

**BMS Health Education Middle School
Canterbury Public Schools**

Subject	Health Education										
Grade Level	Middle School Grades 5 -8										
Unit Title	Disease Prevention										
Unit Goals	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> • Students will identify the different types of diseases and absorb the information provided from the teacher regarding how to prevent a variety of different diseases. • Develop a basic understanding of different types of diseases, and what they could lead to within your body • Develop a basic understanding of how health-enhancing decision making skills will lead to mature disease prevention. • Students will be able to label and identify basic disease prevention strategies that are mature and developmentally appropriate for students in grade 5 and 6. • Students will be able to identify when a situation is not safe, and when a situation is safe. <p>Grade 7 and 8</p> <ul style="list-style-type: none"> • Students will be able to label and identify basic disease prevention strategies that are mature and developmentally appropriate for students in grade 7 and 8. • Learn and be able to “role play” their way out of various situations using mature disease prevention strategies. • Students will develop health-enhancing values. • Learn self-advocacy and be able to advocate to self and others for what their health enhancing values are. 										
Pacing (# of weeks)	3 weeks - All grades 5 -8										
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Content/Conceptual Knowledge (know)	<p>By using healthy decision making skills and strategies you have the skills necessary for leading towards a long happy and healthy life.</p> <ul style="list-style-type: none"> • Strategies for preventing different diseases • What are the healthy individual concepts necessary for living a happy and healthy life 										
Skills (be able to do)	<ul style="list-style-type: none"> • Be able to identify a wide variety of disease prevention strategies, and be able to make a health enhancing decision to always stay protected. • Be able to use mature refusal and decision making skills to eliminate yourself from a situation where peer pressure is present. • Be able to “role play” their way out of various situations using mature decision making and disease prevention strategies • Be able to self-advocate for one’s own values. • Be able to identify the dangers and risks of not following through with mature disease prevention strategies. • Understand the importance of why we are learning about this in middle school, and be able to describe the mature and important facts to other students in the class using an advocacy type mindset. • Be able to set goals and understand/demonstrate the skills that need to be done in order to achieve their goal. <p>Students will also...</p> <ul style="list-style-type: none"> • comprehend concepts related to safe and mature disease prevention strategies. • access valid, reliable and current health information, products and services that promote health-enhancing behaviors. • avoid and reduce health risks that are related to various diseases. • analyze the influences that family, peers, culture, media and technology have on a student’s decision to not engage in harmful activities that could lead to the spreading of various diseases. • demonstrate different communication skills to enhance health and avoid or reduce health risks relating to disease prevention strategy and advocacy. 										

	<ul style="list-style-type: none"> ● use decision making skills to enhance health and how to advocate for self and others regarding disease prevention. ● set achievable goals for enhancing one’s own health pertaining to disease prevention. ● advocate their health enhancing values related towards disease prevention to family, peers and community members.
Essential Questions	<p>What do I need to know to stay healthy?</p> <p>How and where do I find information and resources?</p> <p>What can I do to avoid or reduce health risks?</p> <p>What influences my healthy behaviors and decisions?</p> <p>How can communication enhance my personal health?</p> <p>How do I make good decisions to keep myself healthy?</p> <p>How do I use the goal-setting process to improve my health?</p> <p>What can I do to promote accurate health information and healthy behaviors.</p>
Enduring Understandings	<p>Healthy habits and strategies help an individual to live a healthy and productive life.</p> <p>Students will understand a variety of concepts and “application to life” strategies that are related to the vocabulary below.</p>
Vocabulary	<ul style="list-style-type: none"> ● HIV/AIDS ● Bathes ● Hygenal Strategies ● Bodily Fluids ● Disease ● Drug ● Self Examination ● Germs ● Hepatitis ● Measles ● Meningitis ● Herpes ● Precautions ● Sanitary ● Sex ● Tetanus ● Vaccine

	<ul style="list-style-type: none"> ● Virus ● Diarrheal Diseases ● Malaria ● Knowing if it is “Clean” ● Prevention Strategies <ul style="list-style-type: none"> ○ Hand Washing ○ Barriers ○ Gloves
Common Learning Experiences broken down by standard addressed in the unit	<p>Student Can:</p> <ul style="list-style-type: none"> ● Participate in and practice with a variety of health enhancing skills that lead towards a happy and healthy lifestyle. (Psychomotor Standard / Domain) ● “Role Play” their way out of different scenarios given by the Physical Educator. ● Use a variety of different refusal, decision making and advocacy skills will lead towards a healthy lifestyle. (Cognitive Standard / Domain) ● Talk and communicate effectively and efficiently using health enhancing skills with a variety of different people, regardless of background, culture or skill level. (Affective Standard / Domain)
Assessments	<ul style="list-style-type: none"> ● Formative and Summative Assessments ● Knowledge checks ● Peer assessments ● Self assessments <p>** Students will be assessed daily on their understanding and proficient recollection of the content in the previous class. This daily assessment will be in the form of a “Do Now” assignment that students will receive as they walk into class.</p>
Resources	<ul style="list-style-type: none"> ● Various Levels of Technology <ul style="list-style-type: none"> ○ Ipad / Laptop ○ Projection ○ Various Pre-made Powerpoints by me. ○ Handouts ○ “Do Now” Activities ○ Project Papers ○ Situation Sheets ● EVERFI (https://platform.everfi.net/)
Student Resources	<ul style="list-style-type: none"> ● Pencils ● Paper ● ChromeBooks ● Projection ● “Do Now” Activities ● Project Papers ● Situation Sheets ● EVERFI (https://platform.everfi.net/)

Teacher Resources	<ul style="list-style-type: none"> ● Ipad / Laptop ● Projection ● Clean and Engaged Classroom ● EVERFI (https://platform.everfi.net/)
Strategies	<ul style="list-style-type: none"> ● Role Playing Exercises ● Read and Explain using a variety of resources ● Situation Practices for Knowledge Checks ● Partner Work / Partner Feedback ● Individual Work ● Divergent Problem-solving ● Direct Teaching
Behaviors	<p>Students will learn to...</p> <ul style="list-style-type: none"> ● Persevere ● Work hard ● Problem solve with each other ● Peer assess

Health Education Middle School Canterbury Public Schools

Subject	Health Education
Grade Level	Middle School Grades 5 -8
Unit Title	Tobacco / E-Cigarettes
Unit Goals	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Develop a basic understanding of what tobacco is, it's health effects, health concerns and dangers of it. ● Develop and understanding of how tobacco is packaged, how it is sold and what are the age restrictions for adults. ● Students will be able to describe the visual and internal differences between a cigarette and an electronic cigarette. ● Develop a basic understanding of refusal skills that students could use in different situations. ● Students will develop health-enhancing goals that they can use within their everyday lives relating to tobacco and electronic cigarette products. <p>Grade 7 and 8</p> <ul style="list-style-type: none"> ● Students will be able to develop an understanding of how social media portrays tobacco and electronic cigarette products, and how they try to trick you into purchasing them. ● Learn and be able to role play their way out of various situations using mature refusal skills.

	<ul style="list-style-type: none"> • Students will develop their health-enhancing values. • Learn self-advocacy and be able to advocate for what their values are. 																		
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Content/Conceptual Knowledge (know)	<p>By using healthy decision making skills and strategies you have the skills necessary for leading towards a long happy and healthy life.</p> <ul style="list-style-type: none"> • Refusal Strategies for eliminating yourself from a situation where peer pressure is present. • What are the healthy individual concepts necessary for living a happy and healthy life. 																		
Skills (be able to do)	<ul style="list-style-type: none"> • Be able to identify a wide variety of tobacco products, and be able to make a health enhancing decision to stay away, and always say no! • Be able to use mature refusal and decision making skills to eliminate yourself from a situation where peer pressure is present. • Be able to self-advocate for one's own values. • Be able to identify the dangers, risks and causes of consuming any of a wide variety of tobacco products. • Be able to verbally tell someone the difference between psychological 																		

	<p>dependence and physical dependence as well as tolerance and withdrawal.</p> <ul style="list-style-type: none"> ● Understand the importance of why we are learning about this in middle school, and be able to describe the mature and important facts to other students in the class using an advocacy type mindset. ● Be able to set goals and understand/demonstrate the skills that need to be done in order to achieve their goal. <p>Students will also...</p> <ul style="list-style-type: none"> ● comprehend concepts related to tobacco and electronic cigarettes. ● access valid, reliable and current health information, products and services that promote health-enhancing behaviors. ● avoid and reduce health risks that are related to tobacco and electronic cigarettes. ● analyze the influences that family, peers, culture, media and technology have on a student's decision to not smoke tobacco / electronic cigarettes. ● demonstrate different communication skills to enhance health and avoid or reduce health risks relating to tobacco and electronic cigarettes. ● use decision making skills to enhance health and how to advocate for self and others. ● set achievable goals for enhancing one's own health. ● advocate their health enhancing values related towards tobacco / electronic cigarettes to family, peers and community members.
<p>Essential Questions</p>	<p>What do I need to know to stay healthy?</p> <p>How and where do I find information and resources?</p> <p>What can I do to avoid or reduce health risks?</p> <p>What influences my healthy behaviors and decisions?</p> <p>How can communication enhance my personal health?</p> <p>How do I make good decisions to keep myself healthy?</p> <p>How do I use the goal-setting process to improve my health?</p> <p>What can I do to promote accurate health information and healthy behaviors.</p>
<p>Enduring Understandings</p>	<p>Students will understand a variety of concepts and "application to life" strategies that are related to the vocabulary below.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Tobacco & Tobacco Tar ● Cigarettes ● Cigars & Pipes ● Electronic Cigarettes

	<ul style="list-style-type: none"> ● Specialty Cigarettes ● Lung Disease ● Heart Disease ● Cancer <ul style="list-style-type: none"> ○ Lung ○ Mouth ○ Bladder ● Smokeless Tobacco ● Nicotine ● Addiction / Addictive ● Risk Factors ● Advocacy ● Blood Pressure ● Systems of the Body <ul style="list-style-type: none"> ○ Circulatory ○ Respiratory ○ Nervous ○ Digestive ○ Excretory ● Emphysema ● Values ● Media Influences ● Psychological & Physical Dependence ● Tolerance ● Withdrawal ● Peer Pressure ● Heart Rate (<u>B</u>eats <u>P</u>er <u>M</u>inute)
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