1</sub> and F<sub>2</sub> generations.

**What text/print/media/kit/web resources best support this unit?**

**Investigation #1:** Need Lab 9 Online Companion, printouts from Lab 9 Online Companion, and Lab Manual- see online resources for materials list at [www.biology.com](http://www.biology.com). Note: extra time will be needed to introduce students to the parts of the microscope and procedural and safety rules. Also, time will be needed to teach students how to prepare slides.

**Investigation #2:** Need Lab 10 Online Companion, printouts from Lab 10 Online Companion, and Lab Manual- see online resources for materials list at [www.biology.com](http://www.biology.com).

**Text:**

Campbell, Williamson, Heyden, Biology: Exploring Life, Pearson Education, Inc., Upper Saddle River, New Jersey, 2004.

### **Rubric for Investigations (Microscope use and scientific procedures)**

Maximum Score - 17 Points

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What is looked for in this assessment is the ability of the student to: realize that cells are small, therefore a microscope is to be used; realize that a thin section of tissue is needed so that light can pass through; be able to prepare a wet mount slide; realize the need for a stain to observe the cells better; and be able to communicate the shape of the cells and their relationship to other cells by drawing.

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#### **1. Ability to Work Independently**

**5 points total**

- Allow 5 points if the student works independently with little or minor input from teacher.
  - Allow 4 points if the student's work was somewhat independent with minor input from teacher.
  - Allow 3 points if the student's work was somewhat independent with medium input from teacher.
  - Allow 2 points if student's work was dependent on major input from someone else.
  - Allow 1 point if student's work was dependent on someone else.
  - No credit of the work was not done.
-

## **2. Technique and Procedure**

**5 points total**

- Allow 5 points if proper techniques and procedures were clearly demonstrated.
- Allow 4 points if techniques and procedures were correct but showed minor faults (e.g. sample was sliced a little too thick, or not enough stain was placed on the sample, or slice did not have enough water on it, or correct power of the microscope was not used to demonstrate slide.)
- Allow 3 points if techniques and procedures were marginal, and showed major faults (e.g. sample was sliced too thick, or no stain was added to the sample, or sample was placed directly on dry slide), difficulty locating and focusing on cells.
- Allow 2 points if techniques and procedures were poor (e.g. compound faults such as a combination of those listed in the 3 point section).
- Allow 1 point if student was able to produce a usable slide, but only with the help of someone else.

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## **3. Slide**

**3 points total**

- Allow 3 points if the slide shows excellent examples of stained cells.
- Allow 2 points if the slide showed cells, but individual cells were hard to see clearly.
- Allow 1 point if the slide showed tissue, but individual cells were obscure or could only be seen with difficulty. Student needed help in locating cells.
- No credit if no cells could be seen.

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## **4. Diagram Evidence**

**4 points total**

- Allow 4 points if the diagram is accurately drawn with properly labeled visible structures, and shows proper relation to other cells.
- Allow 3 points if the diagram is accurately drawn, but does not have all visible structures labeled clearly.
- Allow 2 points if the diagram is not accurately drawn (i.e. basic shape evident, but not accurate, cellular structures not clearly drawn), proper relation to other cells not accurate, visible structures are not labeled or nonvisible structures are drawn and labeled.
- Allow 1 point if the diagram is sloppy and shows little relation to actual cell, visible structures are not drawn in or are hastily done, no labels or mislabeling.
- No credit if the diagram is not drawn.

**Highest possible score - 17 points**



**UNIT THREE**

**for**

**Content Area of**

**SCIENCE**

**HS Band**  
**Biology**





**Freire Wilmington Charter School 10<sup>th</sup> Grade Biology Unit 3: The Working Cell: Energy from Food and Sunlight**

**Timeline: Approximately 4 weeks**

**Brief Summary:** This unit explores how organisms release energy stored in food and the process of photosynthesis.

This Biology course focuses on the Next Generation Science Content Standards - standards found on the following website: <http://www.nextgenscience.org/next-generation-science-standards>

**Standard-HS LS1 From Molecules to Organisms: Structures and Processes**

**LS1.C Organization for Matter and Energy Flow in Organisms:**

HS-LS1-5: The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.

HS-LS1-6: The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as DNA and Proteins), used for example to form new cells.

HS-LS1-6/HS-LS1-7: As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.

HS-LS1-7: As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.

**Standard-HS ETS 1 Engineering Design**

**ETS1.A Defining and Delimiting Engineering Problems:**

HS-ETS-1: Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources to minimize pollution, which can be addressed through engineering. The global challenges also may have manifestations in local communities.

**ETS1.B Developing Possible Solutions:**

HS-ETS-3: When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.

HS-ETS-4: Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.

**ETS1.C Optimizing the Design Solution:**

HS-ETS-2: Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

**ELA/Literacy:**

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHSt.11.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Organization for Matter and Energy Flow in Organisms:**

1. Your body uses energy to store food.
2. Certain organisms can convert the energy of sunlight to the chemical energy in food.
3. Cellular respiration converts the energy stored in food to energy stored in ATP.
4. Photosynthesis is the process by which plant and other producers convert the energy of sunlight into the energy stored in organic molecules.

**Engineering Design**

1. Scientists must use systematic and relevant procedures when conducting experiments and evaluating data.
2. Scientists battle with ethical dilemmas

**Unit Enduring Understanding*****Students will understand that...*****LS1.C Organization for Matter and Energy Flow in Organisms:**

1. The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
2. The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as DNA and Proteins), used for example to form new cells.
3. As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
4. As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.

**ETS1.A Defining and Delimiting Engineering Problems:**

1. Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources to minimize pollution, which can be addressed through engineering. The global challenges also may have manifestations in local communities.

**ETS1.B Developing Possible Solutions:**

2. When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.
3. Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.

**ETS1.C Optimizing the Design Solution:**

1. Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

**Unit Essential Questions****LS1.C Organization for Matter and Energy Flow in Organisms:**

1. What is the difference between kinetic and potential energy?
2. What is chemical energy and how do cells release it from food?
3. What are calories and kilocalories and how do they relate to units of energy?
4. What is the structure of ATP and how does it store energy?
5. What are some examples of work that cells perform?
6. What is the ATP cycle?
7. How are breathing and cellular respiration similar?
8. What is the cellular respiration equation?
9. How are "falling" electrons a source of energy?
10. What is the role of electrons in the transport chains?
11. What is the structure of mitochondria?
12. What are the three stages of cellular respiration and where is ATP made?
13. How is fermentation in the muscles different from cellular respiration?
14. What types of products depend on fermentation in microorganisms?
15. What is the structure of chloroplast?
16. What are the overall reactants and products of photosynthesis?
17. How does light interact with pigments?
18. How does photosynthesis help harvest light energy?
19. What are the chemical products of light reactions?
20. How does the Calvin Cycle make sugar?
21. What is the overall process of photosynthesis?
22. What is the path of carbon in the carbon cycle?
23. How is photosynthesis related to the climate?

**Engineering Design****ETS1.A Defining and Delimiting Engineering Problems:**

1. How do global challenges cause or impact ethical dilemmas for scientists?

**ETS1.B Developing Possible Solutions:**

1. When conducting research how do you know if sources are reliable?
2. What are some reliable online resources?

**ETS1.C Optimizing the Design Solution:**

1. Why is it important to use systematic steps when conducting scientific experiments?
2. Why is it important to log specific and relevant data?

**Knowledge and Skills**

***Students will know...***

**LS1.C Organization for Matter and Energy Flow in Organisms:**

1. Sunlight powers life
2. Food stores chemical energy
3. ATP provides energy for cellular work
4. Electrons “fall” from food to oxygen during cellular respiration
5. Cellular respiration converts energy in food to energy in ATP
6. Some cells can harvest energy without oxygen
7. Photosynthesis uses light energy to make food
8. The light reactions convert light energy to chemical energy
9. The Calvin Cycle makes sugar from carbon dioxide
10. Photosynthesis has a global impact

**ETS1.A Defining and Delimiting Engineering Problems:**

1. How biologists battle with ethical dilemmas surrounding their research
2. How cellular process impact the Earth we live in

**ETS1.B Developing Possible Solutions:**

1. Importance of taking multiple perspectives
2. Using evidence to back up claims and beliefs

**ETS1.C Optimizing the Design Solution:**

1. Essential steps to designing and conducting a scientific experiment or study
2. Importance of using reliable sources
3. Using technology for experiments and studies

***Students will be able to...***

**LS1.C Organization for Matter and Energy Flow in Organisms:**

HS-LS1-5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

**Engineering Design**

HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

**Unit summative Assessment:**

1. Investigations
2. End of Unit Tests
3. End of Course Tests

See Below

1. Investigations
2. Reflection Journal for investigations
3. Exit Questions

1. Concept Checks after each lesson
2. Concept Reviews/Unit Reviews
3. Reflection Journal for investigations

This unit includes 2 investigations. Corresponding standards are identified with each investigation.

**Investigation #1: Food as Fuel (Measuring the chemical energy stored in food)**

In this investigation students construct and use a simple calorimeter to measure the approximate number of calories in a peanut. Students will further compare the number of calories in a peanut with the calorie content of other nuts and foods. Note: teachers will need to review safety procedures and ensure students wear goggles.

**Investigation #2: Photo Finish (Comparing Rates of Photosynthesis)**

Students compare the rates of photosynthesis in old and young ivy leaves by measuring the length of time it takes pieces of each leaf type to generate enough oxygen to float upward in a solution-filled syringe. Students will also learn how the characteristics of leaf structure make it possible to use oxygen production as an indirect measure of the rate of photosynthesis.

*What text/print/media/kit/web resources best support this unit?*

**Investigation #1:** Need Lab 7 Online Companion, printouts from Lab 7 Online Companion, and Lab Manual- see online resources for materials list at [www.biology.com](http://www.biology.com).

**Investigation #2:** Need Lab 8 Online Companion, printouts from Lab 8 Online Companion, and Lab

Manual- see online resources for materials list at [www.biology.com](http://www.biology.com).

**Text:**

Campbell, Williamson, Heyden, Biology: Exploring Life, Pearson Education, Inc., Upper Saddle River, New Jersey, 2004.

## **LAB REPORT RUBRIC**

A good lab report has a format that includes five main sections. They are the **introduction, methods and materials, results, discussion and conclusion, and citation.**

Keep in mind that individual instructors may have a specific format that they require you to follow. Please be sure to consult your teacher about the specifics of what to include in your lab report.

### **Introduction: (10 points)**

The introduction of a lab report states the purpose of your experiment. Your hypothesis should be included in the introduction, as well as a brief statement about how you intend to test your hypothesis.

To be sure that you have a good understanding of your experiment, some educators suggest writing the introduction after you have completed the methods and materials, results, and conclusion sections of your lab report.

<b>Introduction</b>	Includes: purpose, justification and hypothesis  <b>7 points</b>	And: predictions, and relationship of others observations  <b>8 points</b>	And: rationale for experimental approach, and uses of information  <b>9 points</b>	And: is written in active voice and no more than one page in length  <b>10 points</b>
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### **Methods and Materials: (10 points)**

This section of your lab report involves producing a written description of the materials used and the methods involved in performing your experiment. You should not just record a list of materials, but indicate when and how they were used during the process of

completing your experiment.

The information you include should not be overly detailed, but should include enough detail so that someone else could perform the experiment by following your instructions.

<b>Materials and Methods</b>	Includes: experimental procedure, materials and equipment, location, and statistical techniques <b>7 points</b>	And: reader could reproduce your experiment using this section <b>8 points</b>	And: is written in paragraph form in the past tense <b>9 points</b>	If indicated, section heading included with a reference to: see appendix and AP Lab attached in the appendix <b>10 points</b>
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### **Results (present the data): (20 points)**

The results section should include all tabulated data from observations during your experiment. This includes charts, tables, graphs, and any other illustrations of data you have collected. You should also include a written summary of the information in your charts, tables, and/or other illustrations. Any patterns or trends observed in your experiment or indicated in your illustrations should be noted as well.

### **Analysis (process the data): (20 points)**

Construct all graphs needed to show results

- Correct type (bar, line, pie)
- Title
- Appropriate Axis
- Labeled Axis
- Legend

Labeled diagrams or photos

<b>Results &amp; Analysis</b>	Includes: data organized and summarized in appropriate: tables, figures, and or graphs <b>28 points</b>	And: tables and figures labeled properly and graphs with an appropriate title and labeled axis <b>32 points</b>	And: briefly describes important aspects of data and any statistical analysis <b>36 points</b>	And: includes no interpretations in this section
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**Discussion and Conclusion: (30 points)**

This section is where you summarize what happened in your experiment. You will want to fully discuss and interpret the information. What did you learn? What were your results? Was your hypothesis correct, why or why not? Were there any errors? If there is anything about your experiment that you think could be improved upon, provide suggestions for doing so.

<b>Discussion</b>	Includes: interpretation of your results with regard to your hypothesis  <b>21 points</b>	And: includes a brief discussion of limitations or problems  <b>24 points</b>	And: suggests improvements and/or new questions  <b>27 points</b>	And: indicates the importance and applications of your findings relating to class concepts  <b>30 points</b>
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**Sources (each an individual section): (10 points)**

References: Works cited in your lab report in the introduction and/or conclusion.

Appendix: Put any formulas needed to calculate the data presented or references in the lab report.

**TOTAL: \_\_\_\_\_**



**UNIT ONE**

**for**

**Content Area of**

**PHYSICAL EDUCATION**

**MS Band**  
**PE 8**



## **Unit Overview**

The purpose of each of the activities in this unit is to help students develop team cooperation, trust, communication skills, and problem solving skills. Throughout the activities the students will be enhancing their personal development and challenged as individuals to face their own perceived limitations. Teamwork is developed by working, playing and accomplishing goals together.

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## **Unit Objectives**

After completing this unit, the student will:

- Apply rules and safety procedures, practice sportsmanship and teamwork, and cooperatively participate in a variety of group and individual fitness activities.
- Develop fundamental physical skills and progress to complex movement activities as physically able.
- Develop the personal skills necessary to comfortably and enjoyably participate in cooperative activities.
- Acquire skills to move safely.
- Understand concepts of physical fitness.
- Recognize patterns of growth and development.
- Use listening and observation skills to gain understanding.
- Use communication strategies and skills effectively to present ideas to others.
- Analyze and reflect on ideas while paying attention and listening in a variety of situations.
- Use a variety of effective listening strategies.
- Encourage group members to offer ideas and points of view.
- Respect that a solution may require honoring other points of view.

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## **Delaware PE standards**

This unit ensures each student

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

## 8<sup>th</sup> Grade PE unit: **Cooperative Games and Trust Games**

- Standard 3: Participates regularly in physical activity
- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

### **Trust and Cooperative Games and Activities**

Cooperative games emphasize group cooperation as opposed to competition. These games and activities encourage communication and trust among people working together to meet specific challenges. Trust games require a sense of teamwork and collective effort in order to achieve a common goal.

Key: TC = Teamwork, Cooperation  
CL = Communication, Listening Skills  
T = Trust  
L = Leadership  
PS = Problem Solving  
SE = Self Esteem  
HA = Handicap Awareness

Activity	TC	CL	T	L	PS	SE	HA
<u>Riverboat</u>	X		X		X		
<u>Skywriters</u>	X	X	X		X		
<u>Toxic Waste Transfer</u>	X			X	X		
<u>Caution: Construction Zone</u>		X					
<u>Great Communicator</u>		X					
<u>Arachnophobia</u>	X		X	X	X		X
<u>Team-A-Pod</u>	X		X		X		X
<u>Grand Canyon II</u>	X		X		X		X
<u>Ship to Shore</u>	X		X	X	X		
<u>Blind Square</u>	X						X
<u>Weight Pull</u>	X			X			
<u>Minute Measure</u>					X	X	
<u>Diminishing Load</u>	X		X		X		
<u>All Aboard</u>	X		X		X		

## 8<sup>th</sup> Grade PE unit: Cooperative Games and Trust Games

Whitewater Cascade	X	X	X				
Cookie Machine	X	X	X				
Slipped Disc	X	X	X				
Don't Touch Me	X	X					
Radiation Contaminated Material	X	X					
Ready Aim Fire	X	X					
Line-ups	X	X					
Fox and Squirrel		X			X		
Body Snatchers			X				
Minefield		X					
Rope Knots	X	X					
Countdown	X	X			X		
Mobil Tee Pee	X				X		
Square Form	X	X					
The Shrinking Ship	X			X			
Walk-A-Hoop	X	X					
Hula Hoop Pass	X	X					
Team Across	X	X					
Cross the Great Divide	X	X					
Ring Cross	X	X					
Telephone Number Dance	X	X		X			
Don't Touch Me	X	X					

### Instruction

Each day can start with an instant involves every student, and involvement. These activities are and they maintain a high level of of the instant activities has an students can work on a specific characteristic of teamwork.



activity: something that requires little teacher safe, there is no elimination, activity for all students. Each emphasis, so that the

### Instant Activities

Title and Equipment	Objective	Directions
Keep it Clean	Try to pass the ball between	Form students into groups of three

## 8<sup>th</sup> Grade PE unit: Cooperative Games and Trust Games

Many different types of balls.	partners without letting the ball touch the ground. If the task is too difficult, then choose another ball that is easier to pass. If the task is too simple, then choose another ball that is harder to pass.	or four. The group chooses a ball they would like to pass to one another. One of the group members will start the activity by tossing the ball to a partner, who will then pass the ball to another player using any style of pass within their repertoire.
Frisbee Throw and Catch  Regular Frisbees	The objective of this activity is to keep the frisbee under control on the throws. The point of this activity is to get students use to throwing and catching objects to and from each other.	Upon entering the playing area, have students pair up. Have one of the students get a frisbee for then to throw. The students may choose the distance apart from each other, as long as it is reasonable and safe from other groups. Then, simply throw and catch the frisbee.
Mirror Mirror  Cones for boundaries	The objective of this activity is to keep the leader within reach when the teacher gives the stop signal. Also, students should be trying to mirror the actions of the leader by doing whatever the leader is doing. The purpose of this activity is to get students use to changing directions quickly and under control.	Have students find a partner and spread out. Have one student be the leader and the other the follower. The follower should be one arm length away from the leader at all times. On the teachers signal the leader is allowed to walk anywhere within the boundaries. The follower is to follow the leader as best they can to try and stay one arm length away. Also, the follower should mirror the leaders actions. The teacher should periodically stop the activity to check if the follower is still one arm length away from the leader. When the teacher gives a signal the leader becomes the follower and vice versa.
Equipment Fun  Pairs of matching equipment (each student has his/her own piece of equipment and another student also has that same piece of equipment)	To see how creative they can become while working with the piece of equipment they have chosen.	Spread the pairs of equipment throughout the playing area. Have students enter the gym and pick up any piece of equipment. They are to start playing with the piece of equipment in a creative and safe manner and they should stay close to their personal space area. After about 3-4 minutes, form teams/partners by instructing the students to find the student with the matching piece of equipment. After they pair up they can make up an

## 8<sup>th</sup> Grade PE unit: Cooperative Games and Trust Games

		activity with that equipment between them.
<p>Scarf Tag</p> <p>2 scarves for each student</p> <p>Cones for boundaries</p> <p>Hula hoops for each team</p>	<p>To get as many scarves as a team as possible.</p>	<p>Have each student place the scarf in a back pocket or tucked into the back of their sweats or shorts. Make sure they are not tucked in too far as then it will be too hard to "steal." The students then begin to run around the gym and try to take the scarf of another student. When a student takes a scarf they are to place it in their teams hula hoop. Students are not allowed to steal other scarves from the hula hoops.</p>
<p>Foot Tag</p> <p>Cones for general space boundaries</p> <p>1 yarn/foam ball for each student</p>	<p>To hit as many feet as possible during the time limit. After throwing the ball the students retrieve the ball, return to the playing area, and continue playing trying to hit as many different classmates as possible.</p>	<p>Give each student a yarn of fleece ball. Have students spread out in the playing area in their own self space. On the signal students must move around the general space trying to throw their ball at their classmates feet. Students can avoid someone else's ball from hitting their feet by jumping, sliding, etc. Give positive feedback to students who are practicing good "foot dodges."</p>
<p>Paper or Plastic?</p> <p>Cones for general space</p> <p>Plastic grocery bags</p>	<p>To see how far apart the students can get and still be able to catch each others bags before they touch the ground. Also, to see how many different forms of movement the students can use while attempting the task.</p>	<p>Have each student get a plastic grocery bag as they enter class. Then have them find a partner and a safe space in the playing area. They are to stand facing their partner approximately 5 feet from each other. On the teachers signal, both partners toss their bag into the air by throwing the bags into the air using both handles. Their job is to move in a predetermined way by their teacher and catch each others bag before it hits the ground. If they are successful then they start again, but this time they must each take a step back from where they originally started.</p>
<p>Jewels in the Crown</p>	<p>Students are trying to get as many bean bags as they can.</p>	<p>Four hoops are set up in the four corners of the activity area. At each</p>

## 8<sup>th</sup> Grade PE unit: Cooperative Games and Trust Games

4 Hula hoops Bean Bags		hoop there are 3-4 students, and inside each hoop there are the same number of bean bags as there are students at that hoop. On a signal from the teacher, all the students begin to travel to other hoops and pick up bean bags (one at a time) and place it in their "home" hoop. No guarding of hoops is allowed. On a stop signal from the teacher, all students return to their "home" hoop and a count may be taken of bean bags at each hoop (scoring is optional). The game resumes on the signal from the teacher. Have two or more games going on at once.
Pacman Tag  Cones for boundaries.	Students are to stay on the lines and try to tag as many students as they can.	This is a game where the students have to stay on the lines of the gym floor. Designate which color lines are considered in bounds or that they must stay on. You can use all or some of the lines. The "it" person must stay on the lines also. Everyone moves around the gym on the designated lines trying to not get tagged. You can play it where the person who gets tagged becomes "it" or each additional person that it tagged joins the original "it" person and teams up to get the rest of the class. Remember all this is done on the lines only. You can start out and only let the students walk and then work up to running.
Moon Ball  Four beach balls	To see which team can keep the ball in play the longest.	Four teams with six players on each team. The games are usually played on volleyball courts, two teams per court. Players number off 1-6. The first player is holding the ball.  The first player on each court starts the game by hitting the ball into the air and calling "one." The other players in numbered order, attempt to keep the ball from touching the



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		ground. e the player hits the ball they may not hit it again until their next turn. Anytime the ball hits the ground, is hit out of turn, or is caught, play stops and the score is given. This is the total to try to beat next time.
<p>Roll with It</p> <p>Playground ball for each team</p> <p>Music (Roll with it, Stevie Winwood)</p>	Teamwork and Passing Skills.	<p>Divide the class into small (4-7) teams. Each team forms a straight line. A ball is given to the leader of each line. When the song begins, the leader starts the game by passing the ball to the person behind him/her. The passing continues until the ball reaches the last person. He/She dribbles the ball to the front of the line and begins passing again. The teacher determines which type of pass the students are to perform. While the students are passing the ball they must listen to the music. Whenever the chorus of the song (Roll with it baby) comes on, the students must spread their legs shoulder width apart and begin rolling the ball on the floor. The ball should travel to the last person who in turn dribbles the ball back to the front. When the chorus stops, the students begin passing again.</p>
<p>Throw &amp; Send It</p> <p>Different types of balls</p> <p>targets</p>	<p>Practicing the fundamentals of throwing and sending</p> <p>Develop hand-eye coordination</p>	<p>Set up targets of various sizes and heights around the gym in stations. Divide the class into groups and have the children go to the station which has a different a ball. The targets are spaced at different angles and distances from the tossing line. Students have an order (number) and take turns at the station. At a time limit they move to the next station. This can also be done exploratory by going to any station and on the whistle or you can make it a tourney by keeping score.</p>
Balance Tag	To avoid getting tagged.	Place about 8-10 hula hoops in a

## 8<sup>th</sup> Grade PE unit: Cooperative Games and Trust Games

8-10 hula hoops 2 pennies	Balance Chasing/Fleeing	scattered position about 10 feet apart. Assign two taggers to chase the class. The hoops are safety places, but the students must maintain a balance position with one hand inside the hoop and one foot outside the hoop. Any loss of balance will mean that they must leave and run away from the chasers. Anybody that is tagged must go to a sideline and do a set of exercises 10 times before re-entering the game. Change taggers and different balance positions often.
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After activities such as these have helped students settle in to the class, move to more extended Trust and Cooperative Games.

### Trust and Cooperative Games

Note: complete directions for these games can be found at [http://www.cwu.edu/~jefferis/unitplans/cooperativegames/games/games\\_lessonplans.html](http://www.cwu.edu/~jefferis/unitplans/cooperativegames/games/games_lessonplans.html) and [http://www.cwu.edu/~jefferis/unitplans/cooperativegames/games/games\\_instantactivities.html](http://www.cwu.edu/~jefferis/unitplans/cooperativegames/games/games_instantactivities.html)

#### Introductory Skill Level

The Great Communicator  
Height Alignment  
Order out of Chaos  
Caution: Construction Zone  
WhiteWater Cascade  
Cookie Machine  
Slipped Disc  
The Riverboat  
Diminishing Load  
Skywriters  
All Aboard  
Countdown

#### Intermediate Skill Level

Toxic Waste Transfer  
Ring Cross  
Ready Aim Fire

## 8<sup>th</sup> Grade PE unit: **Cooperative Games and Trust Games**

Team-A-Pod  
Mobil Tee Pee  
The Shrinking Ship  
Ship to Shore  
Weight Pull  
Body Snatchers

### Advanced Skill Level

Arachnophobia  
Minute Measure  
Fox and Squirrel  
Grand Canyon II  
Rope Knots  
Telephone Number Dance

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## **Assessment**

### **Formative Assessment**

After each day that a cooperative activity is taught, the students will go through a debriefing and respond in writing to questions about the day's activities. Their responses will be collected in a PE journal, which will be 1/3 of the students' grade for the course.

### **Summative Assessment**

Using the reflections in your PE journal, choose one game that has not worked out well for your class. Meet with your groups and decide on ONE game to work with. Redesign this game so design so that it meets the needs of all the students in your class. Decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game.

Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game.

Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play.

After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.

## 8<sup>th</sup> Grade PE unit: **Cooperative Games and Trust Games**

**UNIT TWO**

**for**

**Content Area of**

**PHYSICAL EDUCATION**

**MS Band**  
**PE 8**



## Unit Overview

These lessons are designed to maximize student participation, increase MVPA, and reduce inactive time during physical education class. There are 12 developmentally appropriate lessons covering equipment needed, set-up, activities to engage the student at entry to the class space, and cool-down activities. This unit, which is based on the HEALTHY program's PE intervention, includes strategies for effective class management and motivational techniques.

Goals: Students will

- Increase movement and time spent being active.
- Decrease time spent in sedentary behavior.
- Substitute physical activity for sedentary behavior.
- Apply self-monitoring, goal setting, and problem solving to increase physical activity and decrease sedentary behavior.

## Instruction

Notes:

1. As laid out, these twelve lessons call for a teacher and an assistant. If there is adult no assistant, teachers will need to modify set up and facilitation strategies.
2. The FLOW activities referenced in lessons 3, 6, and 8 are stations set up for interval fitness. Use stations for aerobics and strength-building as available equipment allows. The essential ingredients of these stations are timers and music that will motivate students to work intensively in short bursts.

# Fitness 8th Grade : Lesson 1

LESSON OUTCOMES		EQUIPMENT	BEFORE CLASS SET UP	
<ul style="list-style-type: none"> <li>Participate in cardiovascular activities.</li> <li>Demonstrate basic kickboxing moves.</li> <li>Develop muscular strength, endurance and flexibility.</li> <li>Fitness testing - practice.</li> </ul>		<ul style="list-style-type: none"> <li>Theme from "Rocky"</li> <li>2 CD players</li> <li>Boxers</li> <li>Multiple reach boards or multiple tape measures</li> <li>Multiple Curl Up strips</li> </ul>	<ul style="list-style-type: none"> <li>Stagger cones on sidelines of activity area.</li> <li>Set up equipment for HRPA.</li> <li>Tape down tape measures for Sit and Reach.</li> <li>Tape down Curl Up strips.</li> </ul>	
<h3>Box, Kick, and Jump Rope (6-8 minutes)</h3>				
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>As students enter activity area they shuffle from cone to cone.</li> <li>After reaching last cone, students walk or jog outside perimeter of activity area back to first cone and repeat.</li> <li>Variation: Students can walk, jog, sprint, back pedal or do a movement of choice.</li> </ul>		<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students form groups of 3.</li> <li>1 student punches a Boxer, 1 student does front kicks and 1 student is jumping rope.</li> <li>Students switch roles every 30 seconds on your cue (pausing music or whistle).</li> <li>If Boxers aren't available, students can punch air.</li> </ul>		
<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Set up cones 10-15 feet apart.</li> <li>Set up more areas for large classes.</li> <li>Explain activity.</li> <li>Start and stop music.</li> <li>Keep students moving.</li> </ul>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Set up Boxers and jump ropes in groups around activity area.</li> <li>Play music.</li> </ul>		

INSTANT ACTIVITY

HEALTH RELATED PHYSICAL ACTIVITY

✓ Set Up or Prep Duties • Cues or Key Concepts → Variation ★ Challenge *Italics indicate the teacher speaking directly to the student.*



## Fitness

*Italics indicate the teacher speaking directly to the student.*

✓ Set Up or Prep Duties	← Cues or Key Concepts	→ Variation	★ Challenge
<p>1. <b>Prep</b> (10 min):</p> <ul style="list-style-type: none"> <li>• Distribute the <b>Prep Sheet</b> to each group.</li> <li>• Assign roles: <b>Recorder</b>, <b>Reporter</b>, <b>Facilitator</b>, and <b>Timekeeper</b>.</li> </ul>	<p>2. <b>Key Concepts</b> (5 min):</p> <ul style="list-style-type: none"> <li>• <b>Definition:</b> A <b>variation</b> is a change in the form or structure of a trait within a population.</li> <li>• <b>Types:</b> <b>Genetic</b> (inherited) and <b>Environmental</b> (acquired).</li> </ul>	<p>3. <b>Variation</b> (10 min):</p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Groups identify variations in the <b>Prep Sheet</b> and discuss their causes.</li> </ul>	<p>4. <b>Challenge</b> (5 min):</p> <ul style="list-style-type: none"> <li>• <b>Task:</b> Groups create a short story or skit illustrating the concept of variation.</li> </ul>

# Physical Activity Unit 8<sup>th</sup> Grade PE

Cool Down/Closure (3-5 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Lead class in stretches that focus on upper and lower body (shoulders, biceps, triceps, quadriceps and hamstrings).</li> <li>■ Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)               <ul style="list-style-type: none"> <li>⌘ Can anyone tell me what the <i>fitness components</i> are? (muscular endurance – how long a muscle can work, muscular strength – the amount of force a muscle can exert, flexibility – the range of motion between joints, and cardiovascular endurance – continued, sustained aerobic activity).</li> <li>⌘ What component(s) of fitness do push-ups demonstrate? Sit-ups? Sit and reach?</li> <li>⌘ What muscles or part of the body do push-ups work? Sit-ups?</li> </ul> </li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>■ Reinforce key concepts taught during the lesson.</li> </ul>

✓ Set Up or Prep Duties   • Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

Fitness

8th Grade

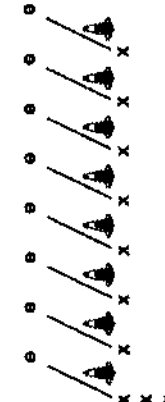
Lesson 1

Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness	8th Grade	Lesson 1
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✓ Set Up or Prep Duties   • Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 2

LESSON OUTCOMES		EQUIPMENT		BEFORE CLASS SET UP	
<ul style="list-style-type: none"> <li>■ Participate in cardiovascular activities.</li> <li>■ Participate in team fitness activities.</li> <li>■ Demonstrate basic kickboxing moves.</li> </ul>		<ul style="list-style-type: none"> <li>■ Boxers</li> <li>■ Polyspots</li> <li>■ 10 basketballs</li> <li>■ 10 Frisbees</li> <li>■ 2 medicine balls</li> </ul>		<ul style="list-style-type: none"> <li>■ 10 multi-colored cones</li> <li>■ 10 volleyballs</li> <li>■ 3 yellow trash cans</li> <li>■ 10 softballs</li> <li>■ Pinnies</li> </ul>	
<div> <div> <b>Punch, Jack, and Run</b> (5 minutes) </div> <div> <b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ As students enter activity area they punch a Boxer 4 times (Right, Left, Right, Left), perform 2 jumping jacks and run to another Boxer and repeat.</li> </ul> </div> <div> <b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Supervise students.</li> <li>■ Offer encouragement and keep students focused.</li> </ul> </div> </div>					
<div> <div> <b>Kick and Shuffle</b> (6-8 minutes) </div> <div> <b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students sprint diagonally towards Boxers, kick them, and shuffle or backpedal diagonally to cones. Continue down the line. Students jog back to start and repeat. Students can start at any cone.</li> </ul>  </div> <div> <b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>✓ Put Boxers and cones in a line 20 feet apart from each other.</li> <li>■ Circulate through activity to ensure students don't collide with each other.</li> <li>✓ Begin setting up Team Relays.</li> </ul> </div> </div>					

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness

8th Grade

Lesson 2

## Team Relays

(20-30 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Students form 2 groups of 5 at each relay station.</li> <li>Teams at each relay station compete against each other. Students rotate to next relay station every 2 to 3 minutes.</li> <li>Station 1: Rowing – Teams line up in a single file line behind a row of polystots spaced 3 feet apart. First student on each team holds a medicine ball and passes it back to teammates. When last member of team gets ball, he or she sprints to front to first polystot and sequence repeats until teams make it to finish line.</li> <li>Station 2: Frisbee Golf – Label Brute containers with a 1, 3, or 5 (1 number per container). Container with a #5 should be farthest away and #1 should be closest. All students from each team have a Frisbee (1 color per team). Designate a throwing point (students must throw from this area or behind this line): 10 feet from first container, 15 feet from second container and 20 feet from third. Each Frisbee landing in a container is worth number of points posted. Students keep track of their points. Team with most points wins.</li> <li>Station 3: Dribble and jump shots – All students from each team have a basketball. Each team member has same colored ball and/or pinnie. All students start from a free throw line, dribble and shoot. Student can only shoot jump shots (no lay-ups). Each basket made is 1 point and students should yell out number of points they have. After a student makes a basket, he or she must return to a free throw line and start over. Team with most points wins.</li> <li>Station 4: Volleyball Circle – Each team counts amount of passes they are able to complete in a row. Students can bump or set. If ball drops or is caught, count starts over. Team with highest number wins.</li> </ul>	<ul style="list-style-type: none"> <li>Set out a cone and polystots for rowing station.</li> <li>Set out cone, trash cans, 5 Frisbees 5 of 1 color, 5 of another color, and jump rope for start.</li> <li>Set out a cone and 10 basketballs.</li> <li>Set out a cone and 2 volleyballs.</li> <li>Set out a cone, polystots and 10 softballs.</li> <li>Set out buckets, if needed, for lacrosse station.</li> <li>Keep track of team points.</li> <li>For larger classes add additional stations.</li> </ul>

ACTIVITY #1

## Team Relays (continued)

(20-30 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Station 5: Aerobic target shooting – Tape polystots randomly on a wall or bleachers. Cones can also be used for targets. Students are 20 feet away from targets. Each student from a team has a softball and tries to hit a polystot/cone. A point is awarded for every hit. Students must run to retrieve their balls and sprint back to start position and repeat.</li> <li>Station 6: Lacrosse Toss – Baskets or buckets needed. Teams circle around baskets/buckets 20 feet away. Each team member will have a lacrosse stick and ball. Teams compete by trying to get their balls in baskets/buckets. Each basket made is a point.</li> </ul> <p>→ Variation: Students can record points at end of each session and an overall winner or first, second, and third place teams can be acknowledged at end of lesson.</p>	

## Cool Down/Closure

(3-5 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Have students sit in V-Sit position and practice sit and reach while you speak.</li> <li>Review definitions of:               <ul style="list-style-type: none"> <li>aerobic (with oxygen and/or sustained activity)</li> <li>anaerobic (little or no oxygen and/or short burst activities)</li> </ul> </li> <li>Ask students to provide examples.</li> <li>Challenge students to create a new kickboxing move and/or show family members moves they have learned.</li> </ul>	<ul style="list-style-type: none"> <li>Lead students in V-Sit practice.</li> <li>Clean up and store equipment.</li> </ul>

COOL DOWN/CLOSURE

Set Up or Prep Duties

Challenge

Variation

Challenge

Italics indicate the teacher speaking directly to the student.

*Italics indicate the teacher speaking directly to the student.*

✓ Set Up or Prep Duties    • Cues or Key Concepts    → Variation    ★ Challenge

# Fitness 8th Grade : Lesson 3

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Participate in cardiovascular activities.</li> <li>Participate in FLOW stations.</li> <li>Teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>Jump bands</li> <li>Music</li> <li>Stopwatch</li> </ul>	<ul style="list-style-type: none"> <li>Set up FLOW equipment.</li> <li>Have Jump bands accessible.</li> <li>Mark off relay distance.</li> </ul>

Locomotor Moves (5 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>Students walk, jog, skip, or run around perimeter of activity area.</li> <li>Change locomotor movement every 30 to 60 seconds.</li> </ul>	<ul style="list-style-type: none"> <li>Set up cones to mark jogging area.</li> <li>Play music.</li> <li>Maintain on task behavior.</li> </ul>	

FLOW (17 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>FLOW (see FLOW section)</li> <li>1 station should include Fitness test activity. For example: Curl Ups, Push-Ups, Sit and Reach, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Set up FLOW equipment.</li> <li>Ensure safety compliance at all FLOW stations.</li> <li>Start and stop music.</li> </ul>	

Jump Bands (8-10 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>Students form groups of 4-8.</li> <li>Demonstrate jump band skills and activities. (See Jump Band Section.)</li> <li>Students perform jump band skills.</li> </ul>	<ul style="list-style-type: none"> <li>Help students form groups.</li> <li>Explain directions and demonstrate skills as needed.</li> <li>Circulate through groups encouraging creativity and new ideas.</li> </ul>	

✓ Set Up or Prep Duties   • Cues or Key Concepts   → Variation   \* Challenge   *Italics indicate the teacher speaking directly to the student.*

Fitness

8th Grade

Lesson 3

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 3
Cool Down/Closure (3-5 minutes)			
LESSON CONTENT		ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>Students stretch.</li> </ul>		<ul style="list-style-type: none"> <li>Lead students in stretches.</li> <li>Clean store equipment.</li> </ul>	

Goofy Relays (6-8 minutes)		ROLE OF ASSISTANT	
LESSON CONTENT		ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>Students find partners.</li> <li>Wheel Barrow Relay.</li> <li>Twister Relay: First student from each team twists to line and back. When first student gets halfway down, second student begins. Second student cannot pass first student.</li> <li>Crab Walk Relay: Students have their hands and feet on floor with stomachs facing up. First student begins. When first student gets halfway down, second student begins. Second student cannot pass first student.</li> <li>Leap Frog Race: Students combine to make groups of 4. Students are in a single file line squatting down. Students leap frog over each other. Last student jumps over teammates. When student leaps over teammates in front, new last student in line begins jumping over teammates.</li> </ul>		<ul style="list-style-type: none"> <li>Set up cones to mark relay course, 20-40 feet.</li> <li>Monitor for safety, especially with leap frog.</li> </ul>	

Italics indicate the teacher speaking directly to the student.

✓ Set Up or Prep Duties • Cues or Key Concepts → Variation ★ Challenge

# Fitness 8th Grade : Lesson 4

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Participate in basic fitness skills related to muscular strength, aerobic endurance, and flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>CD player with music</li> <li>4-8 cones with cardio and lower body strength task cards</li> </ul>	<ul style="list-style-type: none"> <li>Have hula-hoops set up around activity area.</li> <li>Put task cards on cones around perimeter of activity area.</li> <li>Have step bench accessible.</li> </ul>

Hula-Hoop (3-5 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>Students find hula-hoops as they enter activity area and begin spinning.</li> <li>Encourage students to walk and hula-hoop.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate.</li> <li>Start and stop music.</li> </ul>	

Cardio and Lower Body Strength (6-8 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>When music starts, students run, jog, or skip randomly around activity area for 60 to 90 seconds.</li> <li>When music stops, students sprint to a cone and perform task posted (squats, lunges, split squats, wall sits, 1-leg squat, toe raises, front kicks, side kicks) for 30 seconds.</li> </ul>	<ul style="list-style-type: none"> <li>Start and stop music.</li> </ul>	

Step Aerobics (10-15 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>Instruct students to get steppers.</li> <li>Students follow a step aerobics video or you can lead routine.</li> </ul>	<ul style="list-style-type: none"> <li>Place step benches in corners of activity area.</li> <li>Move around area, help students stay focused on activity.</li> <li>Offer encouragement and praise.</li> </ul>	

✓ Set Up or Prep Duties   ➡ Cues or Key Concepts   ➔ Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*



# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 4
<b>Push-Ups and Abs</b> (8 minutes)		<b>Cool Down/Closure</b> (3-5 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Help students form groups of 6 and have them pair off.</li> <li>■ Students can choose if they want to do push-ups or abs first. Allow students to do modified push-ups.</li> <li>■ Students are to create a synchronized push-up or abdominal routine using at least 4 types of moves for 15 seconds each.</li> <li>■ For push-ups, students should face each other in push-up position and demonstrate same type of push-up at same time.               <ul style="list-style-type: none"> <li>☞ Examples: shake right hands, shake left hands, right hi-5, left hi-5, lift right foot, lift left foot, original</li> </ul> </li> <li>■ For crunches (abs), students can be side-by-side or feet-to-feet and should demonstrate same type of crunch at same time.               <ul style="list-style-type: none"> <li>☞ Examples: right leg lifted toward ceiling, left leg lifted toward ceiling, both feet lifted toward ceiling, bicycle, original</li> </ul> </li> <li>■ Have students switch roles.</li> <li>★ Challenge: Ask students to perform each move for 30 seconds.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Assist with grouping.</li> <li>■ Demonstrate push-up and crunch moves.</li> <li>■ Provide suggestions for exercises.</li> </ul>	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Student's practice shoulder stretch from Fitness-gram during Cool Down.</li> <li>■ Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)               <ul style="list-style-type: none"> <li>☞ What are the benefits of stretching?</li> </ul> </li> <li>■ Explain how stretching improves flexibility (range of motion at the joints).</li> <li>■ At home make sure you warm up before and stretch after playing active games.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>✓ Clean store equipment.</li> </ul>

✓ Set Up or Prep Duties   • Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 5

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Enhance muscular strength and endurance, aerobic endurance, and flexibility.</li> <li>Demonstrate jump rope skills.</li> </ul>	<ul style="list-style-type: none"> <li>8 cones</li> <li>1 long jump rope per 3 students</li> <li>6-12 Turtles</li> <li>12-24 Stability Balls</li> </ul>	<ul style="list-style-type: none"> <li>1 jump rope per student</li> <li>Mats</li> <li>6-12 Medicine Balls</li> <li>CD player with music</li> </ul>

INSTANT ACTIVITY	LESSON CONTENT	ROLE OF ASSISTANT
	<ul style="list-style-type: none"> <li>Students find jump ropes and begin jumping.</li> </ul>	<ul style="list-style-type: none"> <li>Circulate and monitor 1A.</li> <li>Assist teacher as needed.</li> </ul>

HEALTH RELATED PHYSICAL ACTIVITY	LESSON CONTENT	ROLE OF ASSISTANT
	<p><b>Jump Rope (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Students form groups of 6. All but 1 student in each group should put their jump ropes around perimeter of activity area.</li> <li>Groups form circles.</li> <li>Student with jump rope stands in center of circle.</li> <li>Student in center begins spinning jump rope low to ground and students try to jump over it.</li> <li>Students in center should be encouraged to jump as well.</li> <li>If students get tagged by jump rope, they must jump rope on sidelines for 10 jumps and return to continue play.</li> <li>Challenge: Which group can continue longest? How many jumps can each group do? Can they get 15, 20, 30 consecutive jumps?</li> </ul>	<ul style="list-style-type: none"> <li>Watch for students who are tagged.</li> </ul>
	<p><b>Rope Tag (6-8 minutes)</b></p> <ul style="list-style-type: none"> <li>Students form groups of 6. All but 1 student in each group should put their jump ropes around perimeter of activity area.</li> <li>Groups form circles.</li> <li>Student with jump rope stands in center of circle.</li> <li>Student in center begins spinning jump rope low to ground and students try to jump over it.</li> <li>Students in center should be encouraged to jump as well.</li> <li>If students get tagged by jump rope, they must jump rope on sidelines for 10 jumps and return to continue play.</li> <li>Challenge: Which group can continue longest? How many jumps can each group do? Can they get 15, 20, 30 consecutive jumps?</li> </ul>	<ul style="list-style-type: none"> <li>Watch for students who are tagged.</li> </ul>
	<p><b>Team Jump Rope (8-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Students put individual ropes away.</li> <li>Students from groups above divide themselves into groups of 3, 2 rope turners and 1 jumper. 1 member from each team gets a long jump rope.</li> <li>Teams should line up at baseline or start area.</li> <li>On your signal, teams in front row begin. When teams are a quarter of way down, next group of rope turners begin turning while jumper jumps.</li> <li>All members of a team are moving forward.</li> <li>Students are jumping/turning/moving down the activity area to the end line. When students reach the end line one person holds the rope and they all sprint back on the sidelines to the start area and switch roles until all team members have had a chance to jump.</li> <li>Challenge: How fast can each team make it down? Can turners jump while turning a rope?</li> </ul>	<ul style="list-style-type: none"> <li>Make sure students are jumping as they move across activity area.</li> <li>Set up cones with abdominal task cards for next activity.</li> </ul>

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 5
<b>Crunch It</b> (8-10 minutes)		<b>Cool Down/Closure</b> (3-5 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Instruct previous groups of 3 to form groups of 6.</li> <li>■ On your signal, groups will go to a task card and perform abdominal exercise posted for 1 minute.</li> <li>■ After 1 minute, students rotate to next station and perform next abdominal exercise.</li> <li>■ Regular crunch or curl-up</li> <li>■ 6 inches with stability ball/ small balls</li> <li>■ Bicycles</li> <li>■ Medicine ball twist</li> <li>■ Plank</li> <li>■ 100s</li> <li>■ Turtle crunches</li> <li>■ Crunches on stability ball/ large balls</li> </ul>		<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students stretch.</li> <li>■ Ask students what type of activity jumping rope is.</li> <li>■ Jumping rope is a cardiovascular or aerobic activity.</li> <li>■ Aerobic is using oxygen generally during sustained activity.</li> <li>■ Ask student to name other types of cardiovascular/aerobic activities.</li> <li>■ Swimming, jogging, basketball, aerobic dance</li> <li>■ Ask students to try doing 2 cardiovascular activities at home.</li> </ul>	
<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Help students form groups.</li> </ul>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>✓ Clean up and store equipment.</li> </ul>	

✓ Set Up or Prep Duties   ➡ Cues or Key Concepts   ➡ Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 6

LESSON OUTCOMES		EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Participate in activities that enhance muscular strength and endurance, aerobic endurance, and flexibility.</li> </ul>		<ul style="list-style-type: none"> <li>1 multi-colored cone for every 3 or 4 students</li> </ul>	<ul style="list-style-type: none"> <li>Set up cones for 1A.</li> <li>Place HPPA equipment around perimeter of activity area.</li> </ul>

### Cone to Cone (5 minutes)

**LESSON CONTENT**

- As students enter activity area they shuffle from cone to cone.
- After reaching last cone, students walk or jog outside perimeter of activity area back to first cone and repeat.

→ Variation: Students can walk, jog, sprint, back pedal or a movement of your choice.

**ROLE OF ASSISTANT**

- Explain activity.
- Start and stop music.
- Keep students moving.

**INSTANT ACTIVITY**

### Box, Kick, and Jump Rope (6-8 minutes)

**LESSON CONTENT**

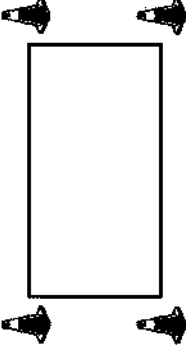
- Students form groups of 3.
- 1 student punches a Boxer, 1 student does front kicks and 1 student is jumping rope.
- Students switch roles every 30 seconds on your cue (pausing music or whistle).
- If Boxers aren't available, students can punch air.

**ROLE OF ASSISTANT**

- Set up Boxers and jump ropes in groups around activity area.
- Play music.

**HEALTH RELATED PHYSICAL ACTIVITY**

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 6
<b>ACTIVITY #1</b> <b>FLOW</b> (17 minutes)	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ FLOW (see FLOW section).</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Assist students with tasks as needed.</li> <li>■ Offer encouragement and positive reinforcement.</li> <li>✓ Set up cones for Activity #2.</li> </ul>	<b>COOL DOWN/CLOSURE</b> <b>Cool Down/Closure</b> (3-5 minutes)
	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students stretch.</li> <li>■ What fitness components were demonstrated in FLOW today?</li> <li>★ Challenge students to practice a drill or game at home (use this whenever possible).</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>✓ Clean up and store equipment.</li> </ul>	
<b>ACTIVITY #2</b> <b>Never Ending Relays</b> (10-12 minutes)	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students form teams of 2 or 3.</li> <li>■ Each team should line up diagonally behind a cone.</li> <li>■ First student on each team has a deck ring.</li> <li>■ On your signal, first student runs clockwise and tries to tag student in front of him or her.</li> <li>■ If someone is tagged, tagging team gets a point.</li> <li>■ Student tagged hands off deck ring to next student in line on their team.</li> <li>■ When first students get back to their teams, they hand off deck rings to next student in line and play continues.</li> <li>■ First team to reach 10 points wins. (You can change value of points.)</li> </ul> 	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>✓ Place a different colored cone in each corner of rectangular activity area (10 feet x 5 feet or 15 feet x 10 feet). Multiple relays stations should be used.</li> <li>✓ Set out deck rings. Deck rings should match the color of the cones.</li> <li>■ Monitor activity.</li> <li>✓ Track scores.</li> </ul>	<b>COOL DOWN/CLOSURE</b> <b>Cool Down/Closure</b> (3-5 minutes)
	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students stretch.</li> <li>■ What fitness components were demonstrated in FLOW today?</li> <li>★ Challenge students to practice a drill or game at home (use this whenever possible).</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>✓ Clean up and store equipment.</li> </ul>	

*Italics indicate the teacher speaking directly to the student.*

✓ Set Up or Prep Duties      • Cues or Key Concepts      → Variation      ★ Challenge

# Fitness 8th Grade : Lesson 7

LESSON OUTCOMES		EQUIPMENT		BEFORE CLASS SET UP					
<ul style="list-style-type: none"> <li>Participate in activities that enhance muscular strength and endurance, aerobic endurance, and flexibility.</li> <li>Flexibility training for running and jogging.</li> <li>Practice Pacer or mile run for fitness testing.</li> </ul>		<ul style="list-style-type: none"> <li>CD player</li> <li>Mats</li> <li>Stretching task cards</li> <li>Basketballs</li> <li>Softballs</li> </ul>		<ul style="list-style-type: none"> <li>Pacer CD</li> <li>Cones</li> <li>Volleyballs</li> <li>Soccer balls</li> <li>1 jump band for every 4 or 8 students</li> </ul>					
<h3>Fitness Walking (5 minutes)</h3> <table border="1"> <tr> <th>LESSON CONTENT</th> <th>ROLE OF ASSISTANT</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Students walk as fast as they can around activity area.</li> <li>Students should pump their arms while walking.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Assist teacher as needed.</li> </ul> </td> </tr> </table>						LESSON CONTENT	ROLE OF ASSISTANT	<ul style="list-style-type: none"> <li>Students walk as fast as they can around activity area.</li> <li>Students should pump their arms while walking.</li> </ul>	<ul style="list-style-type: none"> <li>Assist teacher as needed.</li> </ul>
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<h3>Running and Jogging Stretching Circuit (8 minutes)</h3> <table border="1"> <tr> <th>LESSON CONTENT</th> <th>ROLE OF ASSISTANT</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>On your signal, students jog around activity area for 1 minute then stop at a stretching station for 1 minute.</li> <li>Students should go to each station.</li> <li>If there are 2 sides to a stretch, students should do 30 seconds per side.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Set up stretching stations with cones and task cards.</li> <li>Help students stretch.</li> </ul> </td> </tr> </table>						LESSON CONTENT	ROLE OF ASSISTANT	<ul style="list-style-type: none"> <li>On your signal, students jog around activity area for 1 minute then stop at a stretching station for 1 minute.</li> <li>Students should go to each station.</li> <li>If there are 2 sides to a stretch, students should do 30 seconds per side.</li> </ul>	<ul style="list-style-type: none"> <li>Set up stretching stations with cones and task cards.</li> <li>Help students stretch.</li> </ul>
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✓ Set Up or Prep Duties   ➡ Cues or Key Concepts   ➡ Variation   ➡ Challenge   *Italics indicate the teacher speaking directly to the student.*

Fitness

8th Grade

Lesson 7

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 7
ACTIVITY #1	<b>Pacer or Mile Run/Walk - Practice</b> (15-20 minutes)	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ See Fitnessgram manual.</li> <li>■ Students finishing early should go to Sport Skill Practice stations listed below.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Help count laps.</li> <li>✓ Time students running a mile.</li> </ul>
	<b>Sport Skill Practice</b> (10 minutes)	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Basketball Dribble: Students dribble around scattered cones.</li> <li>■ Volleyball Forearm Passes: Student self-passes while walking down to end line and back.</li> <li>■ Soccer Dribble: Students dribble around scattered cones.</li> <li>■ Softball Throws: Students practice throwing over-hand for 20, 30, or 40 feet.</li> </ul> <p>→ Variation: Set up other skill stations for students to work on.</p>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Coach skills.</li> </ul>
		<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students stretch.</li> <li>■ Ask students about Pacer/mile run and how they can improve their times.</li> <li>■ Ask students where in their communities they can practice running.</li> <li>■ Ask students which component of fitness does the Pacer/mile run measure. (cardiovascular endurance).</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>■ Review concepts taught during lesson.</li> <li>✓ Collect equipment.</li> </ul>

✓ Set Up or Prep Duties      ➡ Cues or Key Concepts      → Variation      ✱ Challenge      *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 8

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Participate in activities that will improve muscular strength, aerobic endurance, and flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>FLOW equipment</li> <li>1 soft ball per student</li> </ul>	<ul style="list-style-type: none"> <li>Sort jump bands.</li> <li>Set up FLOW equipment around perimeter of activity area.</li> </ul>

Jog and Juggle (5 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Students jog and juggle 2 soft balls around activity area.</li> </ul>	<ul style="list-style-type: none"> <li>Help students find partners.</li> <li>Reinforce proper tossing form.</li> </ul>

Jump Bands (6-8 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Students form groups of 4-8. (See Jump Band Section.)</li> <li>Demonstrate jump band skills and activities.</li> <li>Students perform jump band skills.</li> </ul>	<ul style="list-style-type: none"> <li>Help students form groups.</li> <li>Explain directions and demonstrate skills as needed.</li> <li>Circulate through groups encouraging creativity and new ideas.</li> </ul>

FLOW (17 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>FLOW (see FLOW section).</li> </ul>	<ul style="list-style-type: none"> <li>Circulate during activity.</li> </ul>



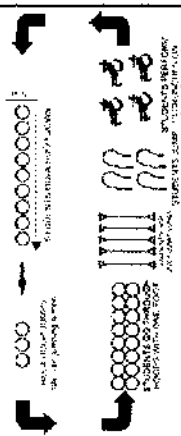
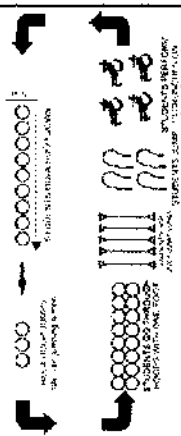
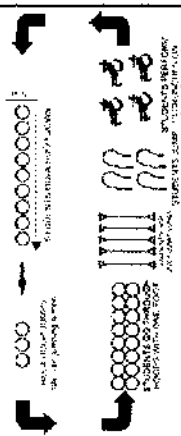
# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 8
<b>Fitness Relays</b> (10 minutes)		<b>Cool Down/Closure</b> (3-5 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students find partners.</li> <li>Students line up in single file. First student in line is #1, second student is #2.</li> <li>Each student performs 2 skills, alternating with partner (#1 goes then #2, then #1 again, etc.). When #1 gets halfway down, #2 begins.</li> <li>Each number performs a different movement during relay.               <ul style="list-style-type: none"> <li>#1: Skip; #2: Power walk</li> <li>#1: Jump; #2: Sprint/Run etc.).</li> </ul> </li> <li>You can choose movement (hop, walk backwards, etc.).</li> <li>First team back wins. Points can be awarded.</li> <li>Have students switch roles after completion.</li> </ul> <p>→ Variation: Give teams a time limit to beat.</p>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>✓ Set up cones to mark relay course, 20-40 feet.</li> <li>✓ Circulate during activity.</li> <li>✓ Keep scores.</li> </ul>	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students stretch.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Lead students in stretches.</li> <li>✓ Clean up and store equipment.</li> </ul>

*Italics indicate the teacher speaking directly to the student.*

✓ Set Up or Prep Duties   ← Cues or Key Concepts   → Variation   ★ Challenge

# Fitness 8th Grade : Lesson 9

LESSON OUTCOMES		EQUIPMENT	BEFORE CLASS SET UP									
<ul style="list-style-type: none"> <li>■ Demonstrate basic fitness skills related to muscular strength, aerobic endurance, and flexibility.</li> <li>■ Enhance muscular strength, muscular and aerobic endurance, and flexibility.</li> <li>■ Develop leadership skills.</li> </ul>		<ul style="list-style-type: none"> <li>■ 1 hula hoop per student</li> <li>■ 8 Turtles</li> <li>■ Agility ladder</li> <li>■ CD player</li> </ul>	<ul style="list-style-type: none"> <li>✓ Set up trailblazing obstacle on half of activity area.</li> </ul>									
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✓ Set Up or Prep Duties   • Cues or Key Concepts   → Variation   \* Challenge   *Italics indicate the teacher speaking directly to the student.*

Fitness

8th Grade

Lesson 9

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 9
ACTIVITY #	<b>Hula-Hoop Relays</b> (8-12 minutes)	<b>Jump Bands</b> (8-12 minutes)	
	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students find partners, 1 hula-hoop per pair.</li> <li>Relays run half-court or about 40 feet.</li> <li>First partner hula-hoops down and sprints back while carrying hoop.</li> <li>Second partner performs right or left arm hula-hoop circles while walking down and sprints back while carrying hoop.</li> <li>First partner jumps through hula-hoop down and sprints back while carrying hoop.</li> <li>Partners join other pairs and form groups of 4, 1 hula-hoop per pair.</li> <li>1 student holds hula-hoop while other 3 students jump or hop through it.</li> <li>Last student through hoop grabs it and student who was holding hoop jumps.</li> <li>Other students continue jumping and exchange hoop until finish line is reached.</li> <li>After team goes through hoop, they move up 1 foot (mark progression with cones or tape).</li> <li>First team in wins.</li> </ul> <p>→ Variation: Give teams a time limit to beat.</p>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Help students form groups.</li> <li>Mark progression for hula-hoop shuttle run.</li> <li>Monitor students.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Help students form groups.</li> <li>Explain directions and demonstrate skills as needed.</li> <li>Circulate through groups encouraging creativity and new ideas.</li> </ul>
ACTIVITY #2		<b>Cool Down/Closure</b> (3-5 minutes)	
COOL DOWN/CLOSURE		<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students stretch.</li> <li>Encourage students to find creative ways to stay active when they go home today.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Lead students in stretches.</li> <li>Clean up and store equipment.</li> </ul>

✓ Set Up or Prep Duties   ← Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 10

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Enhance muscular strength, aerobic endurance, and flexibility.</li> <li>Monitor personal fitness.</li> </ul>	<ul style="list-style-type: none"> <li>1 hula-hoop per student</li> <li>Cones</li> </ul>	<ul style="list-style-type: none"> <li>CD player and music</li> <li>Stopwatch</li> <li>Mark off distance for fitness relays.</li> </ul>

Hula-Hoop Jump (5 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"><li>■ Students jump over hula-hoops like jumping ropes.</li><li>★ Challenge students to run while jumping.</li></ul>	<ul style="list-style-type: none"><li>✓ Start and stop music.</li></ul>	

Hyper Space (6-8 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Set up a 35 X 25 rectangle with 4 cones and a mid-line marked.</li> <li>■ Divide class into 2 teams, 1 on each side of dividing mid-line.</li> <li>■ Object of game: to get to other side without being tagged by a member of opposing team.</li> <li>■ When students are tagged, they must go to their sidelines, do 3 exercises (jumping jacks, push-ups, sit-ups, etc.) then return to their side to start again.</li> <li>■ Students keep track of how many times they made it across.</li> </ul> <p>→ Variation: Use flags for students to pull when crossing midline. They pick up their pulled flags, go to sideline and do 3 exercises before they can return to their side of line.</p>	<ul style="list-style-type: none"> <li>■ Assist with grouping.</li> <li>✓ Start and stop music.</li> </ul>

HEALTH RELATED PHYSICAL ACTIVITY

✓ Set Up or Prep Duties   • Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

Fitness

8th Grade

Lesson 10

Fitness

8th Grade

Lesson 10

## Personal Fitness Relays

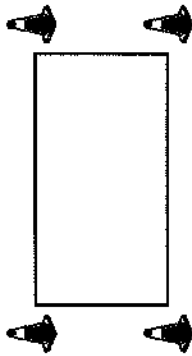
(10-15 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Divide class in 2 groups.</li> <li>■ Students line up on both baselines of activity area facing each other.</li> <li>■ On your signal, each group of students performs following activities down and back to starting point (about 40 feet) as you start a stopwatch. Repeat each activity 2 or 3 times.               <ul style="list-style-type: none"> <li>➤ Power walk</li> <li>➤ Skip</li> <li>➤ Shuffle step</li> <li>➤ Run</li> <li>➤ Walking/Sliding push-up (should be about 10 to 25 feet). Students get into push-up position and walk using their hands. Their feet slide or drag behind them.</li> </ul> </li> <li>■ Yell out time as students pass finish line. Students should make a mental note of their times. On second trial, students should be encouraged to match or better their previous times.</li> <li>■ A group time can also be recorded. Group with fastest time wins.</li> </ul> <p>→ Variation: Set time criteria according to how long it takes students to complete first set. For example, see if students can make it back in less than 60 seconds, 45 seconds, 30 seconds, depending on locomotor movement.</p>	<ul style="list-style-type: none"> <li>✓ Mark off start and end line.</li> <li>✓ Start and stop stopwatch.</li> </ul>

ACTIVITY #1

## Never Ending Relays

(8-10 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Students form teams of 2 or 3.</li> <li>■ Each team should line up diagonally behind a cone.</li> <li>■ First student on each team has a deck ring.</li> <li>■ On your signal, first student runs clockwise and tries to tag student in front of him or her.</li> <li>■ If someone is tagged, tagging team gets a point. Student tagged hands off deck ring to next student in line on their team.</li> <li>■ When first students get back to their teams, they hand off deck rings to next student in line and play continues.</li> <li>■ First team to reach 10 points wins. (You can change value of points.)</li> </ul> 	<ul style="list-style-type: none"> <li>✓ Place a different colored cone in each corner of rectangular activity area (10 feet x 5 feet or 15 feet x 10 feet). Multiple relays stations should be used.</li> <li>✓ Set out deck rings. Deck rings should match the color of the cones.</li> <li>■ Monitor activity.</li> <li>■ Track scores.</li> </ul>

ACTIVITY #2

## Cool Down/Closure

(3-5 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Students stretch.</li> <li>■ Ask students:               <ul style="list-style-type: none"> <li>➤ What fitness relay did you do the best in?</li> <li>➤ What can you do to improve your time?</li> </ul> </li> <li>■ Encourage students to practice at home.</li> </ul>	<ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>✓ Clean up and store equipment.</li> </ul>

COOL DOWN/CLOSURE

Set Up or Prep Duties

Cues or Key Concepts

→ Variation

★ Challenge

Italics indicate the teacher speaking directly to the student.

*Italics indicate the teacher speaking directly to the student.*

✓ Set Up or Prep Duties   ➤ Cues or Key Concepts   ➔ Variation   ★ Challenge

# Fitness 8th Grade : Lesson 11

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>■ Fitness testing - Students assess their muscular strength, muscular endurance, and flexibility levels.</li> </ul>	<ul style="list-style-type: none"> <li>■ 10-20 tape measures or Sit and Reach boxes</li> <li>■ Mats</li> <li>■ Fitnessgram CD</li> <li>■ CD player</li> <li>■ 1 Frisbee per student</li> <li>■ 16 cones</li> </ul>	<ul style="list-style-type: none"> <li>✓ Set up Curl-Up and Push-Up stations.</li> <li>✓ Set up Sit and Reach stations.</li> </ul>

Walk (3-5 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students power walk around activity area; this serves as a warm-up for fitness testing.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>✓ Start and stop music.</li> </ul>

Fitness Testing -Curl-Ups and Push-Ups (10-20 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ See Fitnessgram manual.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Assist with testing.</li> <li>■ Assist students with proper technique.</li> <li>■ Circulate throughout activity area.</li> </ul>

Fitness Testing -Sit and Reach (10-20 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ See Fitnessgram manual.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Demonstrate.</li> <li>■ Help students record scores.</li> </ul>

✓ Set Up or Prep Duties	➔ Cues or Key Concepts	➔ Variation	★ Challenge	<i>Italics indicate the teacher speaking directly to the student.</i>
Fitness				8th Grade Lesson 11

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 11
<b>Awesome Add-On</b> (8-10 minutes)		<b>Cool Down/Closure</b> (3-5 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students walk around activity area.</li> <li>On your signal, all students stop. Call out an exercise and a number of repetitions; students perform exercise then resume walking. After 2-3 exercises, students begin to jog.</li> <li>On your signal, students stop, you call out another exercise and a number of repetitions. Students do both exercises in order.</li> <li>Continue until 5 or more exercises are added.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Circulate throughout activity area.</li> <li>Assist with exercises.</li> </ul>	<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students stretch.</li> <li>Remind students that they will be tested again and their goal is to improve scores they made today.</li> <li>Encourage students to practice fitness testing components at home.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Lead students in stretches.</li> <li>Clean up and store equipment.</li> </ul>

✓ Set Up or Prep Duties   • Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 12

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Assess aerobic endurance.</li> </ul>	<ul style="list-style-type: none"> <li>Cones to mark off mile or Pacer</li> <li>CD</li> </ul>	<ul style="list-style-type: none"> <li>Mark off mile or 20 meters for Pacer.</li> </ul>

Walk (2-3 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Students warm up for mile/Pacer run.</li> </ul>	<ul style="list-style-type: none"> <li>Explain activity.</li> </ul>

Mile Run or Pacer (15-25 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>See Fitnessgram Manual.</li> </ul>	<ul style="list-style-type: none"> <li>Count laps.</li> <li>Helps students record laps or time.</li> </ul>

Stretching (5-8 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>On your signal, students jog around activity area for 1 minute then stop at a stretching station for 1 minute.</li> <li>Students should go to each station.</li> <li>If there are 2 sides to a stretch, students should do 30 seconds per side.</li> <li>Stretches include:               <ul style="list-style-type: none"> <li>Hamstring</li> <li>Quadriceps</li> <li>Calf</li> <li>Hamstring stretch 2</li> <li>Quadriceps stretch 2</li> <li>Calf stretch 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate stretches.</li> </ul>

<ul style="list-style-type: none"> <li>Set Up or Prep Duties</li> <li>Cues or Key Concepts</li> <li>Variation</li> <li>Challenge</li> </ul>	<i>Italics indicate the teacher speaking directly to the student.</i>
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# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness	8th Grade	Lesson 12
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Cool Down/Closure (3 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Students stretch independently focusing on lower body.</li> <li>Ask students:             <ul style="list-style-type: none"> <li>Where can you jog a mile in your community?</li> <li>What did you learn about pacing yourself during the mile/Pacer run?</li> <li>What can you do to improve your score?</li> </ul> </li> <li>Remind students that they will be tested again and their goal is to improve score they made today.</li> </ul>	<ul style="list-style-type: none"> <li>Lead students in stretches.</li> <li>Clean up and store equipment.</li> </ul>

✓ Set Up or Prep Duties   ➡ Cues or Key Concepts   ➔ Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

## Assessment

Formative:

- Ongoing fitness monitoring

Summative:

- Fitnessgram protocols for the following fitness tests: Curl Ups, (Modified) Pull Ups, and Sit and Reach
- Because of the abbreviated nature of this course, students will not receive instruction and practice in all areas tested by Fitnessgram. If students are able to complete the full Fitnessgram battery, the performance task they will complete is the creation of a Personal Health plan to improve physical fitness. This plan will
  - Be a one week plan that could be repeated until a change is needed.
  - Include at end a list of 4 possible ways the student could change his/ her program based on the FITT components.
  - Be presented and explained to a review board consisting of the teacher and at least two peers

## Unit Overview

These lessons are designed to maximize student participation, increase MVPA, and reduce inactive time during physical education class. There are 12 developmentally appropriate lessons covering equipment needed, set-up, activities to engage the student at entry to the class space, and cool-down activities. This unit, which is based on the HEALTHY program's PE intervention, includes strategies for effective class management and motivational techniques.

Goals: Students will

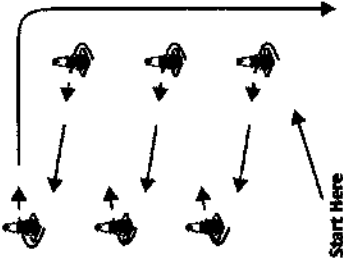
- Increase movement and time spent being active.
- Decrease time spent in sedentary behavior.
- Substitute physical activity for sedentary behavior.
- Apply self-monitoring, goal setting, and problem solving to increase physical activity and decrease sedentary behavior.

## Instruction

Notes:

1. As laid out, these twelve lessons call for a teacher and an assistant. If there is adult no assistant, teachers will need to modify set up and facilitation strategies.
2. The FLOW activities referenced in lessons 3, 6, and 8 are stations set up for interval fitness. Use stations for aerobics and strength-building as available equipment allows. The essential ingredients of these stations are timers and music that will motivate students to work intensively in short bursts.

# Fitness 8th Grade : Lesson 1

LESSON OUTCOMES		EQUIPMENT	BEFORE CLASS SET UP	
<ul style="list-style-type: none"> <li>Participate in cardiovascular activities.</li> <li>Demonstrate basic kickboxing moves.</li> <li>Develop muscular strength, endurance and flexibility.</li> <li>Fitness testing - practice.</li> </ul>		<ul style="list-style-type: none"> <li>Theme from "Rocky"</li> <li>2 CD players</li> <li>Boxers</li> <li>Multiple reach boards or multiple tape measures</li> <li>Multiple Curl Up strips</li> </ul>	<ul style="list-style-type: none"> <li>Stagger cones on sidelines of activity area.</li> <li>Set up equipment for HRPA.</li> <li>Tape down tape measures for Sit and Reach.</li> <li>Tape down Curl Up strips.</li> </ul>	
Cone to Cone (5 minutes)		LESSON CONTENT	ROLE OF ASSISTANT	HEALTH RELATED PHYSICAL ACTIVITY
<ul style="list-style-type: none"> <li>As students enter activity area they shuffle from cone to cone.</li> <li>After reaching last cone, students walk or jog outside perimeter of activity area back to first cone and repeat.</li> </ul> <p>→ Variation: Students can walk, jog, sprint, back pedal or do a movement of choice.</p> 		<ul style="list-style-type: none"> <li>Set up cones 10-15 feet apart.</li> <li>Set up more areas for large classes.</li> <li>Explain activity.</li> <li>Start and stop music.</li> <li>Keep students moving.</li> </ul>	<ul style="list-style-type: none"> <li>Set up Boxers and jump ropes in groups around activity area.</li> <li>Play music.</li> </ul>	<ul style="list-style-type: none"> <li>Students form groups of 3.</li> <li>1 student punches a Boxer, 1 student does front kicks and 1 student is jumping rope.</li> <li>Students switch roles every 30 seconds on your cue (pausing music or whistle).</li> <li>If Boxers aren't available, students can punch air.</li> </ul>
Box, Kick, and Jump Rope (6-8 minutes)		LESSON CONTENT	ROLE OF ASSISTANT	HEALTH RELATED PHYSICAL ACTIVITY

✓ Set Up or Prep Duties → Cues or Key Concepts → Variation → Challenge *Italics indicate the teacher speaking directly to the student.*

Fitness

8th Grade

Lesson 1

Cardio-Kickboxing

(10-12 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Have students form groups of 6 (or 12 if class size is large) from groups above.</li> <li>Explain to students that cardio-kickboxing is designed to help improve fitness levels; it is not a competitive, combative sport. Demonstrate basic punches and kicks. Have students shadow practice with you.</li> <li>Remind students to keep their elbows and knees soft when they extend; they should not lock elbows or knees.</li> <li>Kicks should be waist high or lower.</li> <li>Punches: jab, upper cut, hook.</li> <li>Kicks: front kick, side kick, rear kick, roundhouse kick.</li> <li>Students go to a kickboxing task card and perform kickboxing/cardio move listed for 45 seconds then jog to next task card and perform kickboxing move listed.</li> <li>Students will do each task card twice.</li> </ul> <p>→ Variation: A video or written script with accompanying music may be used for instruction. Written scripts have been included.</p>	<ul style="list-style-type: none"> <li>✓ Attach 1 Kickboxing task card to each cone.</li> <li>✓ Start and stop music.</li> <li>■ Assist students at stations.</li> </ul>

ACTIVITY #1

Fitness Testing-Practice

(15-20 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Set up fitness testing stations. 10 students per station. For large classes, set up multiple stations. For example, there can be 2 or 3 stations for curl-ups. See diagram below. If multiple stations are used, they should be nearby so students can hear cadence.</li> <li>Explain and demo fitness testing components. If using Fitnessgram cadence CD for curl-ups and push-ups, instruct students to wait for cue to begin. Play CD during demo so students will know what to do.</li> <li>Students should be reminded that they are trying to improve their fitness levels, not competing with classmates.</li> <li>Students partner up and go to a station. 1 partner performs activity while other partner counts and records. Partners switch roles and repeat. Once all students have completed task at 1 station they rotate clockwise to next station on your signal.</li> <li>Station 1: Curl-ups – if not using cadence, time students for 1 minute.</li> <li>Station 2: Abdominal stretch – modified cobra stretch.</li> <li>Station 3: Push-ups/Modified push-ups – If not using cadence, time students for 1 minute.</li> <li>Station 4: Chest stretch.</li> <li>Station 5: Mini shuttle run – set up cones 10 or 15 meters apart. Students jog or run from cone to cone.</li> <li>Station 6: Sit and Reach – Best of 3 tries. Multiple tape measures should be used to speed things up.</li> </ul>	<ul style="list-style-type: none"> <li>■ Monitor sit and reach station.</li> <li>■ Help students record stats.</li> </ul>

ACTIVITY #2

✓ Set Up or Prep Duties

→ Cues or Key Concepts

→ Variation

★ Challenge

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✓ Set Up or Prep Duties • Cues or Key Concepts → Variation • Challenge

# Physical Activity Unit 8<sup>th</sup> Grade PE

Cool Down/Closure (3-5 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Lead class in stretches that focus on upper and lower body (shoulders, biceps, triceps, quadriceps and hamstrings).</li> <li>■ Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)               <ul style="list-style-type: none"> <li>☞ Can anyone tell me what the fitness components are? (muscular endurance – how long a muscle can work, muscular strength – the amount of force a muscle can exert, flexibility – the range of motion between joints, and cardiovascular endurance – continued, sustained aerobic activity).</li> <li>☞ What component(s) of fitness do push-ups demonstrate? Sit-ups? Sit and reach?</li> <li>☞ What muscles or part of the body do push-ups work? Sit-ups?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>■ Reinforce key concepts taught during the lesson.</li> </ul>

✓ Set Up or Prep Duties   ➤ Cues or Key Concepts   ➔ Variation   \* Challenge   *Italics indicate the teacher speaking directly to the student.*

Fitness

8th Grade

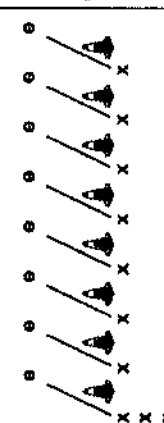
Lesson 1

Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness	8th Grade	Lesson 1
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✓ Set Up or Prep Duties   ➤ Cues or Key Concepts   ➔ Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 2

LESSON OUTCOMES		EQUIPMENT		BEFORE CLASS SET UP	
<ul style="list-style-type: none"> <li>Participate in cardiovascular activities.</li> <li>Participate in team fitness activities.</li> <li>Demonstrate basic kickboxing moves.</li> </ul>		<ul style="list-style-type: none"> <li>Boxers</li> <li>Polyspots</li> <li>10 basketballs</li> <li>10 Frisbees</li> <li>2 medicine balls</li> </ul>		<ul style="list-style-type: none"> <li>10 multi-colored cones</li> <li>10 volleyballs</li> <li>3 yellow trash cans</li> <li>10 softballs</li> <li>Pinnies</li> </ul>	<ul style="list-style-type: none"> <li>Set up Boxers around activity area.</li> <li>Set up Team Relays around perimeter of activity area.</li> <li>Group pinnies together for team relay.</li> <li>Set up CD player.</li> </ul>
INSTANT ACTIVITY					
<b>Punch, Jack, and Run</b> (5 minutes)		<b>Kick and Shuffle</b> (6-8 minutes)			
<b>LESSON CONTENT:</b> <ul style="list-style-type: none"> <li>As students enter activity area they punch a Boxer 4 times (Right, Left, Right, Left), perform 2 jumping jacks and run to another Boxer and repeat.</li> </ul>		<b>LESSON CONTENT:</b> <ul style="list-style-type: none"> <li>Students sprint diagonally towards Boxers, kick them, and shuffle or backpedal diagonally to cones. Continue down the line. Students jog back to start and repeat. Students can start at any cone.</li> </ul> 		<b>ROLE OF ASSISTANT:</b> <ul style="list-style-type: none"> <li>Supervise students.</li> <li>Offer encouragement and keep students focused.</li> </ul>	
				<b>ROLE OF ASSISTANT:</b> <ul style="list-style-type: none"> <li>Put Boxers and cones in a line 20 feet apart from each other.</li> <li>Circulate through activity to ensure students don't collide with each other.</li> <li>Begin setting up Team Relays.</li> </ul>	



# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 2
<b>Team Relays (20-30 minutes)</b> <b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students form 2 groups of 5 at each relay station.</li> <li>Teams at each relay station compete against each other. Students rotate to next relay station every 2 to 3 minutes.</li> <li>Station 1: Rowing – Teams line up in a single file line behind a row of polypots spaced 3 feet apart. First student on each team holds a medicine ball and passes it back to teammates. When last member of team gets ball, he or she sprints to front to first polypot and sequence repeats until teams make it to finish line.</li> <li>Station 2: Frisbee Golf – Label Brute containers with a 1, 3, or 5 (1 number per container). Container with a #5 should be farthest away and #1 should be closest. All students from each team have a Frisbee (1 color per team). Designate a throwing point (students must throw from this area or behind this line): 10 feet from first container, 15 feet from second container and 20 feet from third. Each Frisbee landing in a container is worth number of points posted. Students keep track of their points. Team with most points wins.</li> <li>Station 3: Dribble and jump shots – All students from each team have a basketball. Each team member has same colored ball and/or pinnie. All students start from a free throw line, dribble and shoot. Student can only shoot jump shots (no lay-ups). Each basket made is 1 point and students should yell out number of points they have. After a student makes a basket, he or she must return to a free throw line and start over. Team with most points wins.</li> <li>Station 4: Volleyball Circle – Each team counts amount of passes they are able to complete in a row. Students can bump or set. If ball drops or is caught, count starts over. Team with highest number wins.</li> </ul>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Set out a cone and polypots for rowing station.</li> <li>Set out cone, trash cans, 5 Frisbees 5 of 1 color, 5 of another color, and jump rope for start.</li> <li>Set out a cone and 10 basketballs.</li> <li>Set out a cone and 2 volleyballs.</li> <li>Set out a cone, poly spots and 10 softballs.</li> <li>Set out buckets, if needed, for lacrosse station.</li> <li>Keep track of team points.</li> <li>For larger classes add additional stations.</li> </ul>	<b>ACTIVITY #1</b>
<b>Team Relays (continued) (20-30 minutes)</b> <b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Station 5: Aerobic target shooting – Tape polypots randomly on a wall or bleachers. Cones can also be used for targets. Students are 20 feet away from targets. Each student from a team has a softball and tries to hit a polypot/cone. A point is awarded for every hit. Students must run to retrieve their balls and sprint back to start position and repeat.</li> <li>Station 6: Lacrosse Toss – Baskets or buckets needed. Teams circle around baskets/buckets 20 feet away. Each team member will have a lacrosse stick and ball. Teams compete by trying to get their balls in baskets/buckets. Each basket made is a point.</li> </ul> <p>→ Variation: Students can record points at end of each session and an overall winner or first, second, and third place teams can be acknowledged at end of lesson.</p>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Lead students in V-Sit practice.</li> <li>Clean up and store equipment.</li> </ul>	<b>ACTIVITY #1</b>
<b>Cool Down/Closure (3-5 minutes)</b> <b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Have students sit in V-Sit position and practice sit and reach while you speak.</li> <li>Review definitions of:               <ul style="list-style-type: none"> <li>aerobic (with oxygen and/or sustained activity)</li> <li>anaerobic (little or no oxygen and/or short burst activities)</li> </ul> </li> <li>Ask students to provide examples.</li> <li>Challenge students to create a new kickboxing move and/or show family members moves they have learned.</li> </ul>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Lead students in V-Sit practice.</li> <li>Clean up and store equipment.</li> </ul>	<b>COOL DOWN/CLOSURE</b>

*Italics indicate the teacher speaking directly to the student.*

✓ Set Up or Prep Duties    ➡ Cues or Key Concepts    ➡ Variation    ★ Challenge

# Fitness 8th Grade : Lesson 3

LESSON OUTCOMES		EQUIPMENT		BEFORE CLASS SET UP	
■ Participate in cardiovascular activities.		■ Jump bands	■ CD player	✓ Set up FLOW equipment.	
■ Participate in FLOW stations.		■ Music	■ FLOW equipment	✓ Have Jump bands accessible.	
■ Teamwork.		■ Stopwatch		✓ Mark off relay distance.	

Locomotor Moves (5 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students walk, jog, skip, or run around perimeter of activity area.</li> <li>■ Change locomotor movement every 30 to 60 seconds.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>✓ Set up cones to mark jogging area.</li> <li>✓ Play music.</li> <li>■ Maintain on task behavior.</li> </ul>

FLOW (17 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ FLOW (see FLOW section)</li> <li>■ 1 station should include Fitness test activity. For example: Curl Ups, Push-Ups, Sit and Reach, etc.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>✓ Set up FLOW equipment.</li> <li>■ Ensure safety compliance at all FLOW stations.</li> <li>✓ Start and stop music.</li> </ul>

Jump Bands (8-10 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students form groups of 4-8.</li> <li>■ Demonstrate jump band skills and activities. (See Jump Band Section.)</li> <li>■ Students perform jump band skills.</li> </ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Help students form groups.</li> <li>■ Explain directions and demonstrate skills as needed.</li> <li>■ Circulate through groups encouraging creativity and new ideas.</li> </ul>

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 3
Goofy Relays (6-8 minutes)			
LESSON CONTENT	ROLE OF ASSISTANT	Cool Down/Closure (3-5 minutes)	
<ul style="list-style-type: none"><li>■ Students find partners.</li><li>■ Wheel Barrow Relay.</li><li>■ Twister Relay: First student from each team twists to line and back. When first student gets halfway down, second student begins. Second student cannot pass first student.</li><li>■ Crab Walk Relay: Students have their hands and feet on floor with stomachs facing up. First student begins. When first student gets halfway down, second student begins. Second student cannot pass first student.</li><li>■ Leap Frog Race: Students combine to make groups of 4. Students are in a single file line squatting down. Students leap frog over each other. Last student jumps over teammates. When student leaps over teammates in front, new last student in line begins jumping over teammates.</li></ul> <p>→ Variation: Give teams a time limit to beat.</p>	<ul style="list-style-type: none"><li>✓ Set up cones to mark relay course, 20-40 feet.</li><li>■ Monitor for safety, especially with leap frog.</li></ul>		
Cool Down/Closure (3-5 minutes)			
LESSON CONTENT	ROLE OF ASSISTANT		
<ul style="list-style-type: none"><li>■ Students stretch.</li></ul>	<ul style="list-style-type: none"><li>✓ Lead students in stretches.</li><li>■ Clean store equipment.</li></ul>		

✓ Set Up or Prep Duties   ← Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 4

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Participate in basic fitness skills related to muscular strength, aerobic endurance, and flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>CD player with music</li> <li>4-8 cones with cardio and lower body strength task cards</li> </ul>	<ul style="list-style-type: none"> <li>Have hula-hoops set up around activity area.</li> <li>Put task cards on cones around perimeter of activity area.</li> <li>Have step bench accessible.</li> </ul>

Hula-Hoop (3-5 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>Students find hula-hoops as they enter activity area and begin spinning.</li> <li>Encourage students to walk and hula-hoop.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate.</li> <li>Start and stop music.</li> </ul>	

Cardio and Lower Body Strength (6-8 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>When music starts, students run, jog, or skip randomly around activity area for 60 to 90 seconds.</li> <li>When music stops, students sprint to a cone and perform task posted (squats, lunges, split squats, wall sits, 1-leg squat, toe raises, front kicks, side kicks) for 30 seconds.</li> </ul>	<ul style="list-style-type: none"> <li>Start and stop music.</li> </ul>	

Step Aerobics (10-15 minutes)		
LESSON CONTENT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"> <li>Instruct students to get steppers.</li> <li>Students follow a step aerobics video or you can lead routine.</li> </ul>	<ul style="list-style-type: none"> <li>Place step benches in corners of activity area.</li> <li>Move around area, help students stay focused on activity.</li> <li>Offer encouragement and praise.</li> </ul>	

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 4
<div> <div> <div>ACTIVITY #2</div> <div> <h2>Push-Ups and Abs</h2> <p>(8 minutes)</p> </div> </div> <div> <div>LESSON CONTENT</div> <ul style="list-style-type: none"> <li>■ Help students form groups of 6 and have them pair off.</li> <li>■ Students can choose if they want to do push-ups or abs first. Allow students to do modified push-ups.</li> <li>■ Students are to create a synchronized push-up or abdominal routine using at least 4 types of moves for 15 seconds each.</li> <li>■ For push-ups, students should face each other in push-up position and demonstrate same type of push-up at same time.                             <ul style="list-style-type: none"> <li>⌘ Examples: shake right hands, shake left hands, right hi-5, left hi-5, lift right foot, lift left foot, original</li> </ul> </li> <li>■ For crunches (abs), students can be side-by-side or feet-to-feet and should demonstrate same type of crunch at same time.                             <ul style="list-style-type: none"> <li>⌘ Examples: right leg lifted toward ceiling, left leg lifted toward ceiling, both feet lifted toward ceiling, bicycle, original</li> </ul> </li> <li>■ Have students switch roles.</li> <li>★ Challenge: Ask students to perform each move for 30 seconds.</li> </ul> </div> </div>			
		<div> <div>ROLE OF ASSISTANT</div> <ul style="list-style-type: none"> <li>■ Assist with grouping.</li> <li>■ Demonstrate push-up and crunch moves.</li> <li>■ Provide suggestions for exercises.</li> </ul> </div>	
<div> <div> <div>COOL DOWN/CLOSURE</div> <div> <h2>Cool Down/Closure</h2> <p>(3-5 minutes)</p> </div> </div> <div> <div>LESSON CONTENT</div> <ul style="list-style-type: none"> <li>■ Students practice shoulder stretch from Fitness-gram during Cool Down.</li> <li>■ Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)                             <ul style="list-style-type: none"> <li>⌘ What are the benefits of stretching?</li> </ul> </li> <li>■ Explain how stretching improves flexibility (range of motion at the joints).</li> <li>■ <i>At home make sure you warm up before and stretch after playing active games.</i></li> </ul> </div> </div>			
		<div> <div>ROLE OF ASSISTANT</div> <ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>✓ Clean store equipment.</li> </ul> </div>	

✓ Set Up or Prep Duties   ← Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 5

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Enhance muscular strength and endurance, aerobic endurance, and flexibility.</li> <li>Demonstrate jump rope skills.</li> </ul>	<ul style="list-style-type: none"> <li>8 cones</li> <li>1 long jump rope per 3 students</li> <li>6-12 Turtles</li> <li>12-24 Stability Balls</li> </ul>	<ul style="list-style-type: none"> <li>1 jump rope per student</li> <li>Mats</li> <li>6-12 Medicine Balls</li> <li>CD player with music</li> </ul>

INSTANT ACTIVITY	Team Jump Rope (8-10 minutes)	ROLE OF ASSISTANT
<b>Jump Rope (5 minutes)</b> <p>LESSON CONTENT</p> <ul style="list-style-type: none"> <li>Students find jump ropes and begin jumping.</li> </ul>	<p>LESSON CONTENT</p> <ul style="list-style-type: none"> <li>Students put individual ropes away.</li> <li>Students from groups above divide themselves into groups of 3, 2 rope turners and 1 jumper. 1 member from each team gets a long jump rope.</li> <li>Teams should line up at baseline or start area.</li> <li>On your signal, teams in front row begin. When teams are a quarter of way down, next group of rope turners begin turning while jumper jumps.</li> <li>All members of a team are moving forward. Students are jumping/turning/moving down the activity area to the end line. When students reach the end line one person holds the rope and they all sprint back on the sidelines to the start area and switch roles until all team members have had a chance to jump.</li> <li>Challenge: How fast can each team make it down? Can turners jump while turning a rope?</li> </ul>	<ul style="list-style-type: none"> <li>Make sure students are jumping as they move across activity area.</li> <li>Set up cones with abdominal task cards for next activity.</li> </ul>
HEALTH RELATED PHYSICAL ACTIVITY	Rope Tag (6-8 minutes)	ROLE OF ASSISTANT
<p>LESSON CONTENT</p> <ul style="list-style-type: none"> <li>Students form groups of 6. All but 1 student in each group should put their jump ropes around perimeter of activity area.</li> <li>Groups form circles.</li> <li>Student with jump rope stands in center of circle.</li> <li>Student in center begins spinning jump rope low to ground and students try to jump over it. Students in center should be encouraged to jump as well.</li> <li>If students get tagged by jump rope, they must jump rope on sidelines for 10 jumps and return to continue play.</li> <li>Challenge: Which group can continue longest? How many jumps can each group do? Can they get 15, 20, 30 consecutive jumps?</li> </ul>	<p>LESSON CONTENT</p> <ul style="list-style-type: none"> <li>Watch for students who are tagged.</li> </ul>	

✓ Set Up or Prep Duties • Cues or Key Concepts → Variation ★ Challenge *Italics indicate the teacher speaking directly to the student*

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 5
<b>Crunch It</b> (8-10 minutes)		<b>Cool Down/Closure</b> (3-5 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Instruct previous groups of 3 to form groups of 6.</li> <li>■ On your signal, groups will go to a task card and perform abdominal exercise posted for 1 minute.</li> <li>■ After 1 minute, students rotate to next station and perform next abdominal exercise.</li> <li>■ Regular crunch or curl-up</li> <li>■ 6 inches with stability ball/ small balls</li> <li>■ Bicycles</li> <li>■ Medicine ball twist</li> <li>■ Plank</li> <li>■ 100s</li> <li>■ Turtle crunches</li> <li>■ Crunches on stability ball/ large balls</li> </ul>		<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>■ Students stretch.</li> <li>■ Ask students what type of activity jumping rope is.</li> <li>■ Jumping rope is a cardiovascular or aerobic activity.</li> <li>■ Aerobic is using oxygen generally during sustained activity.</li> <li>■ Ask student to name other types of cardiovascular/aerobic activities.</li> <li>■ Swimming, jogging, basketball, aerobic dance</li> <li>■ Ask students to try doing 2 cardiovascular activities at home.</li> </ul>	
<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Help students form groups.</li> </ul>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>✓ Clean up and store equipment.</li> </ul>	

✓ Set Up or Prep Duties   ← Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 6

LESSON OUTCOMES	EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>Participate in activities that enhance muscular strength and endurance, aerobic endurance, and flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>1 multi-colored cone for every 3 or 4 students</li> </ul>	<ul style="list-style-type: none"> <li>Set up cones for 1A.</li> <li>Place HPEA equipment around perimeter of activity area.</li> </ul>

### Cone to Cone (5 minutes)

**LESSON CONTENT**

- As students enter activity area they shuffle from cone to cone.
- After reaching last cone, students walk or jog outside perimeter of activity area back to first cone and repeat.

→ Variation: Students can walk, jog, sprint, back pedal or a movement of your choice.

**ROLE OF ASSISTANT**

- Explain activity.
- Start and stop music.
- Keep students moving.

**INSTANT ACTIVITY**

### Box, Kick, and Jump Rope (6-8 minutes)

**LESSON CONTENT**

- Students form groups of 3.
- 1 student punches a Boxer, 1 student does front kicks and 1 student is jumping rope.
- Students switch roles every 30 seconds on your cue (pausing music or whistle).
- If Boxers aren't available, students can punch air.

**ROLE OF ASSISTANT**

- Set up Boxers and jump ropes in groups around activity area.
- Play music.

**HEALTH RELATED PHYSICAL ACTIVITY**



# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness

8th Grade

Lesson 6

FLOW

(17 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ FLOW (see FLOW section).</li> </ul>	<ul style="list-style-type: none"> <li>■ Assist students with tasks as needed.</li> <li>■ Offer encouragement and positive reinforcement.</li> <li>✓ Set up cones for Activity #2.</li> </ul>

Never Ending Relays

(10-12 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Students form teams of 2 or 3.</li> <li>■ Each team should line up diagonally behind a cone.</li> <li>■ First student on each team has a deck ring.</li> <li>■ On your signal, first student runs clockwise and tries to tag student in front of him or her.</li> <li>■ If someone is tagged, tagging team gets a point. Student tagged hands off deck ring to next student in line on their team.</li> <li>■ When first students get back to their teams, they hand off deck rings to next student in line and play continues.</li> <li>■ First team to reach 10 points wins. (You can change value of points.)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Place a different colored cone in each corner of rectangular activity area (10 feet x 5 feet or 15 feet x 10 feet). Multiple relays stations should be used.</li> <li>✓ Set out deck rings. Deck rings should match the color of the cones.</li> <li>■ Monitor activity.</li> <li>✓ Track scores.</li> </ul>

Cool Down/Closure

(3-5 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Students stretch.</li> <li>■ <i>What fitness components were demonstrated in FLOW today?</i></li> <li>★ Challenge students to practice a drill or game at home (use this whenever possible).</li> </ul>	<ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>✓ Clean up and store equipment.</li> </ul>

COOL DOWN/CLOSURE

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

Italics indicate the teacher speaking directly to the student.

Italics indicate the teacher speaking directly to the student.

→ Variation ★ Challenge

✓ Set Up or Prep Duties • Cues or Key Concepts

# Fitness 8th Grade : Lesson 7

LESSON OUTCOMES		EQUIPMENT		BEFORE CLASS SET UP	
<ul style="list-style-type: none"> <li>Participate in activities that enhance muscular strength and endurance, aerobic endurance, and flexibility.</li> <li>Flexibility training for running and jogging.</li> <li>Practice Pacer or mile run for fitness testing.</li> </ul>		<ul style="list-style-type: none"> <li>CD player</li> <li>Mats</li> <li>Stretching task cards</li> <li>Basketballs</li> <li>Softballs</li> </ul>		<ul style="list-style-type: none"> <li>Pacer CD</li> <li>Cones</li> <li>Volleyballs</li> <li>Soccer balls</li> <li>1 jump band for every 4 or 8 students</li> </ul>	
<div> <div> <h3>Fitness Walking</h3> <p>(5 minutes)</p> </div> <div> <p><b>LESSON CONTENT</b></p> <ul style="list-style-type: none"> <li>Students walk as fast as they can around activity area.</li> <li>Students should pump their arms while walking.</li> </ul> </div> <div> <p><b>ROLE OF ASSISTANT</b></p> <ul style="list-style-type: none"> <li>Assist teacher as needed.</li> </ul> </div> </div>					
<div> <div> <h3>Running and Jogging Stretching Circuit</h3> <p>(8 minutes)</p> </div> <div> <p><b>LESSON CONTENT</b></p> <ul style="list-style-type: none"> <li>On your signal, students jog around activity area for 1 minute then stop at a stretching station for 1 minute.</li> <li>Students should go to each station.</li> <li>If there are 2 sides to a stretch, students should do 30 seconds per side.</li> </ul> </div> <div> <p><b>ROLE OF ASSISTANT</b></p> <ul style="list-style-type: none"> <li>Set up stretching stations with cones and task cards.</li> <li>Help students stretch.</li> </ul> </div> </div>					

HEALTH RELATED PHYSICAL ACTIVITY	
<h3>Running and Jogging Stretching Circuit</h3> <p>(continued)</p> <p>(8 minutes)</p>	<p><b>LESSON CONTENT</b></p> <ul style="list-style-type: none"> <li>Stretches include: <ul style="list-style-type: none"> <li>Lower back</li> <li>Quadriceps stretch</li> <li>Hip oblique</li> <li>Calf stretch</li> <li>Hamstring</li> <li>Lower leg</li> <li>Triceps</li> </ul> </li> <li>Butterfly (students hold legs down with elbows, no bouncing)</li> </ul>
<p><b>ROLE OF ASSISTANT</b></p>	

✓ Set Up or Prep Duties   • Cues or Key Concepts   → Variation   ★ Challenge   *Italics indicate the teacher speaking directly to the student.*

Fitness

8th Grade

Lesson 7

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 7
<b>Pacer or Mile Run/Walk - Practice</b> (15-20 minutes)		<b>Cool Down/Closure</b> (3-5 minutes)	
ACTIVITY #1	<b>LESSON CONTENT</b> <ul style="list-style-type: none"><li>■ See Fitnessgram manual.</li><li>■ Students finishing early should go to Sport Skill Practice stations listed below.</li></ul>	<b>LESSON CONTENT</b> <ul style="list-style-type: none"><li>■ Students stretch.</li><li>■ Ask students about Pacer/mile run and how they can improve their times.</li><li>■ Ask students where in their communities they can practice running.</li><li>■ Ask students which component of fitness does the Pacer/mile run measure. (cardiovascular endurance).</li></ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"><li>■ Lead students in stretches.</li><li>■ Review concepts taught during lesson.</li><li>✓ Collect equipment.</li></ul>
<b>Sport Skill Practice</b> (10 minutes)			
ACTIVITY #2	<b>LESSON CONTENT</b> <ul style="list-style-type: none"><li>■ Basketball Dribble: Students dribble around scattered cones.</li><li>■ Volleyball Forearm Passes: Student self-passes while walking down to end line and back.</li><li>■ Soccer Dribble: Students dribble around scattered cones.</li><li>■ Softball Throws: Students practice throwing over-hand for 20, 30, or 40 feet.</li></ul> <p>→ Variation: Set up other skill stations for students to work on.</p>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"><li>■ Coach skills.</li></ul>	

✓ Set Up or Prep Duties      ← Cues or Key Concepts      → Variation      ★ Challenge      *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 8

LESSON OUTCOMES		EQUIPMENT	BEFORE CLASS SET UP	
■ Participate in activities that will improve muscular strength, aerobic endurance, and flexibility.		■ FLOW equipment ■ 1 soft ball per student	■ 1 pair of jump bands for every 4 students	✓ Sort jump bands. ✓ Set up FLOW equipment around perimeter of activity area.

Jog and Juggle (5 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
■ Students jog and juggle 2 soft balls around activity area.	■ Help students find partners. ■ Reinforce proper tossing form.

Jump Bands (6-8 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
■ Students form groups of 4-8. (See Jump Band Section.) ■ Demonstrate jump band skills and activities. ■ Students perform jump band skills.	■ Help students form groups. ■ Explain directions and demonstrate skills as needed. ■ Circulate through groups encouraging creativity and new ideas.

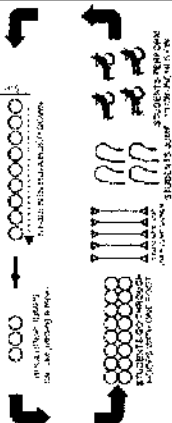
FLOW (17 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
■ FLOW (see FLOW section).	■ Circulate during activity.

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 8
Cool Down/Closure (3-5 minutes)			
LESSON CONTENT	ROLE OF ASSISTANT	ROLE OF ASSISTANT	
<ul style="list-style-type: none"><li>Students find partners.</li><li>Students line up in single file. First student in line is #1, second student is #2.</li><li>Each student performs 2 skills, alternating with partner (#1 goes then #2, then #1 again, etc.). When #1 gets halfway down, #2 begins.</li><li>Each number performs a different movement during relay.<ul style="list-style-type: none"><li>#1: Skip; #2: Power walk</li><li>#1: Jump; #2: Sprint/Run</li></ul></li><li>You can choose movement (hop, walk backwards, etc.).</li><li>First team back wins. Points can be awarded.</li><li>Have students switch roles after completion.</li></ul> <p>→ Variation: Give teams a time limit to beat.</p>	<ul style="list-style-type: none"><li>Set up cones to mark relay course, 20-40 feet.</li><li>Circulate during activity.</li><li>Keep scores.</li></ul>	<ul style="list-style-type: none"><li>Students stretch.</li></ul>	<ul style="list-style-type: none"><li>Lead students in stretches.</li><li>Clean up and store equipment</li></ul>

✓ Set Up or Prep Duties      ← Cues or Key Concepts      → Variation      \* Challenge      *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 9

LESSON OUTCOMES		EQUIPMENT	BEFORE CLASS SET UP	
<ul style="list-style-type: none"><li>■ Demonstrate basic fitness skills related to muscular strength, aerobic endurance, and flexibility.</li><li>■ Enhance muscular strength, muscular and aerobic endurance, and flexibility.</li><li>■ Develop leadership skills.</li></ul>		<ul style="list-style-type: none"><li>■ 1 hula hoop per student</li><li>■ 8 Turtles</li><li>■ Agility ladder</li><li>■ CD player</li></ul>	<ul style="list-style-type: none"><li>■ 6 to 8 electronic steppers</li><li>■ 25 step aerobic benches</li><li>■ Music</li></ul>	<ul style="list-style-type: none"><li>✓ Set up trailblazing obstacle on half of activity area.</li></ul>
HEALTH RELATED PHYSICAL ACTIVITY				
<b>Hula-Hoop</b> (5 minutes)		<b>LESSON CONTENT</b> <ul style="list-style-type: none"><li>■ Students find hula-hoops as they enter activity area and begin spinning.</li><li>■ Encourage students to walk and hula-hoop.</li></ul>	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"><li>■ Demonstrate.</li><li>■ Start and stop music.</li></ul>	
<b>Musical Hoops</b> (6-8 minutes)		<b>LESSON CONTENT</b> <ul style="list-style-type: none"><li>■ Have students scatter hula-hoops around half of activity area.</li><li>■ Set up hula-hoop trails on other half of activity area for students to run, hop, or jump through.</li><li>■ On your signal (music), students begin walking, jogging, skipping, etc., around hoops.</li><li>■ Students have 3 seconds to get inside a hula-hoop when music stops.</li><li>■ Students who don't make it inside a hoop are out and will go to open activity area and run through trailblazing obstacle.</li><li>■ Remove hula-hoops after each stop.</li><li>■ Last inside a hoop wins.</li><li>■ Repeat if time permits.</li></ul> <p><b>HULA HOOP TRAIL</b></p> 	<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"><li>■ Assist students with scattering hula-hoops.</li><li>■ Start and stop music.</li><li>■ Monitor trailblazing activity.</li></ul>	

✓ Set Up or Prep Duties   ➔ Cues or Key Concepts   ➔ Variation   ➔ Challenge   *Italics indicate the teacher speaking directly to the student.*

Fitness

8th Grade

Lesson 9

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 9
<h3>Jump Bands</h3> <p>(8-12 minutes)</p>			
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Groups of 4 form groups of 8.</li> <li>Demonstrate jump band skills and activities (see Jump Band Section).</li> <li>Students perform jump band skills.</li> </ul>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Help students form groups.</li> <li>Explain directions and demonstrate skills as needed.</li> <li>Circulate through groups encouraging creativity and new ideas.</li> </ul>	
<h3>Cool Down/Closure</h3> <p>(3-5 minutes)</p>			
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students stretch.</li> <li>Encourage students to find creative ways to stay active when they go home today.</li> </ul>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Lead students in stretches.</li> <li>Clean up and store equipment.</li> </ul>	

<b>Activity #2</b>		<b>Activity #1</b>	
<h3>Jump Bands</h3> <p>(8-12 minutes)</p>		<h3>Hula-Hoop Relays</h3> <p>(8-12 minutes)</p>	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Groups of 4 form groups of 8.</li> <li>Demonstrate jump band skills and activities (see Jump Band Section).</li> <li>Students perform jump band skills.</li> </ul>		<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students find partners, 1 hula-hoop per pair.</li> <li>Relays run half-court or about 40 feet.</li> <li>First partner hula-hoops down and sprints back while carrying hoop.</li> <li>Second partner performs right or left arm hula-hoop circles while walking down and sprints back while carrying hoop.</li> <li>First partner jumps through hula-hoop down and sprints back while carrying hoop.</li> <li>Partners join other pairs and form groups of 4, 1 hula-hoop per pair.</li> <li>1 student holds hula-hoop while other 3 students jump or hop through it.</li> <li>Last student through hoop grabs it and student who was holding hoop jumps.</li> <li>Other students continue jumping and exchange hoop until finish line is reached.</li> <li>After team goes through hoop, they move up 1 foot (mark progression with cones or tape).</li> <li>First team in wins.</li> </ul>	
<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Help students form groups.</li> <li>Explain directions and demonstrate skills as needed.</li> <li>Circulate through groups encouraging creativity and new ideas.</li> </ul>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Help students form groups.</li> <li>Mark progression for hula-hoop shuttle run.</li> <li>Monitor students.</li> </ul>	
<p>→ Variation: Give teams a time limit to beat.</p>			

✓ Set Up or Prep Duties      ➡ Cues or Key Concepts      ➡ Variation      ★ Challenge      *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 10

LESSON OUTCOMES		EQUIPMENT		BEFORE CLASS SET UP	
■ Enhance muscular strength, aerobic endurance, and flexibility.	■ Monitor personal fitness.	■ 1 hula-hoop per student	■ CD player and music	✓ Mark off distance for fitness relays.	■ Stopwatch

Hula-Hoop Jump (5 minutes)	
<b>LESSON CONTENT</b> ■ Students jump over hula-hoops like jumping ropes. ★ Challenge students to run while jumping.	<b>ROLE OF ASSISTANT</b> ✓ Start and stop music.

Hyper Space (6-8 minutes)	
<b>LESSON CONTENT</b> ■ Set up a 35 X 25 rectangle with 4 cones and a mid-line marked. ■ Divide class into 2 teams, 1 on each side of dividing mid-line. ■ Object of game: to get to other side without being tagged by a member of opposing team. ■ When students are tagged, they must go to their sidelines, do 3 exercises (jumping jacks, push-ups, sit-ups, etc.) then return to their side to start again. ■ Students keep track of how many times they made it across. → Variation: Use flags for students to pull when crossing mid-line. They pick up their pulled flags, go to sideline and do 3 exercises before they can return to their side of line.	<b>ROLE OF ASSISTANT</b> ■ Assist with grouping. ✓ Start and stop music.

✓ Set Up or Prep Duties    ← Cues or Key Concepts    → Variation    ★ Challenge    *Italics indicate the teacher speaking directly to the student.*



Fitness

8th Grade

Lesson 10

## Personal Fitness Relays

(10-15 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Divide class in 2 groups.</li> <li>■ Students line up on both baselines of activity area facing each other.</li> <li>■ On your signal, each group of students performs following activities down and back to starting point (about 40 feet) as you start a stopwatch. Repeat each activity 2 or 3 times.               <ul style="list-style-type: none"> <li>☞ Power walk</li> <li>☞ Skip</li> <li>☞ Shuffle step</li> <li>☞ Run</li> <li>☞ Walking/Sliding push-up (should be about 10 to 25 feet). Students get into push-up position and walk using their hands. Their feet slide or drag behind them.</li> </ul> </li> <li>■ Yell out time as students pass finish line. Students should make a mental note of their times. On second trial, students should be encouraged to match or better their previous times.</li> <li>■ A group time can also be recorded. Group with fastest time wins.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mark off start and end line.</li> <li>✓ Start and stop stopwatch.</li> </ul>

→ Variation: Set time criteria according to how long it takes students to complete first set. For example, see if students can make it back in less than 60 seconds, 45 seconds, 30 seconds, depending on locomotor movement.

## Never Ending Relays

(8-10 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Students form teams of 2 or 3.</li> <li>■ Each team should line up diagonally behind a cone.</li> <li>■ First student on each team has a deck ring.</li> <li>■ On your signal, first student runs clockwise and tries to tag student in front of him or her.</li> <li>■ If someone is tagged, tagging team gets a point. Student tagged hands off deck ring to next student in line on their team.</li> <li>■ When first students get back to their teams, they hand off deck rings to next student in line and play continues.</li> <li>■ First team to reach 10 points wins. (You can change value of points.)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Place a different colored cone in each corner of rectangular activity area (10 feet x 5 feet or 15 feet x 10 feet). Multiple relays stations should be used.</li> <li>✓ Set out deck rings. Deck rings should match the color of the cones.</li> <li>■ Monitor activity.</li> <li>■ Track scores.</li> </ul>

## Cool Down/Closure

(3-5 minutes)

LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>■ Students stretch.</li> <li>■ Ask students:               <ul style="list-style-type: none"> <li>☞ What fitness relay did you do the best in?</li> <li>☞ What can you do to improve your time?</li> </ul> </li> <li>■ Encourage students to practice at home.</li> </ul>	<ul style="list-style-type: none"> <li>■ Lead students in stretches.</li> <li>✓ Clean up and store equipment.</li> </ul>

Set Up or Prep Duties

← Cues or Key Concepts

→ Variation

★ Challenge

*Italics indicate the teacher speaking directly to the student.*

ACTIVITY #1

*Italics indicate the teacher speaking directly to the student.*

✓ Set Up or Prep Duties    ➔ Cues or Key Concepts    ➔ Variation    ★ Challenge

# Fitness 8th Grade : Lesson 11

LESSON OUTCOMES		EQUIPMENT	BEFORE CLASS SET UP
<ul style="list-style-type: none"> <li>■ Fitness testing - Students assess their muscular strength, muscular endurance, and flexibility levels.</li> </ul>		<ul style="list-style-type: none"> <li>■ 10-20 tape measures or Sit and Reach boxes</li> <li>■ Mats</li> <li>■ Fitnessgram CD</li> <li>■ CD player</li> <li>■ 1 Fribbee per student</li> <li>■ 16 cones</li> </ul>	<ul style="list-style-type: none"> <li>✓ Set up Curl-Up and Push-Up stations.</li> <li>✓ Set up Sit and Reach stations.</li> </ul>

INSTANT ACTIVITY	
<b>Walk</b> (3-5 minutes)	<b>ROLE OF ASSISTANT:</b> <ul style="list-style-type: none"> <li>✓ Start and stop music.</li> </ul>

HEALTH RELATED PHYSICAL ACTIVITY	
<b>Fitness Testing -Curl-Ups and Push-Ups</b> (10-20 minutes)	<b>ROLE OF ASSISTANT:</b> <ul style="list-style-type: none"> <li>■ Assist with testing.</li> <li>■ Assist students with proper technique.</li> <li>■ Circulate throughout activity area.</li> </ul>

ACTIVITY #1	
<b>Fitness Testing -Sit and Reach</b> (10-20 minutes)	<b>ROLE OF ASSISTANT:</b> <ul style="list-style-type: none"> <li>■ Demonstrate.</li> <li>■ Help students record scores.</li> </ul>

# Physical Activity Unit 8<sup>th</sup> Grade PE

Fitness		8th Grade	Lesson 11
ACTIVITY #2			
<b>Awesome Add-On</b> (8-10 minutes)		<b>Cool Down/Closure</b> (3-5 minutes)	
<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students walk around activity area.</li> <li>On your signal, all students stop. Call out an exercise and a number of repetitions; students perform exercise then resume walking. After 2-3 exercises, students begin to jog.</li> <li>On your signal, students stop, you call out another exercise and a number of repetitions. Students do both exercises, in order.</li> <li>Continue until 5 or more exercises are added.</li> </ul>		<b>LESSON CONTENT</b> <ul style="list-style-type: none"> <li>Students stretch.</li> <li>Remind students that they will be tested again and their goal is to improve scores they made today.</li> <li>Encourage students to practice fitness testing components at home.</li> </ul>	
<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Circulate throughout activity area.</li> <li>Assist with exercises.</li> </ul>		<b>ROLE OF ASSISTANT</b> <ul style="list-style-type: none"> <li>Lead students in stretches.</li> <li>Clean up and store equipment.</li> </ul>	

✓ Set Up or Prep Duties • Cues or Key Concepts → Variation ★ Challenge *Italics indicate the teacher speaking directly to the student.*

# Fitness 8th Grade : Lesson 12

LESSON OUTCOMES		EQUIPMENT		BEFORE CLASS SET UP	
■ Assess aerobic endurance.	■ Cones to mark off mile or Pacer	■ CD	■ Stopwatch (for mile only)	■ Mark off mile or 20 meters for Pacer.	
			■ Fitnessgram CD (for Pacer only)		

INSTANT ACTIVITY	
<b>Walk</b> (2-3 minutes)	<b>ROLE OF ASSISTANT:</b> ■ Explain activity.
<b>LESSON CONTENT</b> ■ Students warm up for mile/Pacer run.	

HEALTH RELATED PHYSICAL ACTIVITY	
<b>Mile Run or Pacer</b> (15-25 minutes)	<b>ROLE OF ASSISTANT:</b> ■ Count laps. ■ Helps students record laps or time.
<b>LESSON CONTENT</b> ■ See Fitnessgram Manual.	

ACTIVITY #1	
<b>Stretching</b> (6-8 minutes)	<b>ROLE OF ASSISTANT:</b> ■ Demonstrate stretches.
<b>LESSON CONTENT</b> ■ On your signal, students jog around activity area for 1 minute then stop at a stretching station for 1 minute. ■ Students should go to each station. ■ If there are 2 sides to a stretch, students should do 30 seconds per side. ■ Stretches include: ■ Hamstring ■ Quadriceps ■ Calf ■ Hamstring stretch 2 ■ Quadriceps stretch 2 ■ Calf stretch 2	

Cool Down/Closure (3 minutes)	
LESSON CONTENT	ROLE OF ASSISTANT
<ul style="list-style-type: none"> <li>Students stretch independently focusing on lower body.</li> <li>Ask students:                             <ul style="list-style-type: none"> <li>Where can you jog a mile in your community?</li> <li>What did you learn about pacing yourself during the milePacer run?</li> <li>What can you do to improve your score?</li> </ul> </li> <li>Remind students that they will be tested again and their goal is to improve score they made today.</li> </ul>	<ul style="list-style-type: none"> <li>Lead students in stretches.</li> <li>Clean up and store equipment.</li> </ul>

## Assessment

Formative:

- Ongoing fitness monitoring

Summative:

- Fitnessgram protocols for the following fitness tests: Curl Ups, (Modified) Pull Ups, and Sit and Reach
- Because of the abbreviated nature of this course, students will not receive instruction and practice in all areas tested by Fitnessgram. If students are able to complete the full Fitnessgram battery, the performance task they will complete is the creation of a Personal Health plan to improve physical fitness. This plan will
  - Be a one week plan that could be repeated until a change is needed.
  - Include at end a list of 4 possible ways the student could change his/ her program based on the FITT components.
  - Be presented and explained to a review board consisting of the teacher and at least two peers

**UNIT ONE**

**for**

**Content Area of**

**PHYSICAL EDUCATION**

**HS Band**  
**PE 10**





## **UNIT OVERVIEW**

Students will be introduced to the basic philosophies and practice of yoga. Yoga is an ancient form of exercise that focuses on the unification of body, mind and breath while practicing a variety of physical postures and movement sequences. As students learn how to move gracefully, breathe smoothly and deeply, and sustain their concentration, they simultaneously develop strength, flexibility, balance, mental clarity and emotional stability.

## **UNIT GOALS**

Students will

1. Find enjoyment and success in physical activity
2. Improve physical fitness and health
3. Develop self-awareness, self-control, focus and concentration
4. Improve self-esteem and understanding
5. Enhance mental and emotional stability and well being
6. Be encouraged to establish and maintain a lifetime of wellness
7. Transfer yoga education and tools into life skills

Physical Fitness Goals

- Kinesthetic awareness and control
- Strength and flexibility
- Balance and coordination
- Cardiovascular and circulatory health
- Relaxation and renewal

Mental Fitness Goals

- Focus
- Development of visual, auditory and kinesthetic intelligences
- Perseverance and confidence
- Respect and tolerance

## **INSTRUCTION**

Instructor introduces basic asanas (poses) and prana (breathing), and leads students through a beginner yoga class, beginning with breathing and focusing exercises, upper and lower body warm up, elementary vinyasas (moving sequences from pose to pose) , balances, inversions, twists, and final relaxation poses.

Class Sequence

1. Welcome and focus

2. Explanation of yoga
3. Instruction for intentional breathing
4. Cat/Cow
5. Adho mukha shvanasana
6. Bhekiasana
7. Chaturanga variation
8. Uttanasana
9. Surya Namaskar
10. Simple side bend
11. Trikonasana
12. Virabhadrasana II
13. Straddle forward bend
14. Paschimottanasana
15. Janusirsasana
16. Ardha matsyendrasana
17. Table Top
18. Ardha urdhva dhanurasana
19. Reclining twist
20. Shoulder Stand
21. Halasana
22. Shavasana

[Meditation]

## **Explanation and Class Script**

Welcome: Leave stress and everyday concerns behind you.

Explanation of yoga- Yoga is not religion. It is a linking of breathing and movement. Don't be too concerned with trying to do the poses perfectly; believe it or not, the breathing is more important than the pose!. Pose names are in Sanskrit.

### **Intentional Breathing**

Equalize the duration and volume of your inhale and exhale; make your inhales as long as your exhales. Breathe only through your nose. Take 4 counts to inhale and 4 counts to exhale. Everybody exhale and begin: Inhale, 2, 3, 4, Exhale 2, 3, 4 (teacher continues for about 3 more rounds). That type of regulated breath brings calmness to the mind. Do you feel that?

### Cat/Cow

Come on to your hands and knees. Make sure that your knees are right under your hips and that your wrists are directly under your shoulders. Fingers should be facing forward, press your index fingers down, straighten your arms and do your best to keep them straight.

Inhale arching your back

Exhale round your back

Now repeat but instigate each movement from your tail bone

Inhale tail lifts; arch lower back, middle back, upper back, chin lifts, head goes back

Now starting with your tail bone, round your back

Exhale drop tail bone, then round lower back, middle back, upper back and finally chin pulls down to chest

Inhale arching: tail, lower, middle, upper back and head

Exhale rounding: tail, lower, middle, upper back and head

Inhale arch, Exhale round

Teacher says, "Now inhale arch and exhale round as I lead you in the vinyasa."

Inhale, 2,3, 4, exhale,2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3

Teacher says, "Now continue but count out the breaths silently to yourself for 2 more rounds. Come to a neutral hands and knees position. Relax."

### Adho mukha shvanasana (downward facing dog)

To come into adho mukha shavanasana from hands and knees position: Exhale lift both knees off floor and then push torso back to rest on thighs, drop your head and extend legs, lifting into downward facing dog.

In downward facing dog, instruct students to keep their fingers spreading, drop head, releasing neck, try your best to push the floor away with your hands and reach your legs back, heels reaching toward the floor.

Inhale press your right hand down into the floor

Exhale press your L heel toward the floor, try not to bend your knees

Inhale press your L hand down into the floor

Exhale press your R heel to the floor

Inhale R hand

Exhale L heel

Inhale L hand

Exhale R heel

Inhale press both hands down

Exhale reach both heels into the floor

Inhale lift both heels high, bend your knees, and keeping the sits bones high

Exhale extend your legs, reaching both heels toward the floor

Inhale lift both heels high, bending knees

Exhale extend legs, reaching heels toward the floor, try not to drop your sits bones. Try this sequence on your own for a couple of breaths. Remember to push the floor away with your hands.

Relax in Child's pose. Rest your head on the floor, release your feet and sit on your heels, relax your arms by the sides of the body or place your hands under your forehead.

Bhekiyasana (Child's Pose)

Relax and breathe deeply

## Yoga Unit --- 10<sup>th</sup> grade Physical Education

Inhale 2,3,4 ,exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3, 3,  
inhale 2,3,4, exhale 2,3,4

### Chaturanga variation (Bent Knee Push Up)

Inhale come to hands and knees position

Exhale push back into downward facing dog pose

Inhale to plank pose, body straight like a plank of wood, navel in, tail bone down

Exhale stay

Inhale stay

Exhale bend your knees to the floor (hands and knee position)

Inhale stay

Exhale bend elbows, pressing them against the body and to the back as you

lower your chest toward the floor between your hands

Inhale push against the floor with your hands straightening your arms (1)

Exhale bend arms, lower chest

Inhale extend arms (2)

Exhale push back and straighten legs into downward facing dog

Let's do that sequence again but this time with a little more flow.

Inhale to plank, exhale knees down and bend elbows, inhale straighten arms,  
exhale push back and straighten legs into downward facing dog. Inhale to plank,  
exhale knees down and bend elbows, inhale straighten arms, exhale push back  
and straighten legs into downward facing dog. Try on your own two more times,  
Try to talk to yourself, instructing your breath, as you move your body. Now walk  
your feet forward so that they come between your hands

### Uttanasana (Standing forward bend)

Releasing, just hang over your legs, shake out your head, shake it yes, shake it

no, shake it maybe, blubber your lips.

Try to hold your ankles with your hands, or your calves or back of your thighs.

Start with your knees bent but then do your best to straighten your legs.

Breathing will help. Focus on sending your in-breath directly to any part of your body that feels painful, tight or unyielding and as you exhale feel that some of that tension is releasing. Count your breaths silently to yourself. Try to do ujjayi breathing using a 4 count breath... inhale 2,3,4, exhale 2,3,1 (Let students experience this for themselves for about 4 more breaths).

Release hands, bend knees, drop head and slowly roll up to a standing position

Straighten legs and bring feet side by side into tadasana

### Surya Namaskar

At least 3 rounds: First round: don't emphasize the breath, instead break down and teach each component. (The chaturanga should be taught with the knees on the floor option--a bent knee push up, but still maintaining the chest hovering above the floor approximately 10").

Second round should be instructed as a vinyasa, where the teacher calls out each breath, with minimum references to asanas, using a 4-count breath pace. (The teacher may want to repeat this round.)

Third round: Strict vinyasa. Assume the students know the sequence, now teach them how to silently count out the breath on their own. You could start them out standing in tadasana, with a reminder of ujjayi and call out one inhale and exhale and instruct them to begin on their own, on the next inhale. It is most important to let the students do the vinyasa sequence on their own, giving them an opportunity to silently count their breaths inside, while the teacher is quiet. Teacher should not give hands on assists during this time as it may distract the student's breath flow.

### Simple side bend

Inhale extend both arms overhead and clasp hands together into a fist (arms next to ears), exhale.

Inhale lift center, exhale bend to the L side, inhale lift to center, exhale bend to the R side, inhale lift to center. Teacher instructs the students to do this on their own while silently counting the breath for two more rounds.

Exhale release arms to the sides of the body

Turn to the R and open both legs wide apart, turn the R leg out and the L leg in, line up your R heel with the instep of your L foot, make sure that your kneecaps are always in a direct line with the middle of your foot

### Trikonasana (Triangle)

Inhale lift both arms to shoulder height, as you lift the quadriceps of both legs.

Exhale bend to the R placing R hand on R shin

Inhale reach L arm straight up, gaze toward L thumb or look down to R foot

Exhale, 2,3,1, feel like your body is flat in-between two panes of glass

Inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3

Inhale press down on feet and lift to upright position

Exhale, release arms and change sides, turning L foot out and R foot in.

(other side)

Inhale lift both arms to shoulder height

Exhale bend directly to the L, placing L hand on L shin, keep quadriceps lifting

Inhale reach R arm straight up, gaze up or gaze down

Exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3 3

Inhale lift to upright position

Exhale, release arms, pivot on feet, turn R foot out and L foot in.

Virabhadrasana II (Warrior Two) (OPTIONAL)

Inhale lift both arms to shoulder height

Exhale bend R knee to a 90 degree angle, as you turn your head to the R, make sure that R knee is tracked directly over the middle of the R foot

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3.

Inhale straighten leg and lift to upright position

Exhale release arms, pivot on feet and change sides

Inhale lift arms

Exhale bend L knee as you turn your head to the L, make sure R leg is straight

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3

Inhale press feet down to lift to upright position

Exhale release arms and turn R foot out and L foot in

Straddle Forward Bend

Inhale place hands on waist lift chest and arch back

Exhale bend forward and place hands on floor under shoulders

Inhale lift head and chest, straightening arms

Exhale bend elbows and reach top of head to floor, take your hands further back and widen your legs apart if you need to.

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3, breathe on your own for 2 breaths.

Inhale lift head, straighten arms

Exhale bend knees and walk or jump your feet together

Turn to face forward and sit down

Pachimottanasana (Seated Forward Bend)

Sitting down on the floor, extend both legs forward, flex feet back and bring feet



side by side, next to each other. Now try to hold the outside of feet with your hands. If not possible use a belt, or you can even bend your knees. We are going to use the breath to bring extension into the spine and legs. Incline your torso forward so that your abdomen is close to or touching thighs, try to keep both the front and back of your spine extended not rounded

Inhale lifting chest and head

Exhale, use your arms to help pull your torso forward over legs. With each exhale try to come a little bit further forward and down, without rounding your back.

Inhale lift 2,3,4, exhale forward 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3, inhale 2,3,4, exhale 2,3,4, inhale 2,3,4 exhale 2,3,5

Inhale lift torso up

Exhale release

Janusirsasana (head of knee down)

Inhale bend your R knee up near your chest and place your R foot flat on the floor

Exhale drop your R knee open to the floor and place the sole of your R foot against your L inner thigh or inner knee; if knee is unable to relax to the floor, place a folded blanket underneath it

Inhale open chest and twist torso to face L leg

Exhale bend forward over L leg and reach to hold L foot or outside of L leg

Do your best to allow the R hip to relax so the R knee releases to the floor

Hold and breathe 5 breaths

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3, two more breaths on your own with you counting silently, using ujjayi breathing

Inhale lift torso up, exhale lift R knee up and press it to chest

Exhale straighten right leg forward

Other side

Inhale bend your L knee up near chest and place your L foot flat on the floor  
Exhale drop your L knee to the floor and place the sole of your L foot against your R inner thigh or inner knee; if knee is unable to relax to the floor, place a folded blanket underneath it

Inhale open chest and twist torso to face R leg

Exhale bend forward over R leg and reach to hold R foot or outside of R leg

Do your best to allow the L hip to relax so the L knee releases to the floor

Hold and breathe 5 breaths

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4 exhale 2,3,3,  
two more breaths on your own

Inhale lift torso up, exhale lift L knee up and press it to chest

Exhale straighten both legs

Ardha matsyendrasana (Spinal twist)

Inhale bend your R knee, hold it with both hands, keeping your spine lifted

Exhale step your R foot across your L leg placing the sole of the R foot flat on the floor next to the outside of your L knee (or even further down)

Keep your L leg straight and L foot flexed

Hold on to your R knee with both hands and as you inhale lift your back straighter

Then exhale twist to the R, bend your L elbow and push the L arm against the outside of the R leg Press your R hand on the floor behind your back for support, turn your head and look over your R shoulder

Hold and breathe

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3,  
inhale 2,3,4, exhale 2,3,4, inhale 2,3,4, exhale 2,3,5

Inhale release and face forward

Exhale release the R leg straight forward

Other side

Inhale bend your L knee, hold it with both hands, keeping your spine lifted

Exhale step your L foot across your R leg placing the sole of the L foot flat on the floor next to the outside of your R knee (or even further down)

Keep your R leg straight and R foot flexed

Hold on to your L knee with both hands and as you inhale lift your back straighter

Then exhale twist to the L, bend your R elbow and push the R arm against the outside of the L leg Press your L hand on the floor behind your back for support, turn your head and look over your L shoulder

Hold and breathe

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3, inhale 2,3,4, exhale 2,3,4, inhale 2,3,4, exhale 2,3,5

Inhale release and face forward

Exhale release the L leg straight forward

Table-Top

Bend both knees, separate feet apart but keep them parallel, take your hands behind you on the floor about 10 inches, fingers facing forward. Puff up your chest by inhaling deep into it and press your chin to your upper chest, exhale

Inhale press down on hands and feet and lift your seat off the floor

Exhale extend your head back hold and breathe.

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3, two more full breaths on your own, on the fifth exhale, come down

Lie down on your abdomen

### Ardha Urdhva dhanurasana (Half Wheel)

Lying on your back, bend knees and separate your feet, bring them parallel and close to buttocks.

Press down on both feet and inhale raise lower, middle then upper back off floor, keep shoulders and back of head on floor, exhale descend first lower upper, then middle then lower back to floor. Inhale lift, 2,3,4, this time stay up and as you exhale, clasp hands together into a fist, stretching arms straight along floor and under your back. Hold and breath: Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3. Count silently on your own for 2 more breaths.

Inhale lift both heels high off floor, release hands, exhale

Inhale again and then exhale to begin your descent, rolling the spine to the floor, one vertebra at a time to a 4-count exhale, you silently count (exhale 2,3,4)

Once your back is on the floor, relax, bending knees into chest and wrap your arms around knees squeeze and breath into your back. Count your breaths silently (about 3 breaths)

### Reclining twist

Inhale and as you exhale take both knees over to floor on the L side as you twist and look right Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3, inhale lift both knees to center, give them a squeeze then exhale take knees to the right side and you twist and look left.

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3, inhale lift both knees to center, exhale stay, squeeze your legs and try to extend all of your spine against the floor, breathing while counting silently to your self, releasing tension.

Shoulderstand:

Inhale lift your hips off floor and take legs behind you, you can bend your knees, press your hands along side your spine, against your back for support, fingers pointing upward

Roll your shoulders underneath your upper back

Bend knees and lift bent knees to face the ceiling, then straighten your legs so that the feet reach up to the ceiling

Wall Option: If this option seems very difficult for most of the class, the teacher can instruct the asana using the wall for support: Move to a wall and lie down on your back so that your buttocks come right up against the wall and your legs extend up the wall, then bend both your knees and pressing your feet against the wall, lift your buttocks and lower back off the floor. When you get enough of your back to lift off the floor then press your hands on your back on either side of your spine, the fingers should point upward. Your bent knees should create a 90-degree angle with your thighs. The feet pressing into the wall should provide support and extension for the back as well as correct pelvic alignment, making it easier for students to concentrate on their breathing, rather than focusing on maintaining the balance.

Whichever version you do, come into it and stay steady, hold for 25 breaths.

Teacher can call out each breath or the first 15 breaths and then instruct the student to continue silently counting on their own.

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2.....

Halasana (Plough Pose):

Inhale, exhale flex both feet and take them one at a time over head to the floor.

You can bend your knees. If your feet do not touch the floor then bend your knees and rest them on or near your forehead. If your feet can touch the floor then flex your toes and extend your arms away from your back, interlocking your

fingers into a fist, hold and breathe

Inhale 2,3,4, exhale 2,3,1, inhale 2,3,4, exhale 2,3,2, inhale 2,3,4, exhale 2,3,3, inhale 2,3,4, exhale, bend knees towards ears 2,3,4, stay there, inhale 2,3,4, exhale 2,3,5, inhale deeply, then slowly roll your back down to the floor as you exhale 2,3,4. When your buttocks touch the floor, inhale 2,3,4, then release one leg at a time long on the floor, as you exhale 2,3,4.

(If you're doing the asana by the wall stay with your legs up the wall, back resting on floor, then bend both knees and roll to one side to slowly come out of the asana.)

Shavasana (Corpse Pose) (3-5 minutes)

Lie on your back. Separate your feet about twelve inches, allow the legs and feet to roll outward. Shoulder blades flatten and drop into the floor as the arms are allowed to relax away from sides of body, palms facing up. Close eyes..

As you inhale breathe in through the soles of the feet to the level of the heart and exhale out the top of the head. Do this for a few breaths then let go completely and allow everything to relax including the breath. On your own breathe a few relaxing breaths like that and then let go, relax completely.

Option: As an option, the teacher can then continue to instruct relaxation of each body part, saying, "Silently repeat after me: toes relax, feet relax, legs relax, hips relax, buttocks relax, lower back relax, middle back relax, upper back relax, abdomen relax, chest relax, fingers relax, hands relax, arms relax, shoulders relax, shoulder blades relax, neck relax, face relax, mouth relax, tongue relax, jaw relax, lips relax, cheeks relax, nose relax, eyes relax, forehead relax, scalp relax. My whole body is relaxing, my mind is becoming calm and serene with each passing moment."

Bring students up gradually from shavasana to seated position. Refocus and remind students to bring the sense of calm they feel back into their day.

## IF TIME ALLOWS/ SOME DAYS, DO FEWER POSES AND INTRODUCE STUDENTS TO MEDITATION

Bringing the student out of shavasana to sitting meditation practice:

Begin now to move your toes and fingers, breathing deeper into the body. Stretch your arms over head. Inhale stretch the R arm and R leg longer than the L, exhale release. Inhale stretch the L arm and L leg longer than the R, exhale release. Inhale stretch both sides, exhale release

Bend your knees and roll to the R side, pause (Teacher give students a moment here)

Sit up for final breathing and focusing before ending class.

It is a good idea to sit on a folded blanket. If you feel that you cannot sit without support and maintain a straight spine, then sit against a wall.

Meditation (at least 5 minutes)

Gently close your eyes. Rest your hands on your thighs, palms up or down.

Extend your spine long. Choose a good sitting position, one that will be comfortable for you to maintain for a few minutes. Once you have chosen your sitting position, sit down, be still, don't move. Now focus. Begin by bringing your awareness to your breathing. Feel each time there is breathing in and breathing out. Don't try to breathe in any special way, but instead allow the breath to breathe your body as you allow the thoughts to pass through the mind. (Teacher allows a pause.) Silently repeat the words "Let-Go." With each inhale, say "Let" and with each exhale "Go". (Teacher allows a pause, letting the student's practice that.) Don't try to blank your mind and stop thinking, instead allow the

thoughts to move through the mind, but don't hold on to them, instead, let them go. With each breath, let go: Breathe in Let, breathe out Go. Letting Go of all that may be holding you back from Yoga, from happiness and freedom. Let there be a continuous movement of letting go, for just these few precious moments. Let Go. (The teacher stops talking and makes sure that there is quiet time, so the students can sit silently with the Let-Go mantra and you, the teacher, are not giving instructions.)

## **ASSESSMENTS**

Summative:

1. Fitness Gram (pay special attention to flexibility measures)

Formative

1. Fitness monitoring



**UNIT TWO**

**for**

**Content Area of**

**PHYSICAL EDUCATION**

**HS Band**  
**PE 10**



## **(Traditional) Physical Training Unit and Summative Assessment for the Course 10<sup>th</sup> Grade Physical Education**

### **Skills to be Taught:**

- Concepts, myths, and benefits of fitness training.
- Muscle names, their actions, and exercises to train those muscles.
- How to work and measure your cardiovascular system.
- Styles of training, flexibility concepts, and splitting workouts.
- Development of personal fitness program.
- 

### **Goals of Unit**

Students will

1. Engage in a variety of safe, sustained, vigorous physical activities to enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response.
3. Assessing current level of fitness, modify the personal fitness plan drafted at the start of the year, considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.
4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.
5. Measure and understand body mass index, body fat percent

### **Instruction**

There are two types of lessons here. Lessons #1-14 provided below are generic. Their purpose is to provide an overview of the organization and general teaching strategies. The exercises listed are not meant to be mandatory. Instructors will need to adjust based on students' needs and other practical matters (availability of equipment, etc.). After these lessons come Fitness "Boot Camp" classes and activities. These consist of strenuous group exercise classes and fitness monitoring. They may be repeated at any time during the year.

#### **Lesson 1**

Warm-up

Skill: Unit overview, workout rules

Activity:

- Provide an overview of the unit.
- Explain how to properly fill out the workout record.
- Demonstrate first set of exercises: Push up, side to side rotation, toe up. single leg squat, burpees, stationary wall sit, table inverted rows
- Students work on form and safety before increasing repetitions.
- Students work out for the remainder of period using the exercises demonstrated and stretch at the conclusion of the period.

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### **Lesson 2**

Warm-up

Skill: Second set of exercises: Squat w/ shoulder press, boxing, chest press on stability ball, bench dip, bent over dumbbell row

Activity:

- Demonstrate second set of exercises and cardiovascular options.
- Students work on form and safety before increasing repetitions.
- Students work out for the remainder of the period using exercises demonstrated thus far and stretch at the conclusion of the period.

### **Lesson 3**

Warm-up

Skill: Third set of exercises

Activity:

- Demonstrate new exercises: Crunches, bicycles crunch, knee to chest crunches, jackknife, elbow-to-knee plank, leg lift, leg lift hold, leg lift scissor.
- Students work on form and safety before increasing repetitions.
- Students work out for the remainder of the period using exercises and options demonstrated thus far and stretch at the conclusion of the period.

### **Lesson 4**

Warm-up

Skill: Fourth set of exercises: calf stretch, biceps stretch, side crunches, side-to-side crunch, body weight squat, front raise, shadow boxing, groin stretch

Activity:

- Demonstrate the new set of exercises
- Students work on form and safety before increasing repetitions.
- Students work out for the remainder of the period using exercises and options demonstrated thus far and stretch at the conclusion of the period.

### **Lesson 5**

Warm-up:

Skill: Concepts, myths, and benefits of fitness training.

Activity:

- Discuss the concepts, myths, and benefits of fitness training detailed in the cognitive information section of this unit plan.
- Students work on form and safety before increasing repetitions.
- Students work out for the remainder of the period using exercises and options demonstrated thus far and stretch at the conclusion of the period.

### **Lesson 6**

Warm-up:

Skill: Muscles, actions, and pertinent exercises.

Activity :

- Discuss the muscles on page 13 and 14, define the actions, and identify what action each muscle is responsible for.

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- Students work on form and safety before increasing repetitions.
- Students work out for the remainder of the period only with exercises targeting those muscles and stretch at the conclusion of the period.

### **Lesson 7**

Warm- Up:

Skill: Cardiovascular intensity monitoring

Activity:

- Students learn the importance of cardiovascular endurance, how to properly work your cardiovascular system, and how to measure your exertion level according to the target heart range method.
- Students work on form and safety before increasing endurance/ duration of workout.
- Students work out for the remainder of the period using exercises and options demonstrated thus far and stretch at the conclusion of the period.

### **Lesson 8**

Warm- Up :

Skill: Flexibility concepts, splitting workout

Activity:

- Discuss how to accomplish various flexibility goals and how to split up the workout.
- Students work out for the remainder of the period using exercises and options demonstrated thus far and stretch at the conclusion of the period.
- A muscle should not be exercised two days in a row.

### **Lesson 9-14**

- Plyometrics, PRICE injury care, speed training, abdominal strength class, and/or arm wrestling competition.

### **Fitness “Boot Camp” Lessons and Activities:**

Any class periods can be devoted to the “Fitness “Boot Camp” Lessons and Activities described below. Teachers can continue reinforcing the fitness training exercises from previous lessons and intersperse these intensive lessons and metrics, or can take entire weeks at select times during the year to devote to them.

## **FITNESS MONITORING**

Will include the following:

1. FitnessGram testing
2. Measuring a person's pulse rate and blood pressure.
3. Measuring a person's body composition (optional)
4. Measuring a person's flexibility using the sit and reach test.

### **Norms:**

1. Body fat for women  
0 - 10% - Unhealthy

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- 10-30% - Normal
- >30% - Obese
- 2. Body fat for men
  - 0 - 5% - Unhealthy
  - 5 - 25% - Normal
  - >25% - Obese
- 3. Blood Pressure: mmHg
  - Diastolic: blood pressure while heart rests
    - <80 Healthy
    - 80 - 90 Borderline
    - >90 High
  - Systolic: blood pressure while heart beats
    - <130 Healthy
    - 130-140 Borderline
    - >140 High
- 4. Resting Heart Rate: beats per minute
  - 60 - 80 Normal adult
  - 80 - 100 Normal child
  - 100 - 120 Normal infant

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**FITNESS "BOOT CAMP" CLASS  
MUSCULAR ENDURANCE  
Ab Blast Class**

The teacher will conduct an abdominal strength training class involving all the major muscle groups. It will be performed at the conclusion of three consecutive classes. Students should be able to see and feel a difference at that the conclusion. The "ab blast" sessions can continued if the students request so. Be sure to properly stretch at the conclusion of each session.

Pre-class instructions:

- 1) Ask if anyone has lower back problems.
- 2) Provide mats for those needing them.

Variations on activities:

- 1) Hold
- 2) Pulse
- 3) Half up, half down

Activities by portion of abdominals: choose from the following

Upper/Mid Abdominals - crunches

- eccentric slow lowering of upper body
- long crunch

Entire rectus abdominus

- circle crunches
- arms to middle
- frog
- air bike
- full up

Obliques

- alternate knee to elbow
- lay knees to side
- cross legs
- up, right, middle, right, middle ....

Lower abs

- heels to ceiling
- rocking horse
- reverse crunch

Stretches

- all fours, look over shoulder
- sit down backwards
- elongation - leaning willow

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**FITNESS "BOOT CAMP" CLASS  
FLEXIBILITY  
Stretching Class**

**Sit and Reach**

Sit with your legs extended and feet flexed. Keep your back straight, chest lifted, head in line with your spine and abdominals in. Look forward. Keeping your arms straight, breathe in as you reach skyward. Stretch up leading with your fingertips, then breathe out as you slowly and smoothly bend forward from your hips. Keep your back flat as you reach for your toes and don't crane your neck in an attempt to reach further. Please enter your results below.

- NI: Finger more than 12.5cm (5 inches) from toes
- OK: Finger reaches or almost reaches toes
- Good: Finger extends past toes 2.5cm (1 inch) or more

**Shoulder Extension**

Breathe normally throughout. Stand with your back straight, abdominals in and pelvis forward. Bend your knees slightly. Reach up with your right arm, bend the elbow and drop your hand over your shoulder. Bend your left arm at the elbow and reach up behind your back. Slowly move your hands toward each other. Try to make your fingertips meet. Please enter your results below.

- NI: Finger more than 7.5cm (3 inches) apart
- OK: Fingertips touch
- Good: You can interlock your fingers

**Forward flexion**

Sit with your back straight, chest lifted and abdominals in. Extend your legs to the sides in a comfortable 'V'. Breathe in. Breathe out as you slowly lean forward from your hips and lower back and place your fists on the floor, one on top of the other. Lower your chest toward your fists. Stop when you feel mild tension. Measure the distance from the top of your top fist to your chest and enter your results below.

- NI: Chest more than 30cm (12 inches) from fist
- OK: Chest reaches fist or within 5cm (2 inches)
- Good: Chest at least 2.5cm (1 inch) lower than fist <sup>10</sup>

**Trunk Rotation Test**

This flexibility test measures **trunk** and **shoulder** flexibility. You require nothing other than a brick wall and a piece of chalk.

1. Mark a vertical line on the wall. Stand with your back to the wall directly in front of the line. You should be about arms length away from the wall with your feet shoulder width apart.
2. Extend your arms out directly in front of you so they are parallel to the floor. Twist your trunk to your right and the touch the wall behind you with your fingertips. Your arms should stay extended and parallel to the floor. You can turn your shoulders, hips and knees as long as your feet don't move.



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3. Mark the position where your fingertips touched the wall. Measure the distance from the line. A point before the line is a negative score and a point after the line is a positive score.
- Repeat for the left side and take the average of the 2 scores and compare with the table below...

**Trunk Rotation Test**

Poor	Fair	Good	Very good	Excellent
0cm	5cm	10cm	15cm	20cm

**Groin Flexibility Test**

This flexibility test measures... groin flexibility believe it or not! The only piece of equipment you need is a ruler or tape measure...

- Sit on the floor with your knees bent, feet flat on the floor and legs together.
- Let your knees drop sideways as far as possible keeping your feet together. The soles of your feet should be together.
- Clasp your feet with both hands and pull you ankles as close to your body as possible. Measure the distance from your heels to your groin. Compare the results with the table below...

**Groin Flexibility Test**

Poor	Fair	Good	Very good	Excellent		
		25cm	20cm	15cm	10cm	5cm
						11

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**FITNESS "BOOT CAMP" ACTIVITY  
BODY COMPOSITION  
Fitness Assessment and Questionnaire**

This is an optional assessment. Students pair off, are given calipers, and are permitted to measure the thickness of skin folds according guidelines below. The guidelines are in addition to instruction from the teacher. A screened off area inside the fitness center should be provided to ensure privacy and encourage participation.

**SKINFOLD MEASUREMENT PROCEDURES:**

- Measurements taken on the right side of body
- Carefully identify, measure, and mark SKF site
- With caliper in right hand, grasp the SKF with thumb and index finger of left hand
- Start with fingers about 3 inches apart, then gently pull SKF away from body
- Place caliper head perpendicular to skinfold with the dial facing up
- Place caliper head 1/4-to-1/2 inch away from thumb and finger
- Place caliper head halfway between crest and base of fold
- Gently and fully release caliper pressure
- Maintain pinch while reading dial within 3-4 seconds after releasing caliper pressure
- Take duplicate measures at each site
- Measure in a rotational order
- Re-measure if 1st - 2nd reading is not within 1-2 mm (or 10% margin)
- Record average score of closest 2 values

**OTHER RECOMMENDATIONS:**

- Do not take measurements after exercise or when your subject is overheated
- Measure subjects when their skin is dry and lotion free
- Practice on 50-100 clients to develop a high level of skill and proficiency
- Train with a skilled SKF technician and compare results
- Avoid using plastic calipers if you are an inexperienced SKF technician
- Check the accuracy of your caliper periodically such as by using a SKF calibration block
- Use the same caliper when monitoring changes in your client's SKF thickness
- Do not measure skinfolds immediately after exercise
- Avoid measurements in women during the menstrual cycle when there is significant or noticeable weight gain
- Do not use SKF measurements on obese clients
- Use appropriate formulas
- Use the same formula (and sites) when monitoring changes in your client's SKF thickness

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**Common Skinfold Measurements Sites**

<b>Men</b>	<b>Women</b>
Chest	Tricep
Abdomen	Suprailiac
Thigh	Thigh

**Calculating MALE Body Fat (Sum of three sites)**

1. chest + abdomen + thigh = sum of three skinfolds
2. Body Density =  $1.10938 - 0.0008267 (\text{sum of three skinfolds}) + 0.0000016 (\text{sum of three skinfolds})^2 - 0.0002574 (\text{age})$
3. % Body Fat =  $(457 / \text{body density}) - 414.2$

**Calculating FEMALE Body Fat (Sum of three sites)**

1. triceps + suprailiac + thigh = sum of three skinfolds
2. Body Density =  $1.0994921 - 0.0009929 (\text{sum of three skinfolds}) + 0.0000023 (\text{sum of three skinfolds})^2 - 0.0001392 (\text{age})$
3. % Body Fat =  $(457 / \text{body density}) - 414.2$

<b>Standards for Men</b>					
	<b>Age</b>				
	<b>15-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60+</b>
<b>Rating</b>					
<b>Very Low</b>	<b>&lt;11</b>	<b>&lt;12</b>	<b>&lt;14</b>	<b>&lt;15</b>	<b>&lt;16</b>
<b>Low</b>	<b>11-13</b>	<b>12-14</b>	<b>14-16</b>	<b>15-17</b>	<b>16-18</b>
<b>Optimal</b>	<b>14-20</b>	<b>15-21</b>	<b>17-23</b>	<b>18-24</b>	<b>19-25</b>
<b>Mod. High</b>	<b>21-23</b>	<b>22-24</b>	<b>24-26</b>	<b>25-27</b>	<b>26-28</b>

<b>Standards for Women</b>					
	<b>Age</b>				
	<b>15-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60+</b>
<b>Rating</b>					
<b>Very Low</b>	<b>&lt;16</b>	<b>&lt;17</b>	<b>&lt;18</b>	<b>&lt;19</b>	<b>&lt;20</b>
<b>Low</b>	<b>16-19</b>	<b>17-20</b>	<b>18-21</b>	<b>19-22</b>	<b>20-23</b>
<b>Optimal</b>	<b>20-28</b>	<b>21-29</b>	<b>22-30</b>	<b>23-31</b>	<b>24-32</b>
<b>Mod. High</b>	<b>29-31</b>	<b>30-32</b>	<b>31-33</b>	<b>32-33</b>	<b>33-35</b>

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**FITNESS "BOOT CAMP"ACTIVITY  
BODY MASS INDEX**

The BMI is easier to administer, involves less time, and less invasive to students. However, it is recommended that students do the body composition skin fold analysis at least once during their junior and senior years.

**Procedure:**

- Record Subject's weight in pounds.
- Convert to kilograms
- [Weight lb / 2.2 = body weight kg]
- Record subject's height in inches
- Convert to meters
- [Height in. x .0254 = height m]
- Square the height in meters
- [Height m x Height m = height m<sup>2</sup>]

OR

- Calculate BMI: **BODY WEIGHT (kg) / HEIGHT (m)<sup>2</sup> = BMI**

OR

- Calculate BMI: **(BODY WEIGHT (lbs)/ HEIGHT (Inches)<sup>2</sup> ) \* 704.5 = BMI**

Rating	BMI (kg/m <sup>2</sup> )
Underweight	<20
Desirable	20.0-24.9
Overweight	25.0 – 29.9
Obese	30-40
Grade 2 Obesity	>40

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**FITNESS "BOOT CAMP" ACTIVITY  
CARDIOVASCULAR ENDURANCE**

**The YMCA 3-Minute Step Test**

**Format:**

1. Demonstrate the alternating (Up 1-2 and Down 3-4) stepping cadence to the subject.
2. Allow the subject to practice the stepping to the metronome cadence which is set at 96 bpm (4 clicks = one step cycle) for a stepping rate of 24 steps per minute.
3. The subject will step up and down on a 12-inch bench for 3 minutes.
4. Immediately after the 3-minute stepping exercise, the subject is to sit down and within 5 seconds, the tester is to take the subject's heart rate **with the stethoscope for one full minute**. The full minute count reflects the heart's rate at the end of the exercise plus its ability to recover.
5. The total one-minute post-exercise heart rate is the subject's score for the test.
  - Compare to YMCA Norms

<b>Men</b>						
	<b>Age</b>					
<b>Classification</b>	<b>15-25</b>	<b>26-35</b>	<b>36-45</b>	<b>46-55</b>	<b>58-65</b>	<b>Over 65</b>
<b>Excellent</b>	<b>70-78</b>	<b>73-79</b>	<b>72-81</b>	<b>78-84</b>	<b>72-82</b>	<b>89-95</b>
<b>Good</b>	<b>82-88</b>	<b>83-88</b>	<b>86-94</b>	<b>89-96</b>	<b>89-97</b>	<b>89-95</b>
<b>Above Average</b>	<b>91-97</b>	<b>91-97</b>	<b>98-102</b>	<b>98-103</b>	<b>98-101</b>	<b>97-102</b>
<b>Average</b>	<b>101-104</b>	<b>101-106</b>	<b>105-111</b>	<b>109-115</b>	<b>105-111</b>	<b>104-113</b>
<b>Below Average</b>	<b>107-114</b>	<b>109-116</b>	<b>113-118</b>	<b>118-121</b>	<b>113-118</b>	<b>114-119</b>
<b>Poor</b>	<b>118-128</b>	<b>119-126</b>	<b>120-128</b>	<b>124-130</b>	<b>122-128</b>	<b>122-126</b>
<b>Very Poor</b>	<b>131-164</b>	<b>130-164</b>	<b>132-168</b>	<b>135-158</b>	<b>131-150</b>	<b>133-152</b>
<b>Women</b>						
	<b>Age</b>					
<b>Classification</b>	<b>15-25</b>	<b>26-35</b>	<b>36-45</b>	<b>46-55</b>	<b>58-65</b>	<b>Over 65</b>
<b>Excellent</b>	<b>72-83</b>	<b>72-88</b>	<b>74-87</b>	<b>76-83</b>	<b>74-92</b>	<b>73-86</b>
<b>Good</b>	<b>88-97</b>	<b>91-97</b>	<b>93-101</b>	<b>96-102</b>	<b>97-103</b>	<b>93-100</b>
<b>Above Average</b>	<b>100-106</b>	<b>103-110</b>	<b>104-109</b>	<b>106-113</b>	<b>106-111</b>	<b>104-114</b>
<b>Average</b>	<b>110-116</b>	<b>112-118</b>	<b>111-117</b>	<b>117-120</b>	<b>113-117</b>	<b>117-121</b>
<b>Below Average</b>	<b>118-124</b>	<b>121-127</b>	<b>120-127</b>	<b>121-126</b>	<b>119-127</b>	<b>123-127</b>
<b>Poor</b>	<b>125-137</b>	<b>129-135</b>	<b>130-136</b>	<b>127-133</b>	<b>129-136</b>	<b>129-134</b>
<b>Very Poor</b>	<b>142-155</b>	<b>141-154</b>	<b>143-152</b>	<b>138-152</b>	<b>142-151</b>	<b>136-151</b>

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**Written Fitness Test**

STUDENTS: Take your own pulse at either the carotid or radial location. The pulse is taken for 20 seconds. Points will be given based upon the similarity of the pulse count.

**1. Pulse accuracy**

Student pulse \_\_\_\_\_ Teacher pulse \_\_\_\_\_

Correct location \_\_\_\_\_

Accuracy points \_\_\_\_\_

Pulse discrepancy: 0-2=8pts, 3-5=6pts, 6-8=4pts, 8-10=2pts, >10=0pts

**Short Answer.** Write all answers on a separate sheet.

1. List three benefits of stretching, especially when associated with strength training.
2. The five definite stages of a workout termed exercise sequencing are?
3. List five benefits of doing strength training.
4. What are five activities or sports which are highly cardiovascular?
5. A person's blood pressure can be categorized as healthy, borderline, and high. A person has high blood pressure when .....
6. John is a 16 year old male. What is his maximum heart rate and calculate his target heart range if he is in relatively OK shape (60 - 75%)?
7. Abhay wants to increase his flexibility. Discuss the frequency (number of stretching episodes per week), intensity (burn to pain spectrum), and time (number of seconds to hold the stretch) Abhay must commit to his program in order to accomplish his goal.

**True/False**

8. Using the same workout program for a year will produce the same benefits as using four different three-month programs. **T    F**
9. It is important that persons engaging in cardiovascular training such as biking, take a day off to allow their muscles to recover. **T    F**
10. Children below the age of 13 should refrain from heavy fitness training due to potential growth plate damage. **T    F**
11. Heart disease is the number one killer in America. **T    F**

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**Matching**

- |   |              |
|---|--------------|
| 12. A body segment moves towards the body   | A. Flexion   |
| 13. A body segment moves away from the body | B. Extension |
| 14. An increase in the joint angle          | C. Abduction |
| 15. A decrease in the joint angle           | D. Adduction |

**Fill In** – Refer the “Muscle Man Sheet” for the letter assignments. Fill in the name of the muscle identified by each letter, the action that muscle produces at which joint, and an exercise which works that muscle.

Example A Muscle – Quadriceps

Action at Joint – Extension at knee

Exercise – Leg Press

16. B Muscle

Action at Joint

Exercise

17. C Muscle

Action at Joint

Exercise

18. D Muscle

Action at Joint

Exercise

19. E Muscle

Action at Joint

Exercise

20. F Muscle

Action at Joint

Exercise

**(Traditional) Physical Training Unit and Summative Assessment for the Course  
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**PERSONAL FITNESS PLAN**

This is the summative assessment for the entire year of study. It will be drafted in unit 1, and then revisited and revised as students learn and practice different approaches to physical fitness. This plan addresses all areas of fitness:

- Muscular strength
- Muscular endurance
- Cardiovascular endurance
- Flexibility
- Body composition

Students must

- Correctly interpret fitness-gram data
- clearly evaluate their own health status based on fitness-gram results,
- create appropriate fitness plans based on sound understanding of the FITT components of fitness and an appropriate use of the training principles.

Delaware Physical Education Standards and CCSS-Alignment Served by this Project

DE-PE.2

DE-PE.5

DE-PE.6

CCSS 9-12. SL.4

CCSS 9-12.SL.6

**FITNESS PLAN COMPONENTS**

1. Facts: Name, age, gender, current health status
2. Goals: How you want to improve your health
3. Rationale: Why you feel these are appropriate goals
4. First Fitness Plan.
  - Results: quantitative (Fitness Gram results) and qualitative (how you felt/ what you noticed physically, mentally, etc.)
5. One or more successive revision to Fitness Plan
  - Revised goals and rationale: why this is the best plan for you now, what new techniques and approaches to fitness you want to add to your plan, and why.
  - Results: quantitative (Fitness Gram results) and qualitative (how you felt/ what you noticed physically, mentally, etc.)
6. Final Revised Fitness Plan
  - Revised goals and rationale: why this is the best plan for you now, what new techniques and approaches to fitness you want to add to your plan, and why.
  - Results: quantitative (Fitness Gram results) and qualitative (how you felt/ what you noticed physically, mentally, etc.)
7. Presentation
  - Explain the evolution of your fitness plan over the year



**(Traditional) Physical Training Unit and Summative Assessment for the Course  
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- Present your quantitative and qualitative results (*n.b.*: you can choose the results you want to present in this public presentation)
- Reflect on what you have earned about yourself regarding physical fitness efforts and your work as a “coach” for a peer
- Respond to audience questions

# RUBRIC FOR FITNESS PLAN

	Needs revision	Developing	Exemplary
Presenting information from initial FitnessGram testing	Important information is missing and/or full of inaccuracies	Information is incomplete and has 1-3 inaccuracies	Information is comprehensive and 100% accurate
Goals	SOME goals are included, but lack detail and are not SMART	MOST goals are included, and/ or some goals are not written according to the SMART formula	ALL goals are included Goals are written adhering to the SMART formula
5 components of fitness & FITT Principle included	Program does not adhere to the FITT formula	Program only adheres to SOME aspects of the FITT formula	All aspects of program adhere to the FITT formula
Plan is balanced	Plan is out of balance and does not address stated goals.	Plan is lacking rest days, or does not serve some stated goals effectively.	Plan includes 1-2 rest / off days per week; appropriate # of cardiovascular endurance days (based on goals), appropriate # of muscular strength and endurance days (based on goals)
Organization	There is no sense of exercise activities building on themselves	Plan does not progress appropriately	Plan is organized in an appropriately Progressive format
Amount of Detail	Program lacks detail indicating a lack of preparation	Program includes some degree of detail	Program is highly detailed and includes specifics full chart of exercises/ activities – reps, sets, weight

# RUBRIC FOR PRESENTATION

	Below Standard	Approaching Standard	At Standard
<b>Explanation of Ideas &amp; Information</b>	<ul style="list-style-type: none"> <li>• does not present information clearly, concisely, and logically</li> <li>• selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach)</li> </ul>	<ul style="list-style-type: none"> <li>• presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow</li> <li>• attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed</li> <li>• attempts to address alternative or opposing perspectives, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>• presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning</li> <li>• selects information, develops ideas and uses a style appropriate to the purpose, task, and audience</li> <li>• clearly and completely addresses alternative or opposing perspectives</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• does not meet requirements for what should be included in the presentation</li> <li>• does not have an introduction and/or conclusion</li> <li>• uses time poorly; the whole presentation, or a part of it, is too short or too long</li> </ul>	<ul style="list-style-type: none"> <li>• meets most requirements for what should be included in the presentation</li> <li>• has an introduction and conclusion, but they are not clear or interesting</li> <li>• generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea</li> </ul>	<ul style="list-style-type: none"> <li>• meets all requirements for what should be included in the presentation</li> <li>• has a clear and interesting introduction and conclusion</li> <li>• organizes time well; no part of the presentation is too short or too long</li> </ul>
<b>Eyes, Body, Voice</b>	<ul style="list-style-type: none"> <li>• does not look at audience; reads notes or slides</li> <li>• does not use gestures or movements</li> <li>• lacks poise and confidence (fidgets, slouches, appears nervous)</li> <li>• mumbles or speaks too quickly or slowly</li> <li>• speaks too softly to be understood</li> <li>• does not adapt speech for the context and task</li> </ul>	<ul style="list-style-type: none"> <li>• makes infrequent eye contact; reads notes or slides most of the time</li> <li>• uses a few gestures or movements</li> <li>• only a little fidgeting or nervous movement)</li> <li>• speaks clearly most of the time</li> <li>• mostly speaks loudly enough for the audience to hear, but may speak in a monotone</li> <li>• attempts to adapt speech for the context and task but is unsuccessful or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• keeps eye contact with audience most of the time; only glances at notes or slides</li> <li>• uses natural gestures and movements</li> <li>• looks poised and confident</li> <li>• speaks clearly; not too quickly or slowly</li> <li>• speaks loudly enough for everyone to hear; changes tone and pace to maintain interest</li> <li>• adapts speech for the context and task, demonstrating command of formal English when appropriate</li> </ul>

<b>Response to Audience Questions</b>	does not address audience questions (goes off topic or misunderstands without seeking clarification)	answers audience questions, but not always clearly or completely	answers audience questions clearly and completely <ul style="list-style-type: none"><li>• seeks clarification, admits "I don't know" or explains how the answer might be found when unable to answer a question</li></ul>
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**(Traditional) Physical Training Unit and Summative Assessment for the Course  
10<sup>th</sup> Grade Physical Education**



**UNIT THREE**

**for**

**Content Area of**

**PHYSICAL EDUCATION**

**HS Band**  
**PE 10**





## **Unit Introduction**

- High Intensity Interval training is the simple alternation of bursts of intense activity with intervals of lighter activity. The more vigorously they exercise, the more calories students burn — even though they may be increasing intensity for just a few minutes at a time. HITT also improves aerobic capacity, making it possible to exercise longer and/or with more intensity. It is appropriate for teenagers because it is the antithesis of boring repetitive exercise; short HITT workouts are varied, quick and always changing. It is especially appropriate for our students because it requires no special equipment; students can continue to engage in HITT without gym memberships, all their lives.

## **Goals**

- Learn a new approach to exercise that can be used life-long
- Increase speed, endurance, and strength
- Develop interpersonal skills

## **Instruction**

1. Students will be introduced to High Intensity Interval Training or HITT, through a short video.
2. Following the model established in the Fitness training unit (warm up—introduce new moves and exercises—practice—cool down), students will learn and practice 2-3 complete HITT workouts, incrementally increasing strength and endurance. They will work on form and safety before increasing repetitions.
3. Students will team up with a buddy for this unit, so that each student has someone to act as a “coach”: call out encouragement, help with timing (Tabata or other timer), form, and otherwise facilitate HITT workouts.
4. Sample workout A:

**SET 1-- Repeat x 4**

- 20 second High Knee Run (on the spot)
  - 10 second rest
- 20 second Jumping Jacks
  - 10 second rest

**REST 1 minute**

**SET 2- REPEAT X4**

- 20 second Hiccups with Pushup - modification just hiccups or just pushups
  - 10 second rest
- 20 second Jump Plie Squats - Click heels at top to advance
  - 10 second rest

**REST 1 minute**

**SET 3- REPEAT X4**

- 20 second Plank Moguls (advanced Donkey Kick)
  - 10 second rest
- 20 second Speed Skaters (advanced balance - no touching back leg to ground)
  - 10 second rest

**5. Sample (Tabata) Workout B**

- 20 second Jumping Jacks, rest 10 seconds, REPEAT X8
- 20 second Alternating Backward lunge, rest 10 seconds, REPEAT X8
- 30 seconds each: elbow plank, right side elbow plank, elbow plank, left side elbow plank- elbow plank

**REST 1 minute**

20 second Burpee, rest 10 seconds, REPEAT X8

20 second Side Skater, rest 10 seconds, REPEAT X8

30 seconds each: reverse plank, right plank with leg lifts, tricep dips, alternate leg and tricep dips, tabletop hold

**REST 1 minute**

20 second Bicycle crunch, REPEAT X8

20 second Toe Touch crunch, REPEAT X8

30 seconds each: Superman hold, prone alternate leg lifts, Pilates swimming, opposite arm and leg reach on all fours, Downward facing dog

## **Assessment**

Summative: FitnessGram

Formative: Short, written reflection including

1. 3 paragraphs on the growth your partner has shown, using both quantitative (successful completion rates) and qualitative measures (what s/he says, how s/he acts and looks).
2. 2 paragraphs on what you have learned about yourself as a “coach” for your buddy.



**UNIT ONE**

**for**

**Content Area of**

**HEALTH**

**MS Band**  
**Health 8**



## **DIETARY GUIDELINES**

Students receive information about dietary guidelines and work in one of six groups to develop a poster presentation about one of the guidelines.

### **1. DISCUSS THE DIETARY GUIDELINES.**

#### **Visual Aid: Dietary Guidelines for Americans**

Display the visual aids and review each of the guidelines with students.

(See **Dietary Guidelines for Healthful Eating.**)

#### **CONCEPTS**

- Without proper nutrition, the body and mind are not able to function to their fullest potential.
- A healthful diet can reduce the risk of many diseases that may cause premature death, such as heart disease, cancer, stroke, and diabetes.

#### **SKILL DEVELOPMENT**

- The Dietary Guidelines for Americans were created in 1980 to help Americans understand how to choose diets that promote good health.
- The guidelines are updated every five years to incorporate the latest scientific and medical research. The most recent update was in 2005.

#### **DISCUSSION POINTS**

- Do students eat a wide variety of foods?
- Do students exercise regularly (at least thirty minutes three days a week)?
- Which fruits and vegetables do students like?

**NUTRITION UNIT- 8<sup>th</sup> grade Health**  
Freire Charter School

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

**Dietary Guidelines for Americans, 2010**

**Balancing Calories**

Enjoy your food, but eat less

Avoid oversized portions.

**Foods to Increase**

Make half your plate fruits and vegetables

Make at least half your grains whole grains

Switch to fat-free or low-fat (1%) milk.

**Foods to Reduce**

Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.

Drink water instead of sugary drinks.

Resource: <http://www.choosemyplate.gov/food-groups/downloads/MyPlate/SelectedMessages.pdf>



## **2. SMALL GROUPS WORK ON POSTERS.**

Divide the class into small groups to work on poster presentations. Assign each group a different one of the Dietary Guidelines. Give each group one or two magazines, poster board, scissors and glue or tape.

Have each group write at the top of the poster the Dietary Guideline that they are illustrating. Groups can cut out pictures from the magazines to illustrate their guidelines.

Example: A poster for the third guideline, "Keep Physically Active," might have pictures of people playing different types of sports.

## **3. REFLECT, SUMMARIZE, AND DISCUSS.**

Groups present their posters and explain the guidelines they illustrated.

### **DISCUSSION POINTS**

- How do the guidelines help people make healthful choices?
- Why are the Dietary Guidelines a good source of health information?

## **Assessment**

### **Student Page: Using the Dietary Guidelines**

Students describe one of the Dietary Guidelines and explain how they can achieve it.

**NUTRITION UNIT- 8<sup>th</sup> grade Health**

Freire Charter School

**Name:**\_\_\_\_\_

**Directions:** Describe one of the dietary guidelines. Explain why it is important to health.  
Describe how you can apply it to your own life. Then answer the question.

How do you know the U.S. Dietary Guidelines provide valid information about nutrition?

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates accurate information about:

- U.S. Dietary Guidelines

### **SELF MANAGEMENT**

Student work demonstrates proficiency by showing the ability to:

- Evaluate the validity of the U.S. Dietary Guidelines as a source of valid nutrition information

## **FILLING MY PLATE**

Students keep track of what they eat for two days, and analyze it in relation to the MyPlate guidelines

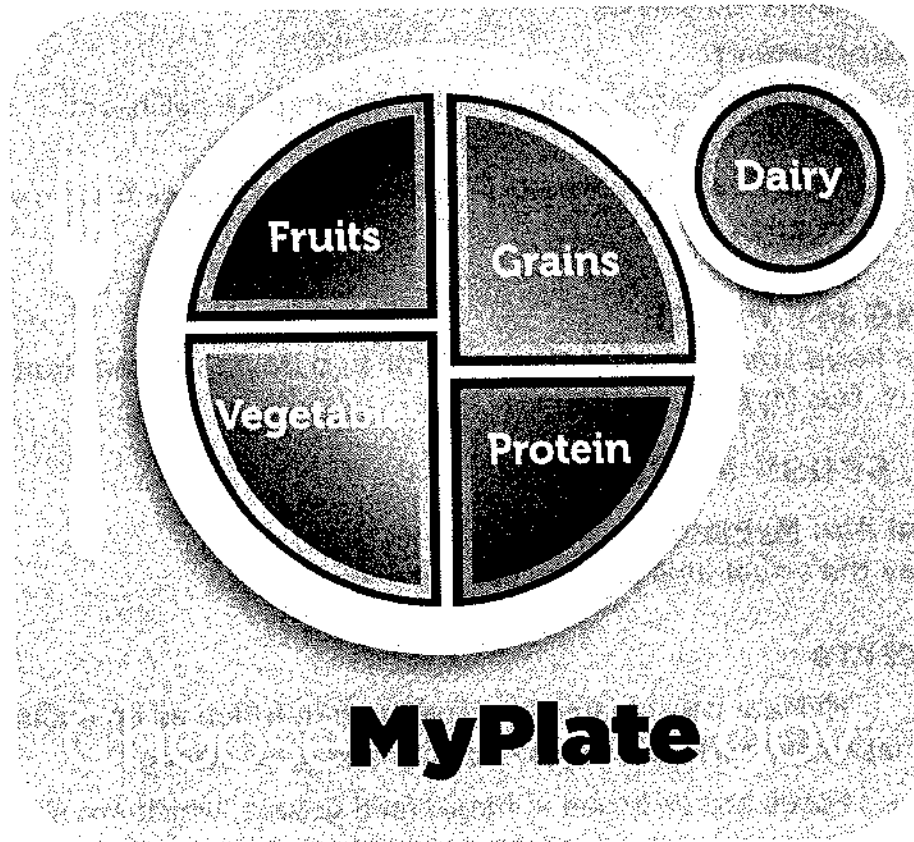
### **1. DISCUSS MYPLATE.**

#### **Visual Aid: MyPlate**

Display the visual-aids and discuss the MyPlate.

### **CONCEPTS**

- MyPlate was created by experts on nutrition as an outline of what to eat each day to stay healthy and grow strong.
- Foods are arranged in major food groups, which are similar to families.
- Each of the food groups provides special things called nutrients that people need every day in order to stay healthy.
- MyPlate represents the major food groups: grains, vegetables, fruits, dairy and protein. The size on the plate indicate their portion in the daily diet.
- Eating a variety of foods (foods from all food groups) helps people stay healthy.



## **2. DISCUSS PORTIONS.**

If you have brought in some foods to demonstrate portions, show those to students.

### **CONCEPTS**

- Portion equivalents differ for different foods and food groups.

## **3. PRACTICE ANALYZING FOOD RECORDS.**

### **Visual Aid: Food Logs**

Discuss the amount of food from each food group in the two eating records. Ask students to identify the correct food group for each listed food and estimate amount.

Ask students to recommend changes in this person's eating.

### **Possible Responses:**

- Eat more foods from the grains group and the vegetable and fruit groups.
- It includes more food from the fruit and vegetable groups and fewer 'sometimes' foods (No food group).

Compare the eating records.

### **Possible Responses:**

- Eating Record 2 is more healthful.
- It includes more grains, vegetables and fruits and fewer foods high in fats and sugar.
- Foods from the grains, vegetable and fruit groups are excellent sources of vitamins, minerals and carbohydrates, which are important to health.
- Too many foods high in fats and sugar may contribute to disease.

### **CONCEPTS**

- Total recommended amounts of food.
- Food groups
- How combination foods represent different food groups

## NUTRITION UNIT- 8<sup>th</sup> grade Health

Freire Charter School

### Example: Eating Record 1

Dinner:

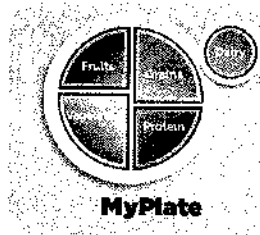
- 1 bun - 2 oz. from the grains group
- 1 hamburger patty - 4 oz. from the protein group.
- 1 slice of American cheese - 1 oz. from the dairy group
- 1 large order of fries - "sometimes" food (no food group)
- 1 vanilla milkshake - approximately 1 cup from the dairy group
- 1 can of Coke - "sometimes" food (no food group).

### **DISCUSSION POINTS**

- Which eating record would contribute more to health?
- Why?

Freire Charter School

# NUTRITION UNIT- 8<sup>th</sup> grade Health



## EATING RECORD 1

### Breakfast:

- 1 bowl Frosted Flakes cereal with whole milk
- 1 cup orange juice

### Snack:

- 1 package of pretzels

### Lunch:

- 1 Turkey sandwich with a slice of American cheese, mustard and mayo
- 1 bag Ruffles Potato Chips
- 1 Banana
- 1 can of Coke
- 1 Brownie

### Snack:

- 2 chocolate frosted doughnuts
- 1 Sprite

### Dinner:

- 1 McDonald's Cheeseburger
- 1 large fries
- 1 vanilla milkshake
- 1 small Coke

## EATING RECORD 2

### Breakfast:

- 1 Bagel with cream cheese
- 1 fruit cup
- 1 cup of orange juice

### Lunch:

- 1 Garden salad with Ranch salad dressing (Salad includes lettuce, 2 slices of tomato, cheese, shredded carrots)
- 1 grilled Chicken Breast about 1 cup of Green Beans
- Mashed Potatoes
- 1 roll

### Snack:

- 1 Banana
- 1 cup of Low-fat milk

### Dinner:

- 2 servings of Lasagna
- 2 pieces of garlic bread
- 2 glasses of Dr. Pepper

#### **4. GROUPS PRACTICE GOAL SETTING.**

**Student Page: Improving Eating Habits**

Review the goal-setting process with students. Divide the class into small groups and give each group a copy of the student page. Have groups use the steps of the goal-setting process to set goals for improving each of the eating records the class has analyzed.



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

Directions: Working with your group, use the steps of the goal-setting process to suggest a goal to improve each of the Eating Records on the Food Logs transparency.

1. Write the goal here.

2. Establish a plan to meet the goal by listing the steps of your plan here.

3. Suggest a reward for meeting the goal.

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4. Suggest a way to monitor progress toward meeting the goal.

## **5. STUDENTS RECORD FOOD INTAKE.**

### **Student Page: My Food Record**

Have students record their food intake for two days. Exact portion sizes are not needed, but students must write down all of the food and drinks they consume. Ask students to approximate (as well as they can) the amount of food. Remind them not to forget to record snacks and drinks.

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

	Breakfast	Lunch	Dinner	Snacks
Day 1				

Day 2

## **6. REFLECT, SUMMARIZE, AND DISCUSS.**

When students have recorded their intake for two days, compare what they have consumed to the recommendations of MyPlate and the Dietary Guidelines for Americans.

**Teacher Note:** Different cultural backgrounds and economic situations affect food choices.

### **DISCUSSION POINTS**

- What changes could students make to improve their eating habits?

## **Assessment**

### **Student Page: My Goals for Healthful Eating**

Students look at their eating logs (**My Food Record**) and set a goal to eat more healthfully.

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**Name:**\_\_\_\_\_

**Directions:** Use this page to set a goal to improve your eating habits.

1. Write your goal here.

2. How will you meet your goal? List the steps in your plan.

3. How will you reward yourself for meeting your goal? Write your reward here.

4. How will you monitor your progress toward meeting your goal?

5. When will you evaluate your progress and adjust your goal if necessary?

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates accurate information about:

- Healthful food choices based on MyPlate and Dietary Guidelines for Americans.

### **GOAL SETTING**

Student work demonstrates proficiency by showing the ability to:

- Evaluate food choices.
- Set goals to make healthful food choices.
- Plan to achieve goals for healthful eating.

## **NUTRIENTS AND FOOD LABELS**

Students collect a variety of food labels then create a poster display that arranges the labels in order from most to least healthful. Students present their posters to the class and explain why they placed the labels in their selected order.

### **1. REVIEW INFORMATION FOUND ON FOOD LABELS.**

**Visual Aid: Nutrition Facts Label**

**Student Page: Sample Food Label**

**Student Page: Interpreting Food Labels**

Using the visual aids, review the parts of a Nutrition Facts Label (a food label). Distribute both student pages and have students look at labels one through three (Sample Food Labels) and answer the questions on the handout, "Interpreting Food Labels."

### **CONCEPTS**

Information on nutrition labels includes:

- Serving size
- Servings Per Container
- Total Calories and Calories from Fat (Fat Calories)
- Total fat (grams and % DV)

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- Saturated Fat (grams and % DV)
- Trans Fat (grams and % DV)
- Cholesterol (grams and % DV)
- Sodium (grams and % DV)
- Total Carbohydrate (grams and % DV)
  - Dietary Fiber (grams and % DV)
  - Sugars (grams and % DV)
- Protein (grams and % DV)
- Vitamins and minerals (% DV)  
(% DV = percent Daily Value based on a 2,000 calorie diet.)
- Ingredients (The order in which ingredients are listed indicates their proportions in the food).

### **SKILL DEVELOPMENT**

- Students correctly read and interpret Nutrition Facts Labels.



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Nutrition Facts	
Serving Size ½ cup (114g)	
Servings Per Container 4	
Amount Per Serving	
Calories 90	Calories from Fat 30
% Daily Value*	
Total Fat 3g	5%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 300mg	13%
Total Carbohydrate 13g	4%
Dietary Fiber 3g	12%
Sugars 3g	
Protein 3g	
Vitamin A 60%	Vitamin C 60%
Calcium 4%	Iron 4%
* Percent Daily Values are based on a diet of other people's misdeeds.	
Calories: 2,000 2,500	
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

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

Directions: Look at the labels. Use the information on these labels to answer the questions on the Interpreting Food Labels page.

Label 1

Nutrition Facts	
Serving Size 1/2 cup (54g) (About 1 cup cooked) Servings Per Container: about 7	
Amount Per Serving	
Calories 190	Calories from Fat 15
% Daily Value*	
Total Fat 1.5g	3%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 20mg	1%
Total Carbohydrate 42g	14%
Dietary Fiber 2g	0%
Sugars 0g	
Protein 4g	
Vitamin A	0%
Vitamin C	0%
Calcium	0%
Iron	2%
*Percent Daily Values are based on a diet of other people's secrets. Your Daily Values may be higher or lower depending on your calorie needs.	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 35g 45g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

Label 2

Nutrition Facts	
Serving Size 1 cup (49g) Servings Per Container: about 9	
Amount Per Serving	
Calories 190	Calories from Fat 30
% Daily Value*	
Total Fat 9.5g	6%
Saturated Fat 0.5g	1%
Cholesterol 0mg	0%
Sodium 228mg	9%
Total Carbohydrate 39g	13%
Dietary Fiber 3g	14%
Sugars 13g	
Protein 4g	
Vitamin A	10%
Vitamin C	2%
Calcium	10%
Iron	35%
*Percent Daily Values are based on a diet of other people's secrets. Your Daily Values may be higher or lower depending on your calorie needs.	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 35g 45g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

Label 3

Nutrition Facts	
Serving Size 1/2 cup (120ml) Servings Per Container: about 2.5	
Amount Per Serving	
Calories 60	Calories from Fat 20
% Daily Value*	
Total Fat 2g	4%
Saturated Fat 0.5g	1%
Cholesterol 10mg	2%
Sodium 850mg	37%
Total Carbohydrate 9g	3%
Dietary Fiber less than 1g	2%
Sugars 1g	
Protein 3g	
Vitamin A	4%
Vitamin C	0%
Calcium	0%
Iron	2%
*Percent Daily Values are based on a diet of other people's secrets. Your Daily Values may be higher or lower depending on your calorie needs.	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 35g 45g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

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

Directions: Look at the nutrition labels on the Sample Food Labels page. Use the labels to answer these questions.

1. What product do you think Label 1 is from? \_\_\_\_\_
2. What product do you think Label 2 is from? \_\_\_\_\_
3. What product do you think Label 3 is from? \_\_\_\_\_
4. Which product has the highest amount of sugar? \_\_\_\_\_
5. Which product has the highest amount of protein? \_\_\_\_\_
6. Which product has the highest amount of total carbohydrate?  
\_\_\_\_\_
7. Which product has the most servings per package? \_\_\_\_\_
8. Which product has the highest percentage of RDA for vitamin A?  
\_\_\_\_\_
9. Which product has the highest percentage of RDA for vitamin C?  
\_\_\_\_\_
10. Which product has the highest percentage of RDA for iron?  
\_\_\_\_\_
11. Which product has the highest percentage of RDA for calcium?

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12. Which product has the lowest amount of fiber? -----

13. Which product has the highest amount of Calories from fat?

-----

14. Why are food labels a valid source of nutrition information?

-----

## **2. STUDENTS STUDY NUTRIENTS.**

**Visual Aid: The 6 Major Nutrients**

**Student Page: Important Nutrients**

Display the visual aids and distribute the student page.

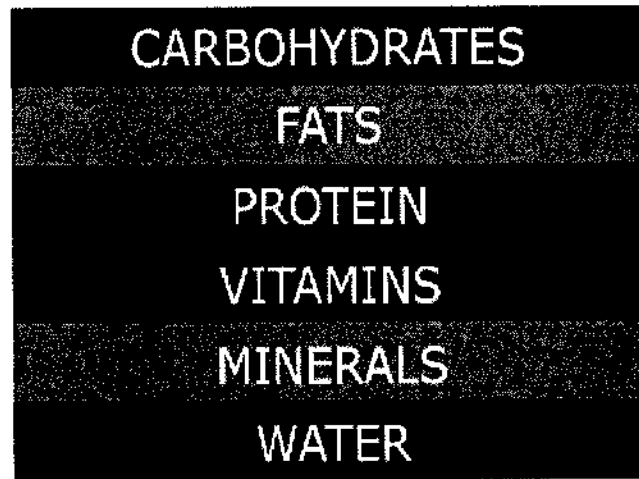
Have students to "number off" one, two, and three. Students numbered "one" will use Label I from the Sample Food Label. Students numbered "two" will use Label II from the Sample Food Label, and students numbered "three" will use Label III.

Have students work individually to study the Important Nutrients student page and compare it with their assigned food label. Have them identify (by circling or highlighting) any nutrients found on their food label. Then, ask students to group with other students who worked with the same food label and to compare their findings.

Ask each of the three groups to come up with one set of responses.

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**Name:**\_\_\_\_\_

**Carbohydrates**

Carbohydrates provide the major source of energy for the body. Nutritionists recommend that people's food intake consist of 50 to 65 percent carbohydrates. Major sources of carbohydrates are cereals, fruits, breads, and some vegetables. Each gram of carbohydrate contains four Calories. There are two types of carbohydrates:

Simple carbohydrates are used for quick, immediate energy.  
Complex carbohydrates are used to supply long-lasting energy.

**Fats**

Fats (lipids) are another major energy supply for the body. Each gram of fat contains nine Calories. Nutritionists recommend that people consume no more than 30 percent of their daily intake of Calories from fat. There are two types of fatty acids found in lipids:

Saturated fatty acids are found mostly in animal fat such as meats and cheese. Generally, they are solid or semi-solid at room temperature.  
Unsaturated fatty acids are found mostly in plant oils. They form fats that are liquid at room temperature.

**Protein**

Protein is made up of chains of amino acids that link together to form a protein. Proteins serve to build and repair body tissue and make hormones and components of the immune system that help to fight off infections. They also form parts of muscle, hair, skin, nails, connective tissue, and glands. Proteins can also serve as a source of energy. Each gram of protein has four Calories. Ten to fifteen percent of food intake should come from protein. Meats, fish, legumes, nuts, eggs and dairy products are major sources of protein.

**Vitamins**

Vitamins are compounds that allow many of the chemical processes in the body to occur. Vitamins themselves provide no energy to the body; however, without vitamins, the cells would not be able to carry out chemical reactions that permit the body to

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function properly. Vitamins are found in a variety of foods. Thirteen different vitamins are essential for health. They are placed in one of two groups:

Fat-soluble vitamins dissolve in fat. The four fat-soluble vitamins are D, K, A and E. Water-soluble vitamins dissolve in water. There are nine water-soluble vitamins, including the B vitamins and vitamin C.

### Minerals

Minerals are natural substances found in the earth's crust. They play many different roles in the body, including: regulating blood pressure, facilitating muscle contraction, providing major components of bones, healing wounds, and help in conducting nerve impulses. Minerals are found in a variety of foods. There are two classifications of minerals in the human body, both of which are important to proper body function.

Trace elements are needed only in small amounts. This group includes iron, copper, fluorine, iodine, selenium, zinc, chromium, cobalt, manganese, and molybdenum. Major elements are minerals that are needed in large quantities. This group includes calcium, potassium, sodium, magnesium, phosphorus, chloride, and sulfur.

### Water

Water makes up about 50 to 60 percent of the body's weight. Water is crucial to survival. Every cell in the body must have water in order to survive. An adult can survive about eight weeks without food but only a few days without water. Water's important functions include:

It is the perfect medium for all of the chemical reactions to occur.  
Water helps regulate body temperature-heating and cooling the body.  
Water helps remove waste products from the body.  
Water controls the concentration of nutrients in the body.  
Water aids the digestive and respiratory processes.

### 3. REFLECT, SUMMARIZE, AND DISCUSS.

Call for reports from each of the three groups. Ask students, "How can you use the information on the food label to improve your diet?"



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Have students put away their food labels so there won't be a visual reminder of the label. Using poster paper or a space on the board, ask each of the three groups to quickly draw a food label with as many elements as they can remember.

Show again the visual aids, Nutrition Facts, so students can compare their results.

### **Assessment**

Have students collect a variety of food labels for the next session. Students will work in small groups to arrange on poster board the food labels they collected in order from most healthful to least healthful based on the nutrition information. Students then work individually to write reflective summaries explaining why they ordered the labels as they did. The summary should explain why nutrition labels provide valid sources of information about the nutritional value of labeled foods.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates accurate information about:

- What information is found on food labels
- How the information on food labels can be used to make healthful food choices

#### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Find appropriate label information to assess the nutritional value of foods
- Explain why food labels are valid sources for information about nutrition

### **WHY DO WE EAT WHAT WE EAT?**

Students complete a personal assessment worksheet to start their thinking about which factors influence their food choices. Students then work in groups to prepare posters that depict the influence of advertisement strategies on food selection.

## **1. DISCUSS INFLUENCES ON FOOD CHOICES.**

### **Student Page: Food Choice Factors**

Have students complete the student page. Discuss influences on food choices, writing student responses on the board.

Discuss factors that affect food choices, using information from the Teacher Page, **Factors that Influence Food Choices**.

Ask students, " When was the last time you tried a food that was new to you?" Ask for responses to questions similar to the following:

- o What was the food?
- o What caused you to try it?
- o How did you like it?

Ask students to give examples of how different factors can influence food choices. List as many ideas as possible.

### **CONCEPTS**

Each of the following may be a factor in influencing what we eat.

- o Family
- o Culture
- o Media and advertising
- o Peer influences
- o Personal taste
- o Mood and emotion

### **SKILL DEVELOPMENT**

- o Students make a connection between influences on eating certain foods and not eating other foods.

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**Name:**\_\_\_\_\_

**Directions:** Think about how much of these factors influences your food choices. Circle the number that indicates how much each factor affects the foods you choose to eat.

	<u>Not Much</u>					<u>A Lot of</u> <u>Influence</u>
<b>Family Background</b>	0	1	2	3	4	5
<b>Peers (friends)</b>	0	1	2	3	4	5
<b>Ethnic Background</b>	0	1	2	3	4	5
<b>Advertisements</b>	0	1	2	3	4	5
<b>Health</b>	0	1	2	3	4	5
<b>Cost</b>	0	1	2	3	4	5
<b>Activity Level</b>	0	1	2	3	4	5
<b>Convenience/Time</b>	0	1	2	3	4	5
<b>Watching Weight</b>	0	1	2	3	4	5
<b>Mood</b>	0	1	2	3	4	5

## **2. ASSESS THE INFLUENCE OF PRODUCT PROMOTION.**

Provide Internet access for the class as a group or as individuals so they can go online to

**[pbskids.org/dontbuyit/advertisingtricks/cerealbox\\_flash.html](http://pbskids.org/dontbuyit/advertisingtricks/cerealbox_flash.html)**.

(This website allows students to design a cereal box while learning about advertising "tricks.")

Ask students, "What is the purpose of packaging a product?"

### **DISCUSSION POINTS**

- To protect the safety of the product
- To appeal to the customer to buy the product

Explore understanding by asking students the following questions.

- What did you learn about the influence of color on a package?
- What did you learn about the ways advertisers may choose what to put on the package?
- What did you learn about the ways advertisers may choose what to put inside the package as a promotional item?
- What did you learn about where cereals are positioned in grocery stores and why?
- What do you need to know to make a wise purchasing decision?  
(Remind students of the Nutrition Facts Label.)

## **3. STUDENTS RESEARCH COMMON ADVERTISING STRATEGIES.**

Distribute art supplies among students.

Ask students to work in teams of two to research information about common advertising strategies and then to design two cereal boxes. One cereal box should be appealing to lower elementary grade students and one should be less appealing to the same group of students. Be sure to include a Nutrition Food Label for each package. Consider using a more healthful label on the unattractive package for demonstration purposes.

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### **SKILL DEVELOPMENT**

- How advertisers use words and images (photos, drawings, etc.) to try to make their products appealing to consumers
- Differences and similarities in advertising techniques

### **4. STUDENTS PRESENT THEIR PACKAGES AND TEACHING POINTS.**

Have students outline on a small poster or piece of construction paper several important points about how packaging can influence food choices.

Have groups to present their work to the class, including the teaching points about how packaging can influence choices. Make any needed corrections in the presentations to assure that accurate information is provided.

Arrange with another teacher for your students to visit her / his class to share their presentation. Suggest the following presentation strategy to your students:

- Work with the younger students in small groups of four or five students to show both the appealing and unappealing cereal boxes.
- Allow the younger students to look at the packages, then call for a vote for their favorite package.
- Once a vote is taken, have one of your students point out the food labels and explain which package would be more healthful for them to eat.
- Your students will then give a brief summary using their teaching-points poster of what to look for when buying cereal other than the prize inside or the colorful packaging.

### **CONCEPTS**

- Products are packaged so that the product will sell, not necessarily to promote good nutrition practices.
- There are clearly thought-out advertising strategies used to influence product selection.

### **SKILL DEVELOPMENT**

- Students can identify advertising strategies used to influence product sales.

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- Students can demonstrate and explain these strategies to a younger group of students.

## **5. REFLECT, SUMMARIZE, AND DISCUSS.**

After students have made their presentations to the younger class(es), ask them to share the responses from the younger students.

- Did the younger students seem interested or influenced by the teaching points you shared?
- What additional points or changes in your presentation would you make?
- What will you think about when making your next cereal selection?
- What do you think will be the main influence on your selection?

## **Assessment**

Have students write reflective summaries about the factors that influence their food choices.

Factors to consider include:

- Favorite foods
- Cultural or ethnic background
- Foods for special occasions, such as holidays and birthdays

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates accurate information about:

- Factors that influence food choices

### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Analyze the influence of internal and external elements on eating habits.

## **PHYSICAL ACTIVITY AND FOOD: THE CONNECTION**

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Students discuss ways to maintain a healthful weight including physical activity and healthful eating. Students also distinguish between fad diets and healthful eating habits for weight loss.

### 1. **DISCUSS PHYSICAL ACTIVITY.**

#### **Student Page: How Active Are You?**

Emphasize that physical activity contributes to health and well-being. Have students complete the student page, then research their physical activity needs.

#### **CONCEPTS**

- The Dietary Guidelines for Americans recommends balancing food intake with regular physical activity to achieve and maintain a healthy weight.
- Physical activity is defined as body movement produced by skeletal muscles that results in energy expenditure.
- Physical activity is a crucial component of a healthy lifestyle.
- Physical inactivity is a major factor in heart disease, obesity, cancer, diabetes, and high blood pressure.
- Sixty minutes of moderate activity most days of the week with 20 minutes of that time being vigorous (doesn't have to be all at one time).

#### **SKILL DEVELOPMENT**

- Students used reliable information sources to determine how much physical activity they need.

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**Name:**\_\_\_\_\_

**Directions:** Think about the activities you do each week. Look at the list in the first column. Add any activities you do that aren't listed there. Then write in the number of times each week that you do the activity and the total amount of time that you spend.

<b>Activity</b>	<b>Times per Week</b>	<b>Total Time</b>
Walking		
Bicycling		
Basketball		
Running		
Dancing		
Baseball		
Soccer		
Football		
Gymnastics		
Yard work		
Active house work		
(vacuuming, mopping, etc.)		

How many days a week do you engage in physical activity?



## **2. DISCUSS WAYS TO MAINTAIN A HEALTHFUL WEIGHT.**

**Student Page: Making Healthful Changes**

Students complete the student page.

### **CONCEPTS**

- Bodies come in a wide variety of shapes and sizes.
- Physical activity helps people stay at a healthful weight and maintain strong bodies.
- Eating a wide variety of healthful foods contributes to health.
- Eating fewer foods high in fat and added sugars and more foods that are good sources of fiber, complex carbohydrates and important vitamins and minerals helps people achieve and maintain a healthful weight.

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

**Directions:** Read this situation. Recommend some healthful ways for Kim to stay at a healthful weight.



1. Kim wants to join the wrestling team at school. Wrestlers are classified by weight and Kim needs to lose some weight to qualify for a low weight class. Kim is thinking of skipping breakfast, just drinking a soda for lunch and eating a regular dinner. Except for wrestling with friends once or twice a week, Kim doesn't do much other physical activity. What would you recommend for Kim?

### **3. DISCUSS FAD DIETS.**

Discuss how to distinguish between fad diets and healthful eating behaviors.

#### **SKILL DEVELOPMENT**

- Typical characteristics of fad diets
- Reasons to be suspicious of fad diets
- Promise of a quick fix
- Recommend behaviors that are not healthful

#### **DISCUSSION POINTS**

Healthful behaviors for maintaining weight

- Eating a variety of foods
- Eating from all the groups on MyPlate
- Regular physical activity

### **4. GROUPS ANALYZE DIET ADS.**

#### **Student Page: Fad Diet Checklist**

Divide the class into small groups and give each group one of the diet ads. Ask groups to use the student page to decide whether the ad is for a fad diet or a healthful diet product.

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**Name:**\_\_\_\_\_

**Directions:** Answer the following questions to decide whether the diet or product in the advertisement is a fad diet.

**Does the diet ...**

- ☐ Promise quick weight loss?
- ☐ Limit foods to just a few choices?
- ☐ Recommend expensive supplements or special products?
- ☐ Claim to be better than recommendations from doctors and scientists?
- ☐ State that there's no need for physical activity?

If the answer to one of more of these questions is yes, then the product is probably a fad diet and doesn't offer a healthful way to lose weight.

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## **5. REFLECT, SUMMARIZE, AND DISCUSS.**

Have groups present their ads to the class and explain their conclusions.

### **DISCUSSION POINTS**

- Is the advertised diet or product health promoting? Why or why not?

## **Assessment**

Have students "go shopping" to examine a diet or diet product. Ask students to create criteria for analyzing the product. The criteria should be similar to the points on the Fad Diet Checklist. Students should then decide whether the diet or product is health promoting and explain their decision.

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates accurate information about:

- Characteristics of fad diets
- Healthful ways to maintain a healthy weight

### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Identify appropriate criteria that allow them to access valid health information.
- Discriminate between a health-promoting product and a product that is not health promoting.

## **PUTTING IT ALL TOGETHER - PLANNING A HEALTHY MENU**

Students review nutrition information, discuss menu planning, then work in groups to plan healthful menus. Students will explain their decision-making process for choosing healthful food.

## **1. REVIEW NUTRITION INFORMATION.**

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Using the transparencies, briefly review information on the **The 6 Major Nutrients, MyPlate, The Dietary Guidelines for Americans.**

## **2. GROUPS DISCUSS MENU PLANNING.**

Divide the class into small groups to discuss how to plan a healthful meal.

### **DISCUSSION POINTS**

What are some important things to think about when you're planning a meal? (health, taste, available foods, etc.)

### **CONCEPTS**

- A meal includes a variety of dishes, such as an entree (the main dish), a side dish and a beverage.
- The Dietary Guidelines for Americans provides information about planning healthful meals.
- MyPlate indicates recommended foods and amount of foods.

## **3. GROUPS PLAN MENUS.**

### **Student Page: Sample Menu**

Distribute the student page. Discuss the menu plan. Have students, working in small groups or individually, plan healthful menus. Each meal must include at least one food from each food group. Meals must also include at least three different dishes (main dish, salad or other side dish, beverage or dessert).

## **4. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss the menus students prepared.

### **DISCUSSION POINTS**

- What foods are included on the menu?
- What foods did you consider for the menu?
- What were the positive and negative outcomes of the different food options you considered?
- How do you think your menu worked out? Would you make any changes?
- Which menu would you like to fix at home? Why?

### **DECISION MAKING**

- Did each meal include at least one food from each food group?

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- Does the menu follow the Dietary Guidelines for Americans?

## **Assessment**

Have students write reflective summaries about the process of planning a menu. Students should explain what information they used to help them choose healthful food and discuss the decision making process.

**Extension:** Have students take the menus they planned home and write down the recipes and directions for each of the dishes on their menus. Ask students to return the menus and recipes to class. Use the menus and recipes to create a cookbook for your class. Students can name the cookbook and design a cover.

Either keep a copy of the cookbook in the classroom or make a copy of the cookbook for each student.

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates accurate information about:

- US Dietary Guidelines for Americans, 2010
- MyPlate
- Food Groups and recommended amounts of food.

### **DECISION MAKING**

Student work demonstrates proficiency by showing the ability to:

- Consider options and alternatives
- Reflect on or evaluate the decision

## **Intro to Nutrition Test**

1. This food group is our body's best source of energy?

- A. Meat Group
- B. fats, oils and sweets
- C. breads and cereals
- D. milk and cheese

2. Which of these is NOT a source of protein?

- A. seafood
- B. lean meat and poultry
- C. beans and peas
- D. pretzels

3. Which of these is shown on a typical food label?

- A. fat
- B. taste
- C. shape
- D. price

4. What is a great way to start increasing your level of physical activity?

- A. running ten miles
- B. walking
- C. swimming
- D. all of the above



## NUTRITION UNIT- 8<sup>th</sup> grade Health

Freire Charter School

5. The bread, cereal, rice and pasta group is a good source of \_\_\_\_\_?

- A. carbohydrate
- B. vitamin C
- C. calcium
- D. vitamin D

6. Citrus fruits are an excellent source of \_\_\_\_\_?

- A. calcium
- B. vitamin c
- C. vitamin B
- D. calories

7. Milk, yogurt, and cheese are

- A. good sources of iron
- B. dairy products
- C. full of beta carotene
- D. rich in fiber

8. Which food contains the most fat?

- A. graham crackers
- B. brownies
- C. strawberries
- D. mango

9. The milk, cheese & yogurt group is important for \_\_\_\_\_?

- A. strong bones
- B. teeth

## NUTRITION UNIT- 8<sup>th</sup> grade Health

Freire Charter School

- C. muscles
- D. all of the above

---

10. How many servings of vegetables do we need each day?

- A. 6-11
- B. 2-3
- C. 3-5
- D. 1-2

Extended Response:

11. What are the Dietary Guidelines, and why are they important?

12. What is MyPlate, and why is it important?

13. What influences the foods we choose to eat? Identify at least three factors, and give an example of each.

14. Imagine reading an ad for the Wonderful Chocolate Chip Cookie Diet! Yes, it is a fad diet. Put a check next to the claims that the ad would probably make for this wonderful diet:

\_\_\_\_\_ *With this diet you will lose weight fast!*

\_\_\_\_\_ *With this diet you will be hungry but it will be worth it!*

\_\_\_\_\_ *With this diet you will also need to buy expensive cookie vitamins!*

\_\_\_\_\_ *With this diet, you can eat all the cookies you want, and nothing else!*

\_\_\_\_\_ *With this diet, you just need to run a total of 5 miles a week!*

15. What is one eating habit you have that you might want to change, based on what you have learned in the past few weeks? Tell why you are thinking about changing this habit, and what you might replace it with.



**UNIT TWO**

**for**

**Content Area of**

**HEALTH**

**MS Band**  
**Health 8**



## **LESSON 1: Male Reproductive Systems**

Send permission slip homes before beginning unit

Emphasize ground rules for class conversations: sensitive subjects require maturity!

Guided Questions: What are the parts and functions of the male reproductive system?

### **Objective(s):**

1. Students will state the purpose of the male reproductive system.
2. Students will describe the functions of each of the organs of the male reproductive systems.

### **Resources:**

- Male Anatomy Reproductive System Handout
- Male Anatomy Reproductive System Blank Worksheet

### **Vocabulary:**

Puberty Sperm Adolescence Testes Scrotum Hormone

Penis Urethra Prostate Gland Testosterone

### **Instant Activity (Bellringer):**

Have students list 6 things each that they know about the male reproductive systems.

### **Activity:**

Using the Male Anatomy Reproductive System handout:

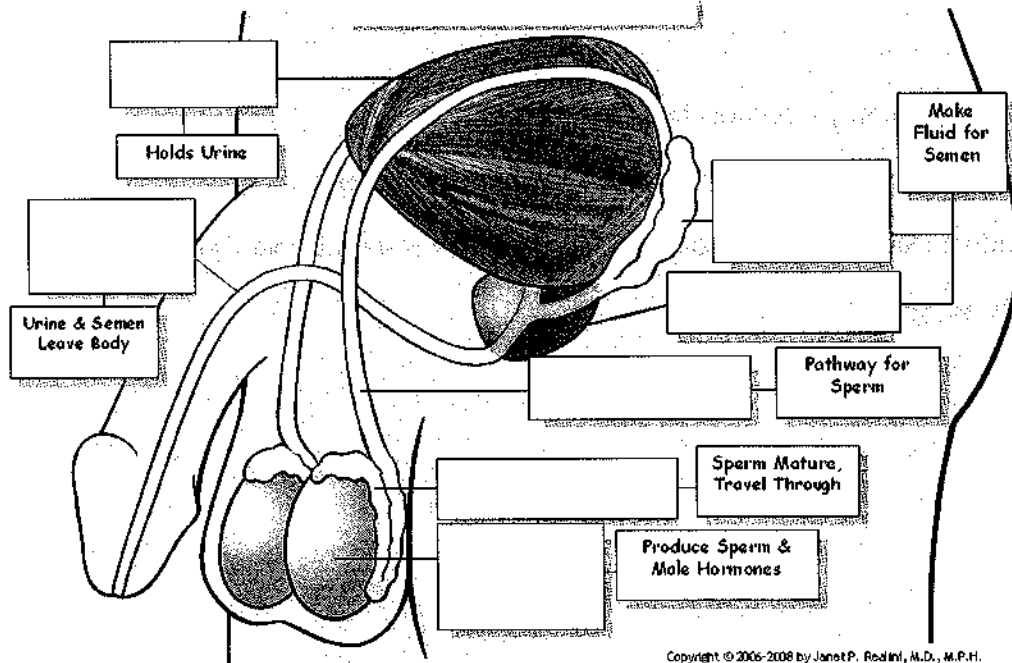
1. Discuss and define each part of the male reproductive system.
2. Have students fill in the blanks on the Male Anatomy Reproductive System handouts
3. Complete worksheets in pairs.

# Male Reproductive System

## Anatomy

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### Male Inside

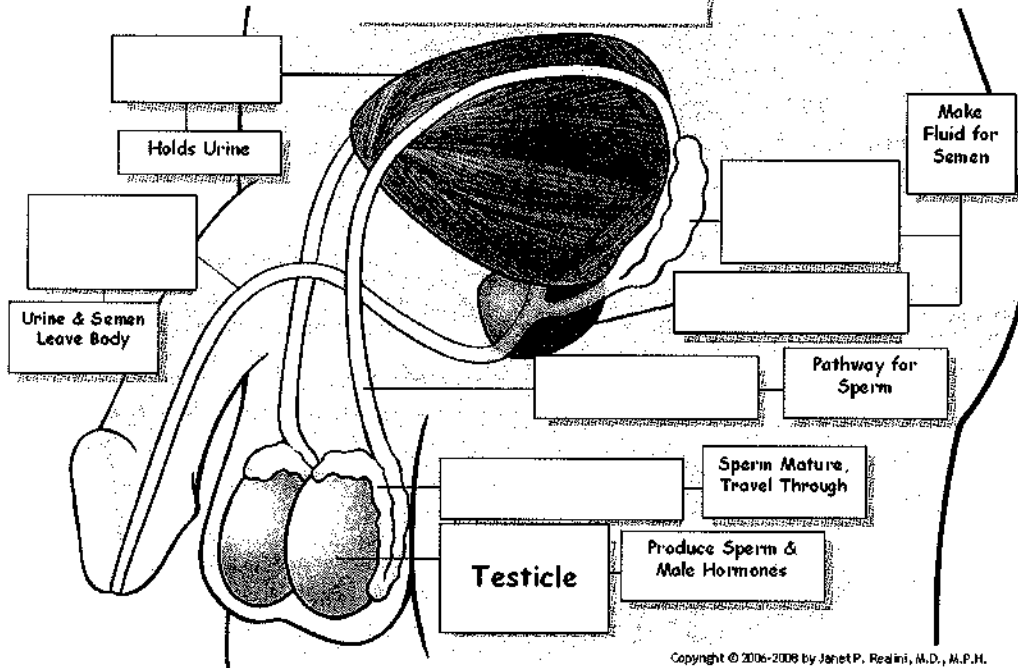


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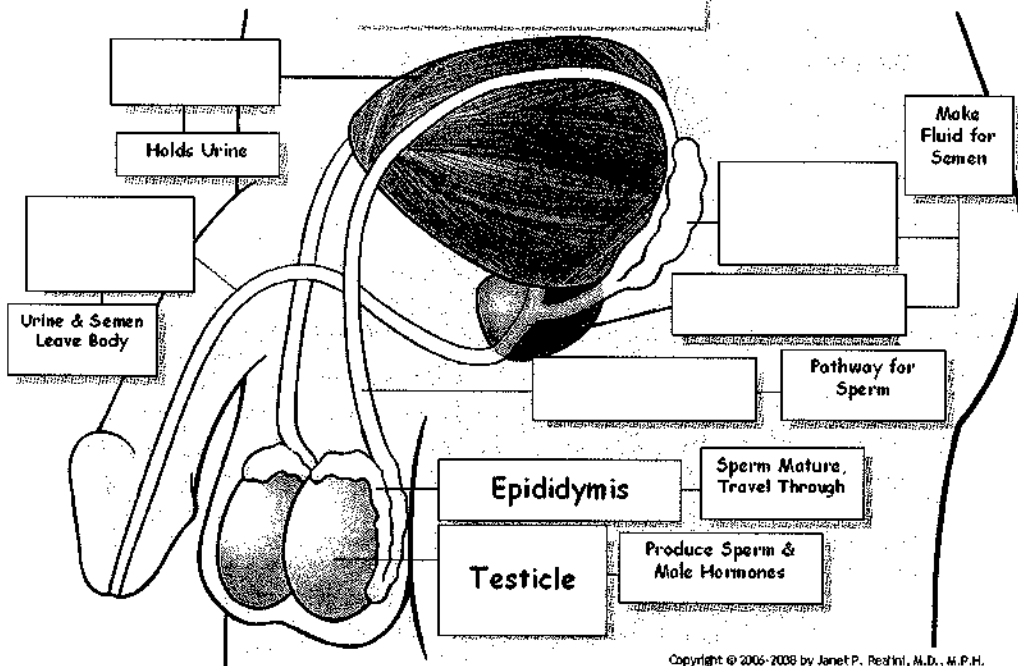
## Male Inside



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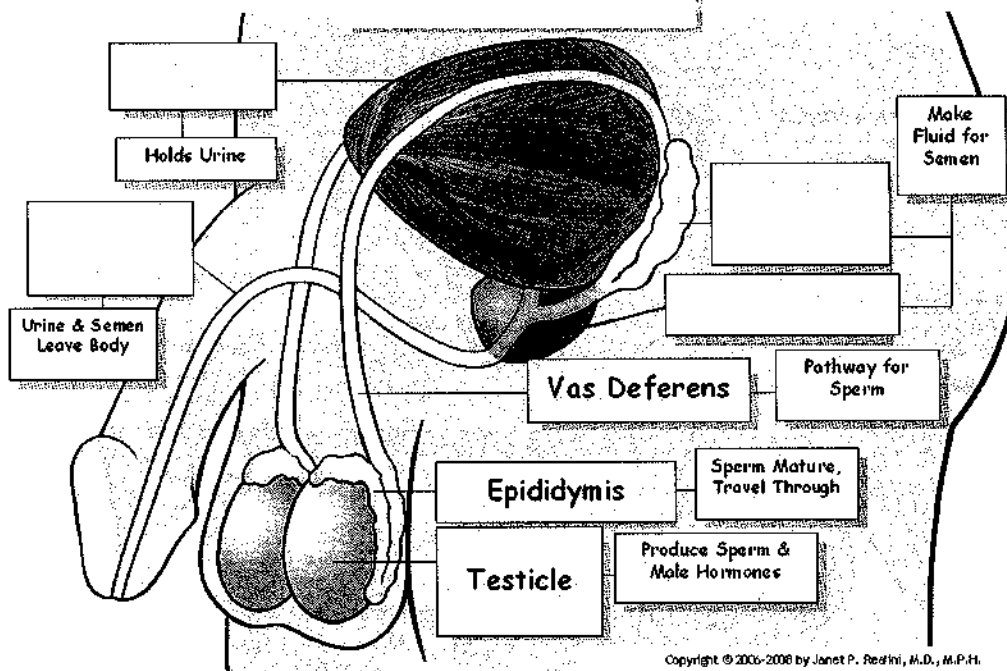
## Male Inside



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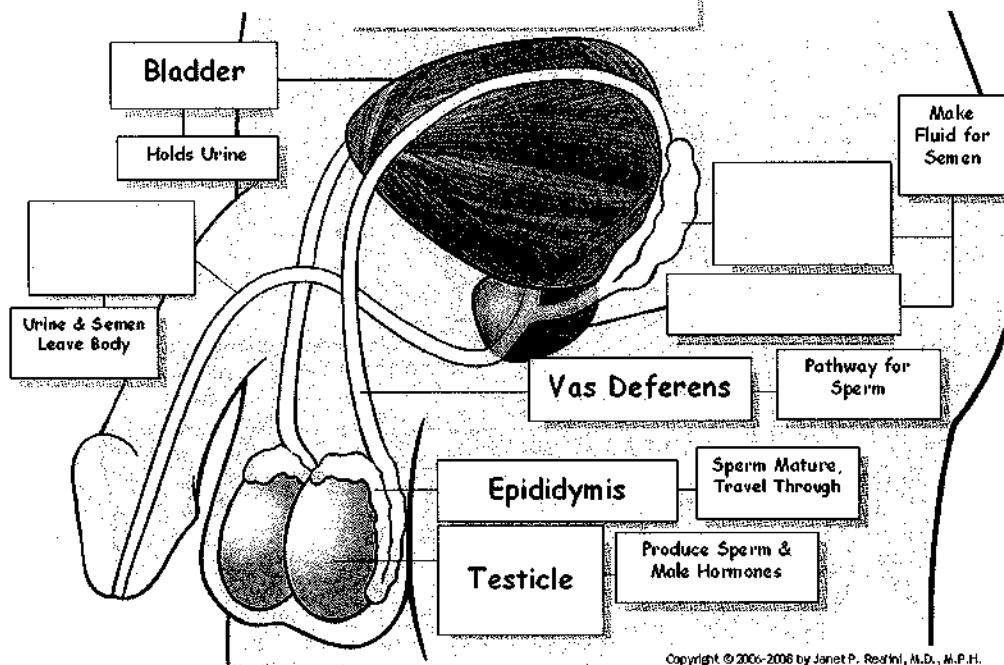
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## Male Inside



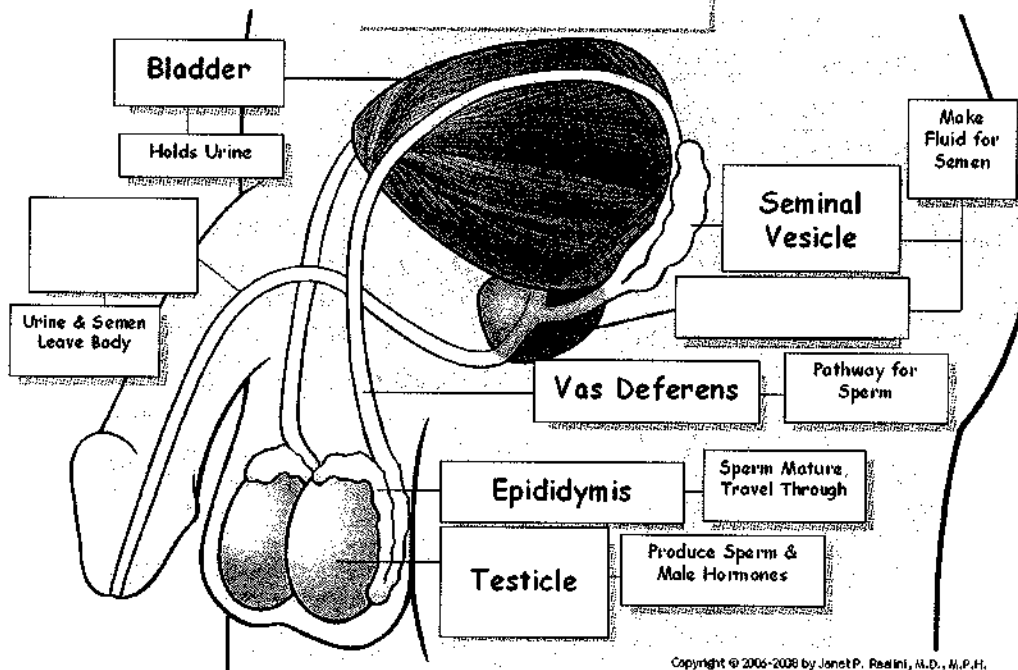
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## Male Inside



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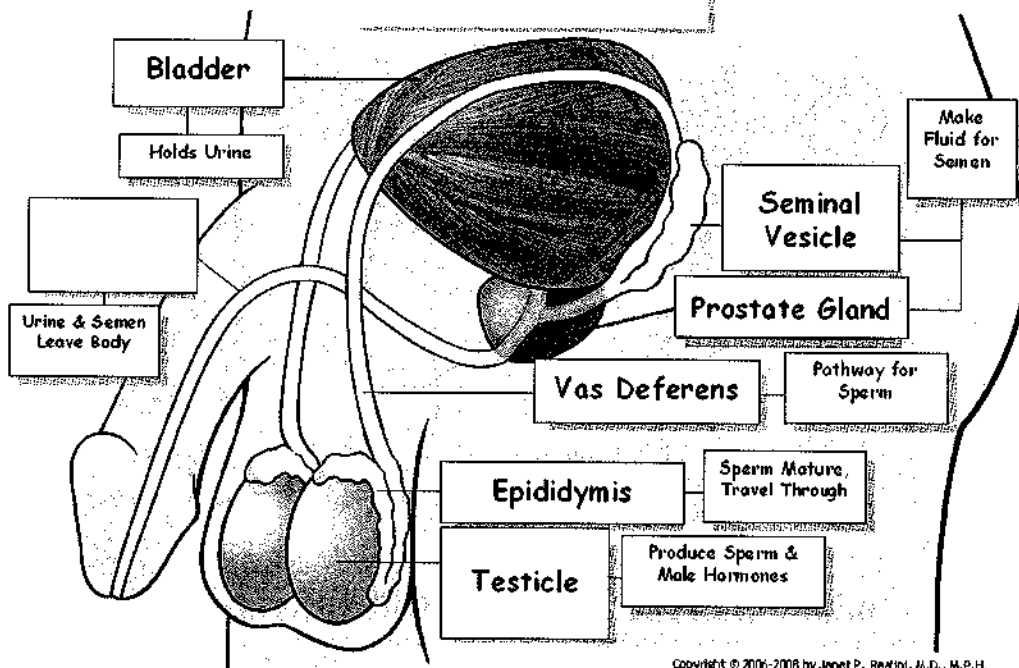
## Male Inside



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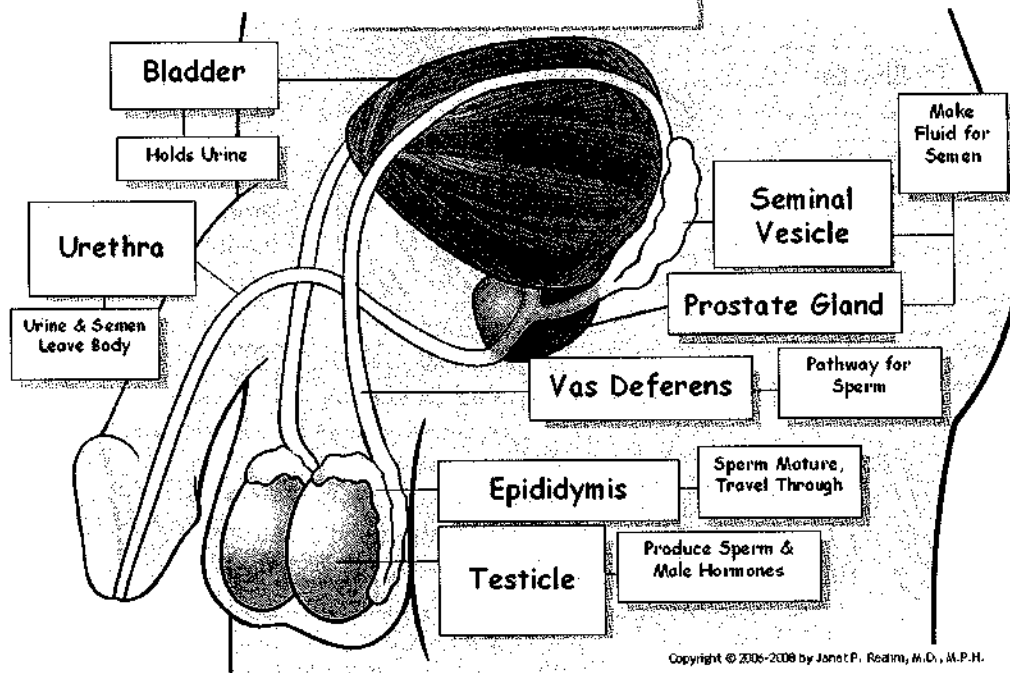
## Male Inside



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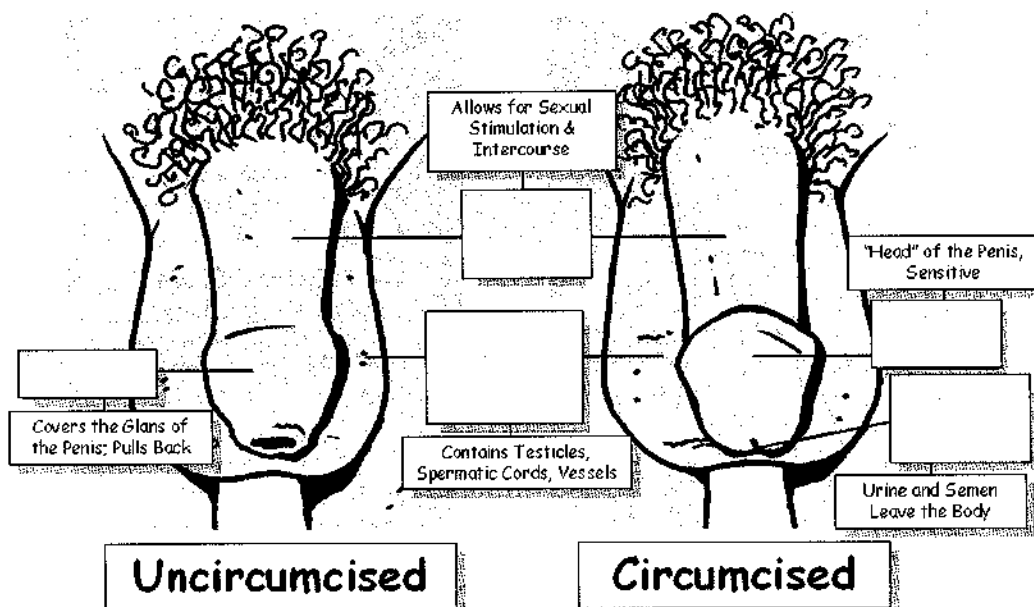
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## Male Inside



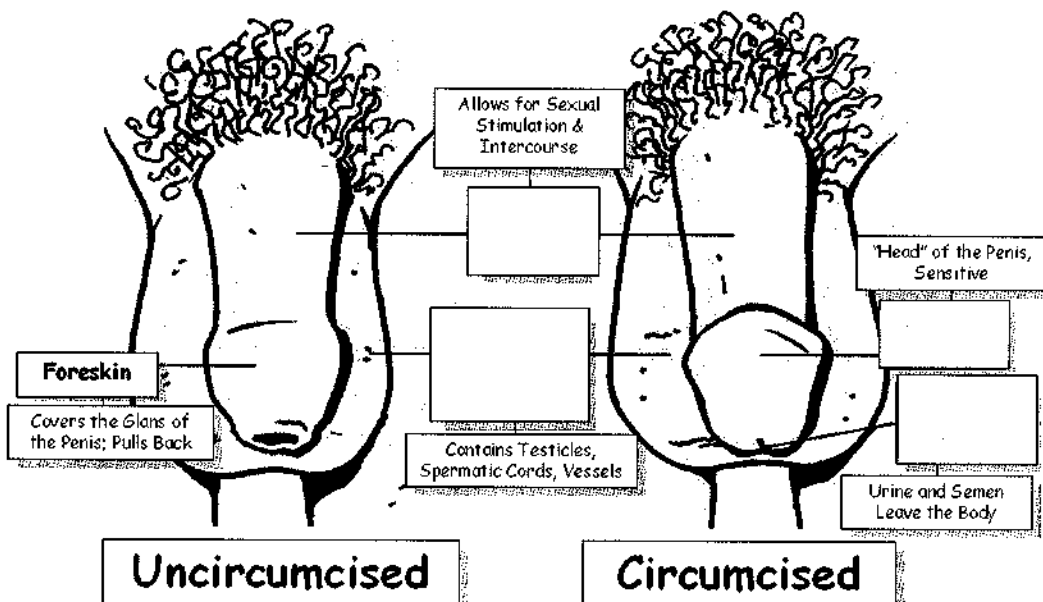
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## Male Outside



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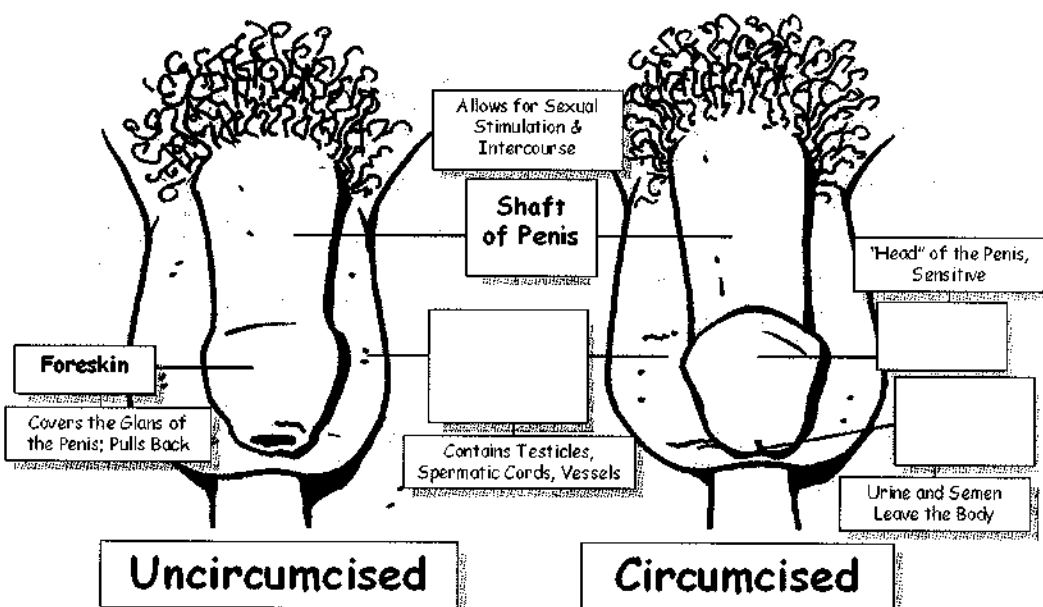
## Male Outside



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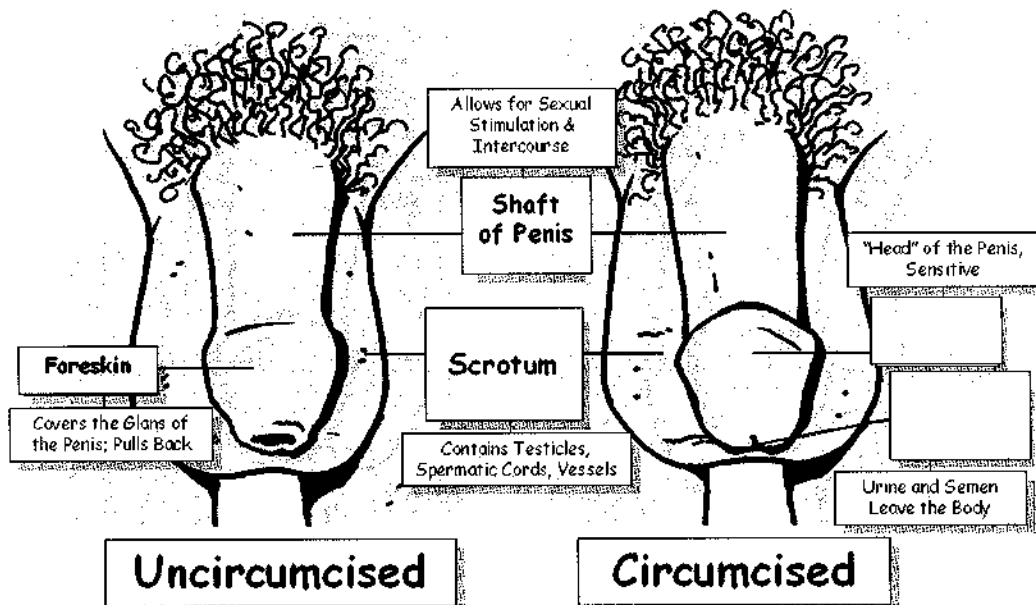
## Male Outside



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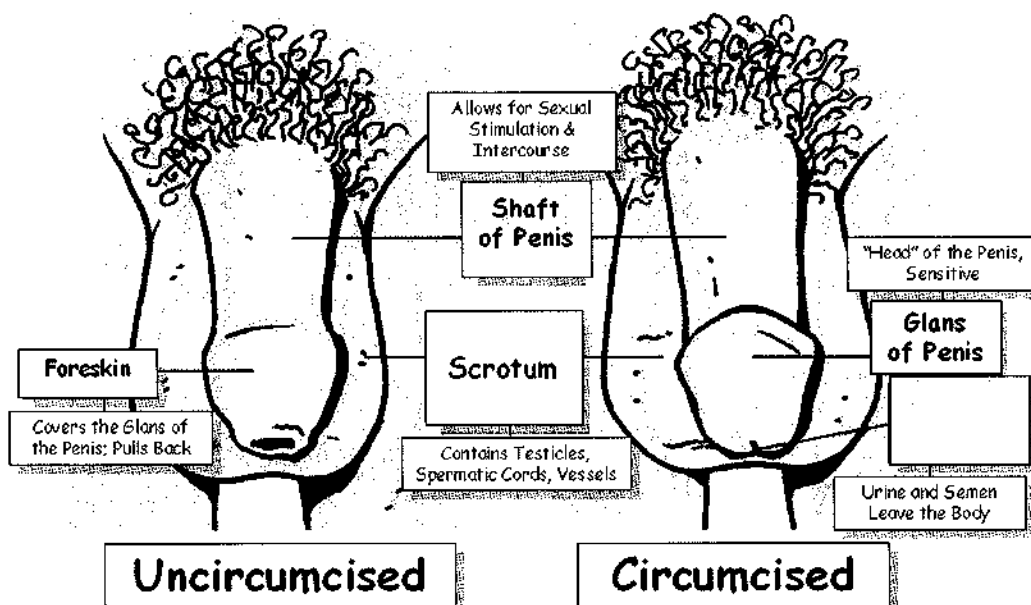
## Male Outside



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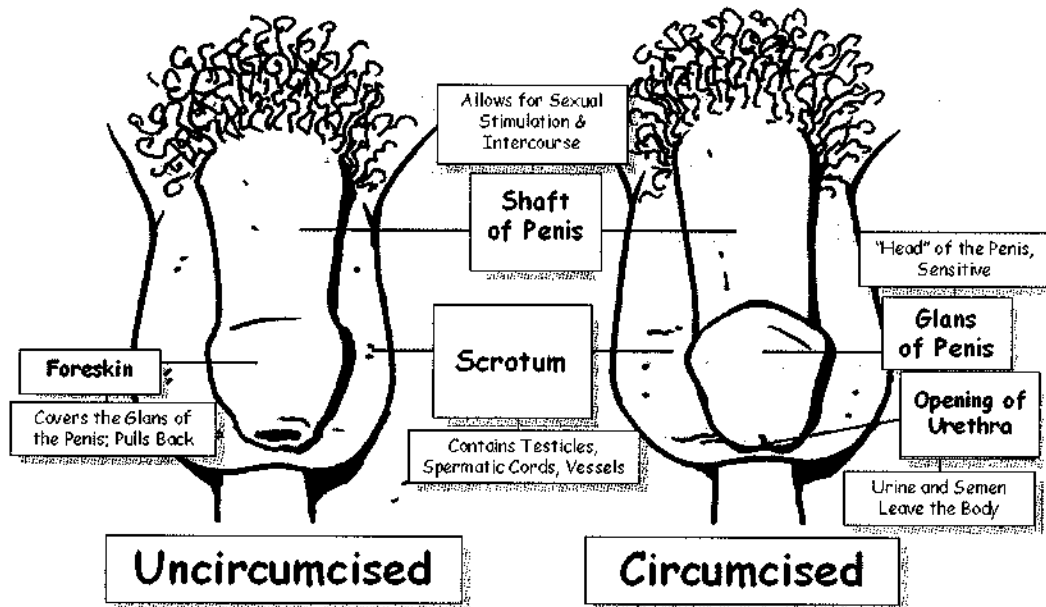
## Male Outside



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## Male Outside



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## **LESSON 2: Female Reproductive Systems**

Guided Questions: What are the parts and functions of the female reproductive system?

### **Objective(s):**

1. Students will state the roles of the female reproductive system.
2. Students will describe the functions of each of the organs of the female reproductive system.
3. Students will explain the menstrual cycle.

### **Resources:**

- Female Anatomy Reproductive System Handout
- Female Anatomy Reproductive System Worksheets

### **Vocabulary:**

Eggs Ovaries Ovulation Fallopian tube Uterus Cervix Vagina Menstruation Menstrual cycle

### **Instant Activity (Bellringer):**

Have students list 6 things each that they know about the female reproductive system.

### **Activity:**

Using the Female Anatomy Reproductive System Handout

1. Discuss each part of the female reproductive system.
2. Have students label the Female Anatomy Reproductive System worksheet.

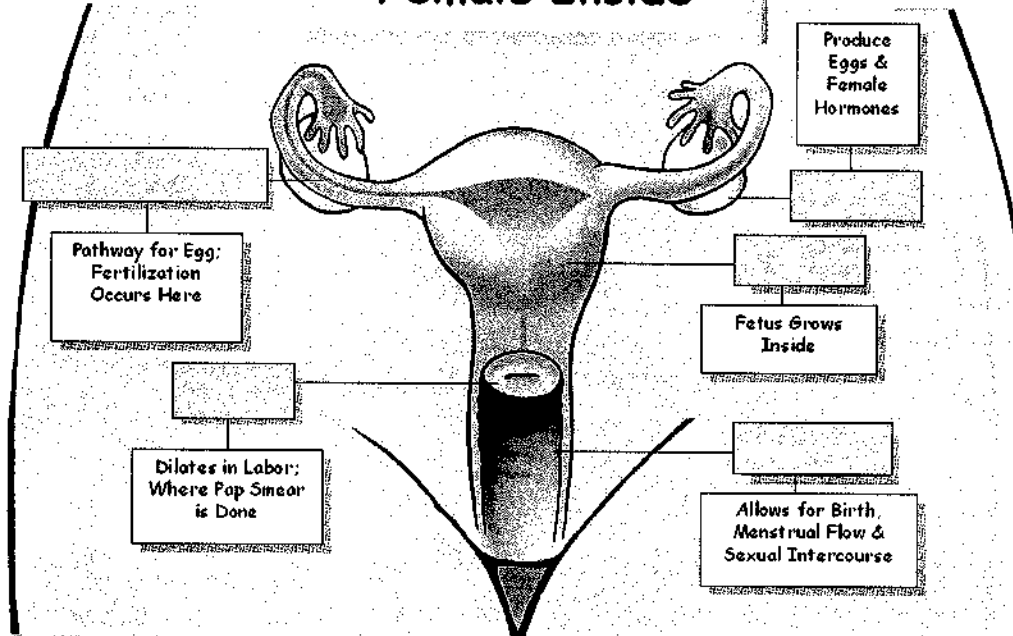


# Female Reproductive System

## Anatomy

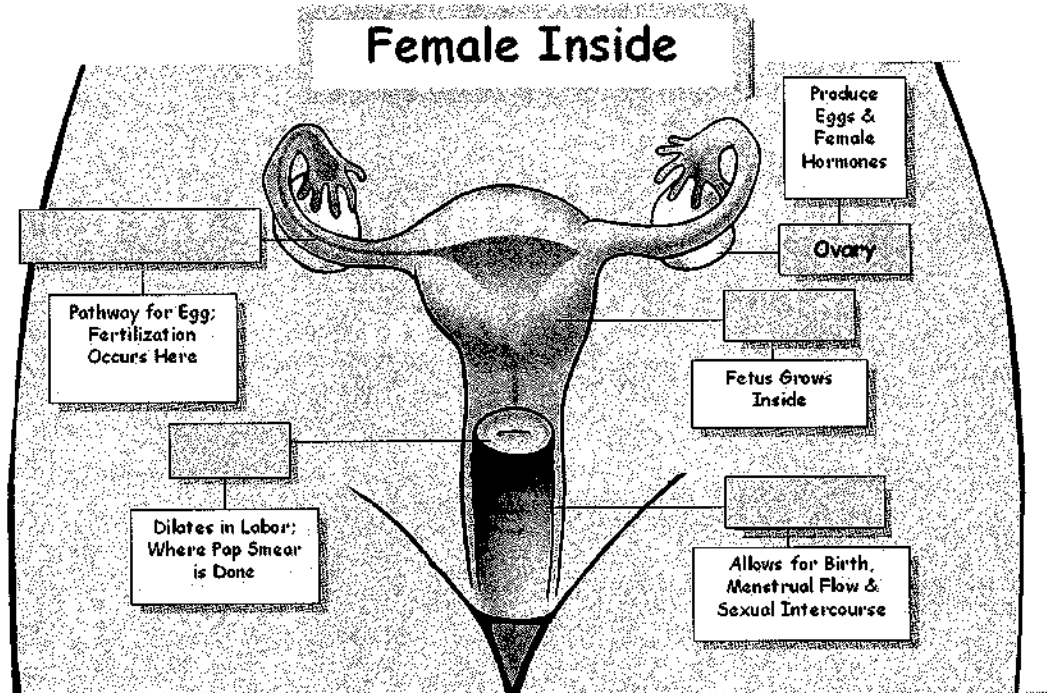
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### Female Inside



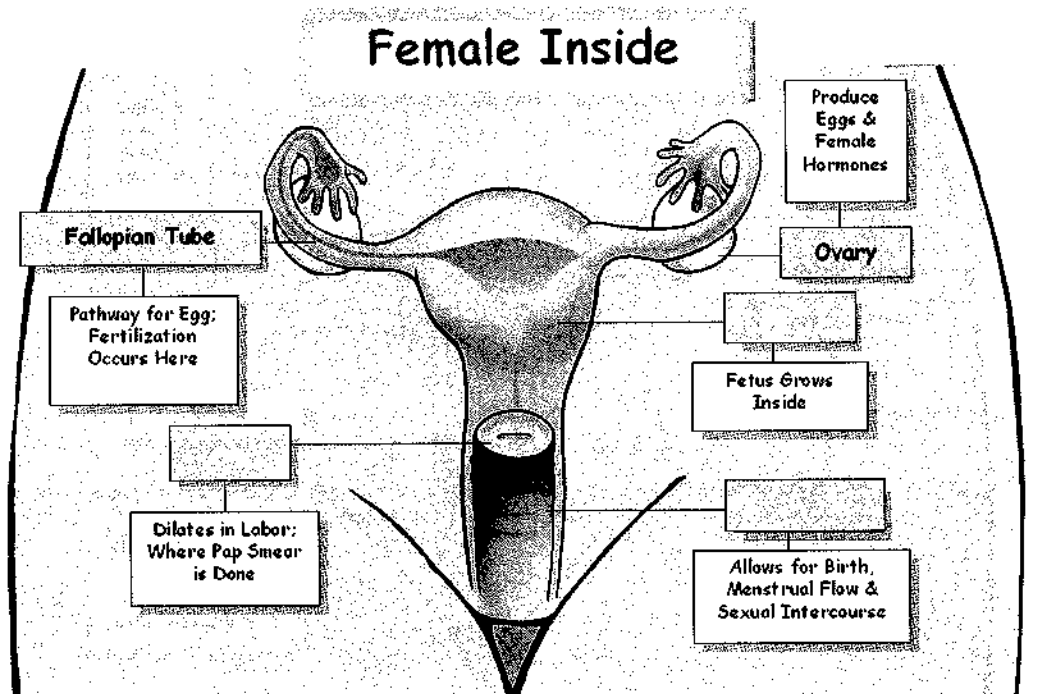
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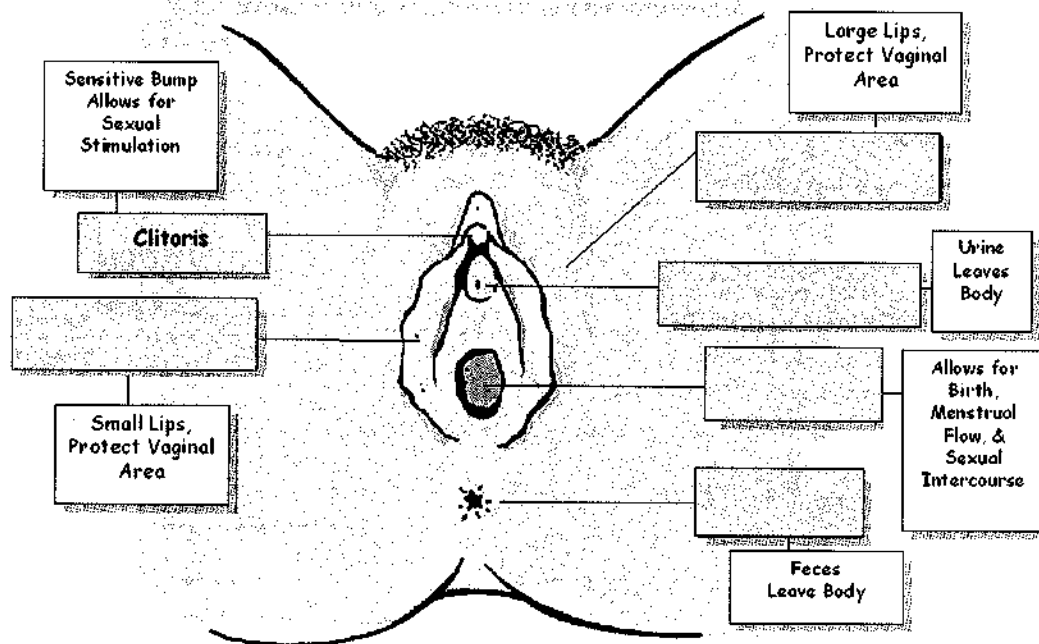
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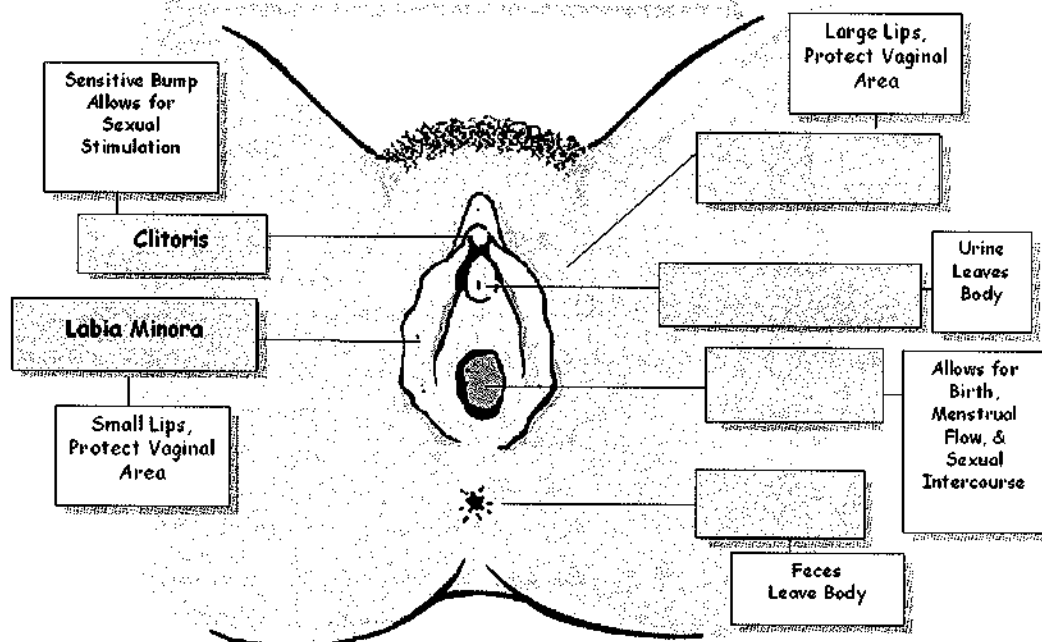
## Female Outside (Vulva)



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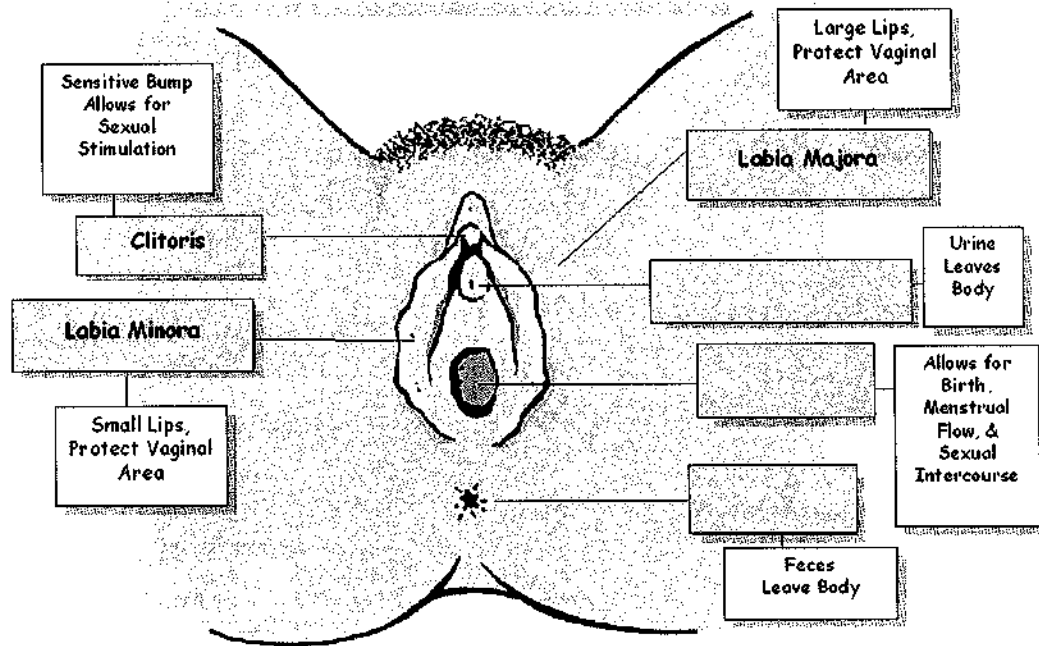
## Female Outside (Vulva)



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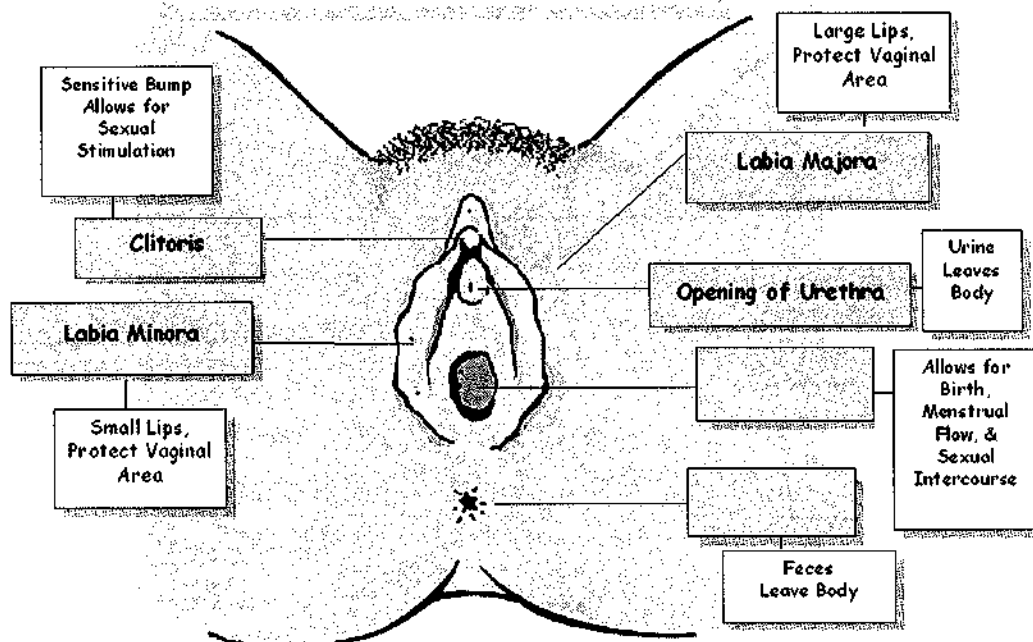
## Female Outside (Vulva)



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## Female Outside (Vulva)



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Exit slip/ Check for understanding

How can effective communication and correct information about the reproductive system help you live a healthy life?

**LESSON 3: Dating/ Relationships**

Guided Questions:

What are characteristics of a healthy relationship?

What are characteristics of an unhealthy or abusive relationship?

What is sexual assault and date rape?

Objective(s):

1. Students will be able to identify characteristics of a healthy relationship.
2. Students will be able to identify abusive dating behaviors.
3. Students will be able to define the terms sexual assault, date rape and consent.
4. Students will be able to list three ways to increase their dating safety.
5. Students will be able to list three ways to prevent sexual assault.
6. Students will identify help resources for dating abuse and sexual assault.

Resources:

Dating Relationships PowerPoint

Dating Relationships Worksheet

Playing it Safe Cards, Expect Respect Program Manual, SafePlace,

Sound Relationships Activity handout, Boston Commission on Public Health

Vocabulary:

Dating Abuse - Sexual Assault - Date Rape - Consent

Instant Activity (Bellringer):

Ask students to name popular songs, books, or movies that have a relationship theme. What do they say about relationships?

Activity

Using the Dating Relationships PowerPoint:



## Sexuality Unit- 8<sup>th</sup> grade Health

1. Discuss healthy and unhealthy relationships.
2. Define sexual assault.
3. Discuss date rape.
4. Define and discuss consent.
5. Discuss ways to increase your safety and prevent sexual assault when dating.
6. List resources available for help.

### Activity: Playing it Safe:

1. Cut out the cards from the handout Playing it Safe and place them in a bowl.
2. Divide students into groups of 3-4. Invite one person from each group to select a card.
3. Ask students to read their card in their small group and discuss the situation using the questions listed below:
  - a. How serious is this situation? What if any risks could there be to you or others in the situation?
  - b. Has a situation like this ever happened to you or someone you know? (Don't use names.)
  - c. What did people do to help? Was it helpful?
  - d. Role-play what you would do in this situation. Create a role for each person in your group.
4. Have small groups read their scenario and role-play their responses for the class.
5. Discuss how youth and/or adults can help someone in each situation.
6. Encourage students to support their friends and to be leaders and role models for healthy relationships.

Discuss strategies for increasing dating safety and preventing sexual assault on slides.

### Activity: Sound Relationships

1. As a group, select a popular song about relationships. Find the lyrics of the song either from the CD insert, or search for them online. Print out the lyrics and read them to get a feel for the main themes in the song.
2. Score the song lyrics using the Sound Relationships handout provided.
3. Determine the "nutritional value" of the song lyrics using the handout as a guide.

## Sexuality Unit- 8<sup>th</sup> grade Health

4. Discuss how to balance your "lyrical" diet to include healthy relationship ingredients.

Extended response: In a short paragraph or two, discuss the Healthy vs. Unhealthy Relationships and the Warning Signs handouts. Identify songs, movies, and books with healthy relationship ingredients.



## Dating Relationships

Bellringer ~ Name a popular song, book or movie that has a relationship theme. What does it say about relationships?

1. What are some of the qualities of a Healthy Relationship?
2. What are some of the qualities of an Unhealthy Relationship?
3. What is dating abuse?
4. How big is this issue?
5. What forms of abuse did you see in the video?
6. How did the victims say they felt?
7. Can mental abuse be as damaging as physical abuse? If so, how?
8. What are the warning signs that you may be in an abusive relationship?

## Sexuality Unit- 8<sup>th</sup> grade Health

9. What is Sexual Assault?

10. What is Date Rape?

11. What is consent?

12. When is someone not legally able to consent to sexual contact?

13. In Texas what is the law when it comes to consenting to sexual activity?

14. What are some of the ways you can increase your safety in a relationship?

- a.
- b.
- c.
- d.
- e.
- f.

15. How can you prevent sexual assault?

- a.
- b.
- c.
- d.

16. What type of resources are there for someone needing help?

#### **LESSON 4: Making Choices: Abstinence**

##### **Guided Questions:**

1. What are good reasons to be abstinent?

##### **Objective(s):**

1. Students will be able to list the advantages of abstinence for teens.
2. Students will learn the most important reason(s) to wait.

##### **Resources:**

- Clips of popular movies and TV shows showing teens who do not wait to get involved in sexual relationships, and teens who do wait
- Benefits of Abstinence Worksheet
- Is This Abstinence? Activity

##### **Vocabulary:**

Abstinence -- Sexually Transmitted Disease-- Sexual Contact

##### **Instant Activity (Bellringer):**

Write "abstinence" on the board and ask the class to define it.

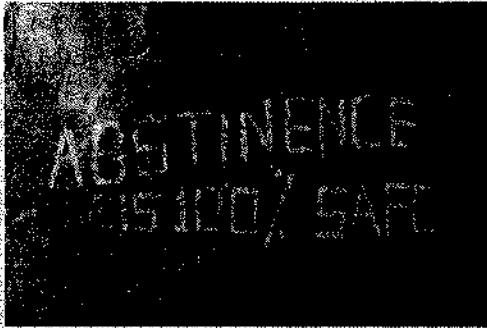
##### **Activity**

1. Define and discuss abstinence.
2. Define sexually transmitted disease.
3. Define and discuss sexual contact.
4. Discuss the benefits of abstinence, Beliefs vs. Reality.
5. Discuss the health benefits of abstinence.
6. Discuss the emotional and social benefits of abstinence.
7. Have students participate in the Is This Abstinence Activity.

Activity: View videos using guided notes.

Activity: in groups generate pros and cons of abstinence for 8<sup>th</sup> graders. Individually students write letters to character in the videos or in their lives who have made decisions about

abstinence.

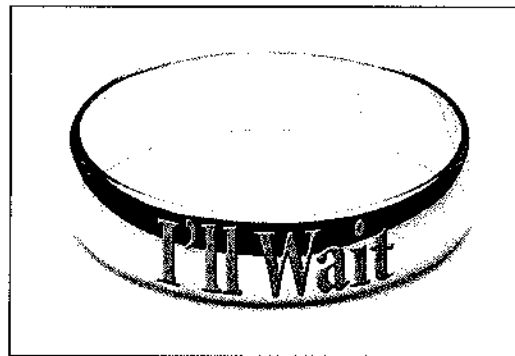


BENEFITS OF  
ABSTINENCE



## BELLRINGER

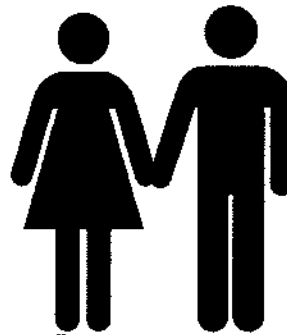
- What does abstinence mean? Define it in your own words.



## WHAT IS ABSTINENCE?

A conscious decision not to participate in sexual activity and the skills to support that decision.

Teen relationships should focus on emotional intimacy, not sexual intimacy.



## WHAT ARE SEXUALLY TRANSMITTED DISEASES?

An infectious disease that is spread by sexual contact.

# SEXUAL CONTACT

The intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person



# BELIEFS VS. REALITY

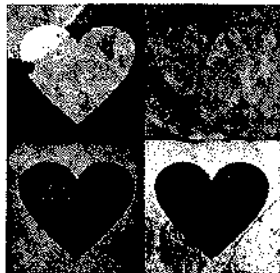
## The Benefits of Abstinence

### Beliefs VS. Reality

- |  |   |
|--|---|
| “Sexual activity shows that a couple is in love.”  | Love can be expressed in many nonsexual ways.                             |
| “Sexual activity will make our relationship better.”   | Sexual activity creates stress in a teen relationship.                    |
| “Sexual activity is a healthy part of being a teen.”   | Many teens are physically and emotionally hurt by sexual activity.        |
| “If a person has been sexually active in the past, there is no reason to avoid sexual activity in the future.” | Teen pregnancy and STDs are always good reasons to avoid sexual activity. |

## HEALTH BENEFITS OF ABSTINENCE

Waiting until marriage  
will decrease the  
number of sexual  
partners you have in  
your lifetime



Decrease your risk  
of becoming  
infected with a  
sexually transmitted  
disease.

Do not risk  
becoming pregnant  
or becoming  
infected with a  
sexually transmitted  
disease.

The younger you are when you  
become sexually active, the more  
sexual partners you are likely to have.

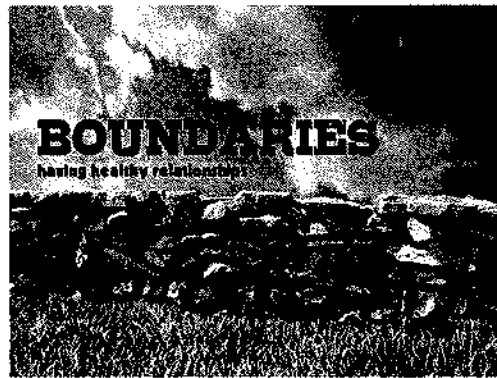
## Emotional and Social Benefits of Abstinence

- The freedom to pursue a variety of friendships
- Less complicated relationships
- The ability to focus on interpersonal aspects of relationships
- Better relationships with parents and other trusted adults
- Better reputation among peers
- Avoiding being manipulated or used by others



## Emotional and Social Benefits of Abstinence

- Allowing time to develop the maturity needed to make important decisions
- Having an increased sense of self-control and self respect
- Being free from worry and stress about sexually transmitted diseases and pregnancy
- Staying true to your personal values, such as respect, honesty, and morality





## BIG DECISIONS™

### ACTIVITY 5.2 -- Is THIS Abstinence? -- 5 to 10 minutes

At this point, pass out the sets of 20 cut-out "Is THIS Abstinence?" CARDS, one set for each small group. Let the students know that some of these cards describe activities that are pretty personal—and many people may feel embarrassed talking about some of these things. Still, it is important to know about these activities because some people, including some teenagers, engage in these activities. And it is important for young people to know about sexual activities, so they will be ready to make good decisions about what they will do—and what they will not do. It is essential to think ahead and plan ahead.

Tell the class that you want each group to sort the cards into 2 groups:

- Those activities that are OK to do if a person wants to choose Abstinence
- Those activities that are NOT OK to do if a person wants to choose Abstinence

#### Abstinence

Give the group a few minutes to discuss and sort the activity cards. On the board or newsprint, start 2 columns labeled "ABSTINENCE" and "NOT ABSTINENCE", leaving room in the middle for a "May be ABSTINENCE, but may still want to AVOID" column. Go through each of the activities, getting feedback from the groups about into which column they would place each activity. Suggested categorization of each item is listed in the FACILITATOR RESOURCE.

Once all 20 items are categorized, reinforce that having oral, anal, or vaginal sex is NOT Abstinence. Acknowledge that there are some disagreements about whether some activities are OK to do, and still be considered Abstinence. For these things, it is helpful to create a category of things that may technically be Abstinence, but that a person may want to avoid anyway. That is why, for people who want to choose Abstinence, there are lots of **other activities (besides oral, anal, or vaginal sex) that people might want to abstain from**. They may want to avoid situations that they think might lead to sexual intercourse. Or they may simply want to avoid activities that are too personal or intimate. Every person should set their own boundaries—that is, set the line between what they will do and what they won't do.

Examples of activities that people may want to avoid include:

- Physical intimacy that may be too intimate, or that may make it difficult to resist going farther and having sex, for example:
  - Touching breasts
  - Touching below the waist
- Other activities that put them in a vulnerable or risky situation, such as:
  - Being alone with a boyfriend/ girlfriend
  - Using drugs or alcohol with a boyfriend/ girlfriend

- Having an older boyfriend/ girlfriend
- Have the class suggest other activities that they might want to avoid if they chose Abstinence.

[*Note to Facilitator/s*: If someone in the class asks about masturbation (touching oneself), acknowledge that this is a controversial topic. Let the class know that masturbation is something that many people do—both males and females. It does not have risks of unplanned pregnancy or of STDs, and it does not cause health problems. However, some families, and some religions, do not approve of masturbation.]

Summarize that Abstinence means not having sex, but it also means a decision and a plan—and the plan might mean not doing other things, even if they are not technically sex. For the rest of this session, leave the definitions on the board:

ABSTINENCE = not having sex

SEX = vaginal, oral, or anal sex

Sexuality Unit- 8<sup>th</sup> grade Health

Directions: Cut Into 20 "cards" for groups to sort.  
Make one set for each small group.

Touching Buttocks	Holding Hands	Touching Breasts (Outside Clothes)	Arm around Shoulder	Touching Genitals (Inside Clothes)
Talking about Sex	Vaginal Sex (Penis to Vagina)	Kissing (Mouth Closed)	Kissing (Mouth Open)	Touching above Waist (not Breasts)
Being Alone Together	Touching Breasts (Inside Clothes)	Drinking Alcohol when Together	Touching Genitals (Outside Clothes)	Take Clothes Off
Taking Drugs when Together	Arm around Waist	Oral Sex (Mouth on Genitals)	Hugging	Anal Sex (Penis to Anus)

## Sexuality Unit- 8<sup>th</sup> grade Health

### Is THIS Abstinence Suggestion Categories

#### ABSTINENCE

Holding Hands  
Hugging  
Arm around Shoulder  
Arm around Waist  
Kissing (Mouth Closed)  
Kissing (Mouth Open)  
Touching Above Waist (not Breasts)  
Talking about Sex

#### May be ABSTINENCE, but might LEAD to SEX

Touching Buttocks  
Touching Breasts (Outside Clothes)  
Touching Breasts (Inside Clothes)  
Touching Genitals (Outside Clothes)  
Touching Genitals (Inside Clothes)  
Take Clothes Off  
Drinking Alcohol When Together  
Taking Drugs While Together  
Being Alone Together

#### NOT ABSTINENCE

Vaginal Sex (Penis to Vagina)  
Oral Sex (Mouth on Genitals)  
Anal Sex (Penis to Anus)

## Benefits of Abstinence

Bellringer ~ What does abstinence mean to you?

1. Define Abstinence?
2. What should teen relationships focus on?
3. What are Sexually Transmitted Diseases?
4. What is Sexual Contact?
5. What are the health benefits of abstinence?
  - a.
  - b.
  - c.
  - d.
6. What are the emotional and social benefits of abstinence?
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  - h.
  - i.
  - j.

## **LESSON 5: Pregnancy and Reproduction**

### Guided Questions:

- a. Can a female get pregnant the first time she has sex?
- b. How long can sperm live inside a female's body?

### Objective(s):

1. Students will be able to summarize how a pregnancy occurs.
2. Students will be able to describe how a human life begins and the stages of birth.
3. Students will be able to summarize how a baby develops during the three trimesters of pregnancy.

### Resources:

Pregnancy and Reproduction PowerPoint

Pregnancy and Reproduction Worksheet

### Vocabulary:

Sexual Intercourse Embryo Fetus Trimester Obstetrician Gynecologist

### Instant Activity (Bellringer):

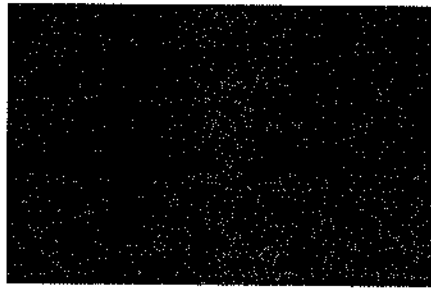
In what ways is human pregnancy different to animal pregnancy i?

### Activity

Using the Pregnancy and Reproduction PowerPoint:

1. Define and discuss sexual intercourse.
2. Define and discuss fertilization.
3. Define embryo.
4. Define fetus.
5. Discuss stages of childbirth.
6. Discuss the three trimesters of pregnancy.

Group work: There are many changes that occur during the three trimesters of development. Imagine you are a OB/GYN. Write a script explaining some of the change and differences your pregnant patient will experience in her 1<sup>st</sup> and 3rd trimester.



## PREGNANCY & REPRODUCTION



# SEXUAL INTERCOURS E

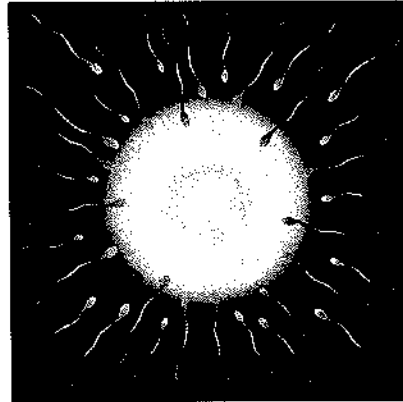
The reproductive  
process in which the  
penis is inserted into the  
vagina and through  
which a new human life  
may begin



## Stages of Reproduction

### Fertilization~

Joining of an egg and  
a sperm in the  
fallopian tube



### Embryo:

A fertilized egg in the  
first 2 months



### Fetus:

From the 3<sup>rd</sup> month on the  
embryo is called a fetus.

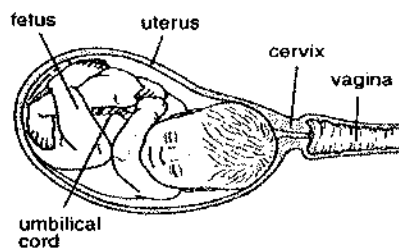


## Stages of Birth:

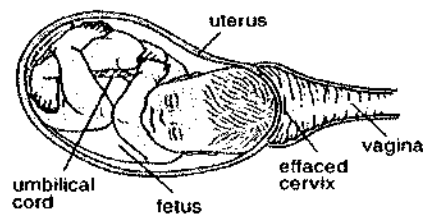
1. Labor – mild contractions pushes the baby against the cervix
2. Birth – Baby pushes through the cervix and into the birth canal.
3. After birth – After the baby is delivered,

Stage 1

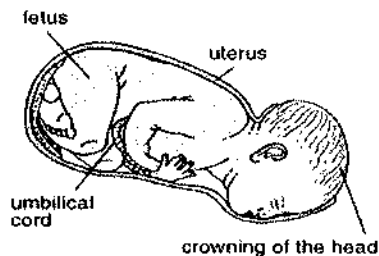
initial (latent) phase



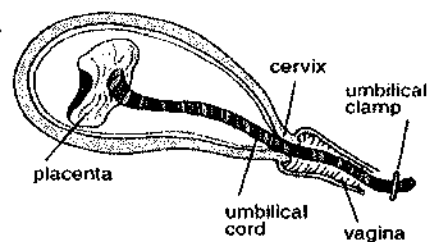
active phase



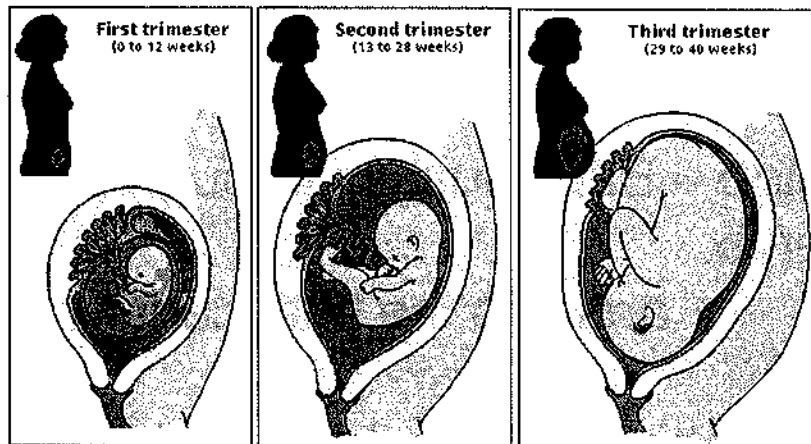
Stage 2



Stage 3



# BABY DEVELOPMENT



## First 3 Months

### FIRST TRIMESTER



#### 4<sup>th</sup> Week

- Heart starts beating
- Arm and leg buds appear
- Eyes and brain begin to develop
- Embryo is less than  $\frac{1}{4}$  of an inch long

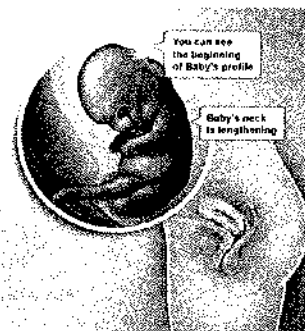
#### Umbilical Cord

Connects the embryo to the placenta

#### Start of the 8<sup>th</sup> week

Developing human is called a fetus

- Brain waves can be detected
- Muscle movements begin
- Bones and muscles are developing
- All major body parts have formed



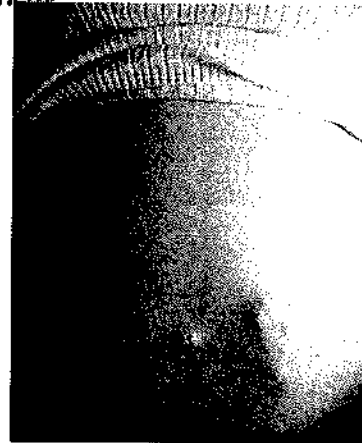
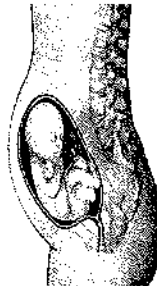
## Months 4-6

### SECOND TRIMESTER

- Organ systems continue to develop
- By 4 months – mother can feel the fetus move or “kick”
- Reproductive organs can be recognized as distinctly male or female
- Fetus can hear and recognize voices
- Hair forms on the head



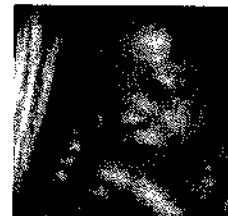
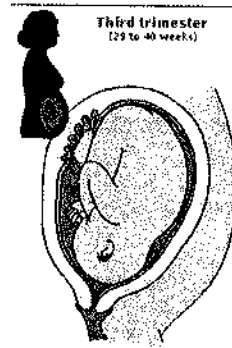
6th month (24 weeks)



## Months 7-9

### THIRD TRIMESTER

- Time when the fetus gains most of its weight
- Most fetuses are about 20 inches
- Brain develops further
- All other organs are almost complete
- Fetus can grasp with his/her hands
- Fetus's skin becomes smooth – fat deposits underneath the skin
- Nervous system will continue to develop after birth



## Pregnancy & Reproduction

1. What is Sexual Intercourse?
2. What is fertilization?
3. What is the difference between an embryo and a fetus?
4. What are the 3 stages of labor?
  - a.
  - b.
  - c.
5. How long is a trimester?
6. How does a baby develop during the first trimester?
7. How does a baby develop during the second trimester?
8. How does a baby develop during the third trimester?

## **LESSON 6: Sexually Transmitted Diseases**

### **Guided Questions:**

What are the facts about STD's?

How can they affect you?

### **Objective(s):**

1. Students will discuss how STD's are spread in both sexual and nonsexual ways.
2. Students will discuss the facts about STD's that can help you avoid contracting and spreading these infections.
3. Students will talk about the risks for STD's and ways to reduce and/or eliminate these risks.
4. Students will learn about steps they can take in order to take responsibility for their health.

### **Resources:**

Sexually Transmitted Diseases PowerPoint

Guest Speaker: local health worker / teen sexuality educator

Sexually /transmitted Worksheet

<http://www.makebeliefscomix.com/Comix/> or similar online comic creation program

### **Instant Activity (Bellringer):**

What provides 100% protection against STD's?

### **Vocabulary:**

Sexually Transmitted Disease Chlamydia Cytomegalovirus (CMV) Genital Warts  
Gonorrhea Hepatitis B Herpes HIV & AIDS Human Papillomavirus (HPV) Pelvic  
Inflammatory Disease (PID) Pubic Lice (Crabs) Syphilis Trichomoniasis (Trich)

### **Activity**

Using the Sexually Transmitted Diseases PowerPoint:

1. Have students identify common STDs
2. Discuss how STD's are spread in both sexual and nonsexual ways.
2. Discuss the facts about STD's that can help you avoid contracting and spreading these infections.

## Sexuality Unit- 8<sup>th</sup> grade Health

3. Discuss the risks for STD's and ways to reduce and/or eliminate these risks.

### Activity

In groups, students use their notes from the PowerPoint to generate questions for the guest speaker

### Activity:

Students plan and create a short comic strip about STDs, or an STD of their choice.

### Exit slip/ Check for understanding

After guest speaker: What are some things you can do to take responsibility for your own health?



## SEXUALLY TRANSMITTE D DISEASES

---



## BELLRINGER

What  
provides  
100%  
protection  
against  
STDs?



## HOW STDs ARE SPREAD

STDs are spread by the exchange of  
bodily fluids.

BREAST MILK  
BLOOD  
VAGINAL FLUIDS  
SEMEN

CAN STDs BE SPREAD THROUGH  
KISSING?

## WHAT IS AN STD?

An infectious diseases  
that are spread by sexual  
contact

STDs

MOUTH TO  
GENITAL  
CONTACT

GENITAL TO  
GENITAL  
CONTACT

GENITAL TO  
ANAL  
CONTACT

IS

SEX  
?

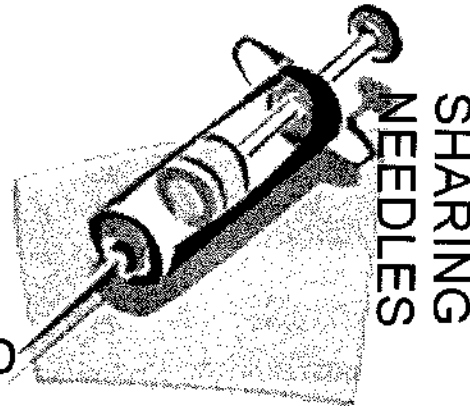


## HOW STDs ARE SPREAD

### SPREAD BY SEXUAL CONTACT



MOTHER TO CHILD



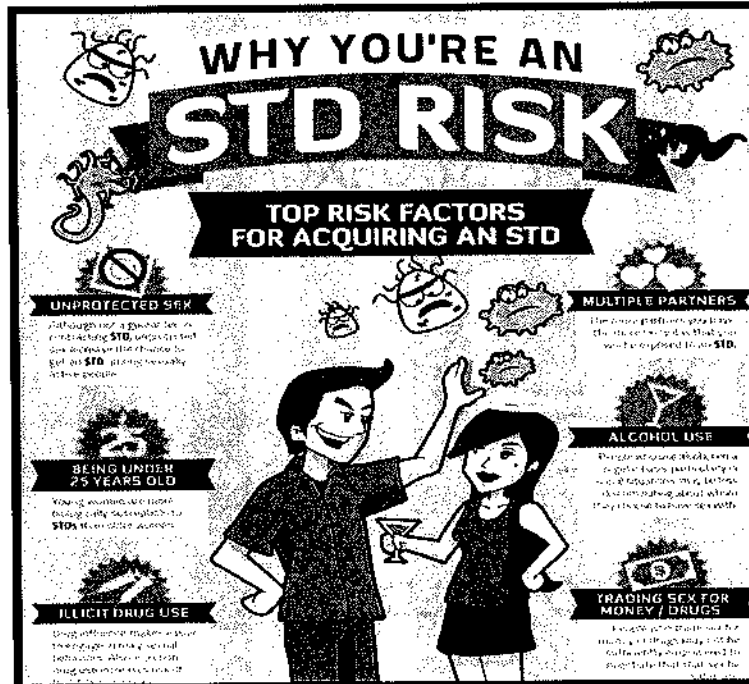
SHARING  
NEEDLES

## FACTS ABOUT STDs

- HIV/AIDS and many STDs cause few or no symptoms in the early stages of infection.
- Some STDs, but not all, can be cured by antibiotics.
- STDs and HIV/AIDS are serious risks to your health.



## FACTORS



## RISK FACTORS

Exposure to an STD can occur during  
**ANY**  
 type of sexually activity,  
 including  
 VAGINAL  
 ORAL-GENITAL  
 ANAL SEX



# ELIMINATING THE RISK

ABSTINENCE

## Abstinence

The only strategy that is

**100 %**

effective in preventing STDs. You may face pressure to engage in sexual activity.

# REDUCING THE RISK OF STDs

- Delay the age of first sexual intimacy.
- Limit the number of sexual partners.
- Avoid using alcohol and other drugs.
- Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.
- Avoid sexual intimacy with high-risk partners.
- Get tested for STDs and HIV.
- Use male latex condoms.

Intimacy  
Thoughtfulness  
Compassion  
Respect  
Trust  
Love  
Fun  
Laughter  
Understanding  
Cuddling  
Friendship  
Happiness  
Empathy  
Honesty  
Remembering Birthdays  
Respecting Boundaries  
Communication

# BELIEF VS. REALITY

## Beliefs VS. Reality

**“Teenagers seldom get STDs and HIV.”**

It's not how old you are but what you do that puts you at risk of STD and HIV infection.

**“I couldn't have an STD. We always use a condom.”**

Latex condoms reduce the risk of HIV and some STDs, but condoms do not protect against all STDs.

**“My boyfriend says I couldn't have gotten a STD from him because he feels fine.”**

Many people with STDs have few or no symptoms, and they don't realize they are infected.

**“We were safe. We only had oral sex.”**

A person can contract an STD and HIV infection from any type of sexual contact, including oral-genital sex.

**“I had a negative Pap smear test, so I know I don't have an STD or HIV infection.”**

A Pap smear screens for abnormal cells that may indicate an infection with the human papilloma virus, but it does not detect other STDs, including HIV.

# GET TESTED

1 in 2 sexually active young people  
will get an STD by 25  
- MOST WON'T KNOW IT.

OMG.  
**GYT**

GET YOURSELF TESTED.

- If you think you may have been exposed to an STD or HIV, get tested.
- Confidentiality is a legal requirement that prohibits healthcare providers from revealing patients' names or test results.
- Doctors usually test for several STDs at once. HIV testing may be done separately.
- If the STD can be treated, the doctor will prescribe medications.
- Avoid all sexual activity while you are infected.

## Sexually Transmitted Diseases

Bellringer ~ What provides 100% protection against STD's?

1. What is an STD?
2. What is SEX?
3. How are STDs spread?
4. What are the body fluids that spread STDs?
5. What activities can spread STDs?
6. Facts about STDs:
  - 
  - 
  -

## Sexuality Unit- 8<sup>th</sup> grade Health

7. What are the risk factors for contracting an STD?

8. What is the only strategy that is 100% effective in eliminating the risk of contracting an STD?

9. How can you reduce the risk of STDs?

- 
- 
- 
- 
- 
- 
- 

10. What do you need to know about getting tested for an STD?

- 
- 
- 
- 
-

### LESSON 7: MORE ON STD's

#### Guided Question:

What is the main difference between bacterial STD's and viral STD's?

#### Objective(s):

1. Students will be able to identify different types of STD's, effects of STD's on a baby, symptoms of STD's and how common the STD is.

#### Resources:

Sexually Transmitted Diseases PowerPoint

Sexually Transmitted Diseases Worksheet

Which STD am I? Activity

#### Instant Activity (Bellringer):

Index Card activity

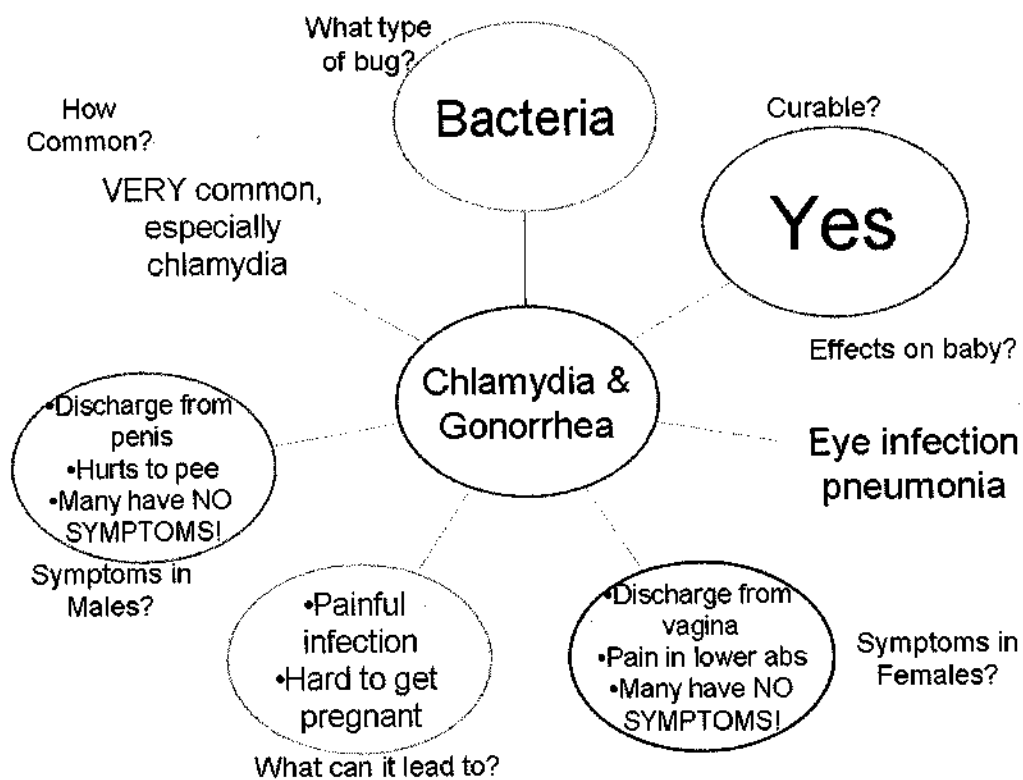
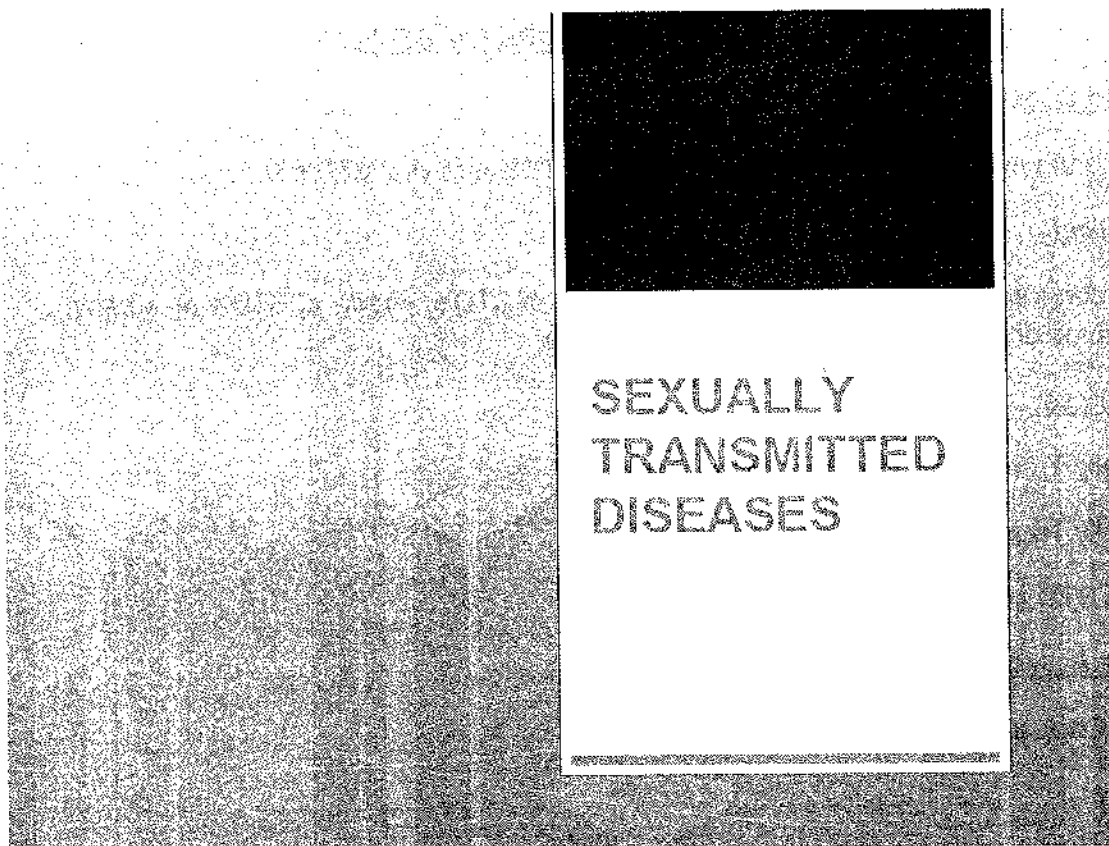
#### Activity

Using the Sexually Transmitted Diseases PowerPoint:

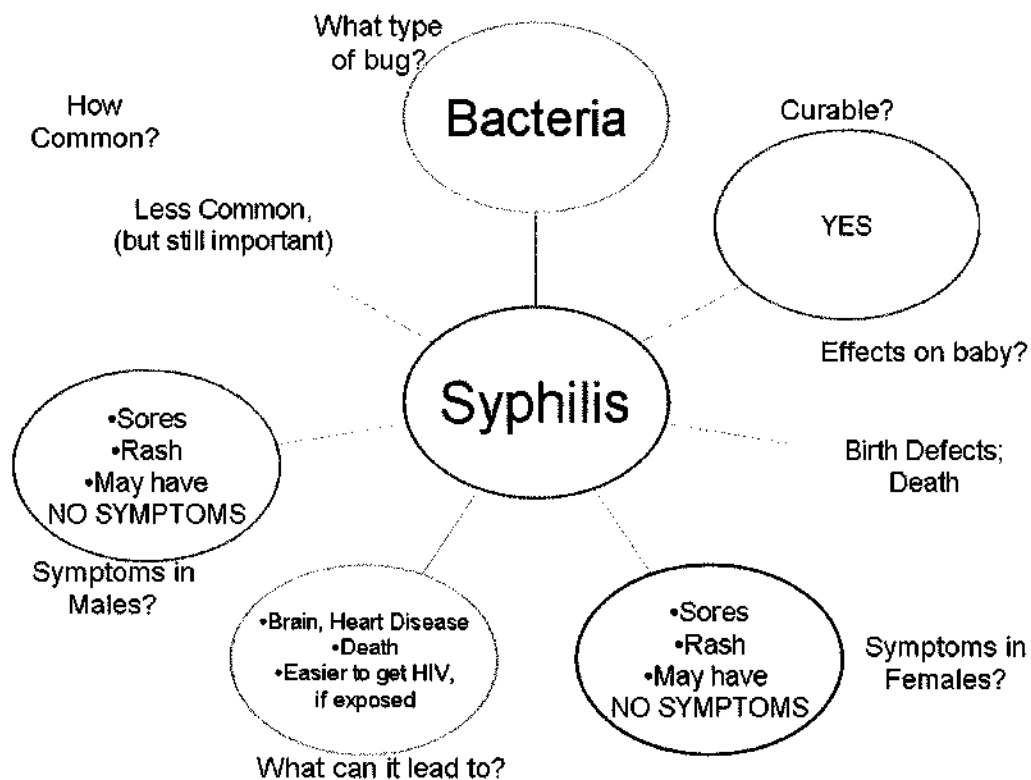
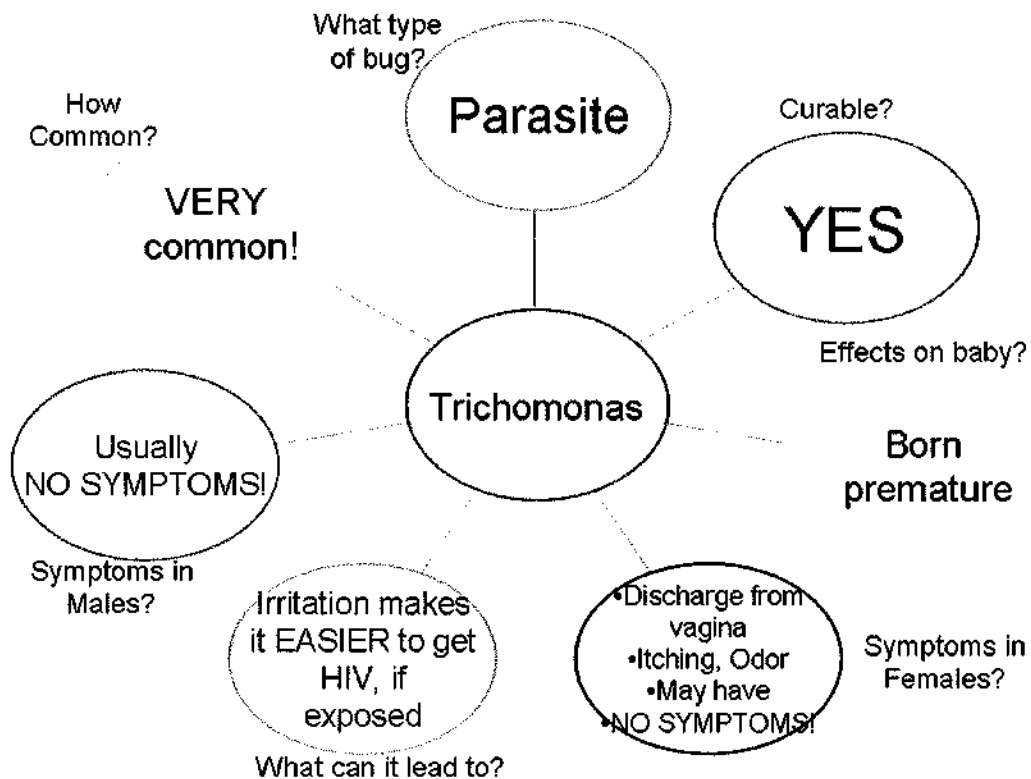
1. Have students fill in the STD diagrams with each PowerPoint slide.
2. Using the teacher resource page discuss each STD as the students copy the information.
3. Play "Which STD am I?" Activity.

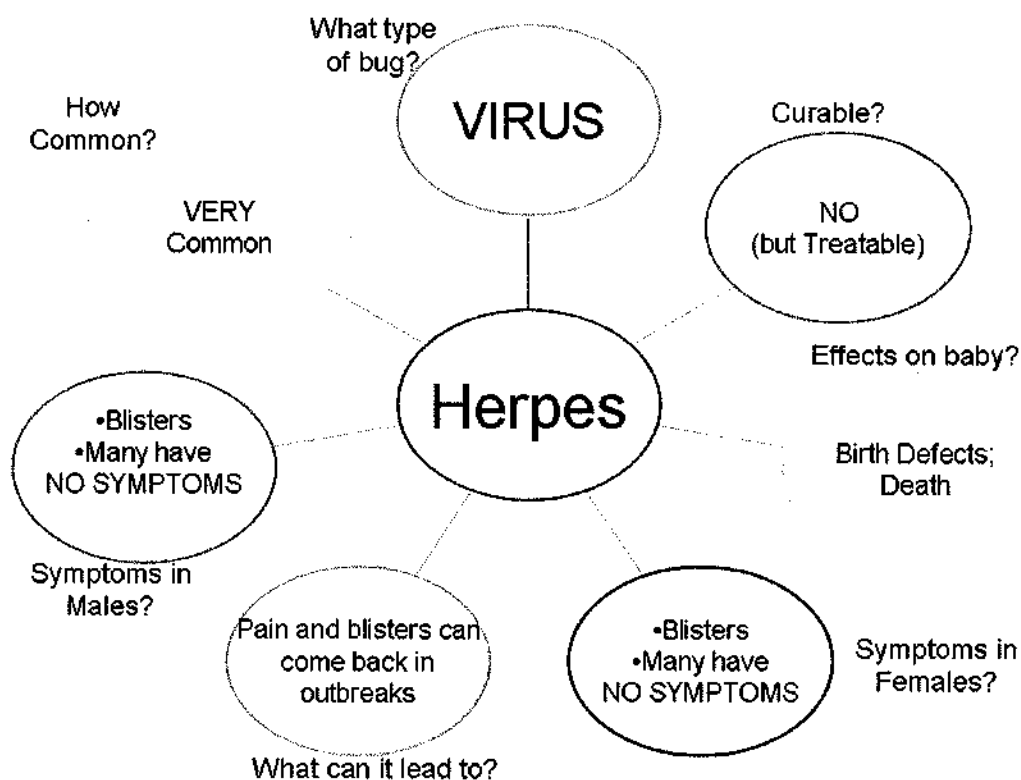
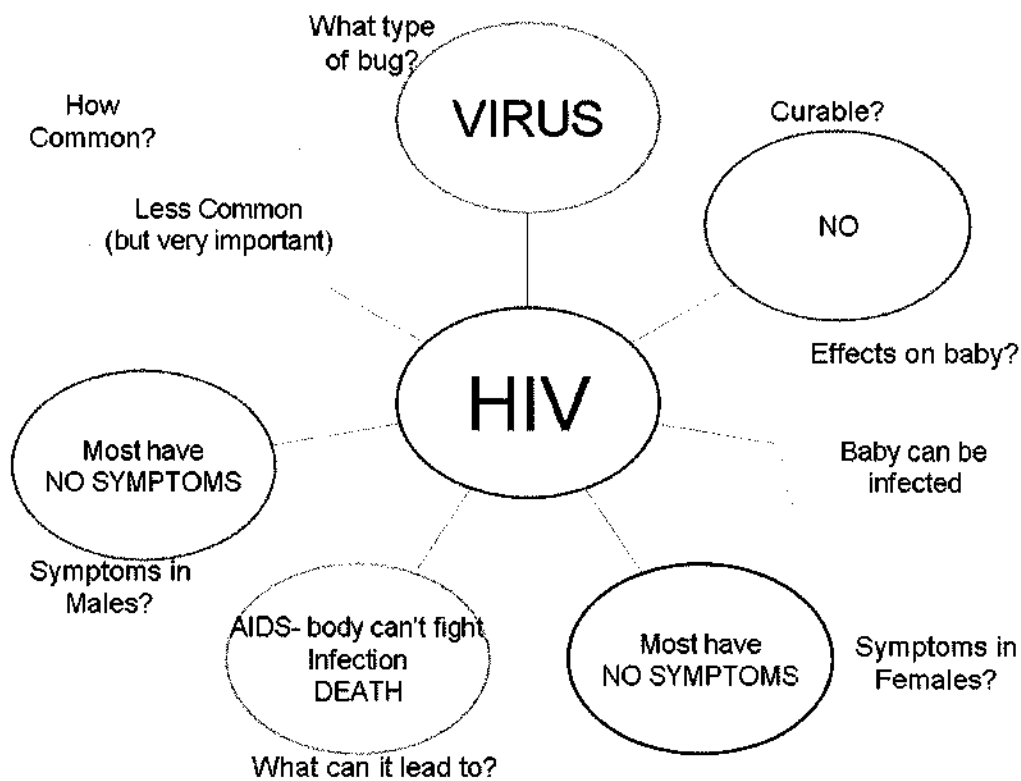
#### Exit slip/ Check for understanding

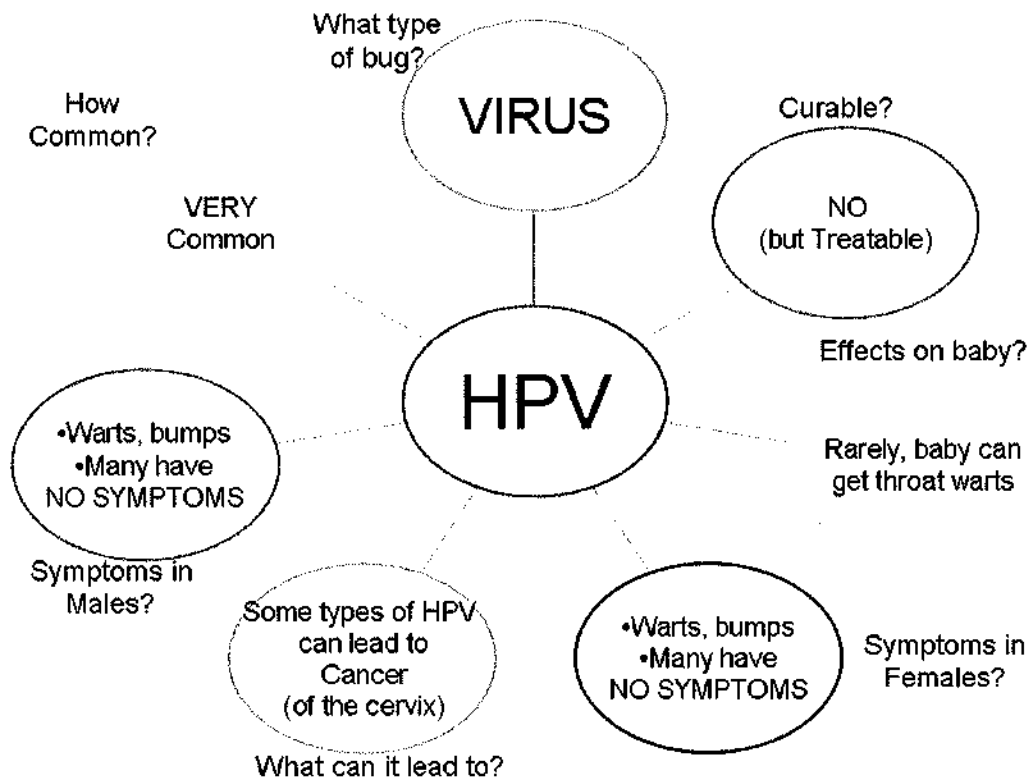
All STDs can be very serious. Which STDs have no symptoms?











## **LESSON 8: Contraception**

### **Guided Questions:**

Are some contraceptives more effective than others?

What kinds of information help sexually active people decide on a contraceptive method?

### **Objective(s):**

1. Students will be able to describe the contraceptive methods used by males and females.
2. Students will be able to evaluate the factors to consider if choosing a contraceptive method.

### **Resources:**

Contraceptives PowerPoint

Contraceptives Worksheet

How Effective Is It? Activity

Effectiveness Charts

### **Vocabulary:**

Sex Using "no Method" Withdrawal Sponge Condoms Pill Patch Ring Shot Implant Intrauterine Device Barrier contraceptive Hormonal contraceptive Effectiveness Failure rate

### **Instant Activity (Bellringer):**

Students list 5 contraceptive methods and the associated common names that they may have heard of.

### **Activity:**

Using the Risk of Sexual Activity - Pregnancy PowerPoint:

1. Identify contraceptive methods.
2. Discuss how the contraceptives work.
3. Discuss advantages and disadvantages of the contraceptives.
4. Discuss contraceptive methods used by females.
5. Discuss contraceptive methods used by males.
6. Discuss failure rates for each contraceptive.

### **Activity**

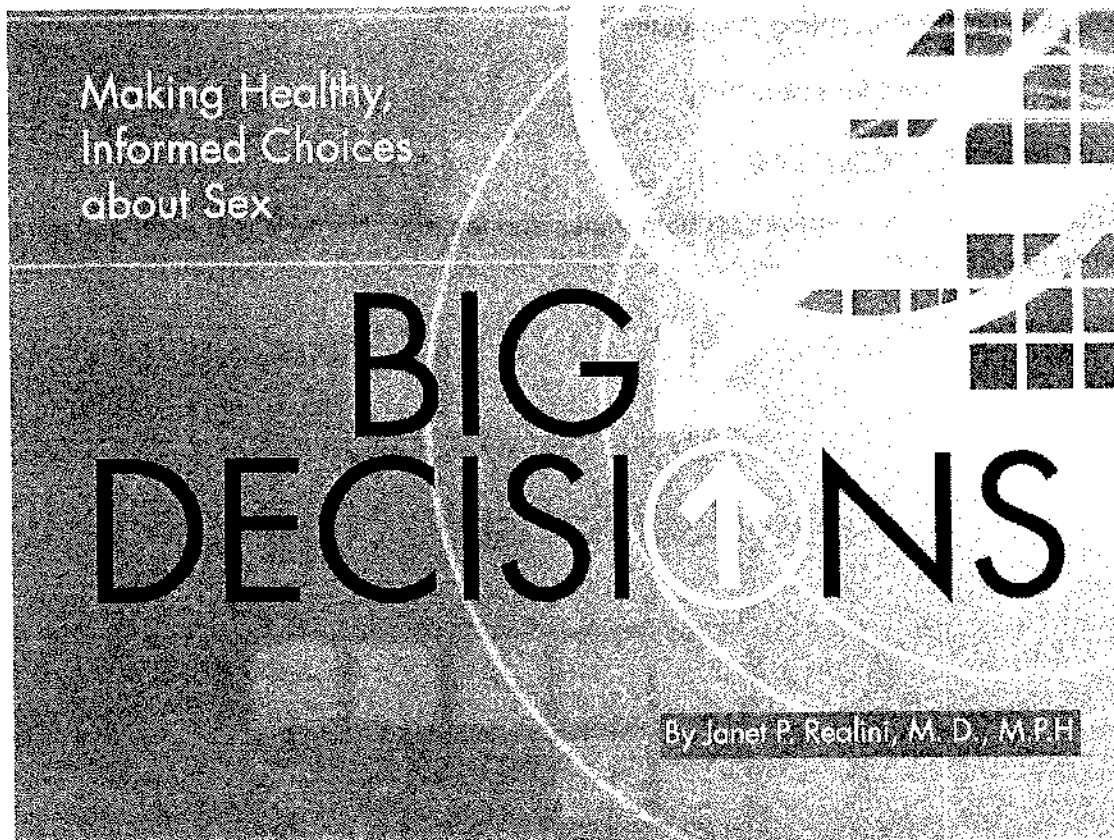
Sexuality Unit- 8<sup>th</sup> grade Health

How Effective Is It in Preventing Pregnancy?

Use Effectiveness chart for this activity

Exit slip/ Check for understanding

There are different contraceptives for both males and females. Name two of each and put them in order of effectiveness.



# BIG DECISIONS↑

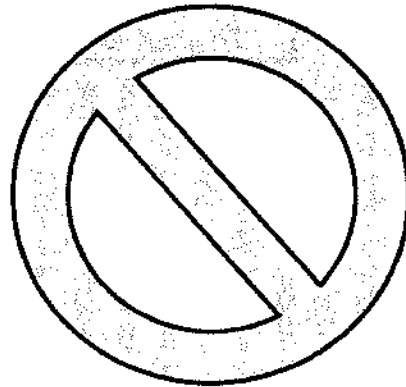
## LESSON 6

### CONTRACEPTION: Pregnancy at the RIGHT Time

PowerPoint Presentation for Classroom Use

Copyright © 2006 - 2009 by Janet P. Realini, M.D., M.P.H.

BIG  
DECISIONS



# ABSTINENCE

## ABSTINENCE

What is it?

- ⊕ Not having sex

How does it work?

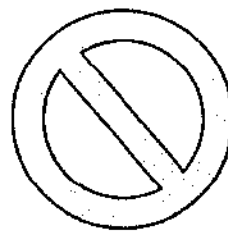
- ⊕ No sperm in vagina

Advantages

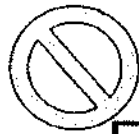
- ⊕ Free
- ⊕ 100% effective (if used consistently & correctly)

Disadvantages

- ⊕ Any?

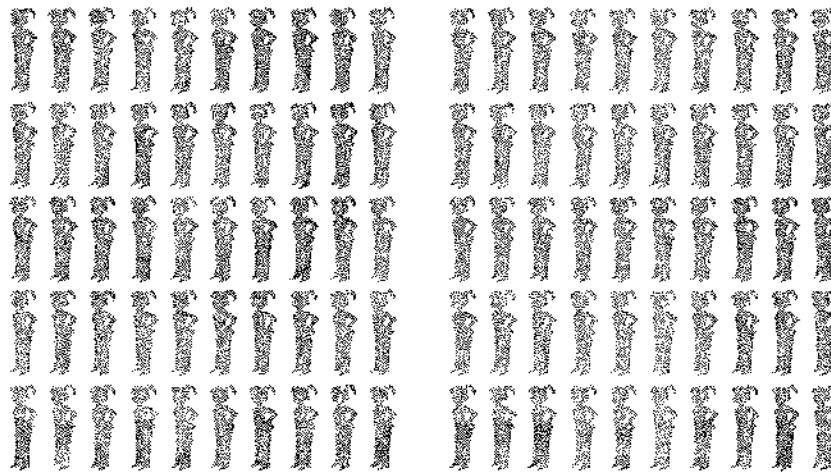


BIG  
DECISIONS



## ABSTINENCE

*IF* used CONSISTENTLY & CORRECTLY



0 of 100 Couples PREGNANT in the First Year

BIG  
DECISIONS

BIG  
DECISIONS



Sex using  
**NO METHOD**  
("Wishing & Hoping")



## Having Sex using NO METHOD



What is it?

- ⊕ You have sex & just hope pregnancy won't happen

How does it work?

- ⊕ It doesn't work!

Advantages

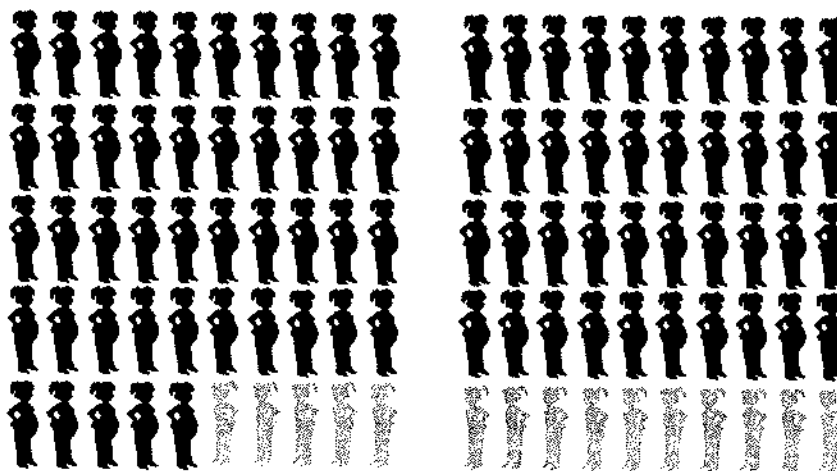
- ⊕ OK if you are ready to be a parent

Disadvantages

- ⊕ Not being in control
- ⊕ Pregnancy is likely before you are ready
- ⊕ No protection from STDs

BIG  
DECISIONS

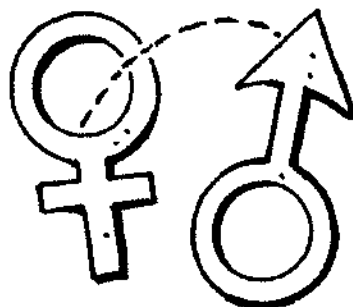
SEX using NO METHOD  
"Wishing & Hoping"



85 of 100 Couples PREGNANT in the First Year

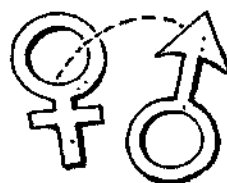
BIG  
DECISIONS

BIG  
DECISIONS



# WITHDRAWAL ("Pulling Out")

## WITHDRAWAL



What is it?

- ⊕ Male pulls out before he "comes"

How does it work?

- ⊕ Sperm not placed in vagina

Advantages

- ⊕ Free

Disadvantages

- ⊕ Not as effective as other methods
- ⊕ Requires lots of male self-control
- ⊕ No STD protection

BIG  
DECISIONS



## SPONGE



### What is it?

- ⊕ Soft sponge with spermicide
- ⊕ Placed in the vagina before having sex
- ⊕ Stays in at least 6 hours after sex

### How does it work?

- ⊕ Kills sperm, blocks sperm from the uterus

### Advantages

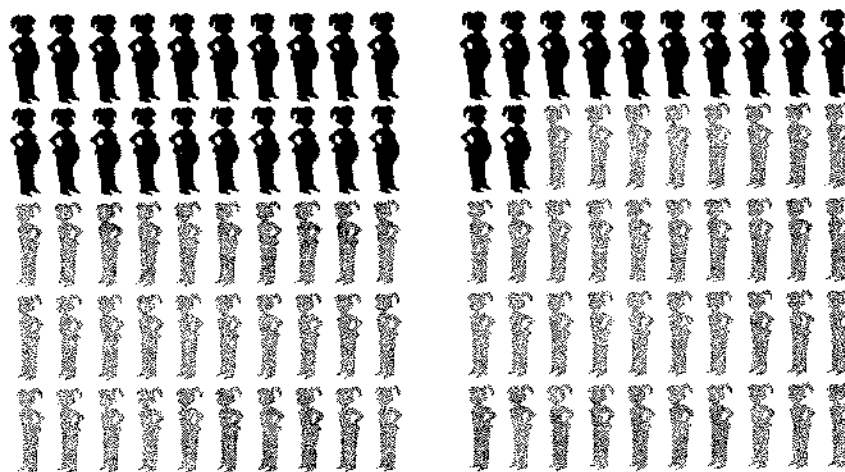
- ⊕ No prescription needed

### Disadvantages

- ⊕ Not as effective as other methods
- ⊕ Less effective for females who have had children
- ⊕ No STD protection

BIG  
DECISIONS

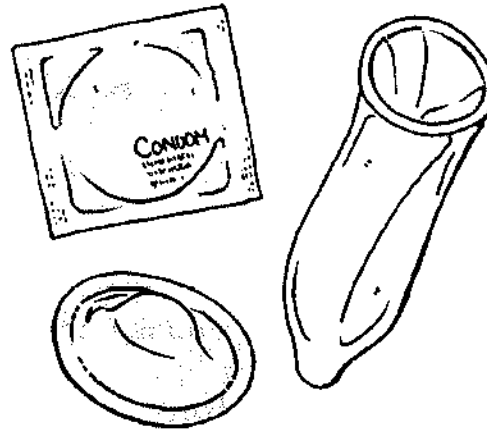
## SPONGE



16 to 32 of 100 Couples PREGNANT in the First Year

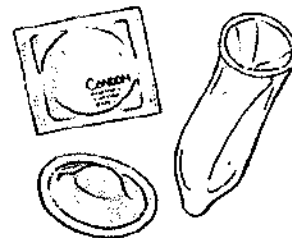
BIG  
DECISIONS

BIG  
DECISIONS



# CONDOMS

## CONDOMS



### What is it?

- ⊕ Latex sheath
- ⊕ Covers the penis during partner contact

### How does it work?

- ⊕ Barrier: sperm are not placed in vagina

### Advantages

- ⊕ Reduces risk of HIV and other STDs
- ⊕ No prescription needed

### Disadvantages

- ⊕ May slip or break (1 to 3 times in 100)
- ⊕ Must be used correctly, EVERY time!

BIG  
DECISIONS

## CONDOMS: Other Things to Know



### What Kind?

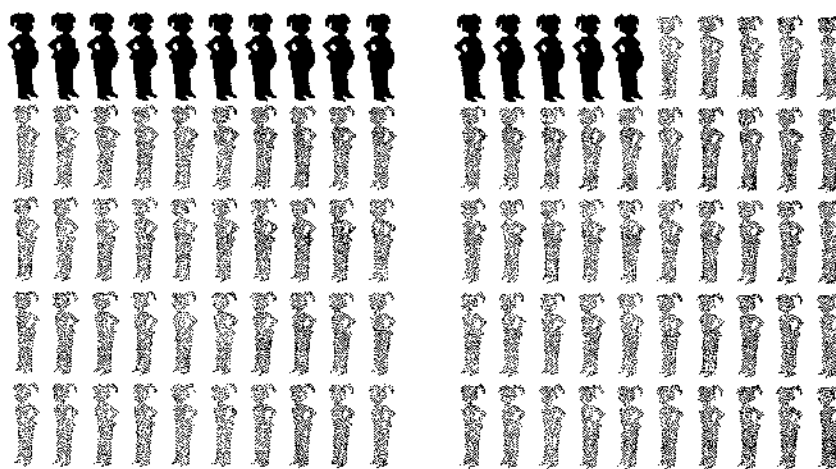
- ⊕ LATEX (rubber) are most effective
- ⊕ "Skin" condoms do NOT prevent STDs
- ⊕ Polyurethane condoms can be used by those allergic to latex

### The Female Condom

- ⊕ Made of polyurethane
- ⊕ Worn in the vagina
- ⊕ More expensive, not quite as effective

BIG  
DECISIONS ↑

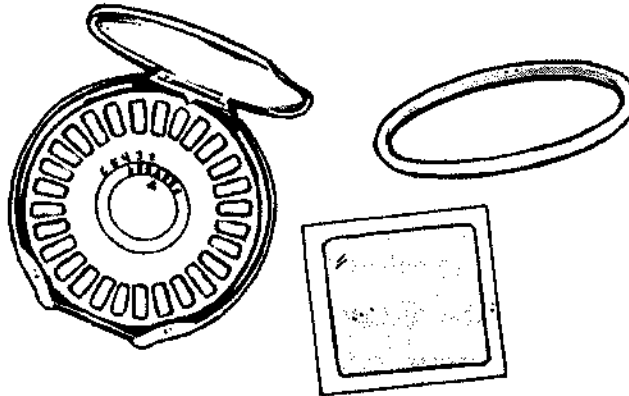
CONDOM



15 of 100 Couples PREGNANT in the First Year

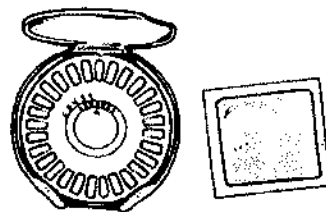
BIG  
DECISIONS ↑

BIG  
DECISIONS



## PILL, PATCH, RING

### PILLS, PATCHES, and RINGS



#### What is it?

- ⊕ 2 hormones: estrogen and progestin
- ⊕ PILL swallowed once a day
- ⊕ PATCH worn on skin for 1 week
- ⊕ RING worn in vagina for 3 weeks



#### How does it work?

- ⊕ Hormones in bloodstream "turn off" the ovaries
- ⊕ Egg is not released from ovary

BIG  
DECISIONS

## PILLS, PATCHES, RINGS

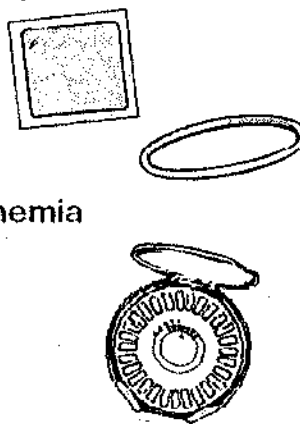
### Other Things to Know

#### Advantages

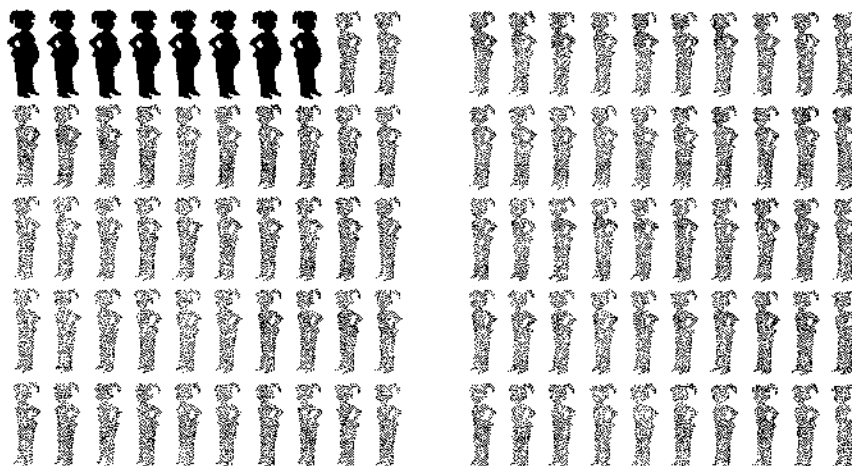
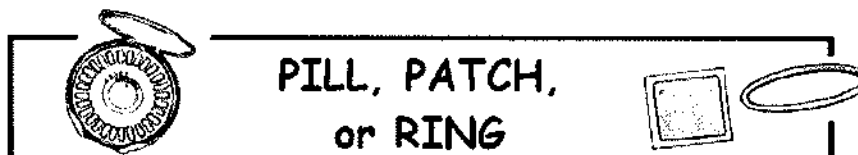
- ⊕ Very effective
- ⊕ Serious side effects are rare
- ⊕ Reduce the risk of 2 cancers, anemia
- ⊕ Helps cramps, acne

#### Disadvantages

- ⊕ No protection from STDs
- ⊕ Prescription needed
- ⊕ Some females have side effects
  - ⊕ Usually NOT weight gain



BIG  
DECISIONS

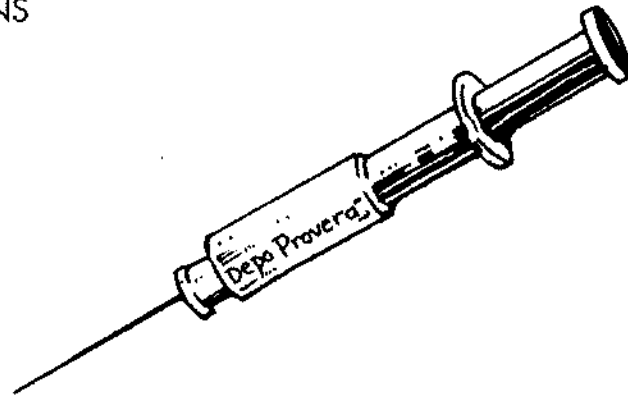


8 of 100 Couples PREGNANT in the First Year

BIG  
DECISIONS



BIG  
DECISIONS



# SHOT

## SHOT



### What is it?

- ⊕ Injection given every 3 months
- ⊕ A large dose of progestin hormone

### How does it work?

- ⊕ Hormone in the bloodstream "turns off" the ovaries
- ⊕ Egg is not released from ovary

BIG  
DECISIONS

## SHOT: Other Things to Know

### Advantages

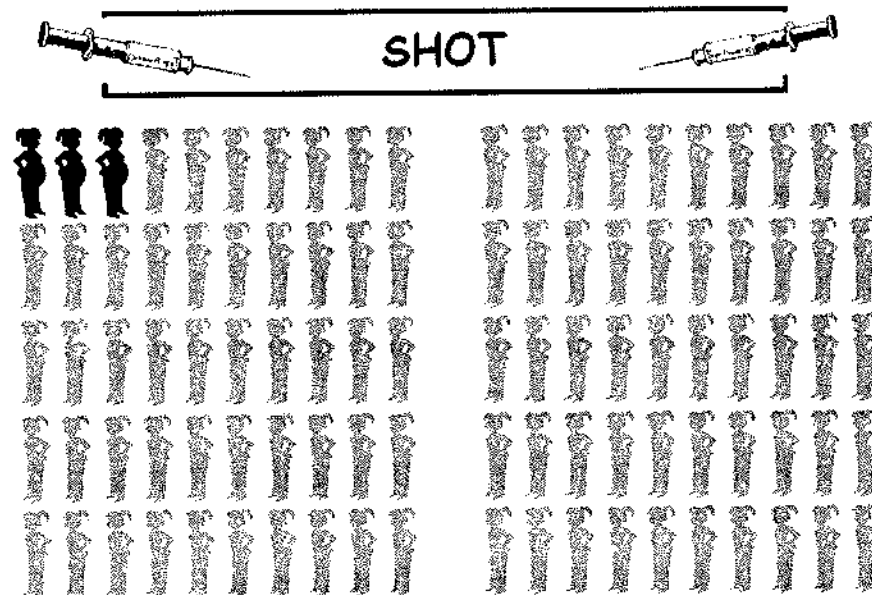
- ⊕ Very effective
- ⊕ One shot lasts 3 months



### Disadvantages

- ⊕ No protection from STDs
- ⊕ Prescription needed
- ⊕ Some females have side effects
  - ⊕ Irregular bleeding, weight gain

BIG  
DECISIONS



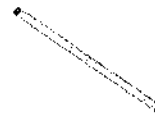
BIG  
DECISIONS

BIG  
DECISIONS



# IMPLANT

## IMPLANT



What is it?

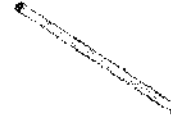
- ⊕ Flexible plastic rod (matchstick size)
- ⊕ Placed under the skin of the female's arm
- ⊕ Releases progestin hormone over 3 years
  - ⊕ Can be removed earlier, if desired

How does it work?

- ⊕ Hormone in the bloodstream stops the ovary from releasing an egg

BIG  
DECISIONS

# IMPLANT



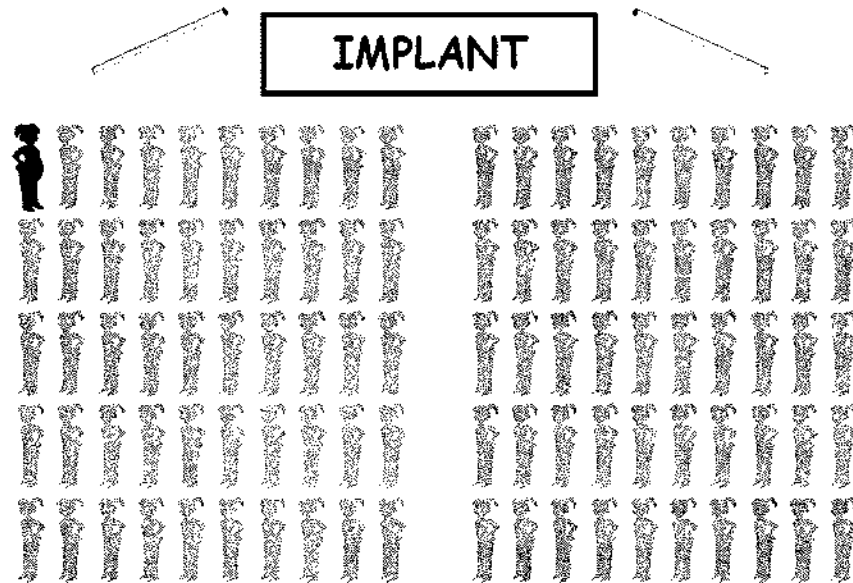
## Advantages

- ⊕ Extremely effective

## Disadvantages

- ⊕ Requires a prescription and minor surgery
- ⊕ No STD protection
- ⊕ Irregular bleeding is common

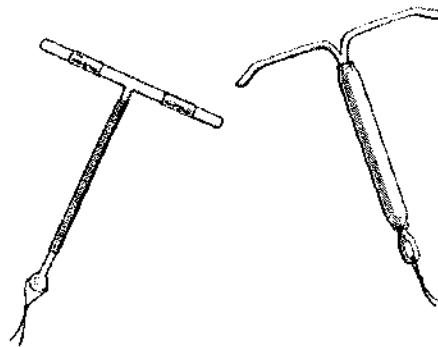
BIG  
DECISIONS ⊕



0 or 1 of 100 Couples PREGNANT in the First Year

BIG  
DECISIONS

BIG  
DECISIONS



**INTRAUTERINE  
DEVICE (IUD)**

# IUD



What is it?

- ⊕ Plastic "T" with copper or progestin
- ⊕ Placed in the uterus by a medical provider

How does it work?

- ⊕ Prevents fertilization of the egg by sperm

Advantages

- ⊕ Extremely effective
- ⊕ Works for 5 or 10 years

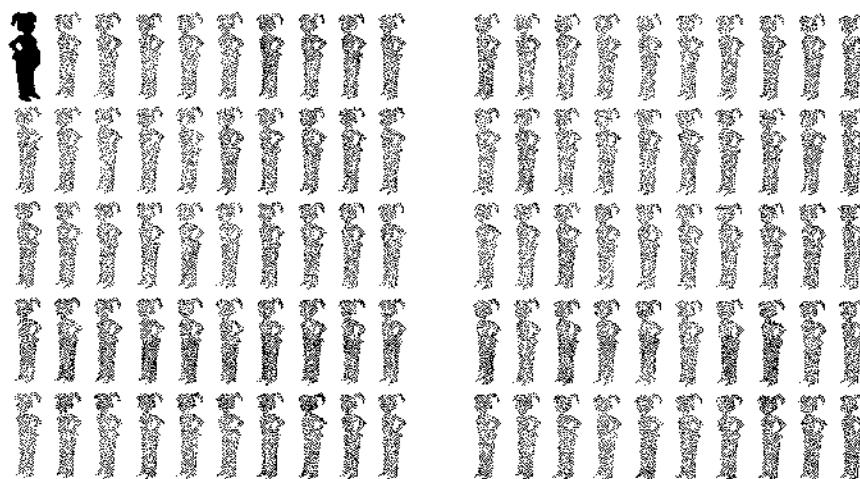
Disadvantages

- ⊕ Requires an office procedure
- ⊕ No STD protection



BIG  
DECISIONS

## INTRAUTERINE DEVICE (IUD)



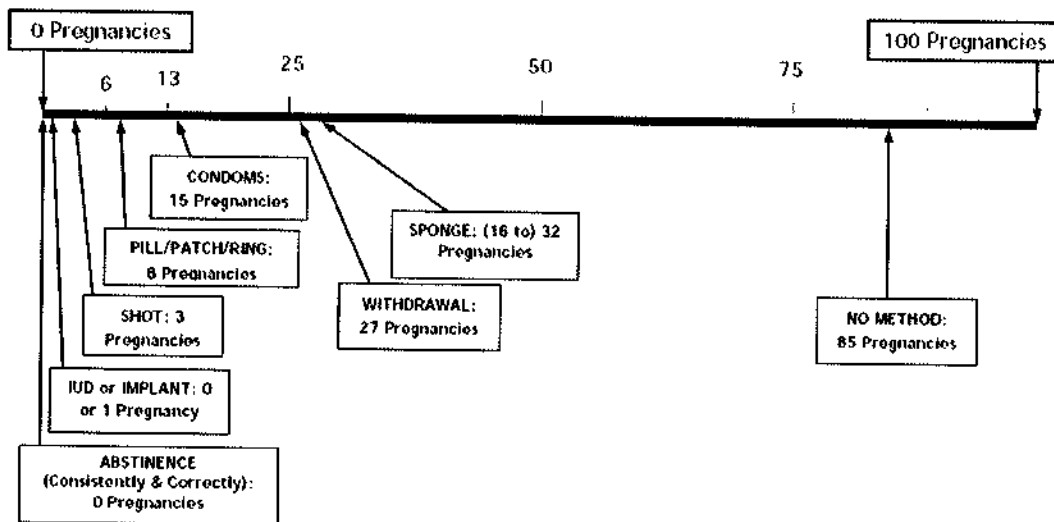
0 or 1 of 100 Couples PREGNANT in the First Year

BIG  
DECISIONS

Facilitator Resource for Activities 6.4  
Protection from Pregnancy

BIG  
DECISIONS

Of 100 couples using this Method, how many will be PREGNANT by the end of the first year?



Sexuality Unit- 8<sup>th</sup> grade Health

Contraception Table

Method	What is it and how does it work?	How effective is it in preventing pregnancy?	How effective is it in preventing STDs?
Condoms			
Shot			
Abstinence			
Pull and Pray			



## Sexuality Unit- 8<sup>th</sup> grade Health

**Contraception Table**

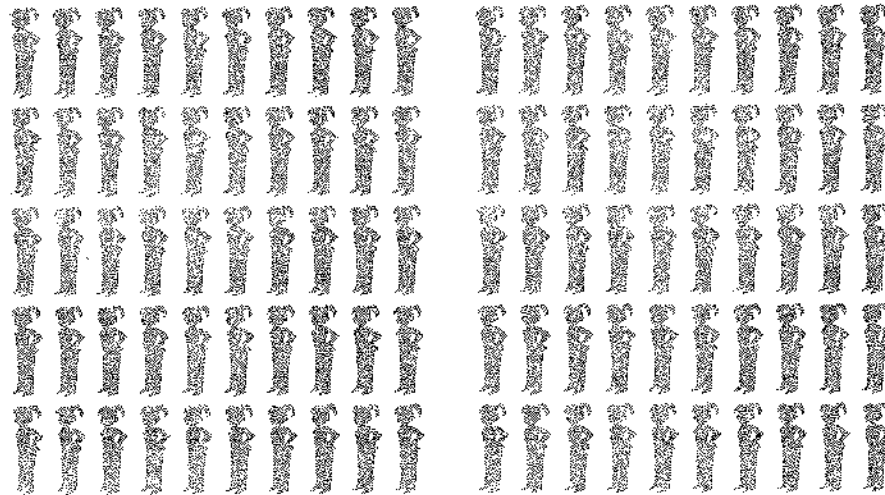
Method	What is it and how does it work?	How effective is it in preventing pregnancy?	How effective is it in preventing STDs?
Pill Patch Ring			
No Method			
Implant			
Sponge			

**Effectiveness Charts:**



**ABSTINENCE**

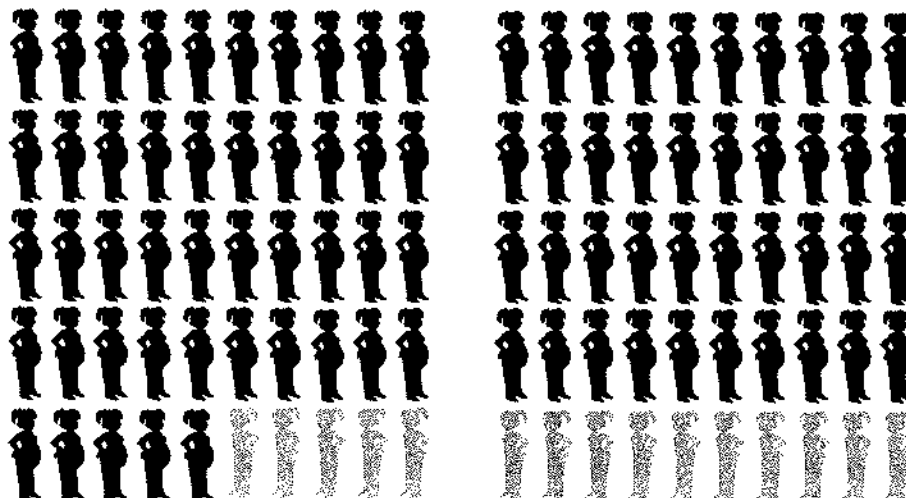
***/ If used CONSISTENTLY & CORRECTLY***



**0 of 100 Couples PREGNANT in the First Year**

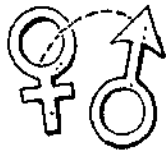
CONTRACEPTIVE EFFECTIVENESS CHART  
For ACTIVITY 6.4

**SEX using NO METHOD**  
 "Wishing & Hoping"

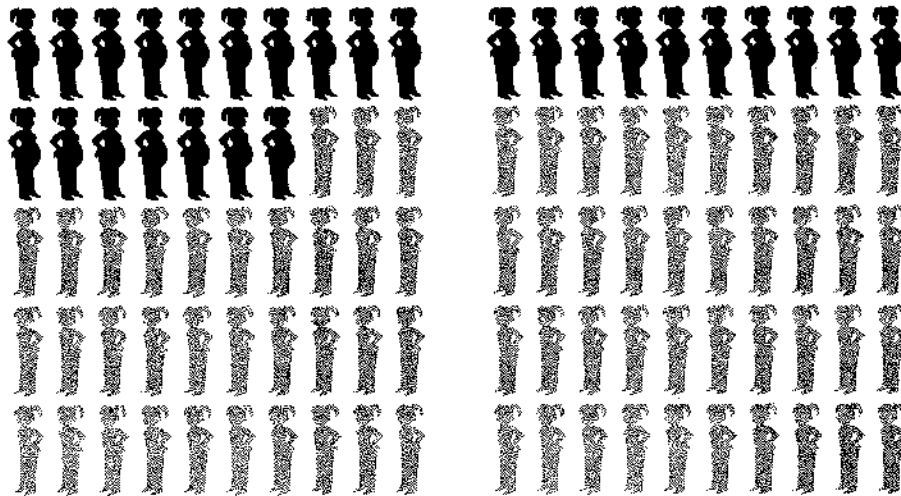


**85 of 100 Couples PREGNANT in the First Year**

CONTRACEPTIVE EFFECTIVENESS CHART  
 For ACTIVITY 6.4

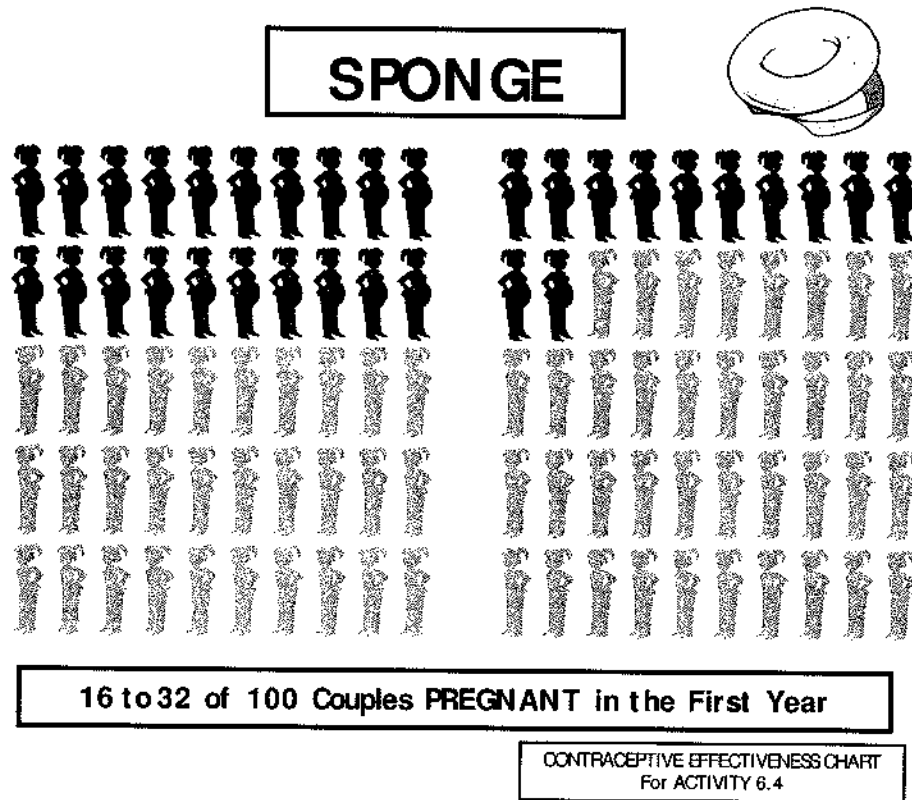


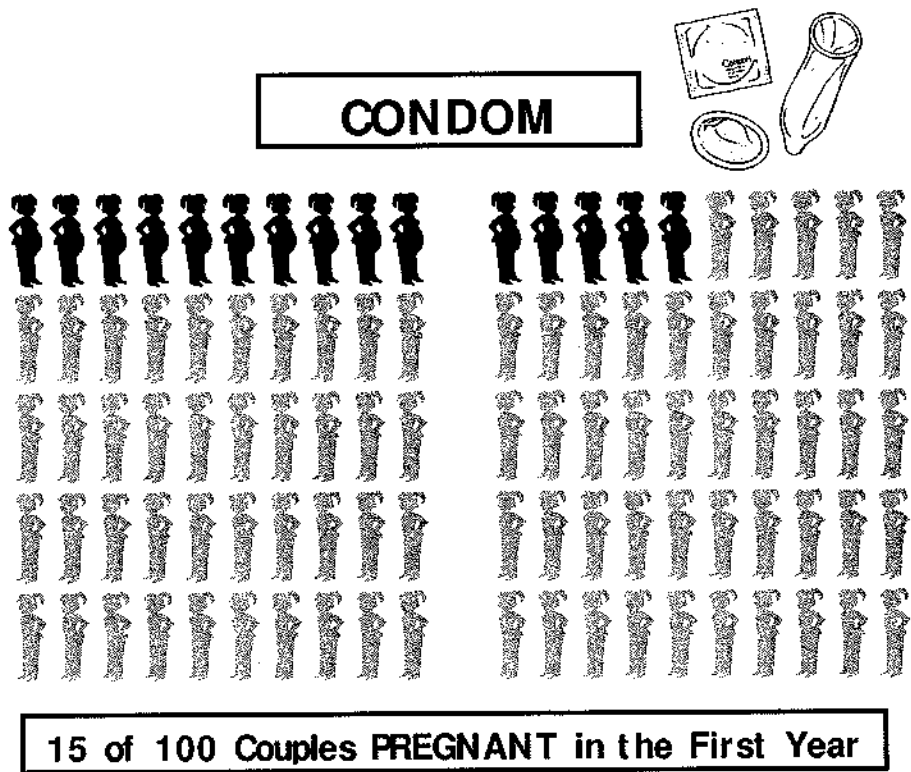
## WITHDRAWAL ("Pulling Out")



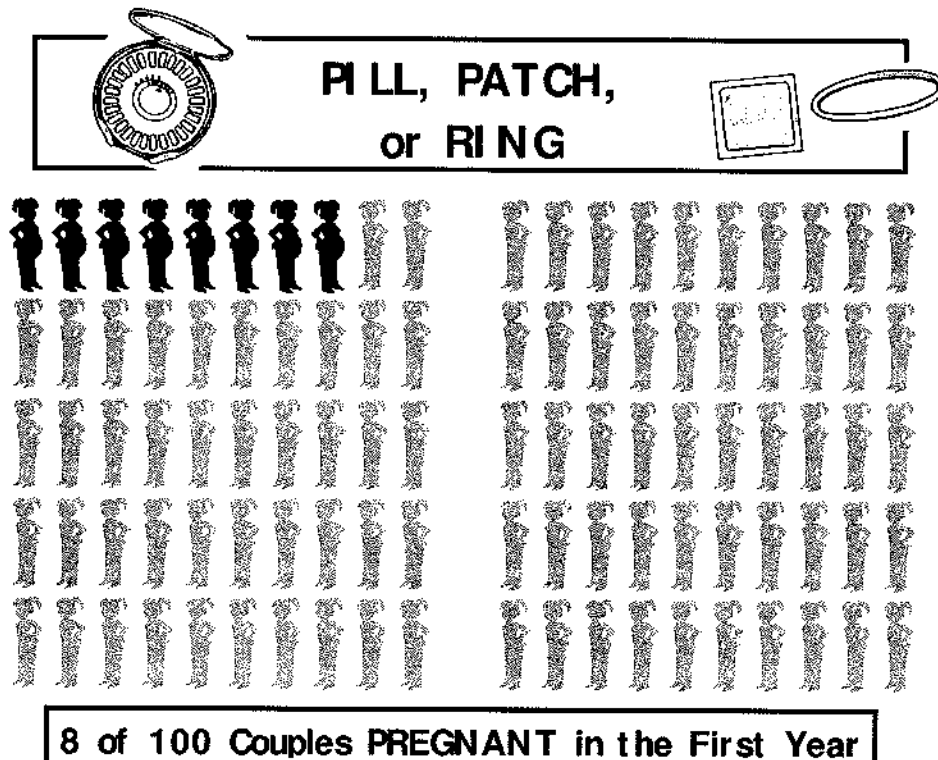
**27 of 100 Couples PREGNANT in the First Year**

CONTRACEPTIVE EFFECTIVENESS CHART  
For ACTIVITY 6.4

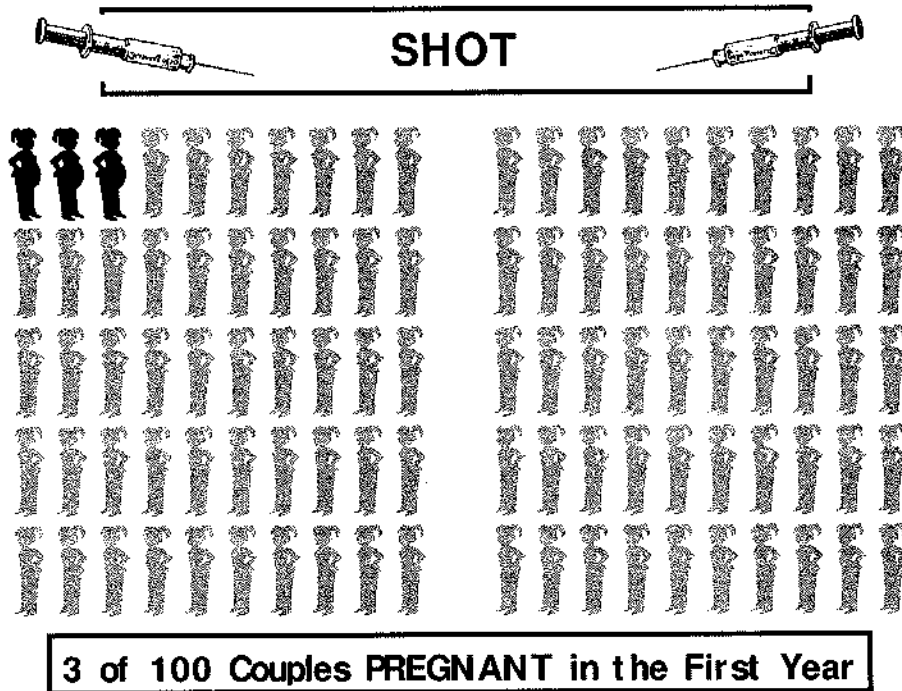




CONTRACEPTIVE EFFECTIVENESS CHART  
For ACTIVITY 6.4

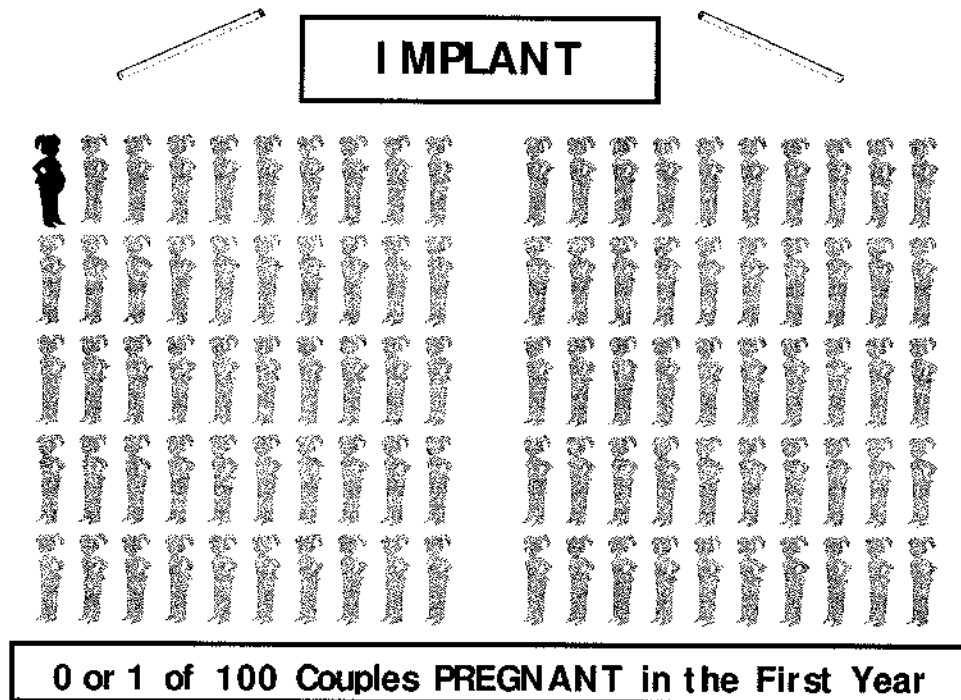


CONTRACEPTIVE EFFECTIVENESS CHART  
For ACTIVITY 6.4



CONTRACEPTIVE EFFECTIVENESS CHART  
For ACTIVITY 6.4





CONTRACEPTIVE EFFECTIVENESS CHART  
For ACTIVITY 6.4

**How effective is it in preventing pregnancy?—10 minutes**

Write out this question on the board or newsprint, and ask the teams to have one of their members bring their CONTRACEPTIVE EFFECTIVENESS CHART to the front of the classroom. Point out that (with the exception of the ABSTINENCE chart) the EFFECTIVENESS CHARTS are based on what typical couples experience in real life. This means that some couples might not use the method perfectly, but they are still counted in measuring the effectiveness of the method.

Show on one of the EFFECTIVENESS CHARTS how to read it and understand it. Each method has a level of effectiveness in preventing pregnancy that is measured by counting the percentage of couples who would get pregnant in the first year of using the method. This means that, if you could observe 100 couples using this method for a whole year, by the end of that year, you would likely see a certain number of pregnancies. (In the case of the PILL, PATCH, or RING, that number would be 8). Show the class that each of the EFFECTIVENESS CHARTS has 100 little pictures of a female. The lighter ones represent NOT becoming pregnant while using the method and the darker ones represent becoming pregnant using the method. Point out that, the more dark (pregnant) pictures on the CHART, the higher the pregnancy rate (or failure rate) with that method. Also point out that the SPONGE has two different failure rates. The pregnancy rate is MUCH higher for women who have already had a baby (32 per 100) than for women who have not had a baby (16 per 100). It is not certain why this is true, but it may be because the sponge can cover the cervix better if the woman has not yet delivered a child.

Ask the team representatives to hold their CONTRACEPTIVE EFFECTIVENESS CHART in front of them, so the whole class can see it. Then ask the team representatives to arrange themselves in a line according to the effectiveness of their team's method for preventing pregnancy. The most effective method should be at one end of the room, and the least effective method should be at the other end of the room.

Now ask the teams to check their teammate's position, so that everyone agrees with their location/placement. If needed, ask the rest of the class to help correct and adjust the position of the Methods line-up to better reflect exact effectiveness of each method.

ABSTINENCE should be at one end of the line, and NO METHOD should be at the other end. Help ensure that the team representatives space themselves according to the contraceptive effectiveness of their team's method, with mathematically linear spacing. Sex with NO METHOD should be far separated from all the others.

To assure accurate spacing of the methods, it may be helpful to help the students see the "half-way points" and then arrange themselves appropriately:

- Show them where **50 pregnancies per 100 couples** would be, halfway across the room. Check that NO METHOD (85 pregnancies per 100 couples) is closer to 100 than to 50.
- Next show the students where **25 pregnancies per 100 couples** (half of 50) would be. WITHDRAWAL, and the SPONGE for women with children, are a little higher than this.
- Next, show them where **13 pregnancies per 100 couples** (half of 25)

would be. **CONDOMS** and the **SPONGE** in females without children would be a little higher than this.

- Next, show them where **6 pregnancies per 100 couples** (half of 13) would be. The **PILL**, **PATCH**, or **RING** would be a little higher than this.
- Next, show them where **3 pregnancies per 100 couples** (half of 6) would be. This is where the **SHOT** would be.
- Finally, show them where **1 pregnancy per 100 couples** (one-third of 3) would be. This is where the **IMPLANT** and the **IUDs** would be. This is very close to 0 pregnancies, which is where **ABSTINENCE** is.

Clearly, things get crowded at the lower failure rates. Do your best to help the students line up as mathematically correct as possible.

Once the students, with their **CONTRACEPTIVE EFFECTIVENESS CHARTS** are lined up accurately, point out to the students that:

- **ABSTINENCE** is the only method that, when used consistently and correctly, is 100% effective, with no pregnancies per 100 couples.
- If couples have sex and use **NO METHOD**, chances are very high that they will experience a pregnancy, with 85 (or more) of 100 couples pregnant in the first year.
- Next to **ABSTINENCE** (used consistently and correctly), the **IMPLANT** and **INTRAUTERINE DEVICE (IUD)** are the most effective.
- The next most effective method is the **SHOT**, and then the **PILL** (or **PATCH** or **RING**).
- Latex **CONDOMS** are very effective, too, but not quite as effective as the **IMPLANT**, **SHOT** or the **PILL** (or the **PATCH** or the **RING**).
- **CONDOMS** have a **MUCH** lower failure rate than having sex using **NO METHOD**.
- **WITHDRAWAL** has a higher pregnancy rate than **CONDOMS**.
- The contraceptive **SPONGE** has a higher pregnancy rate for females who have already given birth to a baby. (The **SPONGE** team member can stand at either spot, but the facilitator should point out that it has 2 spots, depending on the female using it.)

There is a **BIG** difference between using a method and not using a method. Reinforce that a person has to keep using a method to avoid pregnancy.

Thank the team representatives, and have them return to their teams.

### **Lesson 9: Understanding HIV and AIDS**

#### **Guided Questions:**

How can students reduce the risks of getting HIV/AIDS?

What are the ways HIV/AIDS is tested and treated?

#### **Objective(s):**

1. Students will list four ways to protect from HIV and AIDS.
2. Students will describe the process of getting tested for HIV.
3. Students will summarize the treatment of HIV infection and AIDS.
4. Students will state three ways a person living with HIV infection can delay the progression from HIV infection to AIDS.
5. Students will identify four ways you can help an HIV/AIDS program in your community.

#### **Resources:**

Text – Lifetime Health

Text – Lifetime Health-Sexuality and Responsibility Ancillary

Big Decisions: Making Healthy, Informed Choices about Sex Curriculum by

Janet Realini, M.D., M.P.H.

Protection from HIV and AIDS PowerPoint (provided)

#### **Vocabulary:**

HIV AIDS Helper T Cells Replication Opportunistic Infection Antiretroviral Drugs (ARV)

#### **Instant Activity (Bellringer):**

Have students begin a KWL about HIV/ AIDS

#### **Activity**

1. Write the following statement on the board: "AIDS is a preventable disease." Ask students what this statement means. (By avoiding behaviors that can lead to HIV infection, a person can prevent contracting AIDS.) Ask students to name some other diseases that can be affected by a person's actions (Answers may include lung cancer and heart disease).
2. Using the Protecting Yourself from HIV and AIDS PowerPoint:

## Sexuality Unit- 8<sup>th</sup> grade Health

Define and discuss HIV.

Define and discuss helper T cells.

Define and discuss replication.

Define and discuss AIDS.

Define and discuss opportunistic infections.

Identify and discuss the three phases of HIV

Identify and discuss the symptoms of HIV.

Identify and discuss fluids that transmit HIV.

Identify and discuss ways HIV is spread.

Discuss testing for HIV.

Discuss when a person should get tested for HIV.

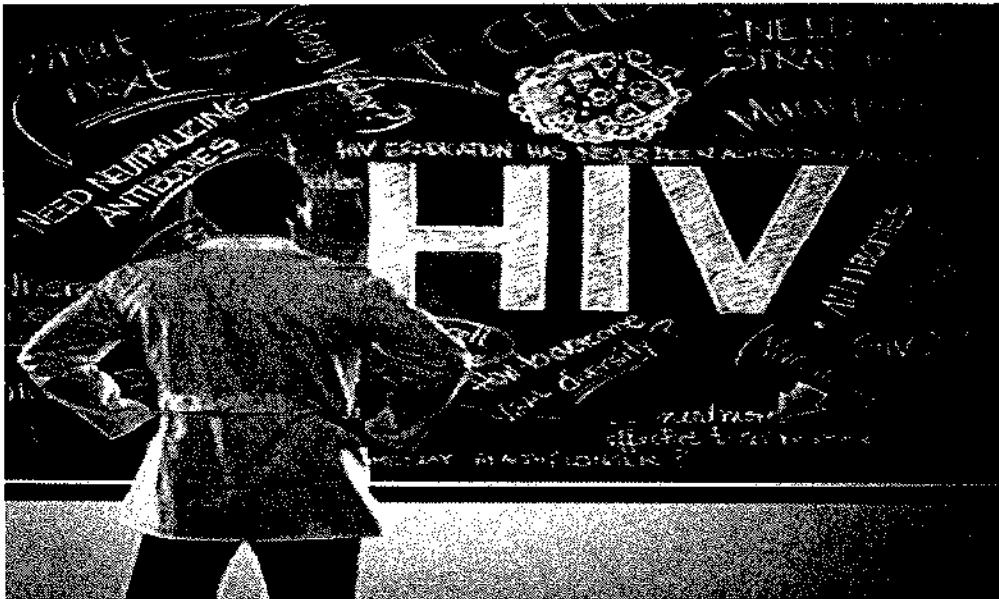
### Activity

Life Skill Activity "HIV and the Community"

### Activity:

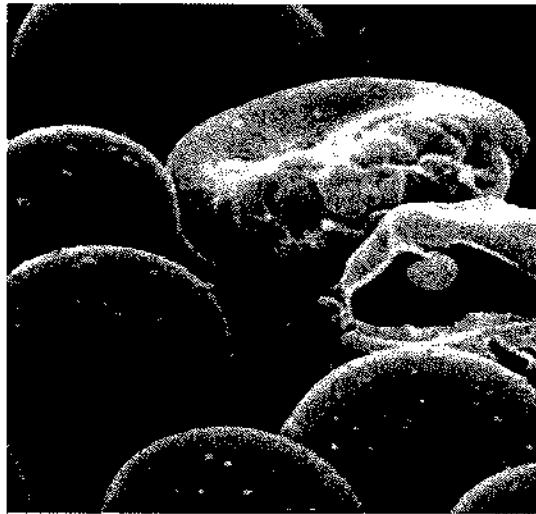
Read "AIDS News" graphics (comic book). Design your own updated version to educate your community.

## UNDERSTANDING HIV & AIDS



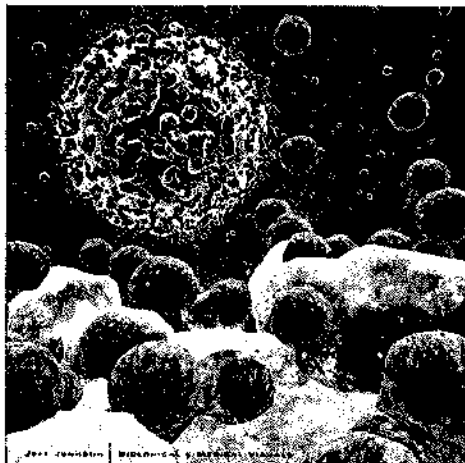
## What does HIV stand for?

# **Human Immunodeficiency Virus**



**An infection in which HIV enters the blood and is multiplying in the person's cells.**

**Helper T cells ~ white blood cells that activate the immune response when a pathogen enters the body.**



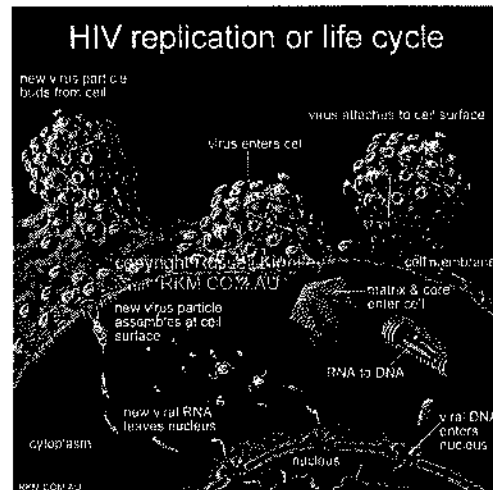
**Healthy people carry about 500 - 1500 helper T cells in about 20 drops of blood**

- **HIV attaches itself to helper T cells. The virus forces the T cells to make copies of the HIV, this is**

# replication

- **New viruses are released from the T cells and they attach to other cells.**

**The process of replication then starts over.**



**As more helper T cells are lost, the immune system is less able to fight off infection. This could take years.**



**When a person's white blood cell count gets below 200 per milliliter of blood, they are said to have AIDS.**

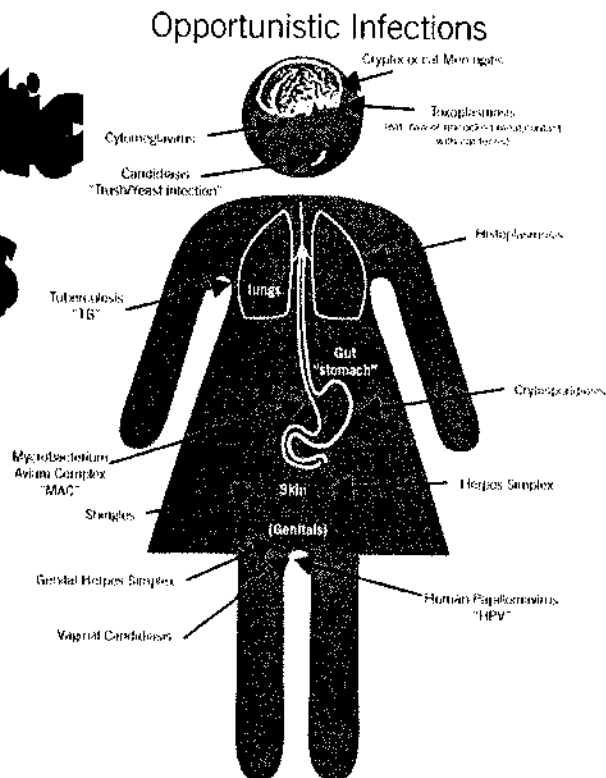


# AIDS

## Acquired Immune Deficiency Syndrome

### Opportunistic Infections

**infections or  
illnesses that  
take  
advantage of  
a weakened  
immune  
system**



# Phases & Symptoms

## Phases & Symptoms OF HIV



### Phase 1

Little or no symptoms  
(Asymptomatic)  
could last up to  
10 years

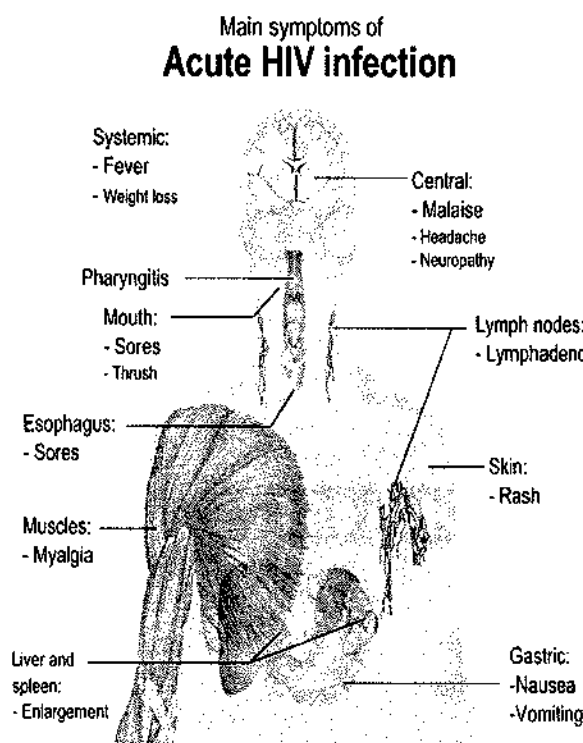
HIV

White blood cell  
count drops  
below 200.  
Opportunistic  
infections  
appear

fatigue, weight  
loss, fever and  
diarrhea  
Possible mental  
changes

### Phase 3

### Phase 2



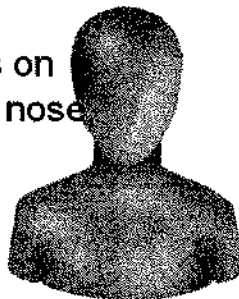
In the first stages of HIV infection, most people will have very few (if any) symptoms. Within a month or two after infection, they may experience a flu-like illness:

- Fever
- Headache
- Tiredness
- Enlarged lymph nodes

These symptoms usually disappear within a week to a month and are often mistaken for another viral infection, such as the flu.

#### Later Symptoms:

- Rapid weight loss
- Recurring fever or profuse night sweats
- Extreme and unexplained tiredness
- Prolonged swelling of the lymph glands in the armpits, groin, or neck
- Diarrhea that lasts for more than a week
- Sores of the mouth, anus, or genitals
- Pneumonia
- Red, brown, pink, or purplish blotches on or under the skin or inside the mouth, nose or eyelids
- Memory loss, depression, and other neurologic disorders



**MANY HIV+ PEOPLE DO NOT HAVE SYMPTOMS.  
OFTEN PEOPLE ONLY BEGIN TO FEEL SICK  
WHEN THEY PROGRESS TOWARD AIDS**

**Fluids that transmit  
the HIV virus:**

**BLOOD**

**VAGINAL FLUID**

**SEMEN**

**BREAST MILK**

**How is HIV  
transmitted?**

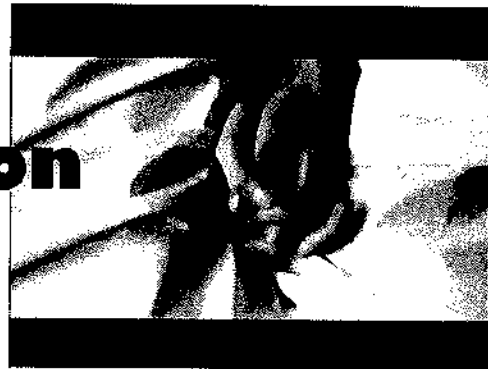




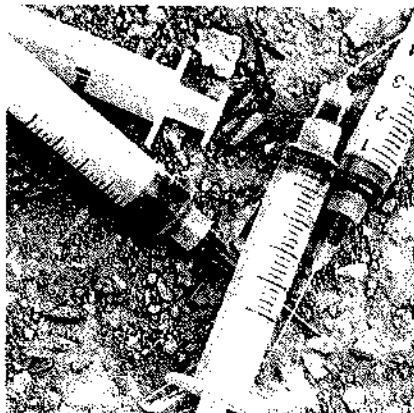
# **Sexual activity**

## **with an infected person**

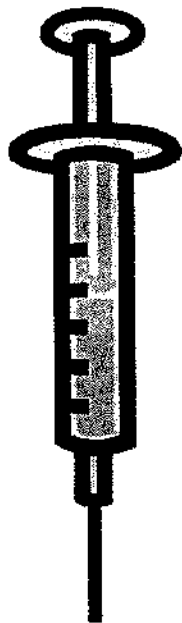
- ABSTINENCE is the only 100% effective way to prevent HIV infection through sexual transmission.



## **Sharing needles**



## **with an infected person**



- injecting drugs or steroids
- **sharing drug equipment or drug solutions**
- sharing objects used for piercing or tattooing
- **Blood Transfusion**

**Infected  
mother  
to her infant**



**before or  
during the birth  
process or  
breast feeding**

## ***Testing for***

***HIV***  
HIV antibodies  
may be found  
within  
6 - 12 weeks  
after infected  
with HIV.

**STOP  
AIDS  
GET TESTED**

**In rare cases up to 6 months,  
for these tests to be accurate.**

**2 tests  
given to  
test for  
HIV are:**

**ELISA  
TEST**

**WESTERN  
BLOT TEST**



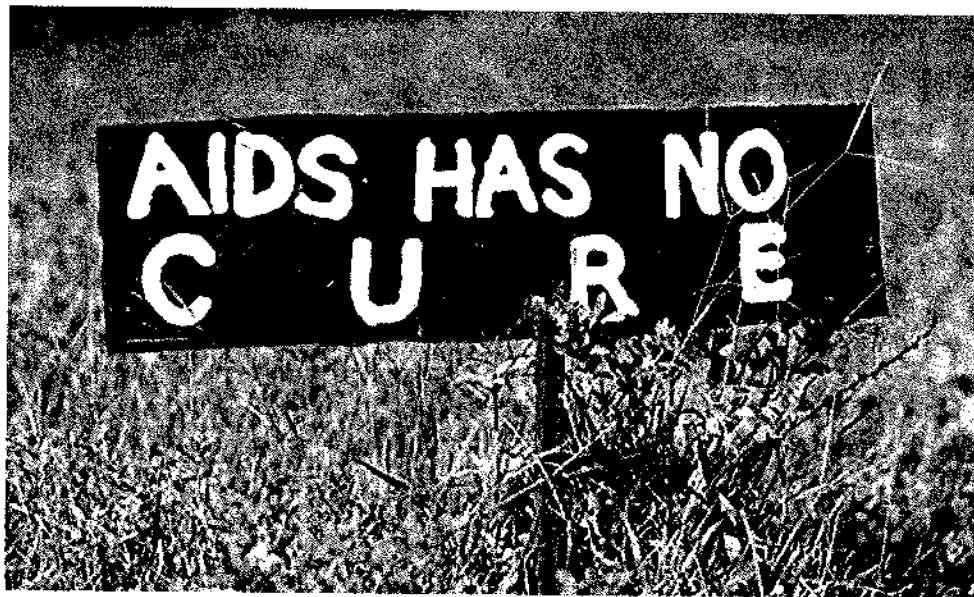
## **When Should I get Tested for HIV?**

You should be tested for HIV if you have...

- had sexual intercourse (vaginal, oral, or anal) without a condom
- learned that a partner was not monogamous
- have been sexually assaulted
- had a condom break
- shared needles or syringes to inject drugs (including steroids) or for body piercing, tattooing, or any other reason
- had multiple sexual partners
- found out that a partner has shared needles
- learned that a past or current partner is HIV-positive
- discovered that a partner has been exposed to HIV
- had a recent diagnosis of another sexually transmitted infection (STI)
- are pregnant







**However...**

Even though there is  
**no cure,**  
ARV drugs can slow  
down the replication  
process allowing people  
with HIV to live longer,  
healthier lives than those  
who are infected with  
HIV who are not taking ARV drugs.



## **ANTIRETROVIRAL (ARV) DRUGS:**

- Today there are over 31 FDA approved antiretroviral (ARV) drugs to treat HIV/AIDS.

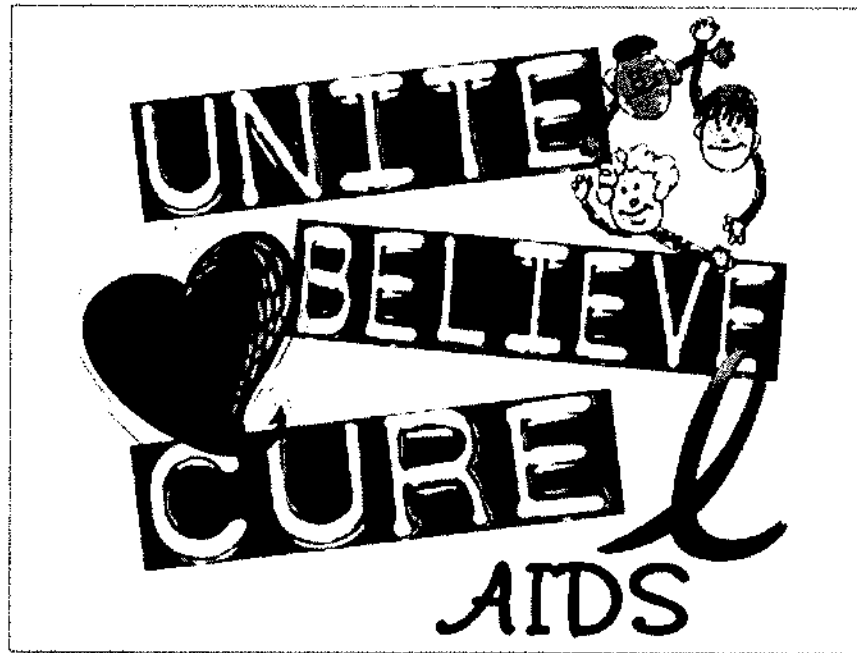
**AZT**

is the most  
common  
drug used

**These drugs  
DO NOT cure  
people with  
HIV/AIDS, they  
just suppress  
the virus.**



**It's VERY  
important to  
remember that  
people infected  
with HIV who are  
on ARV drugs  
can STILL  
TRANSMIT HIV to  
others!**



## **LESSON 10: PROTECTING YOUR FUTURE**

### **Guided Questions:**

What kinds of extra stress and responsibility teen parents have?

Why do adults want teenagers to wait before having sex and becoming parents?

### **Objective(s):**

1. Students will be able to compare two strategies to prevent pregnancy.
2. Students will list three factors to consider when planning a family.
3. Students will be able to describe ways to communicate effectively with your partner about family planning.

### **Resources:**

*Big Decisions: Making Healthy, Informed Choices about Sex* Curriculum by Janet Realini, M.D., M.P.H.

My Goals and Dreams Activity (provided)

How Might a Pregnancy or an STD Affect Your Goals and Dreams Activity

### **Vocabulary:**

Goals Delayed Gratification

### **Instant Activity (Bellringer):**

Ask students to make a list of their lifetime goals, including five things they want to accomplish in the next 10 years.

### **Activity (Teacher & Student):**

1. Big Decisions 8.1-My Goals and Dreams
2. Big Decisions 8.2-How might a pregnancy or an STD affect your goals and dreams.

### **Exit slip/ check for understanding**

Teenage pregnancy can affect your future goals and dreams. List 3 ways getting pregnant/getting someone pregnant would affect YOUR dreams for the future

ACTIVITY – My GOALS and DREAMS

PART 1

Let the class know that, in this session, they will be considering their own personal DECISIONS about sex. This session will help them think about their GOALS and DREAMS for the future and how their future might be affected by a pregnancy or an STD. Then they will consider some stories about young people who experience some surprises after having sex. At the end of the lesson, they will consider what they can do to keep pregnancy and STDs from interfering with their GOALS and DREAMS—i.e., what DECISIONS they can make.

Pass out the index cards so that each student has one, and make sure that each student has something to write with. Tell the students not to write their name on the card; what they write will be confidential. When they are done with the lesson, they can choose to keep the index card for themselves, or give it to the Facilitator, who will walk around the classroom at the end of the lesson with an envelope for them to drop their card into. The Facilitator will not know who wrote what, but he or she will be interested to see what students write down.

Write “GOALS and DREAMS” on the board or newsprint. Let the students know that GOALS and DREAMS are important to many young people. GOALS and DREAMS give people hope for the future, and having GOALS and DREAMS is the first step to getting what they want. Ask the students to think about a GOAL or DREAM that they have for their future, something that is important to them. Ask them to imagine what it would be like to achieve their GOAL or DREAM, to visualize (see in their mind’s eye) what it would be like to reach their GOAL. What will they be doing? Where will they be? Who will be there with them?

Ask the students to call out what they think people their age might have as GOALS and DREAMS. If they want to share their own GOALS and DREAMS, that is fine too. Write their suggestions on the board or newsprint. If necessary, prompt them with some GOALS and DREAMS that other young people have told you about, for example:

- A great job, like a doctor or a businessperson
- To be a soldier
- Having lots of money
- To have fun
- Someone to love them—a healthy and close relationship
- To get married (or have a lasting relationship)
- A nice house
- A nice car
- To make a difference in their community
- To travel
- Adventure

## Sexuality Unit- 8<sup>th</sup> grade Health

- A healthy baby/children
- A happy family
- To be famous
- To make their parents proud

As the GOALS and DREAMS are listed, ask the students to say what would be the best thing about achieving that GOAL or DREAM. Encourage them to be specific about the reasons they think young people might have for wanting something, and what they would like most about achieving it. Strive to have each student contribute at least one GOAL or DREAM for the list. If there are “duplicates”, the Facilitator can make marks to indicate that an item was listed by more than one person.

Once the list is made, ask the students to write down on their index card at least one GOAL or DREAM that they have for their own future. Remind the students not to write their name on the card—just a GOAL or DREAM (or more than one). Give them a minute or two to complete the task. When they are finished, tell the students to keep their index cards until the end of the LESSON. They may want to fold their index card in half to cover what they wrote.

### PART 2

#### How Might a Pregnancy or an STD affect your GOALS and DREAMS?

Let the students know that the whole point of the BIG DECISIONS™ program is to help them achieve their GOALS and DREAMS. Getting pregnant and having a baby as a teen can make it much harder to achieve their GOALS. And having HIV or another STD can affect them in lots of ways, and get in the way of their GOALS, too. That's why having sex is a big decision. Divide the class into gender-specific groups of 3 or 4, with males and females in different groups. Let them know that each group will be competing to list as many ideas as possible for each of the activities in this LESSON. Be sure that each group has a piece of paper to write on and something to write with.

Write “PREGNANCY” on the board or newsprint on one side of the list of GOALS and DREAMS. Ask the groups to consider what effect they think a pregnancy as a teenager (either getting pregnant or getting someone pregnant) might have on achieving these GOALS and DREAMS. Give them an example, e.g., being pregnant or being a teen parent could interfere with being able to go to the prom, because the family can't afford all the bills, or because there is no one else available to baby-sit. Each group should talk among themselves to develop at least one idea for each listed GOAL as to how a teen pregnancy might affect achieving it. Each group should designate one student to be the “reporter” to write down their ideas and tell the

rest of the class about them. It is important that they write down their ideas on the paper, so that they can get point credit for it, even if their idea was already mentioned by another group.

However, the reporter only needs to write key words, not a whole sentence, for each idea. Give the groups 3-5 minutes to brainstorm and discuss their ideas, and circulate around the room to assure that the groups are on task. Then ask each group to report their ideas for how a teen pregnancy might affect the listed GOALS. Keep score of how many ideas each group offers, with each group getting one point for each idea they offer. The points will be totaled at the end of the LESSON for determining the winning group. As the groups report, write on the board or newsprint key words in the "PREGNANCY" column next to the appropriate GOAL affected. Help the class to see how each GOAL might be harder to achieve, less likely to be achieved, or delayed by a teen pregnancy. Refer to the FACILITATOR RESOURCE for ideas about how a teen pregnancy can interfere with GOALS and DREAMS. (During the discussion, it is important to acknowledge that teen parents can indeed achieve their goals, and many do. But the odds are tougher for teen parents: Achieving their goals is harder, and it takes more time.)

Be sure to include in the discussion the effects on the baby of being born to teen parents, rather than older parents. Children of school-age parents are more likely to be born premature, to die before their first birthday, to live in poverty, to have trouble in school, and many other challenges. Now, on the other side of the list of GOALS and DREAMS, write "HIV/STD". Have the students again work in their groups to list ideas they have about how having HIV or another STD might affect achieving each GOAL. Each group should again have a reporter. Give the groups a few minutes to brainstorm and discuss, and circulate around the room to assure they are on task, and writing down key words for their ideas. As the ideas are offered by the various groups, write key words under "HIV/STD" on the board or newsprint. The Facilitator should keep score of the number of ideas offered by each group. (During the discussion, it is important to acknowledge that people with HIV and other STDs can get treatment and live productive and happy lives. However, HIV infection, and to a lesser extent other infections, can still make it harder to achieve some GOALS.)

Thank the students for their insight and ideas. Point out that the BIG DECISIONS™ program wants them all to achieve their GOALS and DREAMS, and avoiding teen pregnancy and HIV/STDs can help. Review the KEY MESSAGES of BIG DECISIONS™ in this context: Total up the "score" for each group, and keep score. Points will also be added to groups in the next ACTIVITY. If possible, keep the list of GOALS and DREAMS on the board or newsprint, so it will be visible later in the LESSON. If there is not much room, the lists of ideas under "PREGNANCY" and "STD/HIV" can be erased.

### ACTIVITY 8.1 –My GOALS and DREAMS

Let the class know that, in this session, they will be considering their own personal DECISIONS about sex. This session will help them think about their GOALS and DREAMS for the future and how their future might be affected by a pregnancy or an STD. Then they will consider some stories about young people who experience some surprises after having sex. At the end of the lesson, they will consider what they can do to keep pregnancy and STDs from interfering with their GOALS and DREAMS—i.e., what DECISIONS they can make. Pass out the index cards so that each student has one, and make sure that each student has something to write with. Tell the students not to write their name on the card; what they write will be *confidential*. When they are done with the lesson, they can choose to keep the index card for themselves, or give it to the Facilitator, who will walk around the classroom at the end of the lesson with an envelope for them to drop their card into. The Facilitator will not know who wrote what, but he or she will be interested to see what students write down. Write "GOALS and DREAMS" on the board or newsprint. Let the students know that GOALS and DREAMS are important to many young people. GOALS and DREAMS give people hope for the future, and having GOALS and DREAMS is the first step to getting what they want. Ask the students to think about a GOAL or DREAM that they have for their future, something that is important to them. Ask them to imagine what it would be like to achieve their GOAL or DREAM, to visualize (see in their mind's eye) what it would be like to reach their GOAL. What will they be doing? Where will they be? Who will be there with them? Ask the students to call out what they think people their age might have as GOALS and DREAMS. If they want to share their own GOALS and DREAMS, that is fine too. Write their suggestions on the board or newsprint. If necessary, prompt them with some GOALS and DREAMS that other young people have told you about, for example:

- A great job, like a doctor or a businessperson
- To be a soldier
- Having lots of money
- To have fun
- Someone to love them—a healthy and close relationship
- To get married (or have a lasting relationship)
- A nice house
- A nice car
- To make a difference in their community
- To travel
- Adventure
- A healthy baby/ children
- A happy family
- To be famous
- To make their parents proud

As the GOALS and DREAMS are listed, ask the students to say what would be the best thing about achieving that GOAL or DREAM. Encourage them to be specific about the



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reasons they think young people might have for wanting something, and what they would like most about achieving it. Strive to have each student contribute at least one GOAL or DREAM for the list. If there are "duplicates", the Facilitator can make marks to indicate that an item was listed by more than one person.

Once the list is made, ask the students to write down on their index card at least one GOAL or DREAM that they have for their own future. Remind the students not to write their name on the card—just a GOAL or DREAM (or more than one). Give them a minute or two to complete the task. When they are finished, tell the students to keep their index cards until the end of the LESSON. They may want to fold the index card in half to cover what they wrote.

### ACTIVITY 8.2

#### How Might a Pregnancy or an STD affect your GOALS and DREAMS?

Let the students know that the whole point of the BIG DECISIONS™ program is to help them achieve their GOALS and DREAMS. Getting pregnant and having a baby as a teen can make it much harder to achieve their GOALS. And having HIV or another STD can affect them in lots of ways, and get in the way of their GOALS, too. That's why having sex is such a BIG DECISION. Divide the class into gender-specific groups of 3 or 4, with males and females in different groups. Let them know that each group will be competing to list as many ideas as possible for each of the activities in this LESSON. Be sure that each group has a piece of paper to write on and something to write with. Write "**PREGNANCY**" on the board or newsprint on one side of the list of GOALS and DREAMS. Ask the groups to consider what effect they think a pregnancy as a teenager (either getting pregnant or getting someone pregnant) might have on achieving these GOALS and DREAMS. Give them an example, e.g., being pregnant or being a teen parent could interfere with being able to go to the prom, because the family can't afford all the bills, or because there is no one else available to baby-sit. Each group should talk among themselves to develop at least one idea for each listed GOAL as to how a teen pregnancy might affect achieving it. Each group should designate one student to be the "reporter" to write down their ideas and tell the rest of the class about them. It is important that they write down their ideas on the paper, so that they can get point credit for it, even if their idea was already mentioned by another group. However, the reporter only needs to write key words, not a whole sentence, for each idea. Give the groups 3-5 minutes to brainstorm and discuss their ideas, and circulate around the room to assure that the groups are on task. Then ask each group to report their ideas for how a teen pregnancy might affect the listed GOALS. Keep score of how many ideas each group offers, with each group getting one point for each idea they offer. The points will be totaled at the end of the LESSON for determining the winning group. As the groups report, write on the board or newsprint key words in the "**PREGNANCY**" column next to the appropriate GOAL affected. Help the class to see how each GOAL might be harder to achieve, less likely to be achieved, or delayed by a teen pregnancy. Refer to the FACILITATOR RESOURCE for ACTIVITY 8.2 for ideas about how a teen pregnancy can interfere with GOALS and DREAMS. (During the discussion, it is important to acknowledge that teen parents can indeed achieve their goals, and many do. But the odds are tougher for teen parents. Achieving their goals is harder, and it takes more time.) Be sure to include in the discussion the effects on the baby of being born to teen parents, rather than older parents. Children of school-age parents are more likely to be born premature, to die before their first birthday, to live in poverty, to have trouble in school, and many other challenges. (see the FACILITATOR RESOURCE for ACTIVITY 8.2) Now, on the other side of the list of GOALS and DREAMS, write "**HIV/STD**". Have the students again work in their groups to list ideas they have about how having HIV or another STD might affect achieving each GOAL. Each group should again have a reporter. Give the groups a few minutes to brainstorm and discuss, and circulate around the room to assure they are on task, and writing down key words for their ideas. As the ideas are offered by the various groups, write key words under "**HIV/STD**" on the board or

newsprint. The Facilitator should keep score of the number of ideas offered by each group. Help the class include the ideas listed in the FACILITATOR RESOURCE for ACTIVITY 8.2. (During the discussion, it is important to acknowledge that people with HIV and other STDs can get treatment and live productive and happy lives. However, HIV infection, and to a lesser extent other infections, can still make it harder to achieve some GOALS.)

Thank the students for their insight and ideas. Point out that the BIG DECISIONS™ program wants them all to achieve their GOALS and DREAMS, and avoiding teen pregnancy and HIV/ STDs can help. Review the KEY MESSAGES of BIG DECISIONS™ in this context: Total up the "score" for each group, and keep score. Points will also be added to groups in the next ACTIVITY. If possible, keep the list of GOALS and DREAMS on the board or newsprint, so it will be visible later in the LESSON. If there is not much room, the lists of ideas under "PREGNANCY" and "STD/ HIV" can be erased.

**UNIT TEST- SEXUALITY**

**SHORT ANSWER- Use complete sentences.**

1. What are some of the qualities of a Healthy Relationship?
  
  
  
  
  
  
  
  
  
  
2. What are some of the qualities of an Unhealthy Relationship?
  
  
  
  
  
  
  
  
  
  
3. What is consent?
  
  
  
  
  
  
  
  
  
  
4. When is someone not legally able to consent to sexual contact?
  
  
  
  
  
  
  
  
  
  
5. What are some of the ways you can increase your safety in a relationship?
  
  
  
  
  
  
  
  
  
  
6. How can you prevent sexual assault?
  
  
  
  
  
  
  
  
  
  
7. Identify 5 benefits (emotional, physical, and/ or social) benefits of abstinence.

**MULTIPLE CHOICE**

**8. STDs are most prevalent in which age group?**

- A. Teens and young adults up to age 24

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B. People ages 30 to 40

C. People 60 and older

D. All of the above

**9. The overall incidence of STDs is:**

A. Rising

B. Falling

C. About the same as it has always been

D. None of the above

**10. As long as a person has no symptoms of an STD, he or she:**

A. Cannot pass on an STD

B. should not worry.

C. should wait and see what happens.

D. None of the above

**11. Which of these is a health problem that can be caused by STDs in women?**

A. Pelvic inflammatory disease (PID)

B. Ectopic pregnancy

C. Increased risk for cervical cancer

D. All of the above

**12. Which is the most common bacterial STD?**

A. Gonorrhea

B. Syphilis

C. Chlamydia

D. Genital warts

**13. One symptom of genital herpes is:**

A. Tingling or burning in the genital area

B. Painful blisters in the genital area

C. A and B

D. None of the above

**14. Which major organ can be affected by untreated syphilis?**

A. Heart

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- B. Brain
- C. Liver
- D. A and B

**15. The cytomegalovirus (CMV) can be spread by sexual contact and also by:**

- A. Kissing
- B. Sharing an office with an infected person
- C. Changing a child's wet diapers
- D. A and C

**16. To reduce your risk for developing an STD:**

- A. Use a male condom
- B. Don't have multiple sex partners
- C. As a young person, delay having sexual relations as long as possible
- D. All of the above

**17. HPV is**

- A. Treatable with antibiotics
- B. May cause warts or cancer
- C. Often has no symptoms
- D. B and C

**COMPLETE THE TABLE**

Method	How effective in preventing pregnancy?	How effective in preventing STDs?
Condom	18.	19.
shot	20.	21.
abstinence	22.	23.
"Pull and pray"	24.	25.

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Attach your HIV/ AIDS comic book with the self-scoring rubric.





**UNIT THREE**

**for**

**Content Area of**

**HEALTH**

**MS Band**  
**Health 8**



## **SAFETY UNIT- 8<sup>th</sup> grade Health**

### **1. CAUSES OF CONFLICT.**

A conflict situation is read to the class, then students analyze the situation using the "Anatomy of a Conflict" guide. Students then assess their exposure to violent influences by recording for one day the number and type of violent messages received through various media.

#### **1. STUDENTS READ ABOUT CONFLICT.**

**Student Page: Wanna Fight?**

Ask for a volunteer to read the conflict situation to the class from the Student Page, **Wanna Fight**

Discuss student reactions.

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

Over the summer this girl fell off her bike and we were laughing, and then for some reason, she started not liking us. Me and my cousin and her got to cussing. She lived up the street and she was walking up the street and started to say something to us and we started whistling and stuff. She just be trying to make me come there and fight her but I ain't never fight her. She would stand out there in the street and say, "What's up? Wanna come out here and do something? Come on." I would just go in the house. I would be outside and I wouldn't say nothing to her and she would just say like "A. got crabs," and stuff, just say something to me for no reason I guess she had got mad.

They got a go-cart and they were riding up and down the street, and then she made faces.

She stopped in our driveway and say, "Y'all want to do something?" Her and my cousin begin to fight and my grandmother came out there and broke it up and she went back to her house and got her daddy, and then my grandma and her dad started in on it. He was saying stuff like he wasn't going to talk, he used guns and stuff. I was scared because when we were outside he might shoot the house up.

Him and my grandma was out there fussing, and the police they be walking around on the streets and stuff, and my mama had told them to go down there because he said he would use guns and stuff They went up there and told him, "Don't be saying stuff like that around children and stuff." He said they should learn to sit down and talk things out.

Note: This situation is taken from a student interview reported in Violence among Middle School and High School Students: Analysis and Implications, by Daniel Lockwood, PhD.

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### **2. STUDENTS DISCUSS CAUSES OF CONFLICT.**

#### **Visual Aid: Causes of Conflict**

Ask students to take notes as you review the points on the visual aids.

#### **CONCEPTS**

- Conflict is inevitable and in itself, is neither positive nor negative.
- The response to conflict may be either constructive or destructive.

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

### **Causes of Conflict**

Limited resources - time, money, land

Different needs, drives, wishes, demands

Attempts to meet basic needs for personal fulfillment

Belonging-loving, sharing and cooperating with others  
Power-achievement, accomplishment, recognition, respect  
Freedom-personal choice  
Fun-pursuit of pleasure

### **Different values**

Beliefs  
Priorities  
Principles  
Cultural, social, mental, and physical attributes

### **Other influences**

Media  
Culture that accepts violent behavior  
Absence of conflict resolution / communication skills  
Source: Conflict Resolution Education: A Guide to Implementing Programs  
in Schools, Youth-Serving  
Organizations, and Community and Juvenile Justice Settings.  
(<http://www.ncjrs.org/txtfiles/160935.txt>)

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### **3. DISCUSS ELEMENTS OF CONFLICT.**

#### **Visual Aid: Anatomy of a Conflict**

As you review the visual aids, ask students for examples of each element.

#### **Possible Responses:**

##### *Opening Moves*

- Unprovoked, offensive touching, such as throwing, pushing, grabbing, shoving, slapping, kicking, or hitting
- Interfering with something owned or being used
- Request to do something
- Backbiting - saying something bad to someone else that gets back to the person
- Put downs or insults
- Accusations of wrongdoing
- Defending another person
- Challenges and/or threats
- Advances to boyfriend or girlfriend
- Telling authority figure about bad behavior
- Gang initiation

##### *Common Triggering Events*

- Behaviors - kicking, biting, hitting with a fist, pushing, grabbing, or shoving
- Emotions - anger, fear, or other

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

1. A triggering event occurs

2. "Opening moves" are made

3. Common patterns of events follow the opening moves

Behaviors  
Emotions



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### **4. STUDENTS ASSESS MEDIA VIOLENCE.**

**Student Page:** Checking Out Violence

**Parent Resource:** Safe Schools Letter

Send the Checking Out Violence student page home along with the Safe Schools Letter for parents. Ask students to complete the student page.

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**Name:**\_\_\_\_\_

**Directions:** Keep a record for one day of the number and type of exposures to violent messages you receive through the following media.

1. Watch a 30-minute local news program on TV and note any violent acts that are talked about. Make a note of any clues to the cause of the conflict or violence.
2. Review one local daily newspaper and clip any articles that relate to violence. Highlight in the article any causes of violence that you can pick up from reading the article.
3. Record the number of reports of violent activities you hear while listening to the radio or watching music videos. Count each report even if it is repeated over and over during the day. If information is available about what caused the violence, make note of that. Note also whether or not you listened to the radio or watched music videos more or less than you usually do.
4. Select a TV show that you usually watch and make notes about any conflicts or violence that appear in the show. Write a paragraph or a few lines about each conflict or violent episode, and note what seemed to cause the conflict or violence and how it ended.

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### **5. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss students' findings about violence in the media. Note on the board the range of total "violent exposures" students report and possible causes for the incidents.

Ask, "What were the consequences of some of the violent actions that were viewed?"

#### **Discussion Points:**

- Injury
- Death
- Financial loss
- Broken relationships
- Grief
- More anger
- More violence

Ask, "What ideas do you have about how some of these conflicts could have been avoided? Give specific examples."

#### **CONCEPTS**

A study for the American Psychological Association estimates that the typical child who starts watching TV at age three and watches 27 hours of TV a week will view 8,000 murders and 100,000 acts of violence by the time he or she is twelve years old. Research study findings show three possible effects on young people of viewing TV violence:

- Children may become less sensitive to the pain and suffering of others.
- Children may become more fearful of the world around them.
- Children may be more likely to behave in an aggressive or harmful way toward others.

#### **SKILL DEVELOPMENT**

- Students can identify ways to avoid conflict.
- Student responses indicate an understanding of some of the causes of conflict.

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### **Assessment**

Have students work in small groups to create a "TV Guide" that can be used as a tool for assessing the level of violence in a prime-time TV show or in a movie.

The "TV Guides" should include the following points:

- A rating of the amount of violence
- A rating of the type of violence
- A rating of whether or not the show uses violence to make a positive impact
- A rating of whether or not the selected show uses violence mostly for special effect

Next, have students select a TV show or movie that each member of the group is familiar with.

Finally, each group should attempt to reach agreement (consensus) on how the members rated their selected show using their pre-determined rating criteria.

An observer should be identified within each group to record any attempts among members to influence each others ratings.

Call for groups to present their ratings. Call for the observers to report their observations about how students may have tried to influence each other during the process.

### **Extension**

Consider developing with your students a class contract that includes agreement to a set of Class Rules. See **Creating Safe Classrooms** for suggestions.

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work will demonstrate accurate information about:

- Causes of conflict
- Steps in conflict development

### **ANALYZING INTERNAL AND EXTERNAL INFLUENCES**

Student work demonstrates proficiency by analyzing:

- Media influences on perceptions of violence
- Individual group member's attempts to influence group decisions

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### **2. AVOIDING CONFLICT.**

Students review and practice active listening skills and assertiveness skills. Students then demonstrate effective use of these skills to avoid conflicts by working in small groups to prepare role plays.

Students also describe a conflict they saw in a TV show or read in a news article and write a conversation showing how I-messages and active listening could help avoid the conflict.

#### **1. REVIEW CAUSES OF CONFLICT.**

Select examples of conflict situations that students are familiar with and ask students to determine the likely cause of each conflict. (Ask students to identify their own examples of conflict situations.)

##### **DISCUSSION POINTS**

- Was this conflict/situation likely caused by limited resources, different values or unmet needs? (*Unmet needs typically underlie both of the other causes.*)
- What were the consequences of some of the violent actions that occurred?
- What ideas do you have about how these conflicts could have been avoided?

#### **2. DISCUSS POSSIBLE RESPONSES TO CONFLICTS.**

##### **Student Page: Responding to Conflict**

Guide students through the student page, asking questions about various segments to check for understanding.

##### **CONCEPTS**

- *You have a choice.* Most conflicts offer choices about different actions that can be taken.
- *Your choice affects the outcome.* The responses of those involved determine the outcome of the conflict situation. Most conflict situations can be resolved so that neither party is hurt and both parties are satisfied. This is a win-win solution.
- *Focus on the actual or potentially harmful consequences.* Think about a conflict as more than just a fight or an argument. What is likely

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to happen as a result of the responses of both sides? Is this a harmful or beneficial consequence?

- *Focus on the effect of the actions taken during the conflict on the relationship between the people involved. Why is it important to think about the way your response will affect your relationship? (Most conflicts occur among family members, friends or acquaintances.)*

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

	<u>Soft</u>	<u>Hard</u>	<u>Principled</u>
<u>Example of Responses</u>	Withdrawing, ignoring, avoiding Giving in Compromising - agreeing to something that does not really meet needs	Forcing, threatening Aggression - pushing, shoving Anger - yelling Demanding - insist on own way Pressuring - bribe, punishment (withdrawal of love, money)	Negotiating Listening Understanding Respecting Resolving to meet both parties needs
<u>Effects on Self</u>	Loser sees self as a "victim," is disillusioned, self doubting, fearful, feels powerless	Physical damage or violence may occur	Interests of both parties are met
<u>Effects on Relationships</u>	Harms relationship; Loser may leave, attack someone else, bully others, let resentment build up until he/she is a walking powder keg	Destructive of relationship; loser becomes hostile & desires to "get even," which produces 2 losers	Preserves and may strengthen relationship; self respect of both parties is preserved
<u>Outcomes</u>	<b>Lose-Win:</b>  One person's needs are met at the expense of another.  <b>Lose-Lose:</b>  No one's needs are met.	<b>Win-Lose:</b>  One person's needs are met at the expense of another.  <b>Lose-Lose:</b>  Both are hurt.	<b>Win-Win:</b>  Needs of both are met; neither is hurt.

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### **3. STUDENTS PRACTICE RESOLVING CONFLICTS.**

#### **Student Page: Win or Lose?**

Distribute the student page and discuss ways to respond to each of the situations. Which responses help resolve the conflict in a win-win way?

Ask for real-life examples of the following situations:

- Lose-Win
- Lose-Lose
- Win-Lose
- Win-Win

#### **SKILL DEVELOPMENT**

- Students correctly identify examples of each type of situation.
- Students can "reverse" a situation. For example, by changing communication style or message, a Lose-Win can be converted to a Win-Win.



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

*Directions:* Think about the choices in the following conflict situations.

What responses help create a win-win outcome?

**Situation 1.** Ali and Isiah are playing basketball with some friends in the neighborhood. Ali trips Isiah and steals the ball. Isiah jumps up and shoves Ali onto the pavement and jumps on him. What can Ali say or do to ...

- a) Create a situation in which he wins, Isiah loses (win-lose)?
- b) Create a situation in which they remain friends and neither is hurt any more.

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**Situation 2.** Brent and Joel are sitting together at lunch. Trinh walks by, and Brent snickers about what Trinh is wearing. Trinh hears him. What could Trinh do ...

- a) If he wanted to get even? What would likely be the result?
- b) If he wanted Brent to like him no matter what? Would this be a win or a lose for Trinh?
- c) If he wanted to keep Brent as a friend yet keep his own self-respect (win-win)?

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**Situation 3.** Shanta is always on the laptop. Roan, her older brother, has

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found a new website to explore and has cornered the laptop for the entire evening. Shanta has been banging on the door of Roan's room, shouting for him to get off the laptop because she has research to do for a homework assignment. He has ignored her for a while, but now he goes to the door and ...

(a) What choices does Roan have?

(b) How can he respond to create a win-win situation with his sister?

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### **4. DISCUSS ACTIVE LISTENING SKILLS.**

**Student Page: Learning to Listen**

Discuss the components of a message and the importance of good listening skills. See Teacher Page: **Conflict Resolution through Communication.**  
Have students complete the student page.

**SKILL DEVELOPMENT**

- Active listening is listening with the purpose of understanding the message.
- Active listening involves decoding and giving feedback.

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**Name:**\_\_\_\_\_

**Directions:** Write active listening responses to complete the following examples. Fill in the charts with the phrases you could use. Remember the phrases to use to identify and give feedback about feelings:

"You feel..."

"It sounds like you're saying ..."

"You want..."

"You think..."

"You wish..."

1. A fourteen year old says to a friend: "I really hate school. I wish I could quit." How would you respond?

Who "owns" the problem?	Identify and give feedback about the feeling.	Describe the facts.
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"Sounds like you..."

2. A student actor in the school play says: "I've never been so humiliated in my life. I just couldn't remember my lines. My mind went blank." How would you respond?

Who "owns" the problem?	Identify and give feedback about the feeling.	Describe the facts.
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3. An eighth grader says to her friend. "I just hate my mom! She treats me like a kid. Then she says, "When are you ever going to grow up?" How would you respond?

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Who "owns" the problem?

Identify and give feedback about the feeling.

Describe the facts.

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### **5. DISCUSS ASSERTIVE SKILLS.**

Discuss assertiveness skills and "I"-messages. Write the format for an "I"-message on the board and ask students for some examples that might work in situations they're familiar with. See Teacher Page: **Conflict Resolution through Communication**.

#### **SKILL DEVELOPMENT**

- "I"-messages express one's needs.
- "I"-messages help create win-win solutions.
- The three parts of an "I"-message are:
  - A description of the behavior.
  - A description of the feeling this behavior causes you.
  - A description of the effects produced by the behavior.

### **6. SMALL GROUPS DEVELOP ROLE-PLAYS.**

Divide the class into groups of four. Ask groups to develop two role-plays and prepare to present them to the class. One role-play should demonstrate appropriate use of active listening skills, and the other should demonstrate appropriate use of assertive skills, using I-messages.

### **7. REFLECT, SUMMARIZE, AND DISCUSS.**

As groups present their role-plays, discuss the use of active listening skills and I-messages.

## ***Assessment***

Have students briefly describe in writing a conflict that they saw in a TV show or read in a news article. Then students should rewrite the situation to show how I-messages and active listening could have helped avoid the conflict.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates accurate information about:

- Ways to avoid interpersonal conflict

#### **INTERPERSONAL COMMUNICATION**

Student work demonstrates proficiency by showing the ability to:

- Use active listening skills

## **SAFETY UNIT- 8<sup>th</sup> grade Health**

- Use "I"-messages to communicate feelings

### **3. RESOLVING CONFLICT.**

Volunteer students role play "Red Riding Hood Revisited" to demonstrate using negotiation strategies and other conflict resolution skills to avoid conflict. Students then work in small groups to develop their own role plays that demonstrate appropriate use of the negotiation steps.

### **1. DISCUSS CONFLICT RESOLUTION PROCESSES.**

**Visual Aid: Conflict Resolution Process**

**Visual Aid: Steps in Negotiation**

Discuss the characteristics and basic steps of conflict resolution strategies.

See **The Conflict Resolution Process**.

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**Name:**\_\_\_\_\_

Agree that you disagree (set the stage)

Take turns talking (gather perspectives/identify interests)

Restate what you think you heard (explain the other's viewpoint)

Come up with a solution that works for both parties (create and evaluate options/generate agreement)



## **SAFETY UNIT- 8<sup>th</sup> grade Health**

**Name:**\_\_\_\_\_

1. Agree that you disagree and that you will try to negotiate.
2. Take turns talking. Look at things from the viewpoint of the other party.
3. Describe what you want, how you feel, and the reasons for your wants and feelings.
4. Take the other person's point of view and then summarize your understanding of what he or she wants and feels and the reasons for his or her wants and feelings.
5. Think of several ways to solve the conflict in a way that works for both parties (create win-win options).
6. Choose the best way and make an agreement to do it.
7. Get outside help if unable to resolve the conflict.

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### **2. STUDENTS DEMONSTRATE ROLE-PLAY.**

Ask for two volunteers to role-play the story "Red Riding Hood Revisited" for the class.

#### **CONCEPTS**

- Negotiation strategies

### **3. GROUPS DEVELOP ROLE-PLAYS.**

Divide class into small groups to develop role-plays that demonstrate appropriate use of the negotiation steps. Tell students they may rework another familiar fairy tale or write a new story.

### **4. REFLECT, SUMMARIZE, AND DISCUSS.**

Have groups present role-play. Ask students to identify the steps of the negotiation process for resolving conflicts depicted in each role-play.

## ***Assessment***

Have students work independently to create a script that illustrates appropriate use of conflict resolution skills to resolve a conflict situation.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates accurate information about:

- Ways to resolve interpersonal conflict
- Negotiation steps

#### **INTERPERSONAL COMMUNICATION**

Student work demonstrates proficiency by showing the ability to:

- Demonstrate effective verbal and non-verbal communication skills to resolve conflict.

### **4. WATER SAFETY.**

Students work in groups to develop poster presentations relating to a specific topic of water safety.

### **1. DISCUSS SCENARIOS.**

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Present the following scenarios and ask students what they would do first in each situation.

You are walking by the community center swimming pool. It is late afternoon and no one else is around. Someone left the gate open, and you see a young kid doing flips off the diving board. His foot slips; he hits his head then falls into the water. You run back toward the gate. You want to help but you can't swim. What do you do first?

You're walking along the pier and see someone out in the water shouting and screaming for help. What do you do first?

You're at a water park. The sign says to go down the slide face up and feet first. Your group will buy lunch for the first one who will go down backwards. What do you consider before deciding whether to try it?

You and a friend are walking along a path by the river. While cruising the river, you come upon what looks like a neat cliff to dive from. What do you do?

You are on vacation with your family upstate. You are in a little fishing boat in the middle of the lake. Suddenly you hear a loud boom of thunder and see lightening all around you. What do you do to stay safe?

### **2. DISCUSS WATER SAFETY.**

Present a brief overview of important elements of water safety. See teacher page, **Water Safety.**

#### **CONCEPTS**

- The risks involved in the activity
- Basic water rescue procedures for self and others
- Precautions when entering or being around water
- Risks of alcohol and other drug use during water recreation activities

### **3. SMALL GROUPS WORK ON POSTERS.**

Organize students into small groups to develop poster presentations. Assign each group one or more of the following topics:

- How to be safe around water
- Boating safety
- Home pool safety and water safety for children

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- Beach and ocean safety
- Diving and snorkeling safety
- Sail-boarding and windsurfing safety
- Water park safety, lake and river safety
- Water skiing, tubing and rafting safety, jet ski safety
- The role of alcohol in drowning deaths

Provide access to information from websites or other available information for students on each topic. Have each group create a poster on its topic and prepare to present the poster to the class. Remind groups to identify the risks in the situation and develop a summary list of the key safety precautions for their area of water safety to share with classmates.

Have students name their groups and choose a group representative to provide a three to five minute presentation for the class.

### **SKILL DEVELOPMENT**

Student presentations include:

- Risks
- Safety precautions

## **4. GROUPS PRESENT POSTERS.**

When groups are ready to make their presentations, identify a class recorder, who will develop a list of all the safety rules recommended by the groups.

## **5. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss the poster presentations with the class.

### **DISCUSSION POINTS**

#### **Basic Water Rescue Procedures for Self and Others**

- What would you do if you were caught in a strong current while swimming?
- What steps would you take if you came upon a drowning victim?

#### **Precautions when Entering or Being around Water**

- How do you protect yourself from hypothermia or hypothermia?
- When should you wear a life jacket?
- What should you do if a storm develops while you are on the water?

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### **Risks of Alcohol and Other Drug Use During Water Recreation Activities**

- What actions could you take if you were boating with friends who began to drink alcohol?
- What might be the possible consequences of those actions?

### **ASSESSMENT**

Distribute the student page and have students individually complete one of the scenarios.

#### **Extension**

Copy the safety list compiled by the class recorder and ask students to take the list home. Suggest that students review the class list with family members. Encourage them to ask family members for additional safety ideas or related experiences to share that will reinforce the safety concepts.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates accurate information about:

- Risks of water recreation activities

#### **SELF MANAGEMENT**

Student work demonstrates proficiency by showing the ability to:

- Identify basic water rescue procedures for self and others
- List precautions when entering or being around water

### **5. PUBLIC TRANSPORTATION.**

Students develop skits that demonstrate the safety issues involved in using public transportation, including safety precautions and the reasons for them.

#### **1. DISCUSS SAFE USE OF PUBLIC TRANSPORTATION.**

##### **Student Page: Using Public Transportation Safely**

Discuss safety precautions for using public transportation.

#### **CONCEPTS**

- Public transportation includes a variety of transport, such as transit buses, trains, subways and airplanes.

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- Public transportation has different risks than private automobiles or public school buses.

### **SKILL DEVELOPMENT**

- Never ride between or outside subway cars.
- Don't run on station stairs or escalators.
- Stay behind the platform edge when waiting for a subway train.
- When you are standing on a bus or subway, hold onto the rails.
- Stay off subway tracks!
- Don't talk to strangers.
- Know your destination.
- Be aware of the limited visibility of the bus driver.
- Never cross in front of the bus.

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

	Public Buses	School Bus
Types of passengers	General public	Students only
Pay a fare?	Yes	No
Goes to places other than school?	Yes	No (except special field trips...)
Cars are required to stop for this bus?	No	Yes
Bus has yellow/flashing lights?	No	Yes
Bus has a stop sign/gate?	No	Yes
Bus driver lets you know when it is safe to cross the street?	No	Yes -- The driver will signal you when to cross.
You cross the street in front of this kind of bus?	No -- you cross the street at the nearest intersection after the bus has passed.	Yes

Other:

### Getting On and Off the Bus Safely

Check the bus's destination; if you are unsure, ask the driver

Don't run to catch the bus

Stand back from the curb

Wait for the bus to come to a complete stop before approaching to board it or before standing to get off it

When getting off a public bus and crossing the street, wait for bus to leave-don't cross in front of it. Cross the street at an intersection

### Personal Safety Precautions

Try not to travel or wait alone; if you must travel or wait alone, wait in well-lighted areas

Be aware of your surroundings-the people near you as well as your location

If you feel uncomfortable about a place or situation, tell someone; get to safety

Sit up front, near the driver. Consider the bus driver a helper to whom you can go if you are being bothered. If riding on a train, ride in the same car as the conductor when possible.

Take the safest route, not the shortest route

Be cautious about talking to strangers. Never approach a car to give directions to an adult who says she or he is lost or has lost something. Don't go anywhere with strangers.

If you feel as if you are being followed, cross the street or run to the nearest place with other people and lights, or pretend to see someone you know and call out or wave to this imaginary person

Know the difference between an appropriate touch and an inappropriate touch; move away and tell the driver or another adult

Never flash money, bus passes or expensive possessions. If you are mugged, give up your possessions.

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### **2. STUDENTS PLAN SKITS TO DEMONSTRATE SAFE USE OF PUBLIC TRANSPORTATION.**

**Student Page: Riding the Bus**

Divide the class into two groups and distribute the student page. Tell students to develop a skit that will demonstrate the safety issues involved in using public transportation, including safety precautions and the reasons for them.



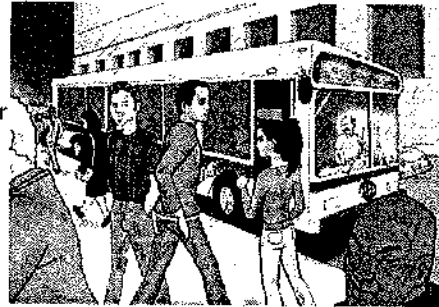
## **SAFETY UNIT- 8<sup>th</sup> grade Health**

**Name:** \_\_\_\_\_

**Directions:** With your group, prepare a skit based on the following set-up. Be sure your skit demonstrates the risks of using public transportation and the necessary safety precautions.

### **The Story**

Next year your little brother or sister will be riding the city bus by himself or herself. So you take him or her on a practice ride to show him or her what to do to be safe. Find out all you can about safety precautions and then demonstrate these to your sister or brother, stressing the differences between riding a school bus and a public bus.



### **The Characters**

Use all the students in the group either as passengers, pedestrians, drivers of other vehicles or traffic officers. The cast of characters may include:

- Big brother or sister
- Younger sister or brother
- Bus driver
- Lurking, menacing passengers or pedestrians
- Possible pick-pockets or thieves as passengers
- Possible child molesters as passengers

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### **3. REFLECT, SUMMARIZE, AND DISCUSS.**

When both groups have presented their skits, ask students to summarize safety precautions for using public transportation. Note student responses on the board. Discuss which of these basic precautions apply to use of subways, railways, buses, airplanes and other means of public transportation.

### ***Assessment***

Have each student create a brochure for younger students that illustrates precautions for using public transportation safely. Students should identify some of the risks and advise how to avoid them.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates accurate information about:

- Risks of using public transportation

#### **SELF MANAGEMENT**

Student work demonstrates proficiency by showing the ability to:

- Identify safety precautions when using public transportation, including:
  - Don't talk to strangers.
  - Know your destination.
  - Never cross in front of the bus.

### **6. FIRST AID.**

Students plan learning centers about an assigned first aid topic using props and posters. Students rotate through each center where they learn the appropriate first-aid steps, including the need for personal safety precautions, for each center's emergency topic.

### **1. BRAINSTORM EMERGENCIES.**

Ask students what an emergency is. Have them brainstorm some examples of emergencies.

#### **Possible Responses:**

- broken bones

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- severe cuts
- car crashes
- fires
- someone choking
- heart attacks
- accidental poisonings

### **CONCEPTS**

- Emergency situations require quick responses.
- The first step in any emergency is to assess the situation.
- People trained to handle emergencies can be reached by dialing the emergency phone number (usually 9-1-1).
- While they wait for help to arrive, alert bystanders can take steps to help the injured or reduce the risk in dangerous situations.
- Sometimes, the quick response of a knowledgeable bystander may save lives.
- It's important to take appropriate precautions to protect yourself when providing aid in an emergency situation.

## **2. GROUPS PLAN LEARNING CENTERS.**

### **Student Pages:**

#### **Creating a Learning Center**

#### **First Aid: Bleeding**

#### **First Aid: Choking**

#### **First Aid: Burns**

#### **First Aid: Shock and Allergic Reaction**

#### **First Aid Topic: Poisoning**

Divide the class into five groups and assign each group a different first-aid topic. Give each group the appropriate student page for its topic and the page on organizing a learning center. Tell groups to plan learning centers in which the rest of the class can learn the appropriate first-aid steps, including the need for precautions, for the emergency topic.

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

**Directions:** Create a learning center to teach other students the first-aid steps for the emergency topic assigned to your group. Use these suggestions to help you plan your work.

1. Begin by studying the information about your topic.
2. Write a two-sentence description of what happened in your emergency situation. For example: this person was burned in a plane crash or burned by hot water from the stove. Write the description on a card or poster board to display in your center.
3. Discuss the props needed for your learning center, such as toy phone, ice pack, tissues, water bottle, red food coloring for dramatic effect of blood, empty containers labeled as "poison". Decide who in the group will bring each prop.
4. Plan and practice your demonstration. Be sure you include the following components.

Use the correct response and provide correct information

Clearly state and demonstrate safety precautions

Show ways to get help

Use "on-hand" rescue or treatment materials (for example, a torn shirt for a bandage)

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**Name:**\_\_\_\_\_

**Directions:** Read this information and create a demonstration of how to care safely for someone who is bleeding.

### **Precautions**

When dealing with another person's blood or body fluids, always wear gloves if possible, and don't expose your own cuts or scratches to another person's blood. Wash your hands thoroughly with soap and water after exposure.

### **For Severe Bleeding**

Position victim lying down with the head lower than the body unless there is significant bleeding from the head or face. If the victim has a head or face injury, keep the head higher than the body

Apply pressure, using a bandage or clean cloth. Use your hand, if no other material is available

When bleeding stops, wrap the area in clean cloth or a bandage and tie or tape it in place

If bleeding starts again, apply pressure and add more bandages

If bleeding is difficult to control, also apply pressure at major arterial pressure points

Seek medical attention

### **For Cuts and Scrapes**

Apply pressure until bleeding stops, using a clean cloth or your hand.

If bleeding continues after applying pressure for 10-20 minutes, seek medical attention. After bleeding has stopped, wash area with soap and water and cover with a clean cloth or bandage.

Watch area for signs of infection, such as redness, swelling, pain or tenderness, and oozing of fluid from area.

Seek medical attention for treatment of infection.

The victim may need a tetanus shot.

### **For Bruises**

Bleeding occurs beneath the skin in a bruise, so there is no need for a dressing.

Apply an ice pack for 30-60 minutes at a time for one to two days.

Seek medical care if there is a continual headache or pain in the bruised area.

### **For Puncture Wounds**

Apply pressure to stop any bleeding. (Puncture wounds usually don't bleed very much).

Seek medical attention.

### **For Nose Bleeds**

Have person with a nosebleed sit or stand upright and not lean head back.

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Pinch nose for 10 minutes.  
If bleeding lasts much longer, seek medical attention.

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**Name:**\_\_\_\_\_

**Directions:** Read this information and create a demonstration of how to care safely for both a conscious and an unconscious choking victim.

### **Recognize the Signs of Choking**

Ask if the person can speak.

People who can speak can probably manage without your help, but do not leave them until they are completely recovered because the food or object might shift to where they cannot cough it out and they will then need your help. If they are coughing, their skin color will be okay, indicating that they are getting oxygen into their lungs. However, if the cough is a gasping cough and the person's skin color is turning pale or blue, she or he is probably choking.

The universal signal that a person is choking is raising the hands to the neck.

#### **If a Choking Person Is Conscious**

See if you can see the object in the mouth and sweep it out with your finger.

If you cannot see anything or easily remove it, apply the Heimlich maneuver:

Stand behind the person.

Wrap your arms around his or her waist.

Bend the victim slightly forward.

Place your fist above the victim's navel area.

Place your other hand over your fist and press quick and hard in an upward direction on the victim's abdomen.

Keep doing these upward abdominal thrusts until the object is dislodged.

Once the object is dislodged, you may need to provide CPR.

#### **If a Choking Person Is Unconscious**

Place an unconscious choking victim on her or his back.

Kneel over the person so you are facing the victim.

Place your hands at the base of the victim's rib cage and provide five quick upward abdominal thrusts.

Repeat until the object is dislodged.

Once the object is dislodged, you may need to provide CPR.

#### **If You Are Choking**

If you are the choking victim, use these steps to help yourself:

Place your fist above your navel.

Grasp the fist with your other hand.

Thrust upward with your hand and fist.

#### **If someone Is Hyperventilating**

Hyperventilation is caused by breathing too deeply, too fast. Hands and feet tingle, and

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dizziness and lightheadedness may occur.

Have a person who is hyperventilating breathe slowly into a paper sack.



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

**Directions:** Read this information and create a demonstration of how to care safely for someone who is burned.

### Degrees of Burns

Burns may be caused by fire, sun, chemicals, electricity, hot objects or fluids. There are three levels of burns:

**First-degree burns:** The top layer of skin is burned and becomes red, and there is some swelling and pain. These burns can be treated at home unless a large part of the body is involved. Mild sunburn is an example of a first-degree burn.

**Second-degree burns:** Two layers of skin are burned, and there are blisters, severe pain, and swelling. If the burned area is small, no more than two or three inches in diameter, it can be treated at home.

**Third-degree burns:** All layers of skin are burned. Some muscle and even bone may be burned. The skin looks either black or dry white. If the nerves are damaged, there is no pain. This level of burn is an emergency and requires immediate medical attention.

### Home Treatment for Minor Burns

If the skin is not broken, pour cool water over the area for 20 minutes.  
Cover burned area with a clean bandage.  
Take acetaminophen (Tylenol) for pain.

### Treatment for Severe Burns

Remove victim from the area of danger.  
Perform CPR if needed.  
Manage shock.  
Remove any smoldering clothing to stop further burning.  
Cover burned area with cool cloths.  
Don't use creams or ice.  
Seek *immediate* medical treatment.

### Treatment for Chemical Burns

Rinse the skin with water for 20 minutes; if pain continues, continue rinsing.  
Wrap the area in a clean, dry cloth.  
Remove any clothes or jewelry that may have been contaminated by the chemical.  
Seek medical attention if an area more than two or three inches wide has been burned by the chemical or if face, hands, feet, major joints, buttocks or groin area has been burned.  
If a chemical touches the eye:  
Rinse the eye with warm water for 20 minutes.  
Cover it with a loose, damp dressing.  
Seek medical attention.

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

**Directions:** Read this information and create a demonstration of how to care safely for someone who is in shock or has had an allergic reaction.

### **Shock**

When someone is in shock, the blood flow to the organs is greatly decreased. The blood pressure drops, and the body organs do not receive the oxygen and other essentials required for life. If shock is untreated, the victim will die.

### **Symptoms of Shock**

The skin is pale, cool, clammy  
The person feels lightheaded and faint  
The pulse is weak and fast  
The breathing is slow and shallow  
The eyes stare; pupils may be large  
The person may be confused  
The person may be unconscious

### **First Aid for Shock**

Call for help  
The victim should be lying down with the feet higher than head. (Lay victim on her or his side if the victim is vomiting or bleeding from mouth, so blood or vomitus is less likely to go into the lungs)  
Keep the victim warm  
Check for injuries and provide first aid as needed for other conditions  
Loosen any tight clothes that might restrict blood flow

### **Allergic Reactions**

Allergic reactions may be caused by food, insect stings or medications; they can develop at any time. People may become allergic to something at any time, even if they were not allergic to it in the past. Allergic reactions can be severe and result in death.

### **First Aid for Allergic Reactions**

Call for help  
Treat for shock  
Use "Epi-pen" if victim has one. An Epi-pen looks like a large pencil, but is filled with epinephrine [adrenaline]. Instructions for use are on the pen. Persons who have had allergic reactions in the past may carry an Epi-pen with them.

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### **First Aid for Bites and Stings**

Bites and stings carry the risk of allergic reaction, infection and skin tissue injury.

Human bites may produce infection and may need medical attention. Insect bites or stings introduce a venom into the body that often stings and produces a bump and itching at the site of the bite.

Wash area with soap and water

Apply antibiotic cream and bandage

Symptoms of infection include redness, swelling, tenderness and fluid draining from the area

### **Insect Bites**

If the reaction is mild, apply a paste of baking soda and water, wet cloths or ice

Stinger may be removed with tweezers; hydrocortisone cream or calamine lotion may be applied to decrease itching and inflammation

Seek medical attention for signs of infection or severe allergic reaction

If the reaction is severe, seek medical attention immediately. Severe reactions produce the following symptoms: difficulty breathing, swelling of tongue, hives (red welts on the skin)

### **Spider Bites**

Spider bites from Black Widow or Brown Recluse spiders may produce nausea, fever, pain and local skin reactions.

Keep the bitten area still and hanging downward

Apply ice

Seek medical attention

### **Animal Bites**

Bites from dogs, cats, raccoons and other animals that may carry rabies must be evaluated.

If there is any suspicion of rabies, seek medical attention

Bites may also require tetanus shots

### **Snake Bites**

Venom reactions from snake bites require immediate medical attention if any of the following symptoms occur:

Swelling lips, tongue, throat, eyes

Coughing, wheezing, difficulty breathing

Numbness and cramping

Hives

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Slurred speech  
Nausea and vomiting  
Anxiety, confusion, unconsciousness

### **Tick Bites**

Tick bites carry the risk of bacterial infection, such as Lyme Disease, which can cause the brain to swell. Look for a circular skin eruption.

If the tick is crawling on skin or clothing, brush it off to remove. Don't crush it between your fingers; crush it between rocks or drop it in a fire.

If the tick has bitten and is holding on, don't pull it off. Cover it with any type of oil to loosen its grip, then remove all parts with tweezers. Wash the area with soap and water, and watch for two weeks for signs of illness.

Prevent future exposures by using tick spray, wearing tight fitting clothing and doing frequent tick checks.

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**Name:**\_\_\_\_\_

**Directions:** Read this information and create a demonstration of how to care safely for someone who has been poisoned.

A poison is any substance that gets into the body and interferes with normal body functioning. Poisons can enter the body by being swallowed, breathed in, injected with a needle or absorbed through the skin. Examples of poisons include pesticides, chemicals, medications, some plants, any non-food item that is taken in too large amounts (even vitamins).

### **Preventing Poisoning**

Keep medicines and dangerous substances out of reach of young children.  
Practice safe handling of chemicals and other toxic substances.

### **Recognizing Possible Poisoning**

Even if you don't see someone actually swallowing something, if they are acting ill, think about poisoning. Look for:

- Open medicine bottle
- Spilled chemical
- Burns around the mouth and lips
- Breath that smells like chemicals
- Burns, stains, odors on or near the person
- Vomiting
- Difficulty breathing
- Other unexpected symptom

### **Getting Help for Poisoning**

Different steps are taken for different kinds of poisoning. It is critical to call for immediate professional advice.

If the victim is unconscious, immediately call 911.  
If the victim is alert, immediately call 1-800-222-1222 (The National Poison Control Hotline) you will automatically be connected to the closest poison control center in your area.  
Tell the center about the symptoms of the patient and what you've found out about the name of the chemical or medication.  
Whether you call 911 or Poison Control, if you know what the person has been poisoned with, be sure to have the product label with you so you can read it to the person who will

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help you.

### **Food Poisoning**

Food poisoning occurs from unwashed or improperly handled food. It usually occurs one to six hours after eating. Symptoms, which last about twelve hours, include:

- Abdominal cramps and pain
- Vomiting
- Diarrhea

### **Severe Food Poisoning**

Some food poisoning may be fatal. An example is botulism from bacteria growing in food, usually home-canned food or canned foods in damaged cans. Do not eat food from a can that has a bulging lid. The lids on canned food prepared at home or purchased from the grocery store should be completely flat. A bulging top indicates there is a gas inside the can and the food is poisoned. Seek immediate medical attention for severe food poisoning. Symptoms of severe food poisoning include:

- Headache
- Blurred vision
- Muscle weakness
- Paralysis
- Nausea, vomiting, constipation

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### **3. GROUPS SET UP LEARNING CENTERS.**

At the beginning of the next class period, have groups set up set up their centers

### **4. STUDENTS VISIT LEARNING CENTERS.**

**Student Page: Checking Up on First Aid**

Distribute the student page and have the five groups rotate through each of the centers. Tell students to complete the checklist as they visit each center.

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**Name:** \_\_\_\_\_

**Directions:** Use this chart to keep a record of the first-aid learning centers you visit. Use the last column for notes about what you learned about responding to different emergencies.

<b>Name of Learning Center</b>	<b>Demonstration Received?</b>	<b>Practiced Procedure?</b>	<b>Initials of Student at Booth</b>	<b>What I Learned</b>
Bleeding				
Burns				
Poisoning				
Shock				
Choking				
Bleeding				
Burns				
Poisoning				
Shock				
Choking				



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### **5. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss responses to emergency situations.

#### **SKILL DEVELOPMENT**

##### **Steps in Responding Appropriately to Emergency Situations**

- Before trying to help a person who seems to be choking, what is the first assessment to make? *(Can the person speak or cough?)*
- What would you do if someone were seriously bleeding? *(Apply pressure until the bleeding stops, using the cleanest material available.)*

##### **Precautions to Take**

- What would you do to protect yourself if giving first aid to someone who was bleeding? *(Wear gloves, if possible; wash hands with soap and water after exposure; don't expose cuts or scratches to another person's blood.)*

##### **Getting Help**

How would you get help for a small child who had swallowed poison? *(Call 9-1-1 immediately and follow their instructions; have the name of the poison the child swallowed available when you call 9-1-1.)*

### **Assessment**

#### **Student Page: First-Aid Responses**

Have students write a response to each situation. Tell them to explain why the situation is an emergency and list the appropriate actions to be taken in the correct order. Remind them to include the appropriate precautions to take for their own safety.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates accurate information about:

- Identifying emergencies
- The importance of a quick response in an emergency situation

#### **SELF MANAGEMENT**

Student work demonstrates proficiency by showing the ability to:

- Identify precautions to take when responding to an emergency.

## **SAFETY UNIT- 8<sup>th</sup> grade Health**

- Identify steps for responding to an emergency situation in the correct order.

### **7. SUICIDE AWARENESS AND PREVENTION.**

Students are read a scenario about a student suicide and asked how they would respond. Using the provided handout as a guide, students work in groups to research questions about suicide, then create brochures that list community and other resources dealing with suicide or crisis management.

#### **1. DISCUSS SUICIDE.**

Read students the following scenario.

Jon, a 15-year-old student, shot himself two days ago. Everyone is stunned. No one can believe it. One of his friends said, "Sure, he had been upset over his girlfriend breaking up with him after he lost the race to be class president last month. Another friend quoted Jon as saying, "Life is awful. Nobody really cares about me." But his friends thought he would just get over it. And he did seem to be in a better mood the day before he killed himself. He had even brought Brian his favorite ball cap - as if he was trying to make up for being so moody and withdrawn for the past several weeks. His friends, as well as all the students in the school, are trying to understand what happened and what they could have done to prevent it. They decide they need to learn more about suicide.

Ask students how they would respond to this scenario.

#### **CONCEPTS**

- Many young people who commit suicide have expressed their intent prior to the actual act.
- Threats of suicide should always be taken seriously.
- Students should immediately tell a trusted adult if they suspect a friend is suicidal.
- It is not safe to keep secrets about suicide threats.

#### **2. DISCUSS POSSIBLE RESPONSES TO SUICIDE TALK.**

Write the letters QPR on the board. Explain that QPR can be related to CPR - it is another life-saving measure. QPR stands for three things students can do if they suspect that someone is thinking about committing suicide.

## **SAFETY UNIT- 8<sup>th</sup> grade Health**

- **Question** - Ask if the person is thinking about suicide. This awareness in itself can have a calming effect.
- **Persuade** - Talk with the person about the problem, the permanency of death or anything that will distract him or her from thoughts of suicide.
- **Refer or report** - Tell a trusted adult of your suspicion immediately - even if the person thinking about suicide has asked you to keep it a secret. ***It is not safe to keep secrets about suicide. Never*** ignore a suicide threat.

### **3. DISCUSS VALID SOURCES OF INFORMATION.**

Discuss ways to identify valid sources of information about suicide.

#### **SKILL DEVELOPMENT**

- Information sources may include volunteer health agencies, government agencies and educational organizations.
- Community hot-lines and other services sponsored by local agencies may also be valid sources.
- On the world wide web, volunteer health agencies usually have URLs that end in ".org."
- Government agencies are also trusted sources. URLs for government agencies end in ".gov."
- URLs for educational organizations, such as colleges, end in ".edu."
- Commercial organizations have URLs that end in ".com."

### **4. GROUPS RESEARCH QUESTIONS ABOUT SUICIDE.**

#### **Student Page: Questions about Suicide**

Divide the class into small groups and give each group a copy of the student page. Refer students to the available resources (web sites, library, community experts) for information about suicide, its possible causes and alternatives. Tell students to write down the steps they took to find the information and the information sources they used.

## **SAFETY UNIT- 8<sup>th</sup> grade Health**

**Name:**\_\_\_\_\_

**Directions:** As a group, plan how to research and answer these questions. Write your answers on this sheet.

1. What are some things that are thought to place a young person at greater risk for attempting suicide?
2. What things might cause a young person to attempt or complete suicide?
3. What might people do or say that would give clues that they are thinking of suicide?
4. What role do depression and other forms of mental illness play in suicide attempts?
5. What is the difference between just being in a sad or "down" mood and being truly depressed?
6. What are signs that a person is depressed?
7. What role does stress play in suicide attempts of young people?
8. What influence do alcohol and other drugs have on depression and suicide?

## **SAFETY UNIT- 8<sup>th</sup> grade Health**

9. List the sources you used for your information.
  
10. Explain how you knew they were valid sources.

## **SAFETY UNIT- 8<sup>th</sup> grade Health**

### **5. REFLECT, SUMMARIZE, AND DISCUSS.**

Ask groups to report to the class. Discuss their findings.

#### **DISCUSSION POINTS**

- Stressors and warning signs for suicide
- Signs of depression and mental illness
- Influence of alcohol and other drugs on depression and abusive behavior

### ***Assessment***

Working in the same small groups, students create brochures that list community and other resources dealing with suicide or crisis management. The brochure should include warning signs for suicide and suggestions for getting help.

#### **ASSESSMENT CRITERIA**

##### **CONCEPTS**

Student work demonstrates accurate information about:

- Warning signs for suicide

##### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Identify specific sources or services for getting help.
- Defend the validity of information source.
  - Alternative solutions and how to get help

**UNIT ONE**

**for**

**Content Area of**

**HEALTH**

**HS Band**  
**Health 9**





## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### **Use, Misuse, or Abuse?**

Students individually complete a Background Knowledge Inventory and brainstorm as a class the reasons people use drugs. Guided by several handouts, students discuss drug use situations to determine misuse or abuse and then use scenarios to help assess harmful effects of drug misuse and abuse.

#### **1. DEFINE DRUGS.**

##### **Visual Aid: Drug Definition**

Discuss the definition of drugs. See Types of Drug Use.

#### **CONCEPTS**

- Some drugs are useful and helpful, such as over-the-counter (OTC) and prescription (Rx) medicines.
- Other drugs are harmful and dangerous.
- Any drug has the potential to be misused.
- Even OTC and Rx medicines can be misused.

Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health



## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### **2. ASSESS STUDENTS.**

**Student Page:** **Background Knowledge Inventory**

Ask students to complete the inventory.

**Teacher Tip:** Use students' responses to help guide further lessons and activities in this unit.

# Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

**Directions:** In response to each concept, circle the number that best describes your current knowledge:

Key Concepts	Never heard of it	Don't really know	Vague idea	Clear Idea
Physical dependence	1	2	3	4
Psychological dependence	1	2	3	4
Withdrawal	1	2	3	4
Tolerance	1	2	3	4
Synergism	1	2	3	4
Potentiation	1	2	3	4
Cross-tolerance	1	2	3	4
Alcohol's short-term effects	1	2	3	4
Alcohol's long-term effects	1	2	3	4
Marijuana's short-term effects	1	2	3	4
Marijuana's long-term effects	1	2	3	4
Anabolic steroids' short-term effects	1	2	3	4
Anabolic steroids' long-term effects	1	2	3	4
Designer drugs	1	2	3	4
Narcotics' short-term effects	1	2	3	4
Narcotics' long-term effects	1	2	3	4
Hallucinogens	1	2	3	4
Sedatives' short-term effects	1	2	3	4
Sedatives' long-term effects	1	2	3	4
Tranquilizers' short-term effects	1	2	3	4
Tranquilizers' long-term effects	1	2	3	4

What specific topics related to alcohol and other drugs would you like to learn more

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

about during this course?

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### 3. STUDENTS BRAINSTORM INFLUENCES ON DRUG USE.

Ask students to brainstorm reasons people use drugs. Write student responses on newsprint or butcher paper or on the board.

**NOTE:** Save this list for use in later lessons.

#### **SKILL DEVELOPMENT**

External influences on drug use include:

- Family
- Peers
- Media portrayals
- Community norms

Internal influences on drug use include:

- Desire to forget problems
- Depression
- Brain chemistry

### 4. REVIEW CATEGORIES OF DRUG USE.

#### **Visual Aid: Use, Misuse or Abuse**

Review the different categories of drug use. Ask students for additional examples. Then direct students' attention to the list of reasons people use drugs, which they brainstormed.

#### **DISCUSSION POINTS**

- Is caffeine a drug? Why or why not? (refer back to drug definition visual aids if needed)
- Where would drugs such as caffeine be categorized?
- Which of these reasons fall into the "Use, Misuse or Abuse" categories? Why?

#### **CONCEPTS**

- It may not always be clear which category fits a reason, which sometimes makes diagnosis of drug-related problems difficult.

#### **SKILL DEVELOPMENT**

- A variety of influences affects people's choices about drug use.

# Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

## Drug Use

Taking a drug correctly  
for a legitimate medical reason.

Examples:

## Drug Misuse

Taking a legal drug inappropriately.

Examples:

## Drug Abuse

Taking a legal drug in such a manner that some aspect of the user's life is damaged (mental,  
physical, social relationships, occupational performance.)  
Taking any illegal drug, for any purpose.

Examples:

**5. DISCUSS DRUG USE, MISUSE AND ABUSE.**

**Student Page: Drug Use, Misuse or Abuse**

Ask students to complete the student page. Discuss the situations with the class. Point out that the response to many of these statements is "It depends." Use the discussion points to help clarify.

**DISCUSSION POINTS**

- Caffeine could be misused by someone who is sensitive to it or someone who drinks (or consumes it in pill form) more than a reasonable amount; it might even be abused if someone used excessive amounts of it.
- Even aspirin may be misused if someone uses it without considering any non-drug treatments for pain.
- Because marijuana is an illegal drug, any use of it would be considered abuse.
- Using laxatives to lose weight is misuse, because that isn't their intended purpose. It might even be considered abuse if serious harm results.
- Any use of alcohol by people younger than 21 years is abuse, because such use is illegal.
- Alcohol use by adults (21 or older) might be considered use, misuse or abuse, depending on the circumstances. For example: If an adult has two or three beers at a party and then drives home, it could be considered misuse. If an adult has enough alcohol to raise the Blood Alcohol Content (BAC) above legal limits and then drives, it could be considered abuse.
- Any alcohol use by recovering alcoholics is generally considered abuse.
- The use of steroids (in statements 15 and 16) represents abuse, because steroids are illegal for muscle-building purposes and have been banned by the NFL.



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

**Directions:** Read each statement and then decide whether the situation represents Use, Misuse or Abuse of drugs. Circle your answer.

- |  |     |        |       |
|--|-----|--------|-------|
| 1. Drinking 3 cups of coffee a day                                 | Use | Misuse | Abuse |
| 2. Drinking 7 cups of coffee a day                                 | Use | Misuse | Abuse |
| 3. Taking aspirin whenever one feels pain                          | Use | Misuse | Abuse |
| 4. Smoking marijuana while driving                                 | Use | Misuse | Abuse |
| 5. Smoking marijuana at home once a week                           | Use | Misuse | Abuse |
| 6. Smoking marijuana at home every day                             | Use | Misuse | Abuse |
| 7. Using laxatives to lose weight                                  | Use | Misuse | Abuse |
| 8. Using alcohol when under age 14                                 | Use | Misuse | Abuse |
| 9. Having a couple beers at a party (age 21 or older)              | Use | Misuse | Abuse |
| 10. Having a couple beers at a party (age 17-19)                   | Use | Misuse | Abuse |
|  |     |        |       |
| 11. Snorting cocaine before a job interview                        | Use | Misuse | Abuse |
| 12. Snorting cocaine every month                                   | Use | Misuse | Abuse |
| 13. Using a doctor-prescribed tranquilizer to handle stress        | Use | Misuse | Abuse |
| 14. Taking a caffeine pill to stay awake while studying for a test | Use | Misuse | Abuse |
| 15. Using steroids to "get bigger" for spring break                | Use | Misuse | Abuse |
| 16. Using steroids to keep playing in the NFL                      | Use | Misuse | Abuse |
| 17. Taking a sedative to relax before going out on a big date      | Use | Misuse | Abuse |
| 18. LSD use by a healthy teenager                                  | Use | Misuse | Abuse |
| 19. LSD use by a 50 year-old with terminal cancer                  | Use | Misuse | Abuse |
| 20. Putting a sedative in a person's drink at a party              | Use | Misuse | Abuse |

**6. STUDENTS ASSESS HARMFUL EFFECTS OF DRUG MISUSE AND ABUSE.**

**Student Pages:** Alcohol and Other Drug Use Scenarios

- Anthony
- Keiko
- Natasha
- Joetta
- Kelly
- Mike

Divide the class into small groups and distribute the student pages. Ask students to complete the pages individually and then discuss it in their groups. When groups have finished their discussions, ask them to choose a spokesperson to explain to the class the group's rankings and a recorder to write the group's rankings on the board.

**CONCEPTS**

- There is *no* responsible alcohol use for people under age 21, as alcohol is illegal for their use.
- Even though alcohol use is legal for adults, it can be misused or abused.

**SKILL DEVELOPMENT**

- What influences on decisions about alcohol and other drug use can students identify in these scenarios?

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

### Scenario # 1. Anthony's Dilemma

**Directions:** There are 6 scenarios. Rank each scenario from 1 - 6. A rank of 1 indicates the least responsible drug use or drinking behavior. A rank of 6 indicates the most responsible drug use or drinking behavior. Be prepared to discuss your ranking within your group to try to arrive at a consensus ranking within your group. The groups will then share their consensus rankings with the class.

After working hard to distinguish himself in high school athletics, Anthony has been recruited by an out-of-state college to play football on a scholarship. During his freshman year, he gets his girlfriend pregnant when she visits him one weekend and they both get drunk at a party. Anthony believes he must now get married, quit the football team (and college) and find a job to support his new family.



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

### Scenario # 2. Keiko

**Directions:** There are 6 scenarios. Rank each scenario from 1 - 6. A rank of 1 indicates the least responsible drug use or drinking behavior. A rank of 6 indicates the most responsible drug use or drinking behavior. Be prepared to discuss your ranking within your group to try to arrive at a consensus ranking within your group. The groups will then share their consensus rankings with the class.

Keiko, driving back from a party, has a blood alcohol concentration of .10 percent, which is at or above the legal definition of alcohol intoxication in most states. She is weaving erratically down the road and almost crashes into an oncoming car.



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

### Scenario # 3. Natasha

Directions: There are 6 scenarios. Rank each scenario from 1 - 6. A rank of 1 indicates the least responsible drug use or drinking behavior. A rank of 6 indicates the most responsible drug use or drinking behavior. Be prepared to discuss your ranking within your group to try to arrive at a consensus ranking within your group. The groups will then share their consensus rankings with the class.



After graduation, Natasha is planning to go to college and eventually, physical therapy school. A former honor student, her grades have started to slide because she has begun smoking marijuana. She parties a lot on the weekends, which she used to devote to studying and writing papers.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

### Scenario # 4. Joetta

**Directions:** There are 6 scenarios. Rank each scenario from 1 - 6. A rank of 1 indicates the least responsible drug use or drinking behavior. A rank of 6 indicates the most responsible drug use or drinking behavior. Be prepared to discuss your ranking within your group to try to arrive at a consensus ranking within your group. The groups will then share their consensus rankings with the class.

Joetta used to come home from her job as a social worker full of frustration and take it out on her husband and two children.



Recently, Joetta began stopping off for a drink after work with some colleagues to "blow off some steam" before going home. Now when Joetta arrives home, she is relaxed and more able to enjoy her family.



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

### Scenario # 5. Kelly

**Directions:** There are 6 scenarios. Rank each scenario from 1 - 6. A rank of 1 indicates the least responsible drug use or drinking behavior. A rank of 6 indicates the most responsible drug use or drinking behavior. Be prepared to discuss your ranking within your group to try to arrive at a consensus ranking within your group. The groups will then share their consensus rankings with the class.

Kelly, having been frustrated at work all week, drank six beers in one hour at a local dance club. He weighs 140 pounds, and his blood alcohol concentration was about .09 percent. He noticed his ex-girlfriend on the dance floor with another man and tried to shove him against a wall.



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

### Scenario # 6. Mike

**Directions:** There are 6 scenarios. Rank each scenario from 1 - 6. A rank of 1 indicates the least responsible drug use or drinking behavior. A rank of 6 indicates the most responsible drug use or drinking behavior. Be prepared to discuss your ranking within your group to try to arrive at a consensus ranking within your group. The groups will then share their consensus rankings with the class.

Mike, a college senior, had his eye on Jane, the college homecoming queen, for more than a year, but did not have the courage to ask her out. At a graduation party, Mike became slightly inebriated and finally asked Jane for a date. Two years later, they were planning their wedding day.





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### 7. REFLECT, SUMMARIZE, AND DISCUSS.

#### Student Page: Background Knowledge Inventory

Discuss students' responses to the inventory. Are there specific things they need to know?

#### DISCUSSION POINTS

- Definition of drugs
- Categories of drug use

#### SKILL DEVELOPMENT

- Reasons people use drugs

#### *Assessment*

#### Student Page: Drug Use and Influences

Have students complete the student page.

#### ASSESSMENT CRITERIA

##### CONCEPTS

Student work demonstrates proficiency by showing the ability to:

- Define drug use, misuse and abuse.

##### ANALYZING INTERNAL AND EXTERNAL INFLUENCES

Student work demonstrates proficiency by analyzing:

- Positive and negative influences on alcohol and other drug use.

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

**Directions:** For Part I, write in your own words the meaning of the terms. Then write a story in Part II. In Part III, describe the influences on the person in your story.

### Part I

Write in your own words the meaning of each of these terms.

drug use

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

drug misuse

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

drug abuse

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Part II

Write a story about a person your age who is abusing drugs.

\_\_\_\_\_

### Part III

Describe the things in the life of the person you wrote about that influence her or his use of drugs.

## **Over the Counter Drugs**

A guest speaker discusses the categories of Over-the-counter (OTC) medicines, how they are similar to and different from prescription medications. Using the provided handout as a guide, students research non-drug alternatives for managing self-limiting conditions and the uses and effects of OTC medications using valid sources of information.

### **1. GROUPS IDENTIFY PARTS OF THE BODY THAT OTC DRUGS ARE USED TO TREAT.**

Define over-the-counter (OTC) medications (*medicinal products that can be purchased without a prescription*). Divide class into small groups and distribute newsprint or butcher paper and markers to each group. Tell students to draw an outline of the human body that takes up the entire sheet of paper.

Then group members are to identify all the specific areas of the body for which people take OTC medicines and identify each area with a number. A group recorder is to write down that number on a separate sheet of paper and describe what the problem is and an example of an OTC product used to treat that area. Allow groups fifteen minutes to do the activity.

**Example:** Many people suffer from "bloodshot eyes" and use Visine to "get the red out."

Groups would place a number 1 where the eyes would be on the body outline, and recorders would write down "bloodshot eyes" (problem) and "Visine" (product used to treat the area).

### **2. GUEST SPEAKER DISCUSSES CATEGORIES OF OTC DRUGS.**

Ask a pharmacist to visit the class to discuss categories of OTC medications, including *Analgesics, Cough & Cold, Allergy/Asthma, Laxatives, Antacids, and Other*. Mark six columns on the board and label each with a different category. After the speaker, ask groups to look at their lists (from Step 1) and decide which category each of the OTC medicines they listed belongs in. Ask groups to report the total number of OTC medicines they listed in each category. Use hash marks to record their responses in the appropriate columns on the board. When all groups have reported, total hash marks in each column.

#### **DISCUSSION POINTS**

- Which categories got the most mentions?
- Which categories got the least mentions?
- Why were some categories mentioned more frequently than others?

### **3. DISCUSS SIMILARITIES AND DIFFERENCES BETWEEN OTC MEDICATIONS AND PRESCRIPTION (RX) DRUGS.**

Discuss the differences between drugs that can only be purchased with a prescription and OTC medications.

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### CONCEPTS

- Both OTC and prescription drugs are used for the prevention, diagnosis or treatment of discomfort or disease.
- OTC medicines are usually used to treat problems that will eventually go away on their own.
- Rx drugs are available only with a physician's prescription, because they have greater potency and more potential side effects than OTC medicines.

### 4. REVIEW VALID SOURCES OF INFORMATION.

Discuss ways to identify valid sources of information, particularly on the Internet.

See **Identifying Valid Sources for Information**.

### CONCEPTS

- On the Internet, valid sources of information may often be identified by the suffixes ".org" (for non-profit agencies) or ".gov" (for government agencies).

### 5. BRAINSTORM NON-DRUG ALTERNATIVES FOR DEALING WITH SELF-LIMITING CONDITIONS.

Ask the class how various types of ailments for which people automatically reach for an OTC medicine could be managed without drugs. For example, many headaches can be relieved simply by drinking more water. Ask students to research alternative ways to manage common conditions, using the Internet or other sources of information.

### 6. REFLECT, SUMMARIZE, AND DISCUSS.

Ask for volunteers to report on their research.

### DISCUSSION POINTS

- What alternative treatments are commonly recommended?
- When is it safe to try an alternative treatment?

### SKILL DEVELOPMENT

- What sources did students use for their information?
- How did they identify valid suggestions for alternative treatments?

### Assessment

#### Student Page: **Using OTC Medications**

Ask students to research one OTC medication and answer the questions on the student page.

### ASSESSMENT CRITERIA

### CONCEPTS

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

Student work demonstrates proficiency by showing the ability to:

- Provide accurate information about over-the-counter medications.

### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Identify specific sources for information about OTC medications.
- Evaluate validity of sources.

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

**Directions:** Choose an over-the-counter medication to research. Check with a local pharmacist or use the Internet or other resources to answer the questions about this medication. Be sure to list your resources and explain why they are valid.

1. What OTC medication did you study?

\_\_\_\_\_

2. What conditions are this medication used to treat?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What other OTC medications are available to treat the same conditions?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How does this medication work?

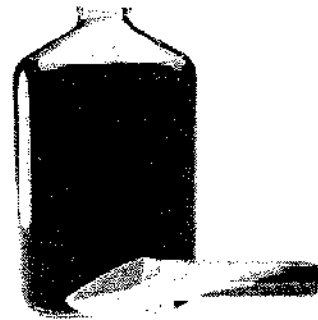
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What are the side-effects of this medication?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Are there any non-drug alternatives to the use of this medication? What are they?

\_\_\_\_\_



## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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7. List your resources here.

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8. How do you know these are valid resources?

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## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### Alcohol's Effects

Students select a topic to research and explain the effects of alcohol use in that area on the individual and on society. Students must also identify ways that either media, peers or family contribute to problems or solutions in this area.

#### 1. REVIEW THE PHYSICAL EFFECTS OF ALCOHOL.

Discuss the effects of alcohol on body systems. Go online for Background Information: [Alcohol and Its Effects](#).

##### CONCEPTS

- One way to begin to answer the question of what separates alcohol use from abuse is to examine the physical effects alcohol has on the body.

#### 2. DISCUSS THE CONTRADICTIONS AROUND ALCOHOL USE.

Teacher Page: [Whiskey-Devil's Brew or Philosophic Wine?](#)

Read the essay to the class. Ask students to listen for the contradictions in the essay.

##### DISCUSSION POINTS

- What are the different ways that whiskey was described?

##### CONCEPTS

- Complex and passionate elements drive an ongoing national debate about the role of alcohol in our society.

#### 3. GROUPS IDENTIFY REASONS TO DRINK, REASONS NOT TO DRINK AND PROBLEMS OF ALCOHOL USE.

Divide class into three groups. Ask one group to brainstorm a list of reasons people use alcohol. Ask the second group to brainstorm reasons for not drinking alcohol. Ask the third group to brainstorm problems associated with alcohol use.

Ask groups to share their lists with the class. As groups report, have them write their points on the board.

Begin with the group that brainstormed reasons people drink. After group members present their list, ask other students to add any additional reasons they can identify. Then ask students which reasons for using alcohol are primarily the result of peer pressure. Put a star by those reasons.

Ask the group that brainstormed problems of alcohol use to report. Have a group member write the problems next to the column of reasons people drink. Ask students to look for



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connections between the listed reasons for drinking and the specific problems that result. Draw lines on the board connecting reasons to problems.

Now ask the group that brainstormed reasons for not drinking to report. Ask students to identify connections between the list of problems and the reasons for not drinking. Draw lines to connect the problems to the related reasons.

### 4. REFLECT, SUMMARIZE, AND DISCUSS.

Review the effects of alcohol on the body and on behavior. Discuss influences on decisions about alcohol use. Emphasize that alcohol use is illegal for students under age 21.

#### CONCEPTS

- America's love/hate relationship with alcohol.
- How alcohol use affects body systems.
- Problems with drinking.
- Alcohol and relationships.

#### SKILL DEVELOPMENT

- Reasons for drinking.
- Reasons for not drinking.

#### DISCUSSION POINTS

- Can we make a decision not to drink and still have friends?
- Will these be the same friends?
- Will they relate in the same way? If not, why not?
- How much do personal friendships and good times depend on alcohol use?

#### **Assessment**

Assign students to research how the use of alcohol affects the individual and society. Ask them to choose one of the following topics and explain the effects of alcohol use in that area in a brief oral presentation or in a written essay. Remember to be sensitive to the fact that alcohol and drug use may already be problematic in students' lives and families.

Ask them to include an example and discussion of the ways one of the major external influences-media, peers or family-contribute to problems or solutions in this area.

#### **Topics**

- Social costs-drunkenness, child abuse, noise-making, general disorderly conduct
- Job-related problems

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

- Economic costs-lost productivity
- Violent crime
- Suicide
- Motor vehicle crashes
- Health care costs
- Fire losses
- Friendships and family relationships

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify effects of alcohol use.

#### **ANALYZING INTERNAL AND EXTERNAL INFLUENCES**

Student work demonstrates proficiency by analyzing:

- How different influences affect choices about alcohol use.
- Ways that alcohol use affects individuals and society

### **DUI**

Students compare and discuss data for classmates (collected anonymously) with that reported by CDC regarding DUI. Students review the steps for decision-making then work in small groups to develop plans for going out at night with older friends who drive, to minimize the risk for driving or riding with someone under the influence of alcohol.

#### **1. DISCUSS FACTORS THAT INFLUENCE DECISIONS ABOUT DRIVING AFTER USING ALCOHOL.**

Discuss factors that influence people's decisions about driving after drinking and riding with an alcohol-impaired driver. See teacher page **Making Decisions about Alcohol and Driving.**

##### **CONCEPTS**

- Certain decision points are evident in the process leading to driving under the influence.
- A variety of influences affect decisions about attending events where alcohol is served.
- Most people who use alcohol at these events plan to drink moderately.
- Most people do not make any plans for safe transportation prior to the event at which alcohol is served.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

The following decisions are key points in determining the risks related to driving after using alcohol or riding with an impaired driver.

- What kind of events you go to.
- Where the events are held.
- Who will do the driving?
- Who will go with you?
- How to get there.
- What to do once there.

### 2. INVITE STUDENTS TO PARTICIPATE IN SURVEY.

#### **Student Page: Driving and Alcohol Use Survey**

Present data from the (YRBS) conducted by the Centers for Disease Control and Prevention and the Division of Adolescent and School Health. Present the national, state and city figures for high school students who had ridden with a driver who had been drinking alcohol or had driven themselves after drinking.

Tell students they can fill out this survey anonymously. Point out the box where they can deposit the completed survey. Explain that the survey will allow students to compare their class responses to the national and state data.

**Teacher Tip:** Encourage serious responses, and assure students that their answers will be anonymous.

#### **CONCEPTS**

- Nationally, in 2003, 30.2 percent of high school students had ridden, during the thirty days prior to the survey, one or more times with a driver who had been drinking alcohol.
- In NYC 18.6% reported heavy drinking. Nationally, 12.1%, and 4.5% in NYC had driven a vehicle themselves one or more times after drinking. Check your local information at

**<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>**

**<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>**

**<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>**

#### **DISCUSSION POINTS**

- **Why might there be similarities or disparities between the class results and national/state results? (*in large cities like Chicago or NYC the use of mass transit allows for fewer drivers and passengers in cars*)**

Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

- **What are some reasons to account for the greater percentage of students who report riding with an impaired driver vs. driving under the influence ( *fewer young people have access to cars and driving in large urban areas*).**

<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

1. During the past thirty days, how many times did you ride in a vehicle driven by someone who had been drinking alcohol?
2. During the past thirty days, how many times did you drive a vehicle when you had been drinking?

**3. DISCUSS THE IMPORTANCE OF A DECISION-MAKING PROCESS.**

<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

Discuss steps that help students make healthful decisions. See Decision Making.

**SKILL DEVELOPMENT**

- A decision-making process can help students make healthful decisions about driving and alcohol use.
- Most decisions offer a range of options, including:
  - Ignore any risks
  - Not think about it - go with the flow
  - Rationalize, shift responsibility elsewhere
  - Over-react or panic
  - Seek relevant information and weigh the alternatives
- Seeking relevant information and weighing the alternatives generally provides the best outcome. However, it may be hard to seek information and weigh alternatives on the "spur of the moment."
- Important decisions deserve some careful consideration in advance.

**DISCUSSION POINTS**

- What are some decisions that merit advance consideration?

**Possible Responses:**

- Whether to use tobacco
- Whether to drive after drinking alcohol
- Whether to ride with an impaired driver

**4. REVIEW STEPS FOR DECISION MAKING.**

**Visual Aid:** Steps for Decision Making

**Teacher Page:** Decision Making Example

Use the visual aids to review decision making steps. Use the decision making example to work through the steps, asking students for input.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

**Step One:** Define the problem to be solved

**Step Two:** Generate at least three options or alternative courses of action

**Step Three:** Think about the positive and negative consequences of each option

**Step Four:** List others affected by these options

**Step Five:** After weighing all the options, choose the best one

**Step Six:** Design a plan of action to carry out this decision

**Step Seven:** Evaluate your decision

**5. GROUPS DEVELOP PROM PLANS.**

**Student Page: Plans for Safe Proms**

Divide the class into small groups to develop plans to minimize the risk for alcohol use by students are who attending Junior-Senior Prom events.

NOTE: Since these students are only in 9<sup>th</sup> grade, this activity will need to be modified with or before distribution to students.





## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### 6. REFLECT, SUMMARIZE, AND DISCUSS.

Ask student groups to share their plans. Discuss the possibility of implementing and promoting one or more of these ideas in your school setting. Discuss key elements in making healthful decisions.

#### SKILL DEVELOPMENT

- Make decisions early.
- Make arrangements for safe transportation.
- Make appropriate social interventions, for example, hosts serve non-alcoholic beverages or bring your own bottle of favorite non-alcoholic beverage (BYOB-NA)
- Plan ahead - designate a non-drinking driver.

**Teacher Tip:** When discussing the use of alcohol and other drugs, emphasize that, even though alcohol is legal for adult use, its use is illegal for minors. However, acknowledging that some minors do have access to alcohol, students must be made aware of the risks of alcohol use and provided with skills to help them make healthful decisions (no use) about alcohol.

#### Assessment

Have students work independently to develop position papers that explain their personal decisions regarding driving after drinking alcohol or riding with a driver who has been drinking. The following points must be included in the paper:

- Steps in the decision-making process
  - Personal health risks data on injuries, deaths
  - familial consequences including financial consequences
  - Legal risks legal consequences of DUI for teenage driver
- Development of a *personal* goal statement with a plan or checklist that will help students reduce the risk of driving under the influence or riding with an impaired driver
- Practical arrangements made in *advance* of attending events where alcohol might be available

#### ASSESSMENT CRITERIA

##### CONCEPTS

Student work demonstrates proficiency by showing the ability to:

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

- Identify health risks of alcohol use and driving.
- Identify risks related to riding with a driver who has been drinking alcohol.

### **DECISION MAKING**

Student work demonstrates proficiency by showing the ability to:

- Make a clear decision statement.
- Consider options and consequences.
- Evaluate the decision.

### **Help for Alcohol**

Volunteer students enact the role-play, "Destiny's Story". The class brainstorms barriers to seeking treatment and discusses elements of an intervention for a friend. Students work in small groups to create a directory of community drug and alcohol services.

#### **1. DISCUSS INTERVENTION AND REHABILITATION.**

Discuss various types of treatment for drug use. Go online for Background Information: **Treatment for Chemical Dependency.**

##### **CONCEPTS**

- Treatment is a process that prevents, alters, or interrupts the addictive process.
- It may be called "intervention" or "rehabilitation."
- Types of treatment include:
  - Medical treatment
  - Inpatient and outpatient programs
  - Therapeutic communities
  - Twelve-step programs (such as Alcoholics Anonymous)
  - Employee and student assistance programs

#### **2. STUDENTS ROLE-PLAY FRIENDS CONCERNED ABOUT ANOTHER.**

**Student Page: Destiny's Story**

Ask five students to play the roles of Destiny, Kelly, Tamara, Lydia and Kelly's mother and present the role-play. Then discuss the situation.

##### **DISCUSSION POINTS**

- Were the three friends responsible in what they did?
- Why is it so hard for some people to ask for help?
- Why is it so difficult to convince someone, particularly a loved one, that she or he should get help?

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

Directions: Role-play the following scenes.

### Introduction

**Teacher:** Destiny, Kelly, Tamara and Lydia are best friends. Destiny has been doing drugs. Kelly refuses to admit there is a problem, while Tamara and Lydia are trying to decide how to help. In Scene 1, the girls are in class.

### *Scene 1*

**Destiny (walking in):** Hey folks, what's up? (She giggles and begins fumbling through her purse.)

**Lydia:** Sit down Destiny and stop acting weird.

**Tamara:** Destiny, I want to know what's wrong.

**Destiny:** What do you mean?

**Lydia:** You've been with that group again that's always getting wasted.

**Kelly:** Hey! That's none of your business.

**Lydia:** It's my business if someone I know is messing themselves up!

**Kelly:** So she has some new friends...big deal.

**Tamara:** Yeah, new friend-and she's high on drugs right now.

**Kelly:** You're both nuts.

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### *Scene 2*

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

**Teacher:** One week later, Kelly, Tamara and Lydia are in Kelly's car after school.

**Tamara:** Kelly, when are you going to stop covering up for Destiny? I heard you're filling in for her at work when she calls in sick.

**Lydia:** You're also doing her homework half the time-do you know how tired you've been looking these days?

**Kelly:** I am not covering up. Destiny's just going through some rough times, and I'm just trying to help until she gets it together and straightens herself out. Getting on her case won't help.

**Tamara:** We're not getting on anyone's case...we're trying to help too. We think Destiny needs real help to stop using drugs. She's not going to straighten out on her own.

**Kelly:** If we tell her that, she'll hate us forever. I know her.

**Tamara:** OK, so she gets really mad, but what are the options? Letting her go on and maybe OD or something?

**Kelly:** (Staring out the car window and shaking her head) I can't imagine what I'd do without Destiny. She was the first person to introduce me around when I moved to this school two years ago. I wouldn't know you guys if not for her. This is like some bad dream.

**Lydia:** We know it's got to be toughest on you-you two are really close. Don't you want to see her stop using?

**Kelly:** Of course I do. I just thought she could handle it. Maybe if we all talked to her we could get her to stop.

**Lydia:** I don't know, Destiny might need more than that-she might need professional help.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

**Kelly:** Hey, trust me. We know her better than any shrink ever could. I'm positive she'll do what we want if we all work on her.

**Tamara:** Look Kelly, we'll give your way a try, but if nothing improves after the next couple weeks, we'll refer her to help, whether she agrees to it or not.

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### *Scene 3*

**Teacher:** The three girls are at Kelly's house. Two weeks have gone by.

**Tamara:** As far as I can tell, nothing has changed.

**Lydia:** I agree, it's time to see that Destiny gets some professional help.

**Kelly:** I really thought this would work but Destiny seems even worse than before. What was I thinking?

**Tamara:** Hey, we all agreed we would try this first, so stop beating yourself up. I'm going to make an appointment for the three of us to see the school counselor tomorrow. We can start there and see where it goes after that.

**Teacher:** Kelly's mother enters the room and is visibly shaken.

**Kelly:** Mom, what's going on?

**Mother:** Destiny's mother just called me from the hospital. Destiny is in a deep coma. The doctors think she may have overdosed on some kind of drug.

**3. BRAINSTORM BARRIERS TO SEEKING TREATMENT.**

Put two columns on the board. Ask students to brainstorm why a drug abuser might not seek help. Write these responses in the left-hand column. Next, ask students why they might be reluctant to talk somebody into seeking treatment. Write these responses in the right-hand column. Compare the two columns and discuss the similarities.

**CONCEPTS**

- These barriers often mean that drug users and their families will suffer longer than they have to.

**4. DISCUSS LEVELS OF DEPENDENCY ON ALCOHOL OR OTHER DRUGS.**

Discuss the categories of alcohol use and levels of dependency.

**5. DISCUSS THE ELEMENTS OF AN INTERVENTION.**

Describe the intervention process for students. See **Treatment for Chemical Dependency.**

**CONCEPTS**

- The intervention process may help persuade an alcohol or other drug user to enter treatment.
- Interventions focus on behavior rather than personality.

**6. BRAINSTORM CHARACTERS FOR AN INTERVENTION WITH A PEER.**

Ask students to brainstorm the types of people who should be part of a structured intervention aimed at convincing a high school student their age, such as Christy, to enter a chemical dependency program. Write student responses on the board.

**DISCUSSION POINTS**

- Who might be the most important individuals to have present at an intervention? Why?

**7. DISCUSS VALID SOURCES OF INFORMATION AND SERVICES.**

Ask students to identify any resources they know of in the community to help people deal with problems of chemical dependency. Write student's responses on the board. Discuss ways to identify valid sources for information and services. See **Identifying Valid Sources for Information.**

**CONCEPTS**

- Most non-profit services and government agencies are valid sources.
- On the Internet, non-profit agencies can be identified by the suffix ".org."

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

- Government agencies on the internet can be identified by the suffix ".gov."

### 8. REFLECT, SUMMARIZE, AND DISCUSS.

- Types of treatments
- Barriers to seeking treatment
- Interventions
- Support groups

### **Assessment**

#### **Student Page: Identifying Community Drug and Alcohol Services**

Divide class into small groups. Distribute the student page and have groups develop a database of community resources, which could be updated several times during the year. Invite students to share the file.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify effects of alcohol and other drug dependence.
- Identify treatment programs for chemical dependency.

#### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Identify specific sources or services.
- Provide reasons for needing to identify the sources or services.
- Evaluate the validity of sources or services.



## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

**Directions:** Using your local phone book and other resources, develop a directory of drug treatment programs in your community. Make a chart of information on services, access, types of treatment, qualifications of staff, and so on. You may have to make some phone calls to find this information. Be sure to respond to the questions about how you did your research.



Program

Services

Access

Staff

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1. What resources did you use to find this information?

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## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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2. How did you assess the validity of your sources?

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3. Explain the need to access these resources.

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### **No Form is Safe (Tobacco)**

After reviewing risks of all forms of tobacco products and the advertisements that promote those products, students create either a song/music video or a TV commercial designed to convince middle school students not to use tobacco in any form.

#### **1. STUDENTS REVIEW RISKS OF TOBACCO PRODUCTS.**

Write the words cigarettes, cigars, pipes and chewing tobacco in separate columns on the board. Divide class into small groups and give each group one piece of chalk. Assign each group one of the listed tobacco products. Tell groups to choose a "runner" to write as many as possible short-term and long-term effects of their products in the appropriate columns. When all groups have finished, review the lists for accuracy and completeness.'

#### **2. STUDENTS EXAMINE TOBACCO ADS.**

Distribute tobacco advertisements to students and discuss them. '

#### **DISCUSSION POINTS**

- What graphic design techniques does this advertisement use to appeal to you?
- What does the advertisement say directly?
- What does it say indirectly (hinting, suggesting)?
- Who do you think this advertisement is designed to interest?
- How does it do this?

#### **3. GROUPS CREATE MUSIC VIDEOS OR TV COMMERCIALS.**

##### **Student Page: Project Overview and Guidelines**

Have students return to their small groups and distribute the student page. Let students read it, then review it. Tell students they may use an existing popular song or catchy tune, but they are to rewrite the lyrics. They may also parody well-known TV commercials. Read students the following example in your best "announcer's" voice (optional).

*"Removal of one lung: \$66,000. One-year supply of portable oxygen: \$6,500. One year of chemotherapy: \$39,000. Never starting to smoke in the first place: Priceless! There are some things money can't buy. For everything else, there's TwisterCard."*

#### **CONCEPTS**

- Many adolescents begin smoking or using tobacco in their early teens.
- If students can be prevented from starting to use tobacco at this young age, they may never become tobacco users.

#### **4. GROUPS PRESENT PROJECTS.**

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

Performances may be either live or taped. (If live, consider taping it yourself.) Ask students what they liked about each performance.'

### 5. REFLECT, SUMMARIZE, AND DISCUSS.

Discuss the projects the groups presented.

#### SKILL DEVELOPMENT

- Did students sound convincing?
- Would the appearance appeal to the target audience (middle school students)?
- Was the information about tobacco's effects accurate?
- Did the performance encourage others to make a healthful choice (non-use) about tobacco?

#### Assessment

Ask students to write reflective summaries explaining what they learned by working on their projects. Tell them to include suggestions for creating messages about staying tobacco-free that would be convincing for high school students and explain why they are good messages.

#### Extension

Videotaped performances could be shared with middle and high school health teachers for use in their classes, shown to the home-school association, broadcast over the local TV news station, etc.

#### ASSESSMENT CRITERIA

##### CONCEPTS

Student work demonstrates accurate information about:

- Health effects of tobacco use.
- Benefits of being tobacco-free.

##### ADVOCACY

Student work demonstrates proficiency by providing:

- Evidence of a health-enhancing position.
- Evidence of conviction.
- Evidence of audience awareness.

### Communicating to Stay Tobacco-Free

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

Students brainstorm harmful effects of Environmental Tobacco Smoke (ETS) then practice using "I" statements to communicate concerns about ETS.

### 1. DEMONSTRATE TOBACCO SMOKES EFFECTS.

Walk around the classroom spraying water into the air.'

#### DISCUSSION POINTS

- How would students feel if they thought you were spraying air freshener?
- What if you were spraying cold germs?

### 2. DISCUSS ENVIRONMENTAL TOBACCO SMOKE.

Write the phrase environmental tobacco smoke on the board and underline it. Below this phrase, write the words mainstream and sidestream.'

#### CONCEPTS

- Environmental tobacco smoke is made up of two types of tobacco smoke that affect non-smokers - mainstream and sidestream.
- Mainstream smoke is smoke that is inhaled and then exhaled by the smoker.
- Sidestream smoke is the smoke that comes from the burning end of the cigarette, pipe or cigar.
- Breathing either mainstream or sidestream tobacco smoke is called passive smoking.

### 3. DEMONSTRATE INGREDIENTS IN TOBACCO SMOKE.

Show students the tar-stained handkerchief and explain that the tar present in tobacco smoke created the stains. Remind students that this tobacco smoke had already been in the lungs of the smoker before being exhaled.

#### DISCUSSION POINTS

- What does the handkerchief demonstrate about the effects of mainstream smoke on nonsmokers? (Mainstream smoke harms everyone.)

#### CONCEPTS

- Nicotine and other chemicals that can harm nonsmokers are also present in mainstream and sidestream smoke.
- Sidestream smoke is more harmful to non-smokers than mainstream smoke, because sidestream smoke has not had any tars or other chemicals removed by the smoker's lungs.

### 4. BRAINSTORM EFFECTS OF ENVIRONMENTAL TOBACCO SMOKE.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### **Student Page: Environmental Tobacco Smoke**

Ask students to brainstorm a list of the harmful effects of environmental tobacco smoke (ETS) on nonsmokers. Then give them the student page to read. Have students continue the brainstorming process. Ask them to brainstorm other ways that environmental tobacco smoke might affect their families, their friendships, the workplace, the health care system, insurance rates, etc.

## **5. STUDENTS RESPOND TO SCENARIOS.**

### **Student Page: Communicating about Tobacco Smoke**

Distribute the student page. Ask students to respond to each scenario individually. Then discuss students' responses.

### **DISCUSSION POINTS**

- Would some students feel uncomfortable asking the smoker to stop or standing up for their right to breathe clean air? Why?
- Do students know any ways to deal with this discomfort?

## **6. DISCUSS "I"-STATEMENTS.**

Write the following sentence on the board: When you (describe the person's behavior), I feel (describe your feelings) because (explain your reason).

### **Examples:**

- When you smoke near me, I get nervous, because I know I'm breathing tar from your cigarette.
- When you chew tobacco, I feel uncomfortable, because you spit into a cup all the time.

### **SKILL DEVELOPMENT**

- "I"-statements are one way to communicate how you feel without making the other person angry or defensive.
- "You" statements, such as "You never call when you are going to be late," may make other people feel angry and defensive immediately.
- An "I"-statement such as, "When you are late, I feel frustrated because I need to know when you're going to be here so I can make plans," expresses the concern in terms of you.

## **7. STUDENTS REWRITE RESPONSES.**

### **Student Page: Communicating about Tobacco Smoke**

Ask students to use "I"-statements to rewrite their original responses to these scenarios.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

Ask for volunteers to read their statements out loud.

### 8. REFLECT, SUMMARIZE, AND DISCUSS.

Discuss ways to improve communication between smokers and non-smokers. Brainstorm some "common courtesies" non-smokers and smokers could use to communicate.'

#### DISCUSSION POINTS

- Even when using "I"-statements, exchanges between smokers and non-smokers may be strained.
- Simple social skills on the part of both smokers and non-smokers may help reduce some of the conflict.

#### **Assessment**

##### **Student Page: Coping with Smoking**

Ask students to complete the student page.

#### **ASSESSMENT CRITERIA**

##### **CONCEPTS**

Student work demonstrates accurate information about:

- Ways environmental tobacco smoke can affect others.

##### **INTERPERSONAL COMMUNICATION**

Student work demonstrates proficiency by showing the ability to:

- Use "I"-statements.
- Communicate respectfully and assertively.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

**Directions:** Read each of these statements related to improving understanding and communication between nonsmokers and smokers. Then write your responses and your thoughts about the suggestions. Feel free to include other ideas you think are important. Complete both sections; answering from both perspectives.

### **Part 1- Answer the following questions as if you were a non-smoker.**

1. How would you respond with honesty to inquiries from a smoker as to whether the smoke would bother you?
2. When asking a person not to smoke, use a tone of voice that shows social consideration and skill. State your request clearly, and accept a refusal gracefully. Do you agree? Why or why not?
3. Nonsmokers should attempt to develop an awareness or sensitivity to the addictive power of nicotine over many smokers. Do you agree? Why or why not?
4. Due to their years of smoking, many smokers are unable to sense/recognize cigarette odors that nonsmokers find so annoying. How do you feel about this?
5. When in a neutral setting, allow smokers their fair share of physical space in which to smoke. As long as the host does not object to smoking, you as a guest do not have a right to infringe upon another's choice to smoke. Do you agree? Why or why not?

### **Part 2- Answer the following questions as if you were a smoker.**

Read each of these statements related to improving understanding and communication between nonsmokers and smokers. Then write your responses and your thoughts about the suggestions. Feel free to include other ideas you think are important.

1. Do you ask whether smoking would bother others near you? Why or why not?



## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

2. If a nonsmoker requests that you refrain from smoking, would you respond with courtesy, regardless of whether or not you intend to comply?
3. Do you accept the validity of the nonsmoker's statement that your smoking causes everything and everyone nearby to smell strongly of cigarette smoke? Why or why not?
4. Do you respect stated/posted prohibitions against smoking? Why or why not?
5. When in a neutral setting, such as a party, do you seek physical space in which you will be able to smoke in a way that does not interfere with nonsmokers' comfort? Why or why not?

## **The Persuaders - Looking at Alcohol and Other Drugs**

Students compare advertising strategies with sample ads and analyze additional advertisements using the student handout.

### **1. STUDENTS IDENTIFY PURCHASES.**

Ask students to list three to five items they purchased in the last week or two on a piece of paper. Ask for volunteers to read their lists to the class.

Ask students to cross out any item they would not have purchased by themselves five or six years ago.

### **2. GROUPS DISCUSS CHANGES.**

Divide the class into small groups and ask students to discuss with each other how their lists have changed over time. Then discuss the changes as a class.

#### **DISCUSSION POINTS**

- How did your lists change?
- What items did you cross out?
- Why do you think the list changed?

#### **Possible Responses:**

- As students get older, they make more of their own decisions, including buying decisions.
- What their friends are doing or using now has more influence on their decisions.

### **3. DISCUSS ADVERTISING STRATEGIES.**

#### **Visual Aid: Advertising Strategies**

#### **Examples of advertisements**

Distribute the ads you have collected. Display the visual aids and review the listed advertising strategies. As you discuss each strategy, ask students if that strategy is used in the ad they received. If so, have students show the ads to the rest of the class.

#### **SKILL DEVELOPMENT**

- Advertising is an attempt to persuade people to purchase or use a product or service.
- Advertisers use a variety of strategies to influence people's decisions about their product.
- Sometimes people are not aware of how advertising influences their decisions.

#### **DISCUSSION POINTS**

- What evidence do they see in the ad of that strategy?

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

- How is the strategy used in the ad?

### 4. REFLECT, SUMMARIZE, AND DISCUSS.

Have students post their ads around the room. Encourage all students to examine the posted ads. Ask students to look for advertising techniques or strategies that they feel are especially effective or appealing.

#### DISCUSSION POINTS

- Which ads are very appealing?
- What is the appeal of these ads?

#### SKILL DEVELOPMENT

- As students get older, they will make more and more of their own decisions, including buying decisions.
- Recognizing and analyzing advertising strategies can help students make healthier decisions.

#### ***Assessment***

##### **Student Page: Analyzing Alcohol and Other Drug Ads**

Ask students to locate two advertisements and analyze them using the questions on the student page.

#### ASSESSMENT CRITERIA

##### CONCEPTS

Student work demonstrates accurate information about:

- Advertising strategies

##### ANALYZING INTERNAL AND EXTERNAL INFLUENCES

Student work demonstrates proficiency by analyzing:

- How advertising influences choices about alcohol and other drug use

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

Directions: Use these questions to help you analyze the two advertisements you selected.

Please staple the ads to this sheet.

### Advertisement I

1. What is the product?
2. What advertising strategy was used?
3. Explain how it was used.
4. What interests, needs, or desires do you think this ad is trying to appeal to?
5. List two non-drug alternatives that could satisfy the interests, needs, or desires you identified.

### Advertisement II

1. What is the product?
2. What advertising strategy was used?
3. Explain how it was used.
4. What interests, needs, or desires do you think this ad is trying to appeal to?
5. List two non-drug alternatives that could satisfy the interests, needs, or desires you identified.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### **“Ad” it Up**

Using the student handout, students watch a TV alcohol commercial at home and analyze the ad. Students work in groups to share analyses.

#### **1. REVIEW ALCOHOL.**

Remind students of alcohol's effects on body systems.

##### **CONCEPTS**

- Alcohol affects many body systems.

#### **2. REVIEW REASONS PEOPLE USE DRUGS.**

Display the list of reasons people use drugs (from Lesson 1) and distribute copies of the list to students. Review the list and ask students if they want to add anything else, especially what influences young people about alcohol use.

#### **3. GROUPS IDENTIFY TOP THREE INFLUENCES ON A YOUNG PERSON.**

Divide the class into small groups. Ask group members to try to agree on the top three influences that might encourage a young person to try drinking alcohol.

Ask each group to list and explain their top three influences (normally family, friends and advertising). Write each group's list on the board.

#### **4. DEFINE ADVERTISING AND MARKETING.**

Ask students to define *advertising* and *marketing*.

##### **CONCEPTS**

- *Advertising* and *marketing* are not synonyms for "misleading" or "deceptive."
- Advertising and marketing are part of everyday life.
- Products and services are promoted in ways that capture and hold people's attention.

##### **SKILL DEVELOPMENT**

- Effective ads have two elements: an image to capture the attention of the viewer immediately and a message that explains what the image means.
- Images are connected to setting, people, music and activities portrayed.
- Messages may be direct or implied.

#### **5. GROUPS IDENTIFY IMAGES AND MESSAGES IN PRINT ALCOHOL ADVERTISEMENTS.**

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

Have students continue in their small groups to analyze the advertisements. Give each group one or two of the print alcohol ads. Ask groups to identify the images and messages in the ads and prepare to explain them to the rest of the class.

### SKILL DEVELOPMENT

- Which images and messages are most influential? Why?

### 6. STUDENTS IDENTIFY IMAGES AND MESSAGES IN TV ALCOHOL ADVERTISEMENTS.

Ask students to take a piece of paper, draw a line down the middle and label the left-hand column "Images" and the right-hand column "Messages." Show students the taped TV commercials and ask them to write down the kinds of images used in the commercials as well as the messages that are presented or implied. Allow students a few minutes to complete their analyses after each video.

Ask for volunteers to share their work with the class.

### DISCUSSION POINTS

- Which images and messages seem to be used most often?
- What thing in each ad appealed to students? Why?
- What elements seemed realistic?
- What elements seemed unrealistic?
- How would this ad influence decisions about alcohol use?

### 7. REFLECT, SUMMARIZE, AND DISCUSS.

Discuss what students have learned about advertising's influence on decisions about drug use.

### CONCEPTS

- Reasons people use drugs
- Elements of alcohol advertising

### SKILL DEVELOPMENT

### ***Assessment***

#### **Student Page: Analyzing an Alcohol Ad**

Ask students to complete the page while watching a TV alcohol commercial at home. When students have finished the assignment, have them meet in their small groups to share their analyses.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify effects of alcohol use.

#### **ANALYZING INTERNAL AND EXTERNAL INFLUENCES**

Student work demonstrates proficiency by analyzing:

- Elements of alcohol advertisements.
- How advertising influences decisions about alcohol use.
  - Influences on decision to use alcohol

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

**Directions:** As you watch an alcohol commercial on TV, fill in the two columns as you did in class. Write the name of the product advertised on the line. Then answer the questions about the commercial.

Product \_\_\_\_\_

### Images

### Messages

Setting:

Directly Conveyed:

Mood or tone:

Implied:

People portrayed:

Activities shown:

1. In what ways did the alcohol ad appeal to you?

-----  
-----  
-----

2. In what ways, if any, was the ad misleading, inaccurate or deceptive?

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-----  
-----

3. What were some of the "buzz" words, gimmicks, mascots or logos used in this ad?



Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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4. How effective do you think this ad would be at influencing you or your friends? Why?

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5. If the ad did not appeal to you, what type of ad do you think would be more effective at influencing you or your friends? Why?

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## **Lights, Camera, Deception!**

Students analyze elements of an alcohol commercial on TV then produce their own commercials against beer use.

### **1. REVIEW ELEMENTS OF ALCOHOL COMMERCIALS.**

Review the elements of an alcohol commercial on TV.

#### **DISCUSSION POINTS**

- What age group does the commercial target?
- What are some of the ploys, gimmicks or slogans used?

### **2. DISCUSS ADVOCACY.**

Discuss the meaning of advocacy. What does it mean to advocate? (to work for or promote a cause) Discuss health advocacy (promoting healthful behaviors).

#### **SKILL DEVELOPMENT**

- Important elements of health advocacy include:
  - Taking a healthful stand
  - Evidence of passion and conviction
  - Ability to be persuasive
  - Awareness of target audience

### **3. STUDENTS PRODUCE TV COMMERCIALS AGAINST BEER USE.**

#### **Student Page: Analyzing an Anti-alcohol Commercial**

Divide class into groups of four or five students. Tell groups to write, direct and present TV advertisements advocating non-use of beer. Distribute the student page and tell students to use this criteria as a guide for their productions. Ask groups to develop one-minute commercials and to turn in a script of the commercial.

### **4. GROUPS PRESENT COMMERCIALS.**

#### **Student Page: Analyzing an Anti-alcohol Commercial**

As groups present their commercials, ask students to use the questions on the student page to analyze the effectiveness of the commercials.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

**Directions:** Use these questions to guide your group's development of a TV commercial against alcohol use. Then use the questions again to analyze the commercials developed by other groups.



1. What is the name of the product in the commercial?

\_\_\_\_\_

2. Is there a slogan, catch phrase or mascot? If so, what is it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What are the images used in this commercial?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What are the messages in this commercial?

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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5. Does the commercial present a clear, non-use statement?

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6. What age group or audience do you think this commercial is targeting?

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7. What does the commercial show about the effects of alcohol?

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## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### 5. REFLECT, SUMMARIZE, AND DISCUSS.

Discuss the commercials groups prepared.

#### DISCUSSION POINTS

- Which elements of the commercials appealed to students?
- Which commercials were particularly convincing? Why?
- How has this activity altered the way they view advertisements?

#### **Assessment**

Have students write convincing slogans or design convincing bumper stickers advocating that teenagers choose not to use any alcohol. Tell students their work must contain the following elements:

- A strong no-use message
- Appeal to the target audience
- A convincing stand

#### ASSESSMENT CRITERIA

##### CONCEPTS

Student work demonstrates proficiency by showing the ability to:

- Identify effects of alcohol use.
- Identify techniques used to advertise alcohol.

##### ADVOCACY

Student work demonstrates proficiency by providing:

- Evidence of a health-enhancing position.
- Evidence of conviction.
- Evidence of audience awareness.

### What Influences You?

Students work in groups to review decisions they have each made over various time periods in order to identify any pattern of external or internal influences on their choices. Students then list the internal and external influences that are relevant to their personal decision on tobacco, alcohol and other drug use.

#### 1. STUDENTS LIST DECISIONS.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

Have students write the word Decisions at the top of a piece of paper and divide the sheet into three columns, headed Last Year, Last 48 Hours and Next Year. In each of these columns, students are to list at least four decisions they can remember making in that time frame.'

### 2. SMALL GROUPS SHARE DECISION LISTS.

Divide the class into small groups and give each group a sheet of newsprint or butcher paper and a marker. Tell groups to choose a recorder and a reporter. Recorders are to write the same three headings on the newsprint (Last Year, Last 48 Hours and Next Year).

Ask students to share their lists in the groups and have recorders write down each decision under the appropriate heading. Tell students to group closely related decisions together in categories such as food and drink. Recorders can use hash marks to note decisions that were mentioned more than once.

### 3. GROUPS PRESENT DECISION LISTS.

Have groups post their lists. Ask a reporter from each group to review the lists for the class. Note which decisions (or groups of decisions) received several hash marks.

#### DISCUSSION POINTS

- What similarities do students notice among the various categories on the lists?
- What decisions or concerns are shared by everyone?

### 4. BRAINSTORM INFLUENCES ON DECISIONS.

Ask students to brainstorm the influences on the decisions they listed.

#### Possible Responses:

- Friends
- Prior knowledge or experience
- Family beliefs
- Personal likes and dislikes.

#### DISCUSSION POINTS

- Decisions are affected by various factors or influences.
- Decisions are not made in isolation from the world.
- Some factors influence us a great deal, while other factors hardly seem to affect our decisions at all.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

- The same influence may affect two people very differently. For example: most merchants will obey the law prohibiting the selling of tobacco products to minors, while a few will ignore the law.

### 5. DISCUSS INTERNAL AND EXTERNAL INFLUENCES.

#### **Visual Aid: Analyzing Influences**

Ask students if they notice any patterns in the influences they listed. Review the visual aids, using examples from the student lists and asking students for additional examples.

#### **SKILL DEVELOPMENT**

- Many people make decisions not to smoke based upon facts (knowledge) they have about the dangers of tobacco, alcohol and other drugs.
- Many significant decisions are greatly influenced by family and friends.
- Many people make decisions about tobacco, alcohol and other drugs use based upon the attitudes of their family and friends.
- Social norms and restrictions on tobacco, alcohol and other drugs use may influence some people's decisions.

Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

**Internal Influences**

- knowledge/factual information/what I know
- curiosity
- interests, likes/dislikes
- desires
- fears

**External Influences**

- media/advertising
- laws
- setting/location
- culture
- parents/family/relatives
- peers/friends/other teens
- role models outside the family  
(celebrities, athletes, singers, leaders)



## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### 6. REFLECT, SUMMARIZE, AND DISCUSS.

Review the variety of influences on students' decisions.'

#### SKILL DEVELOPMENT

- Our decisions reflect a complex mix of internal and external forces.
- It is important to our personal well-being to be able to identify which influences (internal or external) are worth listening to.

#### DISCUSSION POINTS

- Of all the influences identified, which ones would you really put your trust in? Why?
- Which ones would you not place your trust in? Why not?"
- What factors most influence your decision about tobacco, alcohol and other drugs use? Why?

#### ***Assessment***

##### **Student Page: My Decisions**

Ask students to complete the student page (modified to address alcohol and other drugs, in addition to tobacco).

#### **ASSESSMENT CRITERIA**

##### **CONCEPTS**

Student work demonstrates accurate information about:

- Health effects of tobacco, alcohol, and other drug use.
- Costs of tobacco, alcohol, and other drug use.
- Social and legal consequences of tobacco, alcohol, and other drug use.

##### **ACCESSING INFORMATION**

Student work demonstrates proficiency by analyzing:

- Internal and external influences on choices about tobacco, alcohol, and other drug use.

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

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

**Directions:** Look at the listed decisions related to tobacco use. List both the internal and external influences you believe will affect your decision to use or not use this product or to continue using this product. Choose the internal or external influence you feel will have the major influence on your decision and give two reasons for your choice. Then do the same for two more health-related decisions you identify.

### 1. Cigarettes

Internal influences: \_\_\_\_\_

External influences: \_\_\_\_\_

Major influence: \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

### 2. Chewing Tobacco

Internal influences: \_\_\_\_\_

External influences: \_\_\_\_\_

Major influence: \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

3. \_\_\_\_\_ (Other Health-Related Decision)

Internal influences: \_\_\_\_\_

External influences: \_\_\_\_\_

Major influence: \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_ (Other Health-Related Decision)

Internal influences: \_\_\_\_\_

External influences: \_\_\_\_\_

Major influence: \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

## Alcohol, Tobacco and other Drugs Unit-- 9<sup>th</sup> grade Health

### **Final Unit Assessment:**

Use the "My Decisions" handout as prewriting for an argumentative/ persuasive essay. Make sure your essay has a strong thesis (position), and that you use evidence to develop your argument.

- RUBRIC: Argumentation/ Opinion Text-Based Rubric (Grades 9-10)

**UNIT TWO**

**for**

**Content Area of**

**HEALTH**

**HS Band**  
**Health 9**



## **1. DEVELOPING SELF-CARE SKILLS.**

Students identify situations requiring healthcare services. Students work in groups to research ways to provide self-care for minor illnesses and student groups compare a variety of different health care products.

### **1. IDENTIFY SITUATIONS REQUIRING PROFESSIONAL HEALTHCARE SERVICES.**

**Visual Aid: Symptom Management**

Discuss symptom management. Have students read several Symptom Cards and indicate the steps they would take to care for themselves.

**DISCUSSION POINTS**

- What kinds of symptoms require professional help? (Stress the emergency symptoms from the visual aids.)
- What kinds of symptoms can be handled with self-care?

## Personal Health Care- 9<sup>th</sup> grade Health

EMERGENCY SYMPTOMS  GO TO ER

Sudden pain, especially in the chest or abdomen  
Sudden dizziness, fainting, headache, change in vision  
Difficulty breathing  
Severe or constant vomiting or diarrhea  
Severe or constant bleeding  
Loss of consciousness  
Sudden weakness or loss of strength in arms or legs

URGENT SYMPTOMS  CALL DOCTOR  
OR CLINIC

NON-URGENT SYMPTOMS  SELF-CARE



**2. REVIEW VALID SOURCES OF INFORMATION.**

Discuss ways to determine the validity of information sources. See Identifying Valid Sources for Information.

**3. GROUPS RESEARCH WAYS TO PROVIDE SELF-CARE FOR MINOR ILLNESSES.**

Have students rotate through the learning centers in small groups, spending ten to twenty minutes in each center. Ask students to keep the same set of symptoms or illnesses to guide their searches through each center.

Teacher Tip: This activity may be set up as an activity for students to complete outside of class (e.g., homeroom time or at home if students have independent access to the Internet).

**4. GROUPS COMPARE AND EVALUATE A VARIETY OF HEALTH CARE PRODUCTS.**

Organize students into groups and assign each group a topic to research. Research options include:

- Reading product labels and manufacturer's inserts
- Using PDR or other product references
- Interviewing local pharmacist

Suggested topics include:

- Acne/skin care products
- Tooth-whitening products
- Hair-growth products
- Weight-loss products
- Vitamin products

Each group is to select several commercial brands and make the following comparisons:

- Ingredients
- Effectiveness
- Side effects
- Price

Tell groups to prepare to present their findings to the class as "infomercials" that compare two or more related products.

## **5. REFLECT, SUMMARIZE, AND DISCUSS.**

Have groups present their infomercials about the products they studied. Identify and discuss factors that influence personal selection of treatment methods and products.

### **SKILL DEVELOPMENT**

Factors that influence selections include:

- Advertisement
- Packaging
- Other promotional materials
- Recommendations from other people
- Personal research
- Prescription by health provider
- Personal preferences

### **Assessment**

Give students a set of symptoms of minor illness. Have them identify appropriate self-care measures, including OTC products, cite their sources of information and confirm the validity of the information.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Define *self-care*.
- Describe criteria to determine which situations need professional health services.

#### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Access reliable information about self-care practices.

#### **SELF MANAGEMENT**

Student work demonstrates proficiency by showing the ability to:

- Describe appropriate steps for self-care for minor illnesses.

## **2. SELECTING AND USING HEALTH CARE PRODUCTS.**

Students learn how to access valid health information and reinforce their learning by investigating several medicinal products to be placed in the "Classroom Medicine Cabinet". Students report how and why they selected a particular product.

### **1. DISCUSS WAYS TO DETERMINE THE VALIDITY OF HEALTH INFORMATION.**

**Visual Aid:** Is the Information Valid?

Discuss basic factors in determining the quality of health information. Ask students to identify possible resources for product information. Discuss which sources can be relied on to provide valid (true, accurate) information.

Possible Responses:

- Internet
- Product insert
- Pharmacist
- *Physician's Desk Reference* (PDR) - available in libraries; doctors and pharmacists also have copies
- Product advertisement (may be unreliable source)

Who developed the information?

Who owns the information?

Who produces the information?

How current is the information?

## **2. STUDENTS RESEARCH HEALTH PRODUCTS.**

**Visual Aid:** Evaluating and Comparing Health Care Products

**Student Page:** Comparing Health Care Products

Review things to consider when evaluating health information or selecting a health care product. Distribute the student page. Divide the class into five groups. Have each group select a different type of product to investigate for possible inclusion in the classroom "medicine cabinet."

Possible products include:

- Products for dealing with acne
- Products for whitening teeth or freshening breath
- Products to relieve headache
- Products to relieve cough
- Products to reduce fever

Product Effectiveness  
Side Effects  
Dose—Amount, Frequency, Method  
Special Instructions, Precautions  
Cost

## Personal Health Care- 9<sup>th</sup> grade Health

**Name:**\_\_\_\_\_

**Directions:** Each student in your group is to select a different product to evaluate. Be sure the products are all of the type assigned to your group. Complete the following steps to evaluate the products. Write your findings on this page and be prepared to share them with your group.

1. Find samples of advertisements for the product from magazines, newspapers, TV commercials, and the product package.
2. Write down what the product claims to do (stop headaches, clear acne, reduce fever, etc.).
3. List the main ingredients in the product.
4. Look up these ingredients to see what they do and how they work in the body. Do these actions relate to what the product claims to do (stop headaches, reduce fever, etc)?
5. Look for information about how effective the product is.
6. List the side effects of the product.
7. List the recommended dose-the amount, frequency and method (by mouth, etc.).
8. List any special instructions and precautions (take with food, keep refrigerated, avoid use of certain types of other medications).
9. Note the cost of using the product.
10. Bring an empty sample box of the product or any small container that is labeled to resemble the product you researched. This box or container may be selected to be placed in the classroom medicine cabinet.

### **3. GROUPS REPORT.**

Call on student groups to place their selected products into the medicine cabinet one at a time. As each group places its product(s), ask for a report to the class on how the group compared the various products, their findings, the source of information they used and the way they decided which product to recommend.

### **4. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss students' choices about products to recommend for the medicine cabinet.

#### **SKILL DEVELOPMENT**

- How did students identify the products they compared?
- How did they evaluate the validity of claims about the product?
- What sources did they use for information?
- Why did they recommend this product?

#### ***Assessment***

Ask students to select an over-the-counter medication or other health product that can be used to treat a specific health condition. Have them research the product, comparing it to other similar products and give reasons for deciding to use or not to use the selected product. Tell students to be sure to list the sources of information they used and explain why these sources offered valid information.

#### **ASSESSMENT CRITERIA**

##### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- List criteria to consider when evaluating health products and services.

##### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Identify specific sources or services.
- Provide reasons for needing the sources or services.
- Evaluate the validity of sources or services.



### **3. USING HEALTH CARE SERVICES WISELY.**

Students learn about various elements of the health care system. They are then given various symptoms and asked to describe how and where to obtain care for and additional information about their symptom.

#### **1. STUDENTS IDENTIFY HEALTH-CARE SERVICES.**

Divide the class into two teams. Ask one team to think of broad types of health needs, such as removal of tonsils, immunizations, care for broken legs and arms, long-term care for head injury, etc. Ask the second team to respond to each identified need with a type of service that could meet that need, such as clinic, emergency room, nursing home, etc.

#### **2. DISCUSS BASIC ELEMENTS OF A HEALTH-CARE SYSTEM.**








**Visual Aid:** Spectrum of Care

Using the visual aids, provide an overview of the basic elements in a health care system.

#### **DISCUSSION POINTS**

- Which elements of the system exist in the local community?
- Which elements require travel to another place?

## Personal Health Care- 9<sup>th</sup> grade Health

Preventative Care	Primary Care	Specialty Care	Acute Care	Sub-Acute Care	Long-Term Care	Supportive Living
 Education & Information; Self-Care Strategies	 Screenings, Community Clinics, Doctor's Offices, Diagnostic Work-Ups; Basic Treatment	 Screening, Diagnosis, and Treatment of Complex Conditions such as Cancer and Heart Disease	 Medical, Surgical, Pediatric, Obstetric, Psychiatric, & Emergency Room	 Rehabilitation e.g. For Heart Conditions	 Nursing Home, Respite Care, Specialized Care e.g. For Head Trauma	 Home Health, Hospice, Assisted Living, Adult Day Care

**3. DISCUSS HOW AND WHEN TO USE THE HEALTH SYSTEM.**

Discuss the management of non-urgent, urgent and emergency symptoms and help students recognize the basic differences between these symptoms and ways to manage each.

Read and discuss the following sample scenarios:

*Scenario 1*

Julie is an asthmatic who has a cough and a fever of 101. She is coughing up thick, yellow mucous that sometimes has some blood streaks in it. (*Recommended action: call doctor.*)

*Scenario 2*

Julio has sudden pain in the chest that is not going away. He feels dizzy. (*Recommended action: go to emergency room.*)

**DISCUSSION POINTS**

- When do you need to call 911 or go to the emergency room?
- When should you call or go see a doctor?
- When is it OK to try to take care of a symptom on your own?

**4. GROUPS RESEARCH WAYS TO USE VALID HEALTH INFORMATION AND SERVICES.**

**Student Page:** Managing Chronic Conditions

Divide the class into small groups. Assign half the groups the topic of "Managing Diabetes" and the other half the topic "Managing Allergies and Asthma." Distribute the student page and review the assignment. Remind students of the guidelines used in identifying valid sources of information. See Identifying Valid Sources of Information.

Allow time for groups to do their research and prepare class presentations. Emphasize that the presentation must include a list of the resources they used.

## Personal Health Care- 9<sup>th</sup> grade Health

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

**Directions:** Use this page to plan and organize your group presentation on the condition assigned to your group.

### Step 1

As a group, review the following sub-topics and decide which members will research them. Each group member will prepare a report for the group on the assigned topic. Members should list the sources they use to find the information.

#### Causes and Possible Effects of the Condition

What causes the condition?

What are the effects of having the condition?

What sources of information can you use to find out about the condition?

#### Daily Self-management of the Disease

What does a daily self-care routine for managing this condition include?

What medication or other self-care measures are used?

What things do people with this condition need to avoid doing or eating?

What medical supplies do they carry with them?

#### Diet and Exercise

What is the importance of diet and exercise in the management of this condition?

How is the diet or exercise pattern different from someone without these conditions?

#### Preventive Medical Care

What routine checkups are needed to help manage the condition?

Who provides them?

What screenings or tests should be taken?

How would you be sure to get your questions answered about any health concerns when you go to the doctor?

#### Emergency Management

What are the important signs and symptoms of a medical emergency for this condition?

What steps would you take to manage these signs and symptoms?

When could you manage symptoms on your own?

When would you call or visit a doctor?

When would you have to go to the emergency room?

### Step 2

When Step 1 is complete, work with your group to create a journal entry, a skit, or a dramatic reading about one day in the life of a teenager with the condition. Be sure your work incorporates the various sub-topics that have been researched. Be prepared to present to the class what you have learned about managing this condition and using the health care system wisely.

## **5. REFLECT, SUMMARIZE, AND DISCUSS.**

As groups present their information to the class, discuss their sources and their recommendations.

### **SKILL DEVELOPMENT**

- What sources provide accurate information or services for this condition?
- How do you know that the information is valid?

### ***Assessment***

Have students work independently to write the steps they would take based on the symptoms listed on the symptom cards. Students must identify whether the symptoms depict an urgent or emergency situation or whether the symptoms can be self-managed safely. Students must also provide suggestions for sources of additional information and services and explain why the sources might be needed and how to determine their validity.

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify a variety of health-care services.
- Distinguish between urgent and emergency situations.

### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Identify specific sources or services.
- Provide reasons for needing the sources or services.
- Evaluate the validity of sources or services.

### **SELF MANAGEMENT**

Student work demonstrates proficiency the showing the ability to:

- Suggest appropriate steps to take based on symptoms.

#### **4. ACCESS TO HEALTH CARE SERVICES.**

Students learn about the appropriate ways to access the health care system and the barriers that may exist. A student handout allows students to research about getting health care in their community.

##### **1. DISCUSS COMPONENTS OF COMPREHENSIVE HEALTH CARE SYSTEM.**

Transparencies:

- **Spectrum of Care**
- **Settings for Care**

Provide an overview of health care delivery system.

##### **CONCEPTS**

Individuals need to know ways to care for their own health (self-care) throughout the life span.

- Ways to prevent illness
- Ways to promote health
- Ways to manage minor illnesses and injuries

Individuals need to know when to seek assistance with their health care from a medical provider.

- Is a situation something that can be taken care of without medical attention?
- Is medical attention needed from a clinic or doctor's office (i.e.: can it wait over night)?
- Is medical attention needed immediately (i.e.: Emergency care)

Individuals need to understand their community's system and know where to seek assistance with their health care needs.

**2. STUDENTS ASSESS LOCAL HEALTH CARE SYSTEM.**

Distribute sources of information about your local community. Have students locate health service information. Ask them to determine the comprehensiveness and accessibility of local health care services and providers.

**3. DISCUSS WAYS TO USE THE HEALTH CARE SYSTEM.**

Discuss appropriate ways to access the health care system. See Elements of a Health Care System.

**CONCEPTS**

- The best place for people to enter the health care system is at the lowest level where they can be treated.
- Primary care is at a lower level than specialty care, which is at a lower level than inpatient care.
- Emergency room care is expensive, so it should only be used for situations that do require immediate treatment.
- The level at which people access care depends on several factors, including:
  - What is available in the community
  - How the service will be paid for

**4. DISCUSS BARRIERS TO ACCESSING HEALTH CARE.**

Discuss factors that make it difficult for some people to access appropriate levels of health care.

**CONCEPTS**

Barriers to accessing health care include:

- Lack of services (e.g., no local providers for the needed services)
- Location of services (e.g., travel distance, accessibility to public transportation, safety of area)
- Hours of operation (e.g., unavailable evenings or weekends)
- Cost of services
  - Is Medicaid, Medicare or private insurance accepted for services?

## Personal Health Care- 9<sup>th</sup> grade Health

- Can uninsured people or people who are unable to pay receive low-cost or no-cost care?
- Does the insurance plan cover the needed service(s)?
- Is pre-authorization required by insurance?
- Are appointments required? How long is the wait for an appointment for someone with Medicaid? How long is the wait for someone without insurance or who is unable to pay?

### 5. STUDENTS DEMONSTRATE USING LOCAL HEALTH CARE SYSTEM.

**Student Page:** Getting Health Care in Your Community

Divide class into five groups. Assign each group one of the following health conditions:

- Treatment for the flu
- Help with alcohol or other drug abuse (outpatient, not inpatient care)
- Prenatal care
- Management of a severe asthma episode
- Management of diabetes

Have students discuss what they would do in their community to get help for the condition. Have groups contact community resources and then complete the student page.



## Personal Health Care- 9<sup>th</sup> grade Health

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

Directions: With your group, answer the following questions for your assigned health condition.

1. What is the name, address and phone number of a service provider (doctor, clinic or hospital) you could go to for help?
  
2. What type of service or provider is it (for example, primary care, specialty care or emergency room)?
  
3. Are there any restrictions or requirements for someone under age 18 to be seen alone? If so, what are they? (For example, do you need a parent's signature or does a parent or guardian need to be present?)
  
4. Is public transportation available to get you there?
  
5. Do you need an appointment to receive the services? How long would you have to wait to get an appointment? What time of day and what days of the week are the services available?
  
6. Approximately how much would it cost to visit this provider?

## Personal Health Care- 9<sup>th</sup> grade Health

7. How much would it cost if you had insurance that covered 80% of the cost?
8. How much would it cost if you had no insurance?
9. How would you pay for any medications or treatments if you did not have insurance that covered it?
10. Did you find any barriers to getting care? If so, what were they?

## **6. REFLECT, SUMMARIZE, AND DISCUSS.**

Review comprehensive health care systems and how to access health services.

### ***Assessment***

Divide students into groups of four or five. Have groups choose a health condition for which a hypothetical teenager needs treatment. Have them research local health care resources and develop a plan for the teenager to receive treatment for the condition. Have them incorporate potential barriers to treatment and possible solutions. Have groups present scenarios to entire class.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify health care systems.

#### **ACCESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Access health care services.

## **5. PRIMARY PREVENTION.**

Students discuss health promotion and disease prevention. Students develop short-term goals for improving their health or reducing their risk for disease.

### **1. DISCUSS PRIMARY DISEASE PREVENTION.**

#### **Visual Aid: Ways to Reduce Risk and Promote Health**

Define primary prevention. Distribute sample childhood immunization records and discuss the role of immunizations in preventing illness.

#### **DISCUSSION POINTS**

- What immunizations do children need?
- What would happen in a community where children are under-immunized for a particular disease?
- What are other examples of primary prevention?

## Personal Health Care- 9<sup>th</sup> grade Health

### Possible Responses:

- Keeping a healthy body weight
- Quitting smoking
- Never starting to smoke

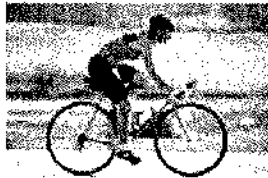
### CONCEPTS

- Immunization is an example of primary prevention.
- The key component of primary prevention is staying healthy.

## Personal Health Care- 9<sup>th</sup> grade Health

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

### PRIMARY PREVENTION



*Actions to Keep  
Disease from Occurring*

- Developing and maintaining a healthy lifestyle
- Reducing health risks

### SECONDARY PREVENTION



*Actions to Detect  
the Presence of Disease  
in Its Early Stages*

- Accessing professional health services
- Conducting self-screenings

### TERTIARY PREVENTION



*Actions to Reduce  
the Severity of a Disease  
or Disorder that  
has Already Occurred*

- Effectively managing diagnosed disease

## **2. DISCUSS HEALTH PROMOTION AND DISEASE PREVENTION.**

Transparencies:

- **Principles for Reducing Risk and Promoting Health**
- **Practical Steps for Reducing Risk and Promoting Health**

Discuss steps for improving health and reducing risks for disease.

### **CONCEPTS**

- Healthy living is a primary means of disease prevention.
- Healthy living includes a variety of positive personal actions to prevent disease.
  - Eating a healthy diet
  - Leading a physically active life
  - Getting enough rest
  - Dealing effectively with stress
  - Promoting good oral health
  - Obtaining recommended services, such as immunizations

### **DISCUSSION POINTS**

- In general, how does your current lifestyle compare with a healthy lifestyle?

## Personal Health Care- 9<sup>th</sup> grade Health



Substitute healthy behaviors for risky behaviors

Reduce environmental risks

Minimize any known hereditary risks

Effectively use health care resources

## Personal Health Care- 9<sup>th</sup> grade Health



1. Identify personal health risks
2. Learn ways to reduce health risks
3. Plan to reduce a specific risk
4. Plan to succeed by incorporating:

Motivating factors  
Enabling factors  
Reinforcing factors



### 3. **DISCUSS SKILLS FOR HEALTH PROMOTION AND DISEASE PREVENTION.**

**Visual Aid:** Plan to Succeed.

Ask students to brainstorm factors that help people change personal behavior. List student responses on the board. Discuss the listed factors, labeling them as "motivating," "enabling" or "reinforcing."

#### **DISCUSSION POINTS**

- What would *motivate* you or cause you to be willing to try a new healthy behavior?
- What would *enable* you to succeed at the new healthy behavior?
- What rewards would *reinforce* the new healthy behavior and help you continue it?

#### **CONCEPTS**

Motivating factors are the things that make you want to start a new, healthy behavior, such as:

- Experiences
- Perceived benefits
- Perceived threat
- Perceived susceptibility
- Perceived peer norms

Enabling factors are the things that help you succeed at the new healthy behavior, such as:

- Identifying and removing perceived barriers
- Identifying available resources
- Building confidence
- Building awareness

Reinforcing factors are the things that help you keep on doing the new healthy behavior, such as:

- External rewards
- Internal rewards

Personal Health Care- 9<sup>th</sup> grade Health

Motivating Factors

What would motivate you or cause you to be willing to try a new behavior?

Enabling Factors

What would enable you to succeed at the new behavior?

Reinforcing Factors

What rewards would help you continue in the new behavior?

**4. REVIEW GOAL-SETTING STEPS.**

Review steps for setting and achieving a goal. See Goal Setting.

**5. STUDENTS PLAN TO IMPROVE PERSONAL HEALTH.**

Ask students to develop short-term goals for improving their health or reducing their risk for disease. Ask students to choose a specific primary prevention action. Then divide class into groups of three. Have students work with their groups to identify motivating, enabling and reinforcing factors that will help them achieve their individual goals. Also have groups determine ways they can help each other achieve their goals.'

**6. REFLECT, SUMMARIZE, AND DISCUSS.**

Ask groups to share short-term goals and ways they plan to achieve their goals. Have them identify at least one factor in each of the categories. Ask all students to define and give examples of primary prevention.'

***Assessment***

Ask students to create a plan to prevent one of the following health conditions through primary prevention:

- Heart disease
- Cancer
- Undesired pregnancy
- Sexually transmitted disease

**ASSESSMENT CRITERIA**

**CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Explain the importance of primary disease prevention.

**DECISION MAKING/GOAL SETTING**

Student work demonstrates proficiency by showing the ability to:

- Make a clear goal statement.
- Consider options and consequences.
- Plan to meet the goal.

Personal Health Care- 9<sup>th</sup> grade Health

FINAL UNIT ASSESSMENT- PERSONAL HEALTH CARE ESSAY, .  
RUBRIC: Delaware Informational / Explanatory Text-Based Writing Rubric  
(Grades 9–10)

**UNIT THREE**

**for**

**Content Area of**

**HEALTH**

**HS Band**  
**Health 9**



## **1. My Own Eyes**

Students brainstorm ideas to improve self-esteem, then divide the ideas among groups to develop a structured class presentation on ways to improve self-esteem. Applications for changing negative self-talk are given, as well as a brief questionnaire for both the teen and a trusted acquaintance to complete about the teen's strengths.

### **1. 1. DEFINE SELF-ESTEEM.**

Write these two incomplete sentences on the board for students to complete independently:

- a. I am proud of my ability to...
- b. If I could change anything about myself, it would be...

Ask students to define self-esteem. Then discuss how they completed the sentences.

### **DISCUSSION POINTS**

- c. Which sentence was easier to complete?

### **CONCEPTS**

- d. Self-esteem is how people feel about themselves.
- e. Many people find the second sentence easier to complete, because people often focus on their weaknesses rather than their strengths.
- f. The first sentence indicates an appreciation of personal assets and strengths, which is necessary for self-esteem.

### **2. 2. DISCUSS CONDITIONS FOR SELF-ESTEEM.**

Discuss the four conditions for positive self esteem. Self-esteem can be improved by focusing on the following four conditions.

- a. Appreciation of personal assets and strengths
- b. Sense of belonging
- c. Sense of power
- d. Positive role models

### **3. 3. STUDENTS IDENTIFY PERCEPTIONS OF SELF AND OTHERS.**

Student Page: Spotlight on Me

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

Have students follow the directions to complete the student page. Discuss their responses.

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

**Directions:** Fold this paper on the center line. Ask someone who knows you and cares about you to answer the questions on the left side of the page. Without looking at the responses, answer the questions on the right side of the page. Compare the responses.

**Please provide a thoughtful and sincere response to these questions about this teen.**

**Your Answers**

1. What are two strengths of this teen?

1. What are two of your strengths?

2. To which group does this teen enjoy belonging?

2. To which group to you enjoy belonging?

3. What is this teen's most important accomplishment?

3. What is your most important accomplishment?

4. Who or what has the most influence on this teen?

4. Who or what influences you most?



### **DISCUSSION POINTS**

- a. Were students' responses similar?
- b. Did any of the responses surprise you?
- c. Which questions provide insight into the conditions for self-esteem?  
(1-personal assets and strengths, 2-sense of belonging, 3-sense of power, 4-sense of models)

### **4. 4. DISCUSS WAYS TO IMPROVE SELF-ESTEEM.**

#### **Visual Aid: Improving Self-esteem**

Show students the visual aids and invite them to add other ways to improve self-esteem. Divide class into groups of three to four. Ask each group to choose two ideas group members feel would most help to improve self-esteem and prepare a brief presentation for the class on the ideas they choose. For the presentation, groups must:

- a. Classify the idea. Does it contribute to an appreciation of personal assets and strengths, a sense of belonging, a sense of power or positive role models?
- b. Give some examples of how this idea could be put into practice.
- c. Explain why this idea was chosen.

Emotional Health Unit---- 9<sup>th</sup> Grade Health

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



Create friendships that help you feel good about yourself

Celebrate your strengths

Improve your weaknesses

Set challenging but realistic goals

Choose positive role models

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

Keep a positive attitude

## **5. 5. DISCUSS POSITIVE SELF-TALK.**

### **Student Page: Talking to Myself**

Introduce "positive self-talk" as an additional way to improve self-esteem. Write "positive self-talk" on the visual aids and discuss the concept. Have students complete the student page.

### **CONCEPTS**

- a. Everyone carries on an internal dialogue.
- b. A constant negative dialogue contributes to poor self-esteem.
- c. Positive dialogue contributes to positive self-esteem.
- d. Internal dialogue can be monitored and changed.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Directions: Write a negative thought you find yourself using a lot. Choose a positive thought you could use instead of the negative thought.

Situation	Negative Thought	Positive Thought
Example: (1) poor score on a quiz	You are so stupid	I can do better
Example: (2) fight with a friend	You messed up a good friendship	This is my chance to learn how to apologize

1.

2.

3.

4.

## **6. 6. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss students' favorite ways to improve self-esteem.

### **DISCUSSION POINTS**

- a. Self-esteem influences feelings, thoughts and decisions.
- b. Positive self-esteem contributes to good mental health.
- c. Self-esteem can be improved.

### **Assessment**

Have students work in small groups to develop a response to the following situation:

Your younger brother asks for help on a homework assignment. The assignment states: Describe four ways to improve self-esteem.

Groups must list at least four ways they could suggest for the brother to improve his self-esteem-one for each of the four elements of self-esteem.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify conditions for self-esteem.

#### **ANALYZING INTERNAL AND EXTERNAL INFLUENCES**

Student work demonstrates proficiency by analyzing:

- Internal influences (assets and strengths, sense of power).
- External influences (sense of belonging, models).
- d.

<b>2. Analyzing Relationships</b>
-----------------------------------

Students score their responses to statements depicting either healthy or unhealthy relationships then discuss characteristics of healthy and unhealthy relationships. Students identify signs of a troubled or abusive relationship and valid sources for information and help.

## **1. 1. STUDENTS ASSESS A RELATIONSHIP.**

**Visual Aid: How Healthy Is Your Relationship?**

Display the visual aids with the Scoring section covered. Allow time for students to complete the assessment. Then show them the scoring section and ask them to figure their scores.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Think of an important relationship in your life, then think about whether you Agree or Disagree with the following statements.

1. I am incomplete without my partner (or friend).
2. I can freely express what I think and feel to my partner (or friend).
3. I can change the things about my partner (or friend) that I don't like.
4. Our relationship will never change.
5. I am willing to do anything for my partner (or friend).
6. I have other important relationships in my life.

### Scoring

Give yourself one point for a Yes response to numbers 2 and 6.

Give yourself one point for a No response to numbers 1, 3, 4, and 5.



## Emotional Health Unit---- 9<sup>th</sup> Grade Health

The higher your score, the healthier your relationship.

**2. 2. DISCUSS CHARACTERISTICS OF HEALTHY AND UNHEALTHY RELATIONSHIPS.**

**Visual Aid: Relationship Characteristics**

Use the visual aids to guide a discussion of healthy and unhealthy relationship characteristics.

**DISCUSSION POINTS**

Characteristics of healthy relationships include:

- Honest and effective communication
- Acceptance
- Appreciation for change
- Comfortable limits

Characteristics of unhealthy relationships include:

- Dependency
- Jealousy
- Control
- Selfishness
- Abuse

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

### Healthy

Each partner feels complete

Both partners accept the other

Both partners recognize and appreciate change

Each partner establishes limits based on personal standards

There is a balance between togetherness (we) and separateness (I)

### Unhealthy

Dependency

Jealousy

Control

Selfishness

Abuse

**3. 3. DISCUSS TROUBLE IN RELATIONSHIPS.**

**Visual Aid: Signs of Trouble**

**Visual Aid: Identifying Abuse**

Conduct a class discussion about trouble in relationships.

**CONCEPTS**

- Getting help for relationship problems helps maintain relationships.
- Counseling services and shelters provide help for people in abusive relationships.

Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Poor communication

Unresolved conflicts

Insufficient amount or quality of time together

Emotional and/or physical abuse

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Answer these questions about an important relationship in your life. If you answer yes to several of these questions, your relationship could be considered abusive.

1. Are you afraid of making your partner angry?
  
  
  
  
  
  
  
  
  
  
2. Are you afraid to disagree with your partner?
  
  
  
  
  
  
  
  
  
  
3. Do you need permission to do things or go places without your partner?
  
  
  
  
  
  
  
  
  
  
4. Are you afraid your partner will hurt you?
  
  
  
  
  
  
  
  
  
  
5. Are you afraid to end your relationship with your partner?

**4. 4. DISCUSS VALID SOURCES FOR INFORMATION AND SERVICES.**

Discuss ways to determine the validity of various sources for information and services. See **Valid Sources for Information**.

Help students identify some resources for people who need help with relationships or are affected by abuse.

**5. 5. DISCUSS ENDING RELATIONSHIPS.**

**Visual Aid: Ending Relationships**

Conduct a class discussion about ending relationships.

**CONCEPTS**

- The first step in ending a relationship is making the decision.
- This decision should be based on a decision-making process.
- The time and place for ending a relationship should be chosen carefully.
- I-messages help you focus on what you think and feel, rather than blaming.

**Teacher Tip:** It may be helpful to review the **decision-making process** with students.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Make the decision

Choose the time and place

Explain the reason

Prepare for uncomfortable feelings

Get support from others



**6. 6. STUDENTS ANALYZE A RELATIONSHIP.**

**Student Page: Analyze This**

Have students complete the student page. Ask for volunteers to explain their answers to the questions.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Read the description of this relationship. Then answer the questions about the relationship.

Antonio and Miriam are proud that they have dated almost two years. They met in middle school but didn't fall in love until the 10<sup>th</sup> grade. Miriam and Antonio spend lots of time together and talk about lots of different things.

Over the years, Antonio has learned never to talk about past girlfriends or even girls who are friends. Miriam is very jealous and has a fit if she thinks Antonio is around any female other than his sister and mother. At first, Antonio thought Miriam would get over feeling insecure when he showed her how much he cared about her. He was even flattered that she wanted all of his attention. Antonio tried to talk to Miriam about her behavior a couple of times, but she got so angry she threatened to break up with him.

Antonio depends on Miriam to make most of the decisions in the relationship. She sometimes even tells him what he should wear to school and on dates. Antonio can always count on Miriam to tell him what to do when a major decision must be made. Miriam picked his elective courses for the current school year so they could have several classes together.

Both Antonio and Miriam have other friends and spend time with their families. They have part-time jobs and use the money for clothes and dates. Miriam even set up a bank account, so they can start saving up money to get married some day.

1. What are the healthy characteristics of this relationship?
2. What are the unhealthy characteristics of this relationship?

3. Are there signs of trouble in this relationship? Explain.
4. Which school or community resources could help Antonio and Miriam improve their relationship? Why?
5. Which partner is most likely to end this relationship? Why?
6. What steps should he or she take to end the relationship?

## **7. 7. REFLECT, SUMMARIZE, AND DISCUSS.**

Review the characteristics of relationships and the steps for ending relationships

### **DISCUSSION POINTS**

- Characteristics of relationships

### ***Signs Assessment***

#### **Student Page: Can This Relationship Be Saved?**

Have students develop a description of a relationship and write it in the first section of the student page. The description may be fictional or may be based upon their own experience or the experience of someone they know. Stories should be anonymous and contain no clues as to the author's identity. Students can use a "code" to identify each description, so it can be returned to the author.

Collect the pages and randomly redistribute the descriptions, checking that no student receives his or her own. Then have students answer the questions about the description to complete the student page.

Collect the completed pages and return them to the authors of the description, using the identification code. Ask for volunteers to present their descriptions and answers to the questions. Ask the class for feedback.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Directions: Write a description of a relationship in the space below. Use a code to identify your paper.

When the teacher has collected and redistributed the descriptions, answer the questions about the description you received.

### The Relationship

1. What are the healthy characteristics of this relationship?

---

---

---

2. What are the unhealthy characteristics of this relationship?

---

---

---

3. Are there signs of trouble in this relationship? Explain.

---

---

---

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

4. What resources could benefit the partners in this relationship? Why?

---

---

---

5. If one partner decides to end this relationship, what steps should he or she take?

---

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## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify characteristics of healthy and unhealthy relationships.
- Identify signs of trouble in relationships.

### **SELF MANAGEMENT**

Student work demonstrates proficiency by showing the ability to:

- Describe steps to end relationships.
  - Make the decision.
  - Choose the time and place.
  - Explain the reason.
  - Prepare for uncomfortable feelings.
  - Get support from others.

### **ASSESSING INFORMATION**

Student work demonstrates proficiency by showing the ability to:

- Identify or cite valid sources of information and services.
- Access appropriate community resources to meet specific needs.
- Provide reasons for needing to access information.
  - of trouble in relationships
  - Abuse in relationships

### **SKILL DEVELOPMENT**

- Steps in ending relationships
- Where to get help for relationships

<b>2. Respect in Relationships</b>
------------------------------------

Students complete a self-awareness questionnaire on personal respect and work in small groups to respond to other interpersonal situations, placing potential actions on a continuum ranging from consent to abuse. Students also work together to decide how to handle a situation of sexual harassment.

## **1. 1. STUDENTS COMPLETE AN INVENTORY ABOUT RESPECT.**

Visual Aid: Assess Yourself

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

Have students complete the inventory on the visual aids. Discuss what they learned.

**Name:**\_\_\_\_\_

**Directions:** These questions can help you gain insight about yourself and your relationships. Answer yes or no to each question.

1. Yes No I listen carefully when someone else is speaking.
2. Yes No I honestly express my thoughts and feelings to others.
3. Yes No I can put myself in another person's "shoes."
4. Yes No I am a kind and caring person.
5. Yes No I am honest with myself about my strengths and weaknesses.
6. Yes No I take care of my own health.
7. Yes No I take time to do the things I enjoy.
8. Yes No I treat my friends and family members with respect.

**Scoring:**

"Yes" responses to questions 1, 2, 3, 4 and 8 show respect for others.

"Yes" responses to questions 5, 6 and 7 show respect for self.



**CONCEPTS**

- Respect means "to hold in high esteem or regard."
- Respect for self and others is a foundation for healthy relationships.
- Actions show respect for self and others.

**2. 2. DISCUSS WAYS TO SHOW RESPECT TO OTHERS.**

**Visual Aid: Crossing the Line**

Discuss the continuum of actions.

**CONCEPTS**

- Behaviors that extend beyond the point of "Consent" show lack of respect.
- Aggressive actions arise from a desire for power and control.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

### Crossing the Line

Respectful actions are on the left of the continuum. Actions to the right of "Pressure" constitute disrespectful and increasingly aggressive behavior. Aggressive behavior is motivated by the need for power and control.

Consent



Pressure



Coercion



Abuse



**3. 3. STUDENTS PLACE SITUATIONS ON THE CONTINUUM.**

**Student Page: Classify This Action**

Divide students into small groups to complete the student page. Have groups discuss the placement of each situation on the continuum. *(The first situation is the only one that depicts Consent. All other situations are examples of aggressive behavior and constitute sexual harassment.)*

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Directions: Read each situation and decide where the action fits on the continuum:

-----  
Consent                      Pressure                      Coercion                      Abuse

1. Emily and Raoul are becoming more than good friends. They see each other before school every day and walk each other to class. One Monday morning, Raoul asks Emily, "Would you like to go see a movie Friday night?"



2. Margarite and Jessica are walking down the hall between classes when a group of guys whistle and yell, "Hey, you are so hot, we love it when you wear those tight jeans." The two girls are disgusted by the boys' behavior.



3. Ms. Stern asks Greg to stay after class. She compliments him and says, "We could arrange for some private tutoring at my house on Saturdays. I think it would really help your grade." Greg is afraid his grade will get worse if he doesn't go to Ms. Stern's house.



4. Erin has a part time job at the Burger Barn. Her boss "accidentally" rubs against her and stares at her breasts. Erin thinks her boss's behavior is creepy, and she is thinking of quitting her job.







**4. 4. DISCUSS SEXUAL HARASSMENT.**

**Student Page: Classify This Action** *(refer to pages 26-27 of this document)*

Define sexual harassment. See **Personal Respect and Sexual Harassment**. Ask students to determine which situations on the student page meet the criteria for sexual harassment.

**5. 5. DISCUSS ACTIONS TO COMBAT SEXUAL HARASSMENT.**

**Visual Aid: A Request to Stop**

Discuss the types of actions that can be taken to combat sexual harassment.

**CONCEPTS**

- Document the harassment.
- Report sexual harassment.

**SKILL DEVELOPMENT**

- Use assertive behavior to express feelings.



## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

### A Request to Stop

1. Request the harasser to stop



I feel uncomfortable when \_\_\_\_\_

I want that behavior to stop

2. Document the behavior

Note times, places, names



3. Report the harassment



Talk to a teacher, counselor, principal or supervisor

## **6. 6. GROUPS MAKE REQUESTS TO STOP SEXUAL HARASSMENT.**

**Student page: Classify This Action** *(refer to pages 26-27 of this document).*

Divide the class into small groups. Tell groups to select one of the last three situations on the student page and develop a request, oral or written, asking the harasser(s) to stop.

## **7. 7. REFLECT, SUMMARIZE, AND DISCUSS.**

As groups present their responses, ask the class for feedback.

### **SKILL DEVELOPMENT**

- Requests are assertive.
- Requests name the behavior.
- Requests ask for an end to the behavior.

### ***Assessment***

#### **Student Page: Stopping Sexual Harassment**

Have students work in small groups to complete the student page. Ask groups to present their responses and have the class provide feedback.

### **Discussion Points**

- Did the response suggest documentation?
- Did the response include reporting the harassment?

### **Skill Development**

- Did the response include assertive communication?

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates accurate information about:

- Ways to combat sexual harassment

### **INTERPERSONAL COMMUNICATION**

Student work demonstrates proficiency by showing the ability to:

- Use appropriate communication
- Provide clear, organized ideas

- Use assertive language and a respectful tone

#### **4. Problems in Relationships**

Through role-plays, student worksheets, and story writing students demonstrate strategies to resolve conflicts and appropriate ways to end relationships.

##### **1. 1. INTRODUCE CONFLICT RESOLUTION.**

Discuss conflicts and ways to resolve them.

##### **CONCEPTS**

- Conflict is inevitable within relationships.
- Conflict occurs for many reasons.
- Conflict may arise when poor communication occurs.
- Good communication skills can prevent conflicts.

##### **2. 2. BRAINSTORM CAUSES OF CONFLICT.**

Ask students to brainstorm some reasons conflict occurs with their peers.  
Write student responses on the board.

##### **3. 3. DISCUSS WAYS TO RESOLVE CONFLICTS.**

Discuss ways conflicts may be resolved. Identify positive and negative ways to resolve conflict.

##### **4. 4. REVIEW AND PRACTICE THE FIVE-STEP PROCESS FOR CONFLICT RESOLUTION.**

##### **Visual Aid: Steps for Conflict Resolution**

Discuss the conflict resolution steps in the model.

Divide class into groups of four or five. Assign each group one of the causes of conflict students brainstormed.

Have groups consider solutions to the conflict and develop a solution based on the conflict resolution steps. Have groups plan a role-play to present their conflict resolutions to the class. After each presentation, discuss the steps taken to resolve the conflict.

##### **CONCEPTS**

- Conflict is inevitable within relationships.

## Emotional Health Unit----- 9<sup>th</sup> Grade Health

- Conflict occurs for many reasons.
- Conflict may arise when poor communication occurs.
- Good communication skills can prevent conflicts.

### **SKILL DEVELOPMENT**

- Agree that you disagree.
- Take turns talking and listening.
- Restate what you heard.
- Come up with a solution.
- Get outside help if you need it.

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

Steps for Conflict Resolution

1. AGREE THAT YOU DISAGREE
2. TAKE TURNS TALKING AND LISTENING
3. RESTATE WHAT YOU HEARD
3. COME UP WITH A SOLUTION
4. GET OUTSIDE HELP IF YOU NEED IT

**5. 5. DISCUSS ENDING RELATIONSHIPS.**

**Visual Aid: Ending a Relationship**

Discuss ways to end relationships.

**CONCEPTS**

- Some relationships end because there are too many unresolved conflicts.
- It is good to end relationships that cannot be repaired or that are hurtful to either party.

**SKILL DEVELOPMENT**

The best way to end a relationship is to:

- Make the decision.
- Choose the time and place.
- Explain your reason.
- Prepare for uncomfortable feelings.
- Get support from others.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

The best way to end a relationship is to:

1. Make the decision
2. Choose the time and place
3. Explain the reason
4. Prepare for uncomfortable feelings
5. Get support from others

**6. 6. STUDENTS PRACTICE ENDING RELATIONSHIPS.**

**Student Page: It Just Isn't Working.**

Divide the class into groups of four to five students to complete the student page. When groups complete the student page, have them exchange with another group to assess the steps used to end the relationship.



## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Read about the relationship. Then decide how to end it and fill in the steps.

**The Relationship** Your best friend from grade school seems to have changed so much. You used to do everything together, but now your interests are different. You like rap and hip-hop. Your friend likes heavy metal. You want to try out for the soccer team, but your friend isn't interested in sports any more. Your friend wants to spend weekends practicing with a band instead of perfecting soccer skills. Your friend says you don't know what's cool. You seem to argue constantly about how to spend free time and what friends to hang around with. You miss the good times you and your friend had together, but realize you are growing in different directions. Write down how you would use the steps to end this relationship.

1. Make the decision

Describe the decision-making process you would use.

2. Choose the time and place

Where and when would you talk with your friend?

3. Explain your reason

Write an I-message to say to your friend.

4. Prepare for uncomfortable feelings

What feelings might you have? Why?

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

5. Get support from others

Whom would you ask to support you? Why?

### **7. 7. REFLECT, SUMMARIZE, AND DISCUSS.**

Review students' learning about conflict resolution and ending relationships.

#### **DISCUSSION POINTS**

- How is conflict resolution related to ending relationships?

### ***Assessment***

#### **Student Page: Resolve This Conflict.**

Have students work in the same small groups to complete the first item on the student page. When groups have completed the first item, have them exchange papers and complete the remainder of the student page.

### **ASSESSMENT CRITERIA**

#### **CONCEPTS**

Student work demonstrates accurate information about:

- Issues that commonly cause conflict among adolescents
- Ways to end relationships

#### **INTERPERSONAL COMMUNICATION**

Student work demonstrates proficiency by showing the ability to:

- Use conflict resolution skills.
- End relationships in a health-enhancing manner.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** First, write a short story about conflict between two friends. Your story should include a reason for the conflict and information about the people involved in the conflict. Then exchange pages with another student and complete the page.

Write your short story here.

1. Write how you would use the five-step conflict resolution process to resolve this conflict.

2. Pretend that one of the people wants to end the relationship. Explain how he or she should end it.

<b>5. Communication Problems: Making and Accepting Apologies</b>
--

Students describe some reasons for conflict and participate in role plays that depict three ways of resolving conflict, focusing on apologies.

**3. 1. STUDENTS DISCUSS A CONFLICT.**

**Teacher Page: Two Opinions**

Read the case study aloud. Conduct a class discussion about the conflict.

**DISCUSSION POINTS**

- a. What was the conflict?
- b. Why did the conflict occur?
- c. How do you think the conflict can be resolved?

**4. 2. INTRODUCE THREE WAYS TO RESOLVE CONFLICTS.**

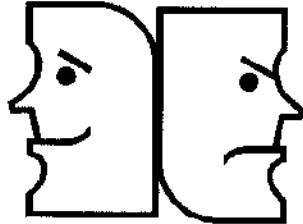
**Visual Aid: Three Methods for Resolving Conflicts**

**Visual Aid: Reaching Compromise and Collegial Solutions**

**CONCEPTS**

- a. In the win-lose method, both sides lose.
- b. The collegial method is the best way to resolve conflicts.
- c. Compromise and collegial solutions require a conflict resolution process.

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



1. Win-Lose: One side wins and one side loses



2. Compromise: Each side gives up some demands or makes some concessions



3. Collegial: Both sides work together to develop a new and better solution

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Agree that you disagree

Take turns talking and listening

Restate what you heard

Come up with a solution

Get outside help if you need it



### **5. 3. STUDENTS RESOLVE CONFLICTS.**

#### **Student Page: Resolving Conflict**

Divide class into groups of three to complete the student page. One student will play the role of Lauren, one student will play the role of Kelly, and one student will serve as the mediator. Invite groups to share their resolutions. Ask the class for feedback.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Directions: Follow the guidelines and use what you have learned to resolve the conflict.

Lauren and Kelly have planned to spend Saturday evening together. Lauren has arranged to use her dad's car so they can do something fun together. The girls have talked about different things to do all week but have not reached a decision yet. They have agreed that Lauren will pick up Kelly at 8:00 p.m.

The big night has arrived and the girls are cruising around town talking about how they will enjoy the evening. Kelly says she wants to go to the teen nightclub to dance and meet other friends. Lauren wants to go to a party at Michael's house. His parents are out of town so there can be lots of fun with no adult supervision. Lauren and Kelly get into a big argument about where to go. Kelly says her parents would kill her if they found out she was at Michael's. Lauren says Kelly is too concerned about her parents and should live her own life. Besides, says Lauren, "It's my dad's car and I should get to decide where we're going."

1. Give an example of a win-lose resolution to the conflict.
2. Write a compromise resolution for Lauren and Kelly.
3. Use the five-step process for conflict resolution to develop a collegial resolution for the two girls.

Agree that you disagree  
Take turns talking and listening  
Restate what you have heard  
Come up with a collegial solution  
Get outside help if you need it

#### **6. 4. DISCUSS APOLOGIES.**

**Teacher Page:** Two Apologies

**Visual Aid:** Elements of a Good Apology

Conduct a class discussion about the two apologies.

#### **DISCUSSION POINTS**

- a. Which apology was best? Explain.
- b. Why are apologies important?
- c. What constitutes a good apology?

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Acknowledge the fault  
Accept responsibility  
Explain the impact  
Provide an explanation  
Communicate regret

## **7. 5. STUDENTS FORMULATE APOLOGIES.**

**Student Page:** Please Accept My Apology

**Visual Aid:** Elements of a Good Apology *(refer to page 49 of this document).*

Students complete the student page. Ask for volunteers to read their apologies. Ask the class for feedback based on the Elements of a Good Apology visual aids.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Write an apology for the following situation. Be sure to include the five elements of a good apology.

Lauren insisted that she and Kelly go to Michael's party for "just a few minutes." They had just arrived when the police came. Michael's neighbor had complained about the noise and traffic to the police. The police arrested the partygoers for underage drinking and contacted their parents. Kelly's mom was furious.

**Acknowledge the fault**

**Accept responsibility**

**Explain the impact**

**Provide an explanation**

**Communicate regret**

## **8. 6. REFLECT, SUMMARIZE, AND DISCUSS.**

Review students' learning.

### **CONCEPTS**

- a. Conflicts are inevitable in relationships.
- b. Conflicts can be resolved and create a stronger relationship.
- c. Collegial solutions are the best outcome when a conflict occurs.

### **SKILL DEVELOPMENT**

- d. Apologies can often repair damaged relationships.
- e. Good apologies contain specific elements.

### ***Assessment***

#### **Student Page: Resolutions and Apologies**

Have students work in small groups to use the steps for conflict resolution to develop a collegial solution. Small groups write an apology. Groups present a role-play of the conflict resolution process and their apology. The class provides feedback.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Use the five-step process for reaching a collegial solution to resolve this conflict. Then write an apology Davonne could make to Jerome. Include the five elements of a good apology.

Jerome borrowed a video from Davonne to watch over the weekend. While rewinding the tape, something went wrong with the VCR, and the tape was damaged. Davonne returned the tape and told Jerome about the problem. Davonne also explained that he had repaired the tape, and it was "as good as new." When Jerome tried to watch the video, the picture was okay, but the sound was distorted. Jerome called Davonne and demanded a new video. Davonne said the tape was used, and he would only pay what the video store would charge to repair the damage.



## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify common reasons for conflict.
- Describe different approaches to conflict resolution.
- Win-Lose
- Compromise
- Collegial
- Propose collegial solutions.

### **INTERPERSONAL COMMUNICATION**

Student work demonstrates proficiency by showing the ability to:

- Use conflict resolution skills.
- Develop a good apology.
- Use a five-step process for conflict resolution.

<b>6. Listen to What I Say</b>
--------------------------------

Students identify listening skills by writing about "The World's Greatest Listener" and by completing a checklist after listening to a role-play script. Students then develop their own role plays that demonstrate listening skills and take turns being the talker, the listener, and the observer.

#### **1. 1. STUDENTS WRITE PARAGRAPHS.**

Have students write a paragraph titled "The World's Greatest Listener." Students may write about a real or a fictitious person, and the paragraph must describe someone who has good listening skills.

#### **2. 2. DISCUSS LISTENING SKILLS.**

##### **Visual Aid: Listen Up!**

Discuss students' descriptions. What made the person they described a good listener? Help students identify the listening skills this person used.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Maintain eye contact

Use body language

Provide encouragers

Reflect

Ask questions.

Do Not  
Interrupt  
Change the subject

**SKILL DEVELOPMENT**

- Listening skills are as important as talking skills.
- Listening skills improve with practice.
- Good listening skills promote healthy relationships.

**3. 3. STUDENTS IDENTIFY LISTENING SKILLS.**

**Teacher Page:** Wait 'Til You Hear

**Student Page:** Listener's Checklist

Ask for volunteers to read the role-play script. Ask students to use the checklist to identify the listening skills depicted in the role-play.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** As you observe role-plays, fill in a column for each Listener, putting a check by each skill you see her or him demonstrate. Use the first column to observe the class role-play "Wait 'Til You Hear." Use this page again to observe the Listeners in the role-play your group prepares.

Listener Skills	Class Role-play	#1	#2
Maintain eye contact			
Use body language			
Provide encouragers			
Reflect			
Ask questions			

#### **4. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss students' observations of the role-play.

#### **SKILL DEVELOPMENT**

- What listening skills were demonstrated?

#### **Assessment**

**Student Page: Listener's Checklist** (*refer to page 57 of this document*).

Have students work in groups of three to develop brief role-plays to demonstrate listening skills. Ask students to take turns being the talker, the listener and the observer in their groups. The student who is the listener demonstrates listening skills by listening to the talker for sixty seconds. The observer uses the checklist to monitor the skills, then comments. Tell groups to conduct three rounds, so all students have the opportunity to play each role.

Then ask groups to present role-plays to the class and discuss their observations.

Role-plays must include the following elements:

- Eye-contact
- Body language
- Encouragers
- Reflection
- Questions

#### **ASSESSMENT CRITERIA**

##### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Explain why listening skills are important to relationships.

##### **INTERPERSONAL COMMUNICATION**

Student work demonstrates proficiency by showing the ability to:

- Use appropriate communication.
- Maintain eye contact.

- Select appropriate body language.
- Encourage communication.

- **1. STUDENTS READ ABOUT A FAMILY.**

**Student Page: Now Things Are Different**

Have students read the story. Discuss it with the class.

**DISCUSSION POINTS**

- What does Lucy enjoy?
- Who does Lucy want to be with?
- What does William enjoy?
- Who does William want to be with?

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Read the story, then discuss it with your class.

Lucy and William have gotten used to seeing Harry, especially on weekends. Harry and their mom see each other, and often Lucy, William, and Noah are invited to go along.

Noah, Lucy, and William's little brother are crazy about Harry. Yet Lucy and William have decided that Harry is just okay. Noah loves to go with their mom and Harry to do almost anything. Lucy and William usually have their own plans. They enjoy being with their friends more than doing things with their family. They used to enjoy family trips, but now things are different.

Lucy and William both spend a lot of time looking in the mirror and taking showers. Even a year ago, they hated to take a shower and really didn't care about their haircuts or their clothes. Now things are different. They want to fit in with the other kids at school. Something else is different for Lucy and William. They think about the future - what they want to do and where they want to go. The world is inviting, yet scary.

Lucy likes feeling more independent. She goes to sleep at her best friend's house at least once a month. She and her friends often talk about sex. A year ago, Lucy thought sex was too gross to even consider. Now things are different.

William and his friends play soccer and basketball every weekend. They watch the sports network and exercise to build their muscles. William has a girlfriend at school. Her name is Zaney. They eat lunch together every day. William's friends tease him about Zaney. A year ago, William would never have wanted a girlfriend. Now things are different.

- **2. DISCUSS THE EMOTIONAL AND SOCIAL CHANGES OF ADOLESCENCE.**

Discuss some of the changes that occur during adolescence.

**CONCEPTS**

- Emotional changes are shifts in feelings, attitudes, beliefs, and opinions.
- Social changes are shifts in relationships.
- Emotional and social changes are normal signs of adolescence.
- Adolescents often have questions about puberty and adolescence.

- **3. STUDENTS IDENTIFY EMOTIONAL AND SOCIAL CHANGES.**

Ask students to underline the parts of the story that describe emotional and social changes in Lucy and William. Ask for volunteers to read passages they underlined in the story.

- **4. DISCUSS ELEMENTS THAT INFLUENCE EMOTIONAL AND SOCIAL CHANGES.**

**Student Page: What Influences You?**

Have students complete the student page. Conduct a "show of hands" vote to determine which elements are most influential to students.

**DISCUSSION POINTS**

- Would your votes have been different when you were in elementary school?
- What would be different? Why?



## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

Instructions: For each action listed below, place a checkmark under the factor(s) that influence you.

Action	Self	Family	Friends	School	Religion	Media (TV, movies, magazines, advertising)	Other Influences
How I Feel							
What I Believe							
What I Think							
Who I Spend Time With							
What I Do							
Where I Go							
What I Say							

• **5. REFLECT, SUMMARIZE, AND DISCUSS.**

Review the changes that occur during adolescence. Ask students what influences these changes.

**SKILL DEVELOPMENT**

- Influences on emotional and social changes include family, friends and the changes of growth and development

**7. Changing Minds**

The unit shifts to examination of feelings in this next lesson. Students "vote with their feet" to indicate whether or not they agree with a list of statements about adolescence. Students discuss some of the changes that occur during adolescence, then use a handout to guide a discussion of what influences their feelings, beliefs, and behaviors.

**Assessment**

**Teacher Page: It Is Normal**

Point out the "Agree" and "Disagree" signs. Read the statements from the teacher page to students and ask them to move to the sign that signifies their feeling about the statement.

**ASSESSMENT CRITERIA**

**1. 1. STUDENTS READ ABOUT A FAMILY.**

**Student Page: Now Things Are Different** (*refer to page 60 of this document*).

Have students read the story. Discuss it with the class.

**DISCUSSION POINTS**

- What does Lucy enjoy?
- Who does Lucy want to be with?
- What does William enjoy?
- Who does William want to be with?

**2. 2. DISCUSS THE EMOTIONAL AND SOCIAL CHANGES OF ADOLESCENCE.**

Discuss some of the changes that occur during adolescence.

### CONCEPTS

- Emotional changes are shifts in feelings, attitudes, beliefs, and opinions.
- Social changes are shifts in relationships.
- Emotional and social changes are normal signs of adolescence.
- Adolescents often have questions about puberty and adolescence.

### 3. 3. STUDENTS IDENTIFY EMOTIONAL AND SOCIAL CHANGES.

Ask students to underline the parts of the story that describe emotional and social changes in Lucy and William. Ask for volunteers to read passages they underlined in the story.

### 4. 4. DISCUSS ELEMENTS THAT INFLUENCE EMOTIONAL AND SOCIAL CHANGES.

**Student Page: What Influences You?** (*refer to page 61 of this document*).

Have students complete the student page. Conduct a "show of hands" vote to determine which elements are most influential to students.

### DISCUSSION POINTS

- Would your votes have been different when you were in elementary school?
- What would be different? Why?

### 5. 5. REFLECT, SUMMARIZE, AND DISCUSS.

Review the changes that occur during adolescence. Ask students what influences these changes.

### SKILL DEVELOPMENT

- Influences on emotional and social changes include family, friends and the changes of growth and development

Student work demonstrates proficiency by showing the ability to:

- Identify emotional and social changes of adolescence.

### ANALYZING INTERNAL AND EXTERNAL INFLUENCES

Student work demonstrates proficiency by analyzing:

- External influences, such as family and friends

- Internal influences, such as personal growth and feelings

### **8. Stress Me Out!**

Students complete and score an inventory that helps them identify their typical style of responding to stress. Scripted role-plays and interviews are also used to help students recognize and manage signs of stress.

#### **1. 1. DISCUSS STRESS.**

##### **Student Page: Stress Me Out!**

Have students complete the page. Then discuss stress and the effect it has on mental and physical health.

##### **CONCEPTS**

- A stress trigger is any event that causes an individual to change.
- Stress may be good or bad.
- As with all feelings, we choose our reaction to stress.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

### Stress Me Out!

Directions: Answer these questions about stress.

1. Write a definition of stress.

-----

-----

2. Fill in the chart, showing events that create stress in your life.

What am I feeling?	Why am I feeling this?	How did I react?
Example: Stressed	I didn't finish my assignment.	I told the teacher I would like to finish the work during study hall.

Example: Stressed	I found \$100	I spent it on CDs.
-------------------	---------------	--------------------

Stressed  
Stressed  
Stressed

**2. 2. STUDENTS ANALYZE THEIR REACTIONS TO STRESS.**

**Student Page:** **Stress Me Out!** *(refer to page 66 of this document).*

Have students complete the student page to review their reactions to stress.

**CONCEPT**

- Reactions are helpful if they resolve stress.
- Reactions are harmful when they create additional stress.

**3. 3. DISCUSS LONG-TERM EFFECTS OF STRESS.**

Discuss students' reactions to stress and the long-term effects of stress.

**CONCEPTS**

- Constant exposure to stressful situations may affect the body's mental and/or physical health.
- Recognizing the symptoms of stress overload helps prevent long-term problems.
- Coping strategies help manage stress and prevent health problems.

**4. 4. STUDENTS IDENTIFY COPING STRATEGIES.**

**Visual Aid:** **What's Your Stress Style?**

Have students write their answers on a sheet of paper as you read the items from the visual aids. Have students figure their scores to identify their stress styles.

**CONCEPTS**

- Most people have specific things that trigger feelings of stress.
- Some people experience physical symptoms when they have stress.
- Some people experience mental symptoms when stress occurs.
- Appropriate coping strategies help manage stress and prevent stress overload.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

**Name:**\_\_\_\_\_

**Directions:** Answer "yes" or "no" to these questions about stress. Then figure your scores for mental stress and physical stress.

1. Yes No When I feel stressed, I can't concentrate or think clearly.
2. Yes No I get a stomachache or headache when I am feeling stressed.
3. Yes No I can tell when I'm stressed because I worry about everything.
4. Yes No When I'm stressed, my heart beats fast and my palms get sweaty.
5. Yes No I get irritated and upset when I'm under stress.
6. Yes No I usually get sick when I'm under a lot of stress.

### Scoring

Give yourself one point for mental stress for a "yes" answer to each of the following statements: #1, #3, #5.

### Mental Stress Score

Give yourself one point for physical stress for a "yes" answer to each of the following statements: #2, #4, #6.

### Physical Stress Score

#### Interpreting Your Score

If you have more "mental" points, you probably respond to stress through how you think and feel. If you have more "physical" points, you may have more symptoms in your body. People with equal physical and mental points probably experience stress in both their bodies and their minds.

**5. 5. STUDENTS CONDUCT INTERVIEWS.**

**Student Page: Tell Me about Stress.**

Ask students to choose a high school student or an adult to interview about stress.



## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Choose an adult or someone in high school to interview. Write their responses to these questions.

1. What are three things that cause stress for you?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. How can you tell when you have too much stress? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What do you do to manage the stress in your life? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **6. 6. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss student interviews. What did they learn?

### **CONCEPTS**

- Everyone experiences stress.
- The causes of stress vary.
- Stress overload may cause mental and/or physical symptoms.

### ***Assessment***

#### **Student Page: A Stressful Tale**

Ask for two volunteers to depict the scripted role-play. Have students take notes on the role-play and respond to questions about stress.

### **DISCUSSION POINTS**

- What caused the stress in Cameron's life?
- What were some helpful reactions to stress?
- What were some harmful reactions?
- What helpful reactions would you suggest in place of the harmful ones?
- What stress style did Cameron seem to have?
- What coping strategies would be helpful to Cameron?

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Interviewer:** Thank you for meeting with me today, Cameron. I know you are a busy middle school student. I'm glad you agreed to let me interview you.

**Cameron:** You're very welcome. I'm glad to help out.

**Interviewer:** My first question is about stress. Something we all experience. Can you please tell me something about the stress in your life?

**Cameron:** Well, I certainly can! Just this morning, I overslept. I couldn't believe it when I woke up twenty minutes late. I jumped out of bed and didn't even take a shower. I also skipped breakfast and was starving by the time I ate my lunch. I guess I got a little grouchy in math class before lunch. I had trouble working the problems. My stomach was making the most amazing noises.

**Interviewer:** That does sound like a stressful start to your day. What else happened?

**Cameron:** When I got to the cafeteria, I forgot I told Taylor to meet me there. I had just about finished my whole lunch when Taylor walks up and says, "Hey, did you forget about me?" I was embarrassed and stressed! I sure didn't handle that situation very well. I said, "Yeah, so sue me." Now I'll bet Taylor will never speak to me again.

**Interviewer:** That does sound stressful. Is that all?

**Cameron:** I wish! I didn't have time to copy down my assignment in English class today, so I asked Mr. Bell if I could come by after school and write it in my notebook. At least I've got homework under control.

**Interviewer:** Well, I'm glad you feel that way. Okay, let's move on to question 2. How can you tell you have too much stress?

**Cameron:** Well, that's easy. When I have too much stress, I get a stomachache and

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sometimes I even throw up. I hate it when that happens. Oh yeah, and I usually have trouble going to sleep because I just keep worrying about things. It gets really hard for me to concentrate in school.

**Interviewer:** Thanks so much for answering these questions for me, Cameron. I'll see you around.

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates accurate information about:

- Causes of stress

### **SELF MANAGEMENT**

Student work demonstrates proficiency by showing the ability to:

- Identify stress triggers
- Suggest stress management techniques
- Distinguish between positive and negative coping strategies
- Suggest healthful personal behavior (e.g., relaxation or physical activity)
  - Everyone has coping strategies; some are helpful, while others are harmful.
  - Students can choose coping strategies to help manage stress in the years to come.

## **10. Managing Stressful Feelings**

Groups of students brainstorm situations that create powerful feelings and their lists are compared for insights and similarities. Students watch a TV program or movie and classify the reactions to powerful feelings observed as either passive, assertive, or aggressive. Students realize that stress is a common response to some of these feelings and begin to identify coping strategies.

### **1. 1. GROUPS BRAINSTORM SITUATIONS THAT CREATE POWERFUL FEELINGS.**

#### **Teacher Page: Powerful Feelings**

Divide the class into three groups and give each group an instruction slip. Ask groups to brainstorm the situations on the slips. Provide butcher paper, poster board or blank transparencies and markers on which groups will record their responses. Allow two minutes for brainstorming.

### **2. 2. DISCUSS POWERFUL FEELINGS.**

Have each group present their brainstormed lists (from Step One). Compare lists for insights and similarities.

### **CONCEPTS**

- Different people perceive situations in different ways.
- Many situations cause powerful feelings.
- These feelings create changes in the body.

### **SKILL DEVELOPMENT**

- Stress is a common response to feelings of fear, anger and frustration.
- People can learn strategies to cope with stress.

## **3. 3. STUDENTS IDENTIFY COPING STRATEGIES.**

### **Student Page: Reactions**

Have students complete the student page. Discuss the responses.

### **CONCEPTS**

- People react in different ways to stressful situations.
- Some reactions are passive, some are assertive, and some are aggressive.

### **SKILL DEVELOPMENT**

- Assertive reactions are healthy ways to manage stress.
- Passive and aggressive responses may create additional stress.
- Each person can develop assertive coping strategies.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Circle the reactions in this list that you think are assertive and healthy. Cross out the reactions you believe are passive or aggressive. Put a star (\*) by the reactions that would be most helpful to you when you experience stress.

Have a temper tantrum                      Yell      Ignore the problem

Drink alcohol                                  Fight      Talk to someone

Ask for help                                      Eat      Take a long walk

Break things                                      Swear      Clam up-pout

Clean your room                                Argue      Think about revenge

Work a crossword puzzle                      Smoke      Cry

**4. 4. STUDENTS OBSERVE STRESS REACTIONS IN THE MEDIA.**

**Student Page: Media Reactions**

Distribute the student page and review the directions for this assignment.



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

**Directions:** Watch a TV program, movie or video. As you watch, observe the situations, feelings and reactions of the characters. Record your observations on the chart, then classify the reactions as passive, assertive or aggressive.

Name of TV program, movie or video.

---

Situation	Feeling	Reaction	Classify the Reaction (circle one)
			Passive Assertive Aggressive
			Passive Assertive Aggressive
			Passive Assertive Aggressive
			Passive Assertive Aggressive
			Passive Assertive Aggressive

**5. 5. DISCUSS STRESS REACTIONS IN THE MEDIA.**

After students have completed the assignment, divide class into groups of four or five to discuss it. Ask groups to look for patterns regarding:

- Common feelings that are expressed in the media.
- Whether passive, assertive or aggressive behavior is modeled.
- What young people may learn from the media about how to deal with feelings.

**6. 6. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss the groups' observation of media.

**DISCUSSION POINTS**

- Do the actors portray realistic situations that cause stress?
- Do the actors model assertive reactions?
- When passive and aggressive reactions are modeled, are the outcomes realistically portrayed?
- What message does the media give us about handling feelings?

***Assessment***

**Student Page: Reactions Calendar**

Have students use the student page to record some emotional situations and identify ways to cope with stress.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

Name:.....

**Directions:** Keep a record of the powerful emotions that cause you stress over a two-day period. Briefly explain the situation, the feeling you experienced and an assertive reaction that would help you cope with the stress.

	Situation	Feeling	Reaction
Day 1			

Day 2			
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## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify effects of powerful emotions on health.

### **SELF MANAGEMENT**

Student work demonstrates proficiency by showing the ability to:

- Identify causes of stress.
- Suggest stress management techniques.
- Distinguish between positive and negative coping strategies.
- Suggest strategies to manage and reduce anger.
- Identify ways to deal with frustration.

## **11. Feelings and Mental Health**

Students write about a strong feeling they have experienced, and through volunteer discussion, they learn about the connection between feelings and mental health. Students then work with a partner to role-play scripted feelings.

### **1. 1. STUDENTS WRITE ABOUT FEELINGS.**

Ask students to think about a strong feeling they have experienced and write a paragraph about this experience. The paragraph should describe:

- The feeling that was experienced.
- The cause of the feeling.
- The reaction to the feeling.

When students have finished their paragraphs, tell them to draw a circle around the feeling, underline the cause of the feeling, and draw a box around the reaction to the feeling. Discuss the paragraphs.

### **DISCUSSION POINTS**

- Is it easy or difficult for you to identify your feelings? Why?
- Can you easily identify the cause for your feelings? Why?
- Was your reaction positive or negative? Explain.

**2. 2. DISCUSS THE CONNECTION BETWEEN FEELINGS AND MENTAL HEALTH.**

Ask for volunteers to discuss the experiences they wrote about. Discuss the connection between feelings and mental health.

**CONCEPTS**

- Feelings are clues to mental health.
- Feelings are neither good nor bad.
- We can control our reactions to feelings.
- Choosing positive reactions enhances mental health.

**3. 3. STUDENTS ANALYZE FEELINGS.**

**Teacher Page: Feelings Cards**

Divide class into groups of three or four students. Give each group a Feelings Card to complete.

**4. 4. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss the groups' responses to the questions for each situation.

**DISCUSSION POINTS**

- Which feelings are most difficult to respond to?
- What happens when we react to strong negative feelings without thinking?
- Is there more than one positive reaction to feelings? Why?

***Assessment***

**Student Page: Scripting Feelings**

Have students work with a partner to complete the script. Ask volunteers to role-play their scripts. Students view the role-plays and provide feedback.'

- Was the reaction positive or negative? Why?
- What other reactions could have been used?

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Work with a partner to develop a role-play script. The role-play should illustrate the cause of a feeling and show a reaction. You may add more lines if necessary.

Person A: Hey, I'm glad to see you. You'll never believe what happened to me!

I was so

\_\_\_\_\_

(write your feeling here)

Person B: Well, I'm listening. Tell me what happened.

Person

A: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Person

B: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Describe the connection between emotions and mental health.

### **SELF MANAGEMENT**

Student work demonstrates the ability to:

- Identify positive ways to handle emotions.

## **12. Mental Health**

Students use scenarios and journaling to recognize thought, feeling, and behavior patterns that either promote or impair mental health. They analyze the influence of both positive and negative factors in promoting or impairing mental health.

### **1. 1. MENTAL HEALTH IS ESSENTIAL TO OVERALL HEALTH.**

Write on the board the phrase, "Mental health is \_\_\_\_\_ to overall health." Call for students to fill in the blanks. After a few suggestions, write in the word "essential" and note that this is the word used by the President's Task Force on Mental Health.

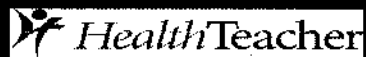
Ask if students agree with this statement or not and to defend their positions.

Visual Aid / PowerPoint Presentation: **Mental Health: Essential to Overall Health**, slides #1-6. Use this presentation to stimulate discussion of the importance of mental health to overall health.

Write the words "mental health" on the board. Ask students for their definition of this term. Ask students for examples of mental health. Provide and discuss their definitions.

## ***Mental Health***

Essential to Overall Health



### ***What is mental health?***

- How you think, feel, and act in order to face life's situations.
  - For example, how you handle stress.
- How you look at yourself, your life and the people in your life...
  - For example, how you relate to others.
- How you evaluate your options and make choices...
  - For example: how you make decisions.



## ***Key component of mental health: what you think.***

- Thinking is the cognitive component of mental health.
- It's important to recognize your thoughts and to determine if they are reasonable for the situation.
  - For example, a friend invites another friend to go to a movie. Do you think "That's OK. She can do that. I know we'll get together another time." Or, do you think "She's not my friend anymore. A real friend would always invite only me..."
- It's important how you respond to your thoughts.
  - Do you let negative, damaging thoughts continue or do you stop them? For example, if you think you've been slighted by a friend, do you go over and over in your mind that the friend is hurtful, disloyal, uncaring...
- Thoughts produce feelings in us.

## ***Key component of mental health: what you feel.***

- Feeling is the emotional / sensory component of mental health.
- Thoughts produce feelings.
  - Thinking the same thoughts over and over in your mind will create feelings – negative thoughts will create more negative feelings and positive thoughts will create more positive feelings.
- It's important to recognize your feelings.
  - For example, "I am angry and upset!"
- It's important to understand where these feelings are coming from.
  - I.e.: your thought processes and how you interpret what's happened.
- It's important how you respond to your feelings.
  - "I feel this way so it's right to feel this way."
  - Ask yourself questions such as: "Is this a legitimate feeling that is appropriate for the situation?"

## ***Key component of mental health: how you act.***

- Action is the behavioral component of mental health.
- Thoughts and feelings result in actions.
  - For example, you dwell in your mind about how your friend has slighted you until you feel really angry and then you take an action as a result of your thoughts and feelings.
- Actions can be unhealthy.
  - For example, you could pick up the phone and yell at your friend and damage the relationship.
  - For example, you could go out for a smoke or take a drink and hide away in your room.
- Actions can be healthy.
  - For example, you could talk over your thoughts and feelings with your friend or with someone else who could help.

## ***Thoughts, feelings, and actions have impact.***

- Since you were a young child, you realized that your behavior had consequences.
  - You touched a hot stove and were burned.
  - You disobeyed a rule and were disciplined.
- It's important to also realize that there are consequences to the way we think and feel.

## **CONCEPTS**

Mental health is:

- How you think, feel, and act in order to face life's situations.
- How you look at yourself, your life and the people in your life.
- How you evaluate your options and make choices.

## **2. 2. STUDENTS CREATE SITUATIONS TO DEMONSTRATE HOW THOUGHTS, FEELINGS, AND ACTIONS ARE INTERRELATED AND REFLECT MENTAL HEALTH.**

Divide the class into small groups. Ask each small group to create a poster-size cartoon with three panels and dialogue boxes that depict how mental health or a mental health problem is reflected through their character's thoughts, feelings, and actions (one cartoon panel for each). Their creation should show how thoughts lead to feelings and then to actions.

Have a sample of student groups present their work. Discuss with the class the extent to which each presentation demonstrated the effect of thoughts, feelings, and actions on mental health.

Have students return to work in their groups and rework their scenarios to add this element: an outside influence that has either a positive or a negative effect on the outcome (action).

Call for different groups to present their work to the class. Ask for feedback from the class on the impact of outside influences either for positive or negative outcomes.

## **CONCEPTS**

- Thoughts influence feelings and feelings influence actions.

## **SKILL DEVELOPMENT**

- Students identify different ways that health is affected by various influences.

## **3. 3. STUDENTS ANALYZE INFLUENCES ON MENTAL HEALTH.**

Scenario: **A Friend in Need**

Distribute the scenario, **A Friend in Need**, to each student. Indicate to the class that being pregnant as a teenager is typically a cause of significant stress and can influence mental health status. Ask students to view the scenario in terms of influences promoting or impairing mental health. Have students complete the scenario on their own to show two different sets of influences on how the situation could end:

- Scenario One. Create an ending that shows negative mental health influences occurring in Natasha's life and what the outcome could be.
- Scenario Two. Create an ending that shows positive mental health influences occurring in Natasha's life and what the outcome could be.

Call for several students to present their analysis of both positive and negative influences.

### **CONCEPTS**

- There can be both positive and negative influences on mental health.

### **SKILL DEVELOPMENT**

- Students can differentiate between healthful and unhealthful influences.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

**Directions:** Complete the following scenario to show two different sets of influences on how the situation could end:

Scenario One. Create an ending that shows negative mental health influences occurring in Natasha's life and what the outcome could be.

Scenario Two. Create an ending that shows positive mental health influences occurring in Natasha's life and what the outcome could be.

Keiko, Natasha, and Charla have been friends since the 7th grade. They are now in 10th grade. Keiko and Charla have recently noticed some changes in Natasha. For a few weeks now, Natasha has refused to join them for their regular trips to town. Last week after school, Natasha refused again to join them for their usual Tuesday / Thursday basketball scrimmages. She said she was just too tired. They know that she is not making the grades she usually makes and that she doesn't seem to care about that. She has seemed really down lately. She didn't answer her phone the whole weekend after Friday when Keiko called her and she sounded like she had been crying and was upset about something. She wouldn't talk about it. She just said she was tired and couldn't sleep. Keiko and Charla decide they should do something.

They stop by on Sunday afternoon to talk with Natasha and find out that she is pregnant.

### 4. REFLECT, SUMMARIZE, AND DISCUSS.

Review examples of positive and negative mental health influences from student work.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

Review with students the following concepts:

- Mental health is essential to overall health
- Mental health contributors or detractors: thought patterns, emotional responses, and actions

Close with **Mental Health** slides # 10, 11, and 12

## ***What can I do to help protect my mental health?***

- Recognize warning signs in
  - How you think,
  - How you feel,
  - How you act.
- Practice stress management and other self care strategies throughout life.
- Know when and where to get help.
  - Get help as soon as you suspect you need it.
  - Get help from a trained counselor or through a medical referral.

## ***What can I do to help protect my mental health?***

- Eat healthfully.
- Exercise adequately.
- Care for your health daily.
- Take time for yourself regularly.
- Sleep bountifully.
- Manage stress diligently.

## ***What can I do to help protect my mental health?***

- Play
  - Learn to do something new and fun
- Know yourself
  - Be attuned to your thoughts and feelings.
  - Keep a journal.
  - Recognize when "this just doesn't seem like I usually think or act".
- Say "no" sometimes. Don't overbook your schedule or your life.
  - Make time for quiet
    - Turn off the cell phone, TV...



### ***Assessment***

#### **Student Journal Guide**

Have students begin and maintain for a specified period of time a journal that captures their thoughts, feelings and actions in response to daily situations and crises situations on an on-going basis. Based on a review of their journal, students:

1. Write a paper that reflects their recognition of the role of their own thoughts, feelings, and actions in contributing to their mental health or mental health problems.
2. Set a personal goal to improve mental health in one of the three areas - thought management / emotional management / behavioral management.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

### Directions:

**Part One.** Use this or a similar guide to make note of your responses to everyday life situations, especially stressful situations. Note your immediate thoughts, feelings, and actions, then come back to the situation several hours or days later and again make note of your responses to the situation. Observe any changes in your responses over time.

Date and Time of Journal Entry	Description of Situation or Event	Thoughts	Feelings	Actions
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**Part Two.** After you have maintained your journal for at least one month, write a reflective paper on what you have observed about the way you respond to life's situations. Include any insights you have gained about how you handle stress, make decisions, and relate to people.

**Part Three.** Write a goal statement that reflects an area you'd like to improve and identify the steps you'll take to accomplish your goal. Continue your journal activity to help you monitor your progress in meeting or refining your goal.

## **ASSESSMENT CRITERIA**

### **CONCEPTS**

Student work demonstrates proficiency by showing:

- Understanding that mental health is reflected in a person's thoughts, feelings, and behavior.

### **SKILL DEVELOPMENT**

Student work demonstrates proficiency by showing the ability to:

- Identify one or more influences on their thoughts, feelings, and/or actions that either promotes or detracts from their mental health.

### **SKILL DEVELOPMENT**

Student work demonstrates proficiency by showing the ability to:

- Set a goal and make progress toward achieving it.

## **12.Active Listening and Assertions**

Students learn non-violent ways to calm emotionally charged situations then create role plays to demonstrate the use of active listening and I-messages to deal with conflict.

### **1. 1. DISCUSS CONFLICT.**

Ask students to think of the most recent conflict they had with someone.

#### **DISCUSSION POINTS**

- What was the result of the conflict?
- Are you satisfied with the result?
- Have you ever been involved in a conflict that you wish you had handled differently?

#### **CONCEPTS**

- Resolving conflicts requires special skills that can be learned and practiced.

### **2. 2. DISCUSS ACTIVE LISTENING.**

#### **Student Page: How to Really Listen**

Define active listening. Have students complete the student page and discuss it.

**SKILL DEVELOPMENT**

Active listening is used to:

- Get a clear understanding
- Build empathy
- Respond to an attack or complaint against you

To become aware of your listening skills, ask yourself these questions about the speaker(s):

- What is it like to be in their shoes?
- What are they trying to say?
- Have I really heard them?
- Do they know I am listening?

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

1. Write an objective or a reason for using active listening.
2. Identify some key points to keep in mind when using this approach.
3. What questions can you ask yourself to help you work through this approach?

### 3. 3. STUDENTS ROLE-PLAY ACTIVE LISTENING.

Have students work in small groups. Ask them to create an example of a potential conflict. Then have them role-play and resolve the potential conflict using active listening.

### 4. 4. DISCUSS ASSERTIVENESS.

#### **Student Page: Stand Up for Yourself**

Define assertiveness. Have students complete the student page and discuss it.

#### **SKILL DEVELOPMENT**

Ask yourself:

- What do I want to change?
- How do I tell the other person without blaming or attacking him or her?

Use I-messages to say how it is for you. Don't say what others should or should not do. State what you need.

- **Be clear.** Know what you need, clarify what you say, check for understanding, and back up your message with matching body language.
- **Be direct.** Give your message directly to the person for whom it is intended.
- **Be specific.** Say what you mean, what you need, and what you don't want.
- Let others know what you feel and think.
- Be firm.
- Be polite when you can.
- Rudeness is okay when the situation is threatening.

## Emotional Health Unit---- 9<sup>th</sup> Grade Health

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

1. Write an objective or a reason for using I-messages.

2. Identify some key points to keep in mind when using I-messages.

3. What questions can you ask yourself to better understand your needs?

**5. 5. STUDENTS ROLE-PLAY I-MESSAGES.**

Have students work in small groups. Ask them to create an example of a potential conflict. Then have them role-play and resolve the potential conflict using I-messages.

**6. 6. REFLECT, SUMMARIZE, AND DISCUSS.**

Discuss the value and use of active listening and assertiveness skills.

**DISCUSSION POINTS**

- In what ways does active listening help avoid or resolve conflicts?
- In what ways do I-messages help avoid or resolve conflicts?

***Assessment***

Have students create the dialog for an emotional situation, such as a conflict between friends, that demonstrates appropriate use of both active listening and I-messages to calm the situation. Ask students to share their dialogs with the class.

**ASSESSMENT CRITERIA**

**CONCEPTS**

Student work demonstrates proficiency by showing the ability to:

- Identify non-violent ways to resolve conflicts.

**INTERPERSONAL COMMUNICATION**

Student work demonstrates proficiency by showing the ability to:

- Demonstrate active listening for resolving interpersonal conflicts.
- Demonstrate I-messages for resolving interpersonal conflicts.



## **Summative Assessment**

For this unit's final assessment, you will create a children's picture book based on what you have come to understand about self-esteem, healthy relationships, communication, stress, and mental health. In other words, you are writing a nonfiction informational text for children, and this book will have 5 sections: self-esteem, healthy relationships, communication, stress, and mental health.

As we do each lesson, you need to be writing notes. Write down what the "big takeaway" has been for you, and how you might translate your teenager's perspective for a younger child. This will help you when it comes time to write your book. The rubric is broken down into 5 basic parts; cover, spreads, grammar and spelling, story, and writing.

**Cover-** The cover needs to include a title, author's/ your name, period number, and a hand drawn picture. The picture needs to be neatly drawn and colored. Feel free to be creative and come up with an original cover artwork. Remember that people do judge books by their covers.

**Spreads-** A spread is two pages that are side by side. You can have one or more spreads per section. To receive full credit on this part you must have 5 spreads that have a hand drawn and colored picture and writing on each page. Remember that five spreads is the minimum to receive full credit, you may go above and beyond. I hope you will!

**Grammar and Spelling-** Editing is a vital part of the writing process. Please write a rough draft and have a number of people edit your writing.

**Content-** Your book does not need to tell a single story, but your book needs to make sense and illustrate the meaningful insights you have had over the course of this unit. include plot, setting, characterization, conflict, and resolution.

**Writing-** Every page needs at least one full paragraph. Each paragraph has to have at least 4 sentences.

This is a test grade, so make sure to do your best work and to check the rubric often.

Emotional Health Unit---- 9<sup>th</sup> Grade Health

Children's Book Project Rubric

	5 Points	4 Points	3 Points	2 Points
Cover	Cover includes a title, neatly drawn and colored picture, author's name, your name, and period number.	The cover picture is not very neat or there is one item missing.	The cover picture is messy or there are more than two other items missing.	Cover is blank.
Spreads <b>A spread is two pages side by side.</b>	There are at least 5 spreads with writing and a hand drawn, colored picture on each page.	There are 4 spreads with writing and a picture on each page.	There are only 3 spreads with writing and a picture on each page, or there are numerous spreads missing writing or a picture.	There are less than 3 complete spreads.
Grammar and Spelling	There are 2 or fewer spelling or grammar mistakes.	There are 3-4 spelling or grammar mistakes.	There are 5-6 spelling or grammar mistakes.	There are 7 or more spelling or grammar mistakes.
Content	The book includes 5 sections, each illustrating a meaningful & appropriate lesson about unit content.	One section is missing, or one lesson is weak, makes no sense, or incorrect.	Two sections are missing, or two lessons are weak, make no sense, or incorrect.	Much of what is here does not make sense or there are more than two weak or missing sections/ lessons.
Writing <b>Each paragraph has a minimum of 4 sentences.</b>	Every page has at least one full complete paragraph.	One page does not contain a full complete paragraph.	Two pages do not contain a full complete paragraph.	Three or more pages do not contain a full complete paragraph.
On Time	Your picture book is turned in completed on time.	Your picture is turned in one day late.	Your picture book is turned in two days late.	Your picture book is 3 or more days late.

**UNITS 1, 2, & 3**

**for**

**Content Area of**

**VISUAL & PERFORMING**

**ARTS**

**HS Band**  
**Studio Art**



## **Studio Art Unit Plans**

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**Unit Title:** What Is Art And Why Should I Make It?

**Content Area:** Studio Art I

**Grade Level:** 12

**Unit Length:** 8-10 classes

### **Summary of Unit:**

"What is art?" is a question often discussed and debated and "Why should I make it?" is a question often asked by students in a mandated studio art class. This opening studio art unit is designed to encourage students to ask these types of questions and take artistic risks; to not only look more closely at art at the world around them, but dig deeper, too. This unit will teach students the very foundation of art by exploring its elements (and, in a later unit, design principles), which are the building blocks of creating and understanding art. Students will learn how elements affect how and what a work of art communicates and the story it tells. As students explore the foundations of art, they will gain an understanding of what it is, what it's saying and why it's worth making.

**Big Idea:** Art and design exist so that people and cultures can express themselves and solve problems creatively; the elements of art (and later, principles of design) are the foundation for doing so

### **Delaware Standards Alignment (Visual Arts Standards & Proficiency Level Expectations):**

- Standard 1: Understanding and applying media, techniques and processes
  - 1.1: Select and use different media, techniques and processes that are used to create works of art
  - 1.3: Use media and tools in a safe and responsible manner
  - 1.4: Demonstrate how a single medium or technique can be used to create multiple effects in works of art
  - 1.6: Identify different media, techniques and processes that are used to create works of art
- Standard 2: Using knowledge of structures and functions
  - 2.1: Identify the elements of art
  - 2.2: Select and use the elements of art in works of art
  - 2.4: Analyze the elements of art
  - 2.9: Plan, design and execute multiple solutions to challenging visual art problems
- Standard 6: Making connections between visual arts and other disciplines
  - 6.4: Describe how learning in the visual arts helps develop essential skills for life and the workplace

### **Enduring Understandings:**

- Art media, techniques and processes work together to create works of art
- Art media, techniques and processes should be used in a safe and responsible manner

- Artists use elements of art and principles of design to organize visual communication
- Art elements and design principles can be used intentionally to elicit a specific response from the viewer
- Art elements and principles of design are the building blocks of the visual arts
- Understanding the elements and principles (and their vocabulary) can help develop appreciation for viewing works of art
- Understanding why people create can lead to an exploration of many creative, professional fields

#### **Essential Question(s):**

- How are art elements used to organize and express ideas?
- Are some media better than others for communicating particular ideas or emotions?
- What is art?
- Why is art created?
- How is art infused in our daily life?
- Why do we need visual art terminology when responding to art?
- What can we learn from studying art?

**Key Terms:** Line, Shape, Texture, Space, Size, Form, Value, Color, Balance, Rhythm, Emphasis, Unity, Contrast, Composition, Positive space, Negative space, Portfolio, Representational, Non-representational

#### **Lesson 1: What Is Art? (30 minutes):**

1. Have students share any personal experiences with art (museum, public art, personal artwork, etc.)
2. Students share reactions, emotions or feelings they may have experienced and remembered when viewing a piece of art. Discuss why this might be.
3. Students share what they hope to get out of the Studio Art course (fill out K-W-L-based handout) outlining what they know and what they would like to learn.

#### **Lesson 2: What Subject Is This? Take A Look! (45 minutes):**

1. Lead this discussion: one of the first questions that most people ask when they see a work of art is *what is it about?* The objects contained in the image and the underlying story or idea referenced by those figures and objects is the subject of the work. The *subject* of the work is what the painting, drawing or sculpture is about. The elements of art and principles of design are what come together to create the actual work itself (we will talk more about that later).
2. Ask students to look at an impressionist painting without identifying the painter or the title. Students should be looking for clues that tell them about where, when, who and what they are seeing in the image. Ask students to spend several moments letting their eyes move around the image. They should take notes of everything they observe.
3. After some time, reveal that it is Edgar Degas's 1874 painting, *The Dance Class*.
4. Pass out the handout and have students fill out and reflect on what they have seen. Some sample questions include: Who is depicted in this image? How many figures? What are the genders of the figures? How are they dressed? What action(s) are occurring in this image? By

whom? Between whom? What is the setting of this image- where does it take place? What time of day is it? (Day, evening, night?)

5. Share answers with the class and promote discussion by filling students in on the details and providing some context. Take a brief break from looking at the painting.

6. Return to the painting and now direct focus on the group of women in the upper right hand corner of the image. Ask students to look particularly at the clothing that the women are wearing. Does this help them to place the general time period of the painting? What about the clothing worn by the male instructor on the right side of the canvas? Is there other information that you can gather from focusing on these figures, such as whether or not the ballerinas come from families that are rich or poor, rural or urban?

7. Have students read The Metropolitan Museum of Art's description of the painting. Once students have read a little about the subject matter that was often the theme of Degas' work ask them to think about what information is revealed in this image.

### **Lesson 3: In Your Element (60 minutes)**

1. Taking a break from discussing artistic subject matter, students will learn how the art elements come together to create that subject matter.

2. Hand out large chart paper to each student and instruct them to draw a single line (most students will draw a solid line).

3. Have them draw a few more and instruct them to connect these lines so that they create a - let the students guess - shape.

4. Students should use line to give their newfound shape texture. Discuss ways line can create texture. Reference the Degas painting.

5. Students should now draw the same version of their shape in a different size on the same chart paper. Take a few minutes to discuss the placement of this new shape on the chart paper and how students made use of space.

6. Students select one color or hue (crayon or colored pencil) and fill in with varying pressure (creating a series of values).

7. Tell the students they have just explored all of the basic art elements.

8. Do a "Gallery Walk" around the classroom so students can see all of the different results.

9. Find examples of these elements in the Degas painting.

### **Lesson 4: What Subject Is This (Part Two)? Look Closer! (45 minutes)**

1. Open with a similar discussion as the Degas painting, except this time have a few student volunteers lead the talk, for French artist George de la Tour's 17th century painting *The Fortune Teller*.

2. Students should take a first look and share initial findings and then a closer look. They should take notes of everything they observe.

3. Have student leaders ask the following questions (intervening if and when necessary): Who is depicted in this image? How many figures? What are the genders of the figures? How are they dressed? What action(s) are occurring in this image? By whom? What is the setting of this image- where does it take place? What time of day is it? (Day, evening, night? What is the theme—the *subject*—of this image?

4. Discuss how the elements used in the previous lesson are present in this painting. How so? While the Degas image shows much of a large and lively dance studio, and the Bruegel shows a sprawling landscape that literally extends to the sea, the de la Tour image brings the viewer into the close space inhabited by the five figures of the painting. How do the artistic elements create this effect?
5. Ask students to consider the relationships between all of the different subjects of the painting. What do they think is the relationship between the figures in this image? Where is the attention of each of these figures directed? Students should note the direction of each figure's eyes. What are the woman on the far left and the woman in the center doing? What does the body language of the young man indicate to you? Does he seem aware of what is going on? What does the way he is dressed tell you about him?
6. Ask students to consider different types of interactions and relationships in their own life (does not necessarily have to be interpersonal) and jot some notes, thoughts, adjectives and other descriptors about that particular affiliation.

**Lesson 5: What Is Art And Why Should I Make It? Project (3-5 60-minute class periods, 180-300 minutes total)**

1. Students have now discussed and explored the relationships between subject matter in the Degas and de la Tour images as well as the relationships between the art elements (line, shape, texture, space, size, value, color).
2. Ask students to refer to their list from the end of Lesson 4. Have them choose one relationship and ask them to express that relationship through each of the elements. For example, if a student chose her relationship with her sister, that might be a tumultuous relationship sometimes and a loving relationship at other times. How can the the artistic element of line represent that relationship.
3. Students will experiment with communicating their thoughts, feelings and perceptions through the elements of art alone. They are not to draw anything realistic or representational - art elements only.
4. Students will then experiment with communicating their thoughts, feelings and perceptions through more representational art (students can choose the medium with which they are most comfortable - drawing, painting, collage, mixed media - as this will provide an opportunity to explore different preferences that will be explored throughout the course; for example, students who defer to "But I can't draw" will have options).
5. Students will illustrate both the representational and nonrepresentational interpretations of their chosen relationship on 18x22" drawing paper.
6. Review your discussions on subject and story-telling within art and show examples of painted quilts as another way to tell stories. Have students create a 3 to 4-inch border around their paper. This will be for the non-representational graphic elements of the story. Students will be required to focus on three of the art elements and use them to effectively convey their chosen relationship.
7. On the interior of the border, students will create a more representational depiction of their chosen relationship in a medium of their choosing. Less emphasis will be placed on the medium for this assignment, as students will be exposed to them in a more in-depth manner as the course goes on.



8. Throughout the project, mini-critiques should be held to help students articulate their ideas and provide a platform to utilize their growing artistic vocabulary.

- a. Instruct students on the importance of good craftsmanship and technical accuracy.
- b. Circulate to be sure students understand the concept and are materials safely.
- c. When the works are finished have students sign their name in one of the lower corners.
- d. Upon the due date, conclude the lesson with a final critique using the rubric as a foundation for the discussion.
- e. Allow students to make changes to their work based on suggestions during the critique before grading or displaying the work.

9. Run a mini-lesson on the significance of the artist's statement and how the artist's original notes on the featured relationship can inspire the prose of their statement.

### **Resources:**

National Endowment for the Humanities:

<http://edsitement.neh.gov/lesson-plan/whats-picture-introduction-subject-visual-arts#sect-activities>

San Diego Unified School District:

[http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/176/visual\\_art/Visual Art 12 Guid ebook.pdf](http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/176/visual_art/Visual_Art_12_Guid_ebook.pdf)

Katherine Walker Schlageck of Kansas State University:

<http://www.incredibleart.org/lessons/early/ElementExtravaganza.html>

Dick Blick Painted Story Quilt Lesson Idea:

<http://www.dickblick.com/lesson-plans/painted-story-quilt/>

### **Accessibility to Instruction:**

This unit of instruction allows for teacher flexibility in how activities and projects are implemented based on what they know about students' abilities and interests. This can be determined through a pre-assessment of students prior to beginning the unit of instruction. Students should be formatively assessed throughout the unit of instruction to determine areas of focus and to guide instruction from teacher (quizzes, exit slips, observation). Teachers should also let the natural pace, questions and concerns of students help guide in decision-making.

*Academic Adaptations:* Re-read directions, read and clarify, varieties of texts and other reading materials, oral reading, text summary, present material in small, comprehensive and relevant sections, highlight notes, provide both oral and written directions

*Behavioral Adaptations:* Preferential seating, redirect attention, organizational aides, pre-writing, graphic organizers, self evaluation/performance assessment, working as a group to determine classwide expectations for creating a safe, supportive environment where students can explore and share

*Materials/Support:* Computer, SMARTBoard (if available), magazines, paint, scissors, pencils, colored pencils, markers, micron pens, chart paper

### **Student Self-Assessment and Reflection:**

1. Self and peer critiques - discussing and examining organizational, compositional and aesthetic decision-making.
2. Complete evaluation of self-performance on project rubric.
3. Track progress of project and comprehensive artist's statement in sketchbook.

**Assessment Opportunities:**

*On following pages.*

**Studio Art / What Is Art & Why Should I Make It? Unit Pre-Test**  
**[can also be given as a post-test]**

Answer the following questions to demonstrate what you know thus far about Art.

1. What is Art?
2. Why do people make Art?

3. In your opinion, what is the value of Art, if any?

4. In your own words, define the following terms:

a. Line:

b. Shape:

c. Texture:

d. Space:

e. Size:

f. Form:

g. Value:

h. Color:

5. List 3 careers for someone interested in the Arts:

a.

b.

c.

6. How can Art be used to express emotions and ideas?

**Studio Art / What Is Art & Why Should I Make It? Unit  
Plus/Delta Exit Ticket**

Please provide your honest, detailed feedback about this Studio Art unit of instruction.

Three specific things I liked about this unit are...

1.

2.

3.

Three things I learned from this unit are...

1.

2.

3.

If I could spend more time learning about something from this unit, it would be...

Three specific things I would change about this unit are...

1.

2.

3.

If I could spend less time learning about something from this unit, it would be...

### **Studio Art / What Is Art & Why Should I Make It? Unit Artist Statement Guide**

Adapted from ArtStudy.org:

An artist statement is a general introduction of your work as an artist. It is the what, how, and why of your work, from your own perspective. It helps you convey the deeper meaning or purpose of your work to the audience (clients, gallery owners, scholarship boards, entrance panels, etc.).

An artist statement lets you convey the reasoning behind your work-- why you chose a particular subject matter, why you work in a certain medium, etc. And further, a well-written statement

shows the relationship of you to your artwork, and helps create a connection with the viewer that will make your work (and your name) more memorable.

The artist statement should be about you, not about the viewer. It should explain what YOU think about your work, not about how the viewer should interpret it.

1. Ask yourself questions about your work:
2. Why you have created the work and what is its history?
3. Your overall vision-- what are you trying to say in the work?
4. How does your current work relate to your previous work?
5. What influences your work?
6. What is your inspiration for your images?
7. How does this work fit into a series or larger body of work?
8. Create a list of words and phrases that describe your chosen themes, your artistic values, creation process, and influences (i.e. experiences, dreams). Draw from your answers from the previous step.
9. Edit down your list of words and begin creating sentences using those words.
10. Combine the sentences into logical, flowing paragraphs.

In the space below, draft your own, personal artist statement for this unit project:

**Unit Title:** The Golden Mean To An End

**Designed By:** Don Golacinski; Adapted for Freire Wilmington Charter School

**Content Area:** Studio Art I

**Grade Level:** 12

**Unit Length:** 8-12 classes

**Summary of Unit:**

This unit of instruction is designed to guide students through the unique applications of the Golden Mean by uncovering the geometry inherent in nature and apply these principles to design and art. This unit will explore how artists use the Golden Ratio as a means of organizing a work of art in masterpieces throughout all of history. Students will be introduced to mathematical properties of the Golden Mean and begin by searching how the Golden Mean appears in everyday objects with which students regularly come in contact. It will also include examples of how ancient cultures incorporated it into their art, architecture and designs. Lessons and activities within this unit are adapted from work by Dr. David L. Narain and the State of Delaware Model Visual Art Unit.

**Big Idea:** Design is all around us - both in nature and man-made objects - and often has a strong relationship with math

**Delaware Standards Alignment (Visual Arts Standards & Proficiency Level Expectations):**

- Standard 2: Using knowledge of structures and functions
  - 2.3: Identify the principles of design
  - 2.5: Evaluate works of art in terms of structure and function
  - 2.6: Analyze the principles of design
  - 2.7: Select and use the principles of design in a work of art
  - 2.9: Plan, design and execute multiple solutions to challenging visual art problems
- Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas
  - 3.2: Integrate a variety of sources for subject matter, symbols and/or ideas which communicate an intended meaning in a work of art
- Standard 4: Understanding the visual arts in relation to history and cultures
  - 4.1: Identify historical and cultural characteristics of works of art
  - 4.4: Speculate on how history and culture give meaning to a work of art
  - 4.6: Describe how history and culture influence the visual arts

**Enduring Understandings:**

- Design is a plan and process
- There is a relationship between form and function
- Art is a universal symbol system that transcends language barriers
- There is a relationship between math, science and art
- Design is thinking creatively

**Essential Question(s):**

- How is design expressed in the natural and human-made environment?
- To what extent does good design integrate form with function?
- How might science, math and art be connected?

**Key Terms:** Golden Mean, Golden Ratio, Fibonacci numbers, Fibonacci sequence, Phi, Line, Proportion, Ratio, Value, Logarithmic spiral

**Lesson 1: Discovering the Golden Mean (30 minutes):**

1. Assess students' understanding of the elements of art and principles of design based on prior lessons.
2. Assess students' understanding of the Golden Mean, using examples in the room and showing Golden Mean PowerPoint introduction presentation.
3. Clearly identify the goals of the unit, including the Big Idea, Enduring Understandings, Essential Questions and evaluation criteria.
4. Discuss the origin of the term, "Golden Mean," as well as other names for the term.
5. Review online resources for the Golden Mean and break students into small groups (2-4 students).

**Lesson 2: The Golden Mean In Everyday Objects (30 minutes):**

1. Distribute measuring tools.
2. Discuss the Fibonacci number sequence and its origin; explore how Egyptians, Mayans and Greeks discovered Golden Means.
3. Have students examine their hands and discover a relationship between them and the Fibonacci sequence.
4. Show basic rectangles versus Golden Rectangle.
5. Have students visit websites to print off images (buildings, seashells, flowers, etc.) and use tools to measure rectangles and discuss which is more appealing.
6. Measure and enter ratio in sketchbook.

**Lesson 3: The Golden Mean in Artwork (60 minutes)**

1. Students examine work of Leonardo da Vinci.
2. Explore the following:
  - The Annunciation
  - Madonna with Child and Saints
  - The Mona Lisa
  - St. Jerome
  - Vitruvian Man
3. Students use handout/PowerPoint to guide their findings of the Golden Mean in each work.
4. Students discuss the relationship between art and math in da Vinci's work; students speculate why da Vinci used the Golden Mean so heavily; students speculate about how his work might be different if the Golden Mean hadn't been used effectively.

**Lesson 4: The Golden Mean in Architecture (60 minutes)**

1. Students will discuss how the Golden Mean could possibly appear in architecture.

2. Students receive a photo of the Parthenon and in small groups discuss its relationship to the term "phi".
3. Students will use a ruler to measure out the Golden Mean as part of the Parthenon's architectural elements.
4. Students will do the same with photos of the Great Pyramids, Notre Dame, Taj Mahal, UN Building and the CN Tower.
5. Students will sketch their own architectural structure that incorporates the Golden Mean.

### **Lesson 5: Constructing A Golden Rectangle (30 minutes)**

1. Students will gather materials (paper, pencil and protractor).
2. Students will follow two different online tutorials for two different ways to construct a Golden Rectangle: <http://cuip.uchicago.edu/~dlinarain/golden/activity4.htm> and <http://cuip.uchicago.edu/~dlinarain/golden/activity5.htm>.
3. Students will discuss the differences in the methods of constructing the Golden Rectangle.

### **Lesson 6: The Perfect Face? (90 minutes)**

1. Have students in teams visit <http://cuip.uchicago.edu/~dlinarain/golden/activity8.htm>.
2. Look through the examples of famous faces and discuss the following questions: are these faces attractive to you? Why or why not? Is there something specific in each of their faces that attracts us to them or is our attraction governed by one of nature's rules (Golden Mean)?
3. Two people on the team will choose faces to analyze from the selection on the website and two others will select faces of their own choosing via a Google search.
4. Students will print full-page photos of their selected faces and begin "The Perfect Face? Golden Mean" analysis.
5. Students will measure certain aspects of each face and compare their ratios. The following measures are required:

a = Top-of-head to chin = \_\_\_\_\_ cm  
 b = Top-of-head to pupil = \_\_\_\_\_ cm  
 c = Pupil to nose tip = \_\_\_\_\_ cm  
 d = Pupil to lip = \_\_\_\_\_ cm  
 e = Width of nose = \_\_\_\_\_ cm  
 f = Outside distance between eyes = \_\_\_\_\_ cm  
 g = Width of head = \_\_\_\_\_ cm  
 h = Hairline to Pupil = \_\_\_\_\_ cm  
 i = Nose tip to chin = \_\_\_\_\_ cm  
 j = Lips to chin = \_\_\_\_\_ cm  
 k = Length of lips = \_\_\_\_\_ cm  
 l = Nose tip to lips = \_\_\_\_\_ cm

Students will then find the following ratios:

a/g = \_\_\_\_\_ cm  
 b/d = \_\_\_\_\_ cm  
 i/j = \_\_\_\_\_ cm



i/c = \_\_\_\_\_ cm  
e/l = \_\_\_\_\_ cm  
f/h = \_\_\_\_\_ cm  
k/e = \_\_\_\_\_ cm

6. Students will determine if any of the ratios are (or are close to) being Golden? Of all the faces within the group, which is the most "Golden"? Does the group agree that this face is the most "perfect"? Why or why not?
7. Students will write a reflection on the lesson and how they're understanding of the Golden Mean may or may not have influenced their understanding of what is beautiful in terms of facial structure. Do they think this influence is ingrained in us or something we are taught?
8. Students will have the option to take and analyze photos of their own face for Golden Ratios.

**Lesson 7: The Golden Mean To An End Project (3-5 60-minute class periods, 180-300 minutes total)**

1. Review the PowerPoint presentation and Essential Questions. Go over the project rubric.
2. Students will choose a pattern from nature that is created through the phenomenon of the Golden Mean (they can reference examples from the PowerPoint, including the nautilus shell, sunflower sea pod, etc.) and use it to inspire an original design.
3. Students will use layouts provided on transparencies to create an original work of art for the composition. There are an open-ended number of solutions.
4. Show students books and magazines with patterns from nature and suggest ways they could use them. Allow them to use the Internet to further research natural patterns. Encourage students to bring in examples of actual artifacts.
5. Demonstrate how students are to tape down their canvas paper so as to leave an even white border around the edge of the paper.
6. Have students select a background color for the entire painting and paint that color within the masking tape area, overlapping enough to create a straight edge when the tape is removed.
7. Use an example of a student's background painting to display the Golden Mean transparency and trace over in chalk.
8. Using the Golden Ratio pattern that they chose, they must determine what part of the design will be the center of interest and place it in the section of the pattern of the Golden Ratio.
9. Students may use chalk or pencil to draw in the composition.
10. If students have not used acrylic paint before, a discussion of the nature, care and cleaning of acrylics should be discussed including the fact that acrylics dry fast and that they will harden in the brushes and at the bottom of the sink. Acrylics may be used transparently by adding an acrylic medium or water. Alternately, by adding gesso, they may also become more opaque. Acrylics will not come out of clothes unless they are removed while still wet and that isn't guaranteed. Acrylics can be covered with plastic wrap in order to keep them moist for the next day.
  - a. Instruct students on the importance of good craftsmanship and technical accuracy.
  - b. Circulate to be sure students understand the concept and are using the paints appropriately.

- c. When the paintings are finished have students sign their work in one of the lower corners of the painting and carefully remove the masking tape to reveal the white border around the painting.
- d. Upon the due date, conclude the lesson with a critique using the rubric as a foundation for the discussion.
- e. Allow students to make changes to their work based on suggestions during the critique before grading or displaying the work.

#### **Resources:**

Dr. David L. Narain of Chicago Public Schools:

<http://cuip.uchicago.edu/~dlnarain/golden/activity8.htm>

Grace Hall of Wilkes Central High School, Wilkesboro, NC:

<http://www.incredibleart.org/lessons/high/Grace-golden.htm>

The Golden Number:

<http://www.goldennumber.net/art-composition-design/>

Idaho State Department of Education:

<http://www.sde.idaho.gov/site/humanities/docs/curriculum/10%20Golden%20Ratio.pdf>

Don Golacinski of Sussex Technical School District:

[http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/files/vpa/GoldenMeantoanEnd\\_9-12\\_12-09.pdf](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/vpa/GoldenMeantoanEnd_9-12_12-09.pdf)

#### **Accessibility to Instruction:**

This unit of instruction allows for teacher flexibility in how activities and projects are implemented based on what they know about students' abilities and interests. This can be determined through a pre-assessment of students prior to beginning the unit of instruction. Students should be formatively assessed throughout the unit of instruction to determine areas of focus and to guide instruction from teacher (quizzes, exit slips, observation). Teachers should also let the natural pace, questions and concerns of students help guide in decision-making.

*Academic Adaptations:* Re-read directions, read and clarify, varieties of texts and other reading materials, oral reading, text summary, present material in small, comprehensive and relevant sections, highlight notes

*Behavioral Adaptations:* Preferential seating, redirect attention, organizational aides, pre-writing, graphic organizers, group and self evaluation/performance assessment

*Materials/Support:* Computer, SMARTBoard (if available), printer, transparencies, rulers, acrylic paint, paintbrushes, mixing cups, palettes, drafting tape, gesso

#### **Student Self-Assessment and Reflection:**

1. Self and peer critiques - discussing and examining organizational, compositional and aesthetic decision-making.
2. Complete evaluation of self-performance on project rubric and group participation reflection.
3. Assess team members in group participation reflection.
4. Track progress of project and comprehensive artist's statement in sketchbook.

**Assessment Opportunities:**

*On following pages.*

**Studio Art / The Golden Mean To An End Unit Quiz**

Answer the following questions to demonstrate your understanding of the Golden Mean.

1. What is the Golden Ratio to three decimal places?

2. What are the first ten integers in the Fibonacci sequence?
3. What are three other names for the Golden Mean?
  - a.
  - b.
  - c.
4. Name a natural object that contains the Golden Mean.
5. Explain how this object exhibits the Golden Mean.
6. Name a building that exhibits the Golden Mean in its construction.
7. Explain how this structure exhibits the Golden Mean.
8. Name a work of art by Leonardo da Vinci that exhibits the Golden Mean in its composition.
9. Explain how this artwork exhibits the Golden Mean.
10. How does the Golden Mean appear in your own personal artwork?

**Studio Art / The Golden Mean To An End Unit  
Plus/Delta Exit Ticket**

Please provide your honest, detailed feedback about this Studio Art unit of instruction.

Three specific things I liked about this unit are...

1.

2.

3.

Three things I learned from this unit are...

1.

2.

3.

If I could spend more time learning about something from this unit, it would be...

Three specific things I would change about this unit are...

1.

2.

3.

If I could spend less time learning about something from this unit, it would be...

**Studio Art / The Golden Mean To An End Unit  
Group Participation Reflection**

Your Name:

1. What was your specific role in this project?

2. Do you feel you adequately performed the duties for this role? Why or why not?

3. Please name 3 specific contributions you made to this group:

- a.
- b.
- c.

4. Do you feel you were easy to get along with in the group?

5. Overall, did your group benefit from having you as part of the team? Why or why not?

6. Overall, what grade would you honestly give yourself for this assignment. Why?

Group Member Name:

1. What was this person's specific role in this project?

2. Do you feel this person adequately performed the duties for this role? Why or why not?

3. Please name 3 specific contributions this person made to this group:

- a.
- b.
- c.

4. Do you feel this person was easy to get along with in the group?

5. Overall, did your group benefit from having this person as part of the team? Why or why not?

6. Overall, what grade would you honestly give this person for this assignment. Why?

**Unit Title:** "Brand" New Me (In 3-D!)

**Content Area:** Studio Art I

**Grade Level:** 12

**Unit Length:** 8-12 classes

**Summary of Unit:**

This unit of instruction is designed to introduce students to graphic design, branding and three-dimensional sculpture and design. As young people growing up in the 21st century, these students are constantly bombarded by advertising, marketing and brands. Students will take a moment to analyze the effects of constantly seeing these types of images and how we can often brand ourselves, whether consciously or subconsciously. The conversation will then segue into how advertising and branding can actually be a form of art. Students will study Andy Warhol, Jeff Koons, Robert Indiana and other "pop" artists who have created bodies of work inspired by advertising and pop culture. The culminating project will be on in which students create a "pop-culture pop-sculpture" logo inspired by the LOVE sculpture by Robert Indiana. This sculpture will be inspired by personal traits such as their initials. Students will also learn technical skills of three-dimensional construction and craftsmanship and focus on design principles such as balance, rhythm and form.

**Big Idea:** Graphic design, branding and advertising are artforms in their own right; the principles of design help communicate and organize ideas so that the message does not get lost in execution; personal ideas can be simplified enough to communicate a specific message through a symbol (brand or logo)

**Delaware Standards Alignment (Visual Arts Standards & Proficiency Level Expectations):**

- Standard 1: Understanding and applying media, techniques and process
  - 1.1: Select and use different media, techniques and processes that are used to create works of art
  - 1.2: Use selected two-dimensional and three-dimensional media to communicate ideas
  - 1.3: Use media and tools in a safe and responsible manner
  - 1.5: Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art
- Standard 2: Using knowledge of structures and functions
  - 2.3: Identify the principles of design
  - 2.5: Evaluate works of art in terms of structure and function
  - 2.6 Analyze the principles of design
  - 2.7: Select and use the principles of design in a work of art
  - 2.8: Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art
- Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas
  - 3.1: Identify subject matter, symbols and ideas in works of art
  - 3.2: Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art

- 3.6: Analyze how the use of subject matter, symbols and ideas are used in works of art

### **Enduring Understandings:**

- Are graphic design and advertising are a form of art in their own right?
- Advertising can influence how we perceive a product, person or event
- This influence can be conscious or subconscious
- Principles of design are intended to organize information so as to communicate a specific message
- Principles of design and elements of art work together to communicate specific messages
- Pop art challenged the traditions of fine art because it included references to advertising and pop culture
- Three-dimensional sculpture is reliant on principles of design (balance, rhythm, movement, unity) and form
- A logo is a symbol in its most simplified form, meant to communicate a very specific message about a brand, product, or - in this lesson - person

### **Essential Question(s):**

- How does advertising affect how I view a person, product or event?
- How do the elements of art and principles of design influence an advertisement?
- Why was the introduction of pop art controversial?
- Can advertising really be considered art?
- If I were to brand myself, what would my brand look like?
- If I were to communicate the essence of me, what would I say and how would it look?
- How does a three-dimensional structure keep its form and balance - how does it stay "up"?

**Key Terms:** Balance, Rhythm, Form, Emphasis, Logo, Brand, Continuity, Symbol, Graphic Design, Pop Art, Sculpture, Corrugated, Structure

### **Lesson 1: Brand Savvy, Part 1 (60 minutes)**

1. Project the Adbusters flag for the class to see ([http://www.adbusters.org/sites/default/files/styles/large/public/images/Adbusters\\_CorporateAmericaFlag.gif](http://www.adbusters.org/sites/default/files/styles/large/public/images/Adbusters_CorporateAmericaFlag.gif)). Give students a few minutes to take it in.
2. Distribute the correlating handout so that students can write in the corresponding company for each logo. Give students 10-15 minutes to fill it in.
3. Have students flip paper over and begin discussion on brands, logos and symbols. How many logos did you recognize? Are you surprised by the number you recognized? What do you think it means that you recognized these logos? Why do you think AdBusters placed these logos on the American flag?
4. Students flip over handout and as a class, go over each logo, allowing students to lead the discussion whenever possible.
5. If students are interested, have them share the number of logos they recognized initially.



### **Lesson 2: Brand Savvy, Part 2 (60 minutes)**

1. Following AdBusters discussion, students will learn about the symbolic elements behind the world's most famous logos. Break students into groups and assign each group with two brands.
2. Students will use this website (<http://www.hongkiat.com/blog/logo-evolution/>) to guide their discussion and to answer handout questions. Why is a logo important to a company? Can a logo influence someone to make a purchase (or not)? How has the logo for your assigned company evolved? How are text and image used in the logo? Explain how at least 3 elements of art are used in the logo design. Name 5 differences between the original logo and the logo as we know it now. Is logo/graphic design considered art? Why or why not?
3. Still in their groups, students will explore the work of Andy Warhol, Jeff Koons, Shepard Fairey, Milton Glaser, Stefan Sagmeister and Robert Indiana. As a group they will select 5 works they find visually appealing and explain what elements they find appealing.

### **Lesson 3: Say Something! (60 minutes)**

1. After looking at examples of graphic design and pop art, students will explore how art elements and design principles can be manipulated by the artist to convey a specific message. Students will each be assigned five adjectives. They are responsible for communicating each adjective in three different ways - one using just text, one using just image and one using a combination of text and image.
2. Students will have a majority of the period to work on this exercise to ensure quality of work and more creative thinking and problem-solving.
3. This lesson will conclude with a silent mini-critique. Students will prop their work up and walk around the classroom, each with a few sticky notes. Students will write their feedback on the sticky notes and leave it on the artist's work.

### **Lesson 4: If I Were A Brand... (60 minutes)**

1. Following the "Say Something!" exercise, students will create a list of adjectives that describes their self.
2. Students pick 3 adjectives and apply the objectives of the "Say Something!" exercise.
3. Students present their ideas to small groups in a mini-critique.
4. Students will then examine some text-based work, specifically, Robert Indiana's LOVE sculpture. Students will discuss their familiarity - or not - with the sculpture. There are many LOVE sculptures around the world (including in different languages). Why do you think this is such a popular sculpture?
5. Students will then work to synthesize their text and image designs to create a three-dimensional logo as inspired by their initials and the adjectives they chose to describe themselves. Students will create 5 thumbnail sketches of their personal logo sculpture idea.

### **Lesson 5: "Brand" New Me In 3-D Project (4 to 10 60-minute class periods, 180-300 minutes total)**

1. Students should refer to their thumbnail sketches and after a brief discussion with a few classmates, pick their best personal three-dimensional logo design, using their initials as the

sculptural foundation. Letters can link, interlock, flip, or exaggerate to form interesting, abstract designs. This design is transferred to newsprint.

2. Students will then trace the design onto corrugated cardboard as the main sculpture material. After a comprehensive training and safety review led by the teacher, students will use X-acto knives to cut their cardboard pieces.

3. Next, students will use leftover cardboard - or other sufficient material of their choosing - to create spacers to go between the two main layers.

4. To finish the edges, students will tape chit board strips and then clean it up with brown packing tape. Should a student wish to advance their sculpture and add more dimension, they may apply papier mache at this stage - beginning with a layer or two of newspaper and/or paper towel.

5. Apply a coat of gesso as a base.

6. Use acrylic paint to add artistic elements to further communicate personal brand.

a. Instruct students on the importance of good craftsmanship, technical accuracy and safety when using all materials.

b. Circulate to be sure students understand the concept and are materials safely.

c. When the works are finished have students sign their name in one of the lower corners.

d. Upon the due date, conclude the lesson with a final critique using the rubric as a foundation for the discussion.

e. Allow students to make changes to their work based on suggestions during the critique before grading or displaying the work.

### **Resources:**

Jeanie Ritter of Harborfields High School, Greenlawn, NY:

<http://www.incredibleart.org/lessons/high/Jeanie-Logo.htm>

Connie Richards of Roanoke County Public School:

<http://www.rcs.k12.va.us/art/lessons/richards02.htm>

Robert Indiana:

<http://robertindiana.com/>

AdBusters:

<https://www.adbusters.org/content/corporate-america-flag>

### **Accessibility to Instruction:**

This unit of instruction allows for teacher flexibility in how activities and projects are implemented based on what they know about students' abilities and interests. This can be determined through a pre-assessment of students prior to beginning the unit of instruction. This unit will also occur at the end of the sequence so the teacher will have had time to work with students and gauge their abilities leading up to this point. Students should be formatively assessed throughout the unit of instruction to determine areas of focus and to guide instruction from teacher (quizzes, exit slips, observation). Teachers should also let the natural pace, questions and concerns of students help guide in decision-making.

*Academic Adaptations:* Re-read directions, read and clarify, varieties of texts and other reading materials, oral reading, text summary, present material in small, comprehensive and relevant sections, highlight notes

*Behavioral Adaptations:* Preferential seating, redirect attention, organizational aides, pre-writing, graphic organizers, group and self evaluation/performance assessment

*Materials/Support:* Computer, SMARTBoard (if available), rulers, acrylic paint, paintbrushes, mixing cups, palettes, drafting tape, gesso, X-acto knives/utility blades, scissors, corrugated cardboard, brown packing tape, hot glue, hot glue gun, newsprint, drawing paper

**Student Self-Assessment and Reflection:**

1. Self and peer critiques - discussing and examining organizational, compositional and aesthetic decision-making.
2. Silent mini-critiques - students write their feedback on sticky notes and post it on peer artwork so that students have a written record of constructive criticism to consider.
3. Complete evaluation of self-performance on project rubric.
4. Track progress of project and comprehensive artist's statement in sketchbook.

**Assessment Opportunities:**

*On following pages.*

**Studio Art / "Brand" New Me (In 3-D!) Unit Pre-Test**  
**[can also be given as a post-test]**

Answer the following questions to demonstrate what you know about advertising, graphic design, logos, branding and sculpture.

1. What is a logo?

2. What is advertising? Do you consider it a form of Art?

3. What is a brand?

4. Name 3 different brands

- a.
- b.
- c.

5. In your own words, define the following terms:

- a. Balance:
- b. Unity/Harmony:
- c. Scale:
- d. Rhythm

6. What is sculpture?

7. How can an individual “brand” themselves?

**Studio Art / “Brand” New Me (In 3-DI) Unit  
Plus/Delta Exit Ticket**

Please provide your honest, detailed feedback about this Studio Art unit of instruction.

Three specific things I liked about this unit are...

1.

2.

3.

Three things I learned from this unit are...

1.

2.

3.

If I could spend more time learning about something from this unit, it would be...

Three specific things I would change about this unit are...

1.

2.

3.

If I could spend less time learning about something from this unit, it would be...

**Studio Art**  
**The Golden Mean to an End Project Rubric**

Student Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

	Consistently Evident	Evident	Somewhat Evident	Not Evident	Your Score	Teacher Score
CATEGORY	4	3	2	1		
Design is original	Student has taken the technique being studied and applied it in a way that is his/her own. The student's personality/ voice comes through.	Student has taken the technique being studied and has used limited personal experience.	There is little evidence of creativity, but the student has finished the assignment.	Student has not made much attempt to meet the requirements of the assignment.		
Design inspired by a pattern from nature	Design reflects specific patterns from nature.	Design shows a general pattern.	Design shows little use of pattern in nature.	Design does not use a pattern from nature.		
Composition demonstrates knowledge of space as an element of design	Student applies design principles such as unity, space, balance, movement with great skill.	Student applies design principles such as unity, space, balance, movement with some skill.	Student applies little design principles in unskillful manner.	There is little to no design principles evident in student's work.		
Technical craftsmanship	Artwork is clean, neat, and well taken care of. Student has taken pride in appearance of the overall composition.	Artwork is presentable. Student needs to spend a little more time polishing final results.	Artwork appears unorganized. Student appears to have hurried to complete it.	Artwork is sloppy, torn, mishandled. Student did not care about his/her artwork.		

Project completed in a timely manner	Class time was used wisely. Much time and effort went into planning and design of drawing.	Class time was used well. Student could have put extra time and effort in.	Class time was not always used well and put in no additional effort.	Class time was not used well and student put in zero effort.		
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Student Comments:

Total:

Teacher Comments:

Final Grade:

## **Studio Art** ***What Is Art And Why Should I Care? Project Rubric***

Student Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

	Consistently Evident	Evident	Somewhat Evident	Not Evident	Your Score	Teacher Score
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
Design is original	Student has taken the technique being studied and applied it in a way that is his/her own; personality/voice comes through.	Student has taken the technique being studied and has used limited personal experience.	There is little evidence of creativity, but the student has finished the assignment.	Student has not made much attempt to meet the requirements of the assignment.		
Work is based on a personal relationship that is explained in artist statement	Design is thoughtful and relevant to content of artist statement	Design is emerging in creativity and has a loose connection to content of artist statement	Design shows little creativity or personalization and limited connection to artist statement	Design is not based on personal experience; no artist statement		

Composition includes representational and non-representational instances of 3 art elements	Student applies at least 3 art elements with great skill and sense of adventure	Student applies at least 3 art elements with some skill	Student applies less than 3 art elements in unskillful manner	There is little to no art elements evident in work		
Technical craftsmanship	Artwork is clean, neat, and well taken care of. Student has taken pride in appearance of the overall composition.	Artwork is presentable. Student needs to spend a little more time polishing final results.	Artwork appears unorganized. Student appears to have hurried to complete it.	Artwork is sloppy, torn, mishandled. Student did not care about his/her artwork.		
Project completed in a timely manner	Class time was used wisely. Much time and effort went into planning and design of drawing.	Class time was used well. Student could have put extra time and effort in.	Class time was not always used well and put in no additional effort.	Class time was not used well and student put in zero effort.		

Student Comments:

Teacher Comments:

**Studio Art**

**"Brand" New Me (in 3-D!) Project Rubric**

Total:

Final Grade:

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

Section \_\_\_\_\_

Date \_\_\_\_\_

	Consistently Evident	Evident	Somewhat Evident	Not Evident	Your Score	Teacher Score
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
Design is original	Student has taken the technique being studied and applied it in a way that is his/her own; personality/voice	Student has taken the technique being studied and has used limited personal experience.	There is little evidence of creativity, but the student has finished the assignment.	Student has not made much attempt to meet the requirements of the assignment.		



	comes through.					
Work is inspired by personal characteristics and traits, including initials as the foundation	Design is thoughtful and strongly communicates something personal about the artist	Design is emerging in creativity and communicates something personal about the artist	Design shows little creativity or personalization and limited personal communication	Design does not communicate something personal about the artist		
Three-dimensional structure is sound and shows evidence of understanding of design principles	Structure is sturdy, has a unique form and effectively applies design principles	Structure is somewhat sturdy and makes an attempt to apply design principles	Structure is weak and employs minimal application of design principles	Structure is not sound and there is no evidence of application of design principles		
Technical craftsmanship	Artwork is clean, neat, and well taken care of. Student has taken pride in appearance of the overall composition.	Artwork is presentable. Student needs to spend a little more time polishing final results.	Artwork appears unorganized. Student appears to have hurried to complete it.	Artwork is sloppy, torn, mishandled. Student did not care about his/her artwork.		
Project completed in a timely manner	Class time was used wisely. Much time and effort went into planning and design of drawing.	Class time was used well. Student could have put extra time and effort in.	Class time was not always used well and put in no additional effort.	Class time was not used well and student put in zero effort.		

Student Comments:  
Teacher Comments:

Total:  
Final Grade:

