

**Brunswick School Department**  
**Grade 10**  
**Environmental Health**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ There is a large variety of factors that have an impact on the environment.</li> <li>▪ It is essential for us to protect and conserve our natural resources for both our survival and the future of the earth.</li> <li>▪ Solid waste has a negative impact on the air, water and soil.</li> <li>▪ The federal government oversees environmental laws and issues of national concern.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the factors that negatively impact the environment and what are the consequences of those factors now and in the future?</li> <li>▪ What can all individuals do to protect and conserve the earth's natural resources?</li> <li>▪ What does it mean to pre-cycle, recycle and properly dispose of waste, and how is it done.</li> <li>▪ What are the primary federal agencies that oversee environmental conservation?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ It is important to be aware of the many factors that impact the environment and the consequences of their impact both now and in the future.</li> <li>▪ There are actions that all individuals can take to protect the environment.</li> <li>▪ Knowing how to pre-cycle, recycle and dispose of waste properly can reduce the impact of waste on the environment.</li> <li>▪ There are agencies that oversee environmental conservation.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ environmental health, population growth, ecosystems, green house effect, global warming, ozone, chlorofluorocarbons (CFCs), rain forest, deforestation, Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), National Institute for Occupational Safety and Health (NIOSH), pollution, air pollution, water pollution, fossil fuels, carbon monoxide, smog, fertilizers, PRCs, dioxins, radioactive waste, thermal pollution, solid waste, pre-cycling, recycling, waste disposal, natural resources, visual environment, noise pollution</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify environmental issues.</li> <li>▪ Describe how individuals can play a role in preventing water and air pollution.</li> <li>▪ Demonstrate the ability to pre-cycle, recycle and dispose of waste properly.</li> <li>▪ Identify strategies to help conserve energy and natural resources.</li> </ul>

**Brunswick School Department**  
**Grade 10**  
**Environmental Health**

<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u></p> <p>A. Health Concepts</p> <p>3. Diseases/Other Health Problems Students explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.</p> <p>4. Environment and Personal Health Students determine the interrelationship between the environment and other factors and personal health.</p> <p>a. Analyze how environment and personal health are interrelated.</p> <p>b. Describe how genetics and family history can impact personal health.</p> <p>6. Basic Health Concepts Students analyze the complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.</p> <p>B. Health Information, Products, and Services</p> <p>1. Validity of Resources Students evaluate the validity and accessibility of health information, products, and services.</p> <p>C. Health Promotion and Risk Reduction</p> <p>2. Avoiding/Reducing Health Risks Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <p>a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.</p> <p>E. Communication and Advocacy Skill</p> <p>2. Advocacy Skills Students demonstrate ways to influence and support others in making positive health choices.</p> <p>b. Adapt health messages and communication techniques for different audiences.</p> <p>c. Demonstrate the ability to work cooperatively as an advocate for improving personal, family, and community health.</p>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Using provided charts, calculate the amount of water used and wasted in a day. Estimate water savings after implementing conservation efforts.</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Create brochures for the student body and staff to encourage the practice of water conservation measures in daily life.</li> </ul>

<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ “Outrageous Teaching Techniques in Health Education” - Deborah Tackmann</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ A Day After Tomorrow</li></ul></li></ul>
<b>Technology Link</b>	<ul style="list-style-type: none"><li>▪ <a href="http://www.healthteacher.com">http://www.healthteacher.com</a></li></ul>