

## ABSTRACT

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This project is designed to integrate performance-based education into middle school health education curriculum at Caledonia High School. The outcomes are aligned with the Minnesota State Department of Education's proposed Graduation Standards profile of learning. Course and lesson outcomes along with authentic assessments are included as they relate to mental and emotional health, safety, substance abuse, personal health, prevention and control of diseases, nutrition, family life, and body systems. The focus is to assist middle school students in making sound decisions for healthy lifelong living. The main purpose for health education is to understand and practice healthy behaviors, demonstrate healthy decision making processes, and learn how to gain access to health information resources which will be used for a lifetime. The Minnesota Graduation Standards challenge teachers to incorporate many additional action oriented strategies, where learners become active participants. Utilizing a variety of teaching strategies, students become actively involved in their learning experiences. These strategies allow for performance-based assessments with the goal of improving student learning and classroom instruction.

MIDDLE SCHOOL HEALTH EDUCATION CURRICULUM ALIGNING WITH  
THE MINNESOTA GRADUATION STANDARDS

GRADUATE PROJECT PRESENTED

TO

THE GRADUATE FACULTY  
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MASTER OF SCIENCE DEGREE

BY

GAIL MCCORMICK

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UNIVERSITY OF WISCONSIN-LA CROSSE  
DEPARTMENT OF HEALTH EDUCATION AND HEALTH PROMOTION  
HEALTH GRADUATE PROJECT FINAL APPROVAL FORM

Candidate: Gall Lynn McCormick

I recommend acceptance of this Graduate Project in partial fulfillment of this candidate's requirement for the degree:

Master of Science in School Health Education

This candidate has successfully completed the Graduate Project.

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Signature of Graduate Project Advisor Date

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SECTION I  
INTRODUCTION AND OVERVIEW

Background Information

Parents, educators, business leaders, and politicians have been compelled to take a serious look at the national education system. As a result of this scrutiny, American education has undergone an unprecedented reform in an effort to prepare high school graduates with the skills to live, work, and compete in a changing world.

School districts everywhere are seeking to improve education by providing students with opportunities to achieve at their fullest potential regardless of their learning rates and styles. In addition, few educators would dispute that the traditional methods of education no longer address the diverse needs of students throughout the United States. In an effort to address this growing concern, national education goals were formed and content-specific standards were created in many areas, with health education being one of the specific areas of concern. The movement from the traditional facts and skills to demonstration of competence has created a major paradigm shift in education.

The Minnesota Graduation Standards seeks to address the needs of the learner, while assuring mastery of the material by allowing students the time and resources to acquire a performance-based education (Brothen & Endersbe, 1999). Standards-based education seeks to address the needs of the learner, while assuring mastery of the material by allowing students the time and

resources to acquire a performance oriented education. Minnesota is one state that has taken an aggressive approach to this innovative program.

### Goal

The purpose of this project was to develop a comprehensive school health education curriculum, aligned with the Minnesota Graduation Standards profile of learning for grades six, seven, and eight (middle level grades) at Caledonia High (Middle) School. The health standard in Minnesota is referred to as the "decision making" area of learning. The focus is for the student to develop and become skilled in making sound decisions for healthy lifelong living. The main emphasis for health education is to understand and practice healthy behaviors, demonstrate healthy decision making processes, and learn how to gain access to resources which will be used for a lifetime. The curriculum developed here includes course goals, learner outcomes, and a scope and sequence of those outcomes.

### Rationale

Curriculum Improvement is always a work in progress, but is generally shifted into high gear when a new initiative is mandated or adopted. It is the responsibility of each school district to review, revise, monitor and adjust adopted curriculum. This task along with the communities involvement of the passing of a referendum to build a new high/middle school was the driving force for this project. Currently, Caledonia school district is kindergarten through six grade in one building and seven through twelve in another building. The new school complex will consist of a separate middle school (six, seven, and eighth grade) and high school nine through twelve. The separate middle school will allow for the implementation of health education from a specialized health instructor verses the classroom teacher, who each year gains more and more responsibility and instructional material to be presented to the students.

For students to perform at their maximum potential, they need to be given the opportunity to express themselves, their emotions, and enhance their self-esteem. According to Brothen and Endersbe (1999), in the elementary school, the schedules are compacted with so many curricular subjects that children have little or no time to think about experiences relating to themselves. There is a need for pupils to have time during the regular school day to reflect upon their emotions, feelings, and to see themselves as developing human beings. And the individualized health education class time is designed to accomplish this.

#### Definition of Terms

The following terms used in this project have been defined by the Minnesota Department of Education (Brothen & Endersbe, 1999):

Assessment - the gathering of information based on established criteria for the purpose of evaluating student learning.

Basic Standards - the rudimentary skill tests in reading, mathematics, and writing. The basic standards are considered the safety net, which will ensure no student graduates without learning fundamental skills needed to live and work in society.

Content Standard - a set of state-prescribed specifications in a learning area.

Graduation Requirements - the number and distribution of high school content standards a district must offer and certify a student has completed to be eligible for a high school diploma.

Minnesota's Graduation Standards - the statewide K-12 expectations for learning and system of assessments nurturing a student's development in the areas of learning.

Performance Task - a structured situation requiring a student to demonstrate his/her knowledge of a content standard or part of a standard.

Profile of Learning - ten broad areas of learning in Minnesota's Graduation Standards representing academic progress. The health education standard is referred to as the "decision making" area of learning.

Statewide Standards - statement of what a student should know and be able to do. This is concerned with the knowledge a student should acquire and the concepts and processes a student should master.

#### Review of Literature

In 1995, the American Cancer Society sponsored the release of National Health Education Standards: Achieving Health Literacy. This recommendation was developed by a joint committee consisting of representatives from the American Association of Health Education, the American School Health Association, the American Public Health Association, and the Society of State Directors of Health, Physical Education, and Recreation (American Cancer Society, 1997).

Seven national health education standards were developed and summarize what students K-12 should know and do in order to be health literate (Allensworth, Symons, & Olds, 1999). Health literacy is defined as the capacity of an individual to obtain, interpret, and understand basic health information and services and competence to use such information and services in ways that are health-enhancing (Brothen & Endersbe, 1999). This in turn allows the learner to meet the criteria of the Minnesota Graduation Standards area of learning, making healthy decisions.

#### The Seven National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.

3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal skills to enhance health.
6. Students will demonstrate the ability to use goal setting and decision-making skills which enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health (U.S. Department of Health and Human Services, [U.S.DHHS], 1995).

In addition to the National Health Education Standards, the Centers for Disease Control and Prevention (CDC), a national agency which monitors health information, has identified six risk behaviors of adolescents that contribute to health problems (Joint Committee on National Health Education Standards, 1989). The six risk behaviors provide a common set of goals for schools and agencies to help focus health education efforts. It identifies the most significant health risks among youth, monitors the incidence and prevalence of those risks, sustains programs to prevent those risks, and through collection of data provides evaluation for risk prevention programs (Brothen & Endersbe, 1999).

The Six Adolescent Risk Behaviors are

1. Behaviors that result in unintentional and intentional injuries.
2. Drug and alcohol use.
3. Sexual behaviors that result in HIV infection, other sexually transmitted diseases, and unintended pregnancy.

4. Tobacco use.
5. Dietary behaviors.
6. Physical activity.

The healthy development of children and youth must become one of our nation's top priorities. One important reason for promoting school health education is to help our children cope with challenges to their health and well being (Satcher, 1999). Satcher also claims that our youth of today face many public health, educational, and social challenges not experienced at such epidemic levels by previous generations of young people. These challenges include violence, drug abuse, sexually transmitted diseases including HIV infection, unintended pregnancy, school drop out, low literacy, and disrupted family and home situations supported by all segments of society.

While schools are not the only institution which attempts to address these behaviors, they do have a special role in helping to prevent and reduce them. In addition to dealing with the health issues that confront today's student, comprehensive school health education curriculum is essential for a second very important reason, facilitating academic success. Healthy students make better learners (Coordinated School Health MN Department of Children, Families and Learning, 1999).

## SECTION II

### METHODS

This project developed a comprehensive health education curriculum with an interrelationship among the six CDC risk behaviors, the National Health Education Standards, and the Minnesota Graduation Standards. The Minnesota Department of Education developed proposed graduation standards including comprehensive and content outcomes. After careful examination of these outcomes, the course and grade outcomes and lesson outcomes were developed.

The health standards in Minnesota are focused on healthy decision making. The main emphasis is to understand and practice healthy behaviors and demonstrate healthy decision making processes (Brothen & Endersbae, 1999). At the middle level, the health education content area of learning is demonstrated by the student being able to:

1. Analyze the relationship of physical, social, and mental health.
2. Apply a decision-making process to analyze health issues and attain personal goals.
3. Analyze how health-related decisions are influenced by internal and external factors.
4. Demonstrate communication skills to express needs and enhance health.
5. Create and implement a nutritional health plan using a decision making process that includes dietary recommendations.

In middle school health education at Caledonia High/Middle school, the content areas of main focus and learning are in mental and emotional health, injury prevention and safety, personal health, family life, prevention and control of disease, substance use and abuse, nutrition, and body systems and how they work. The lessons presented to the students will be performance-based and will include knowledge and skills, combined with attitudes to create a healthy learning environment for all students (Lochner, 1994).

Effective teachers use a wide variety of teaching strategies to encompass a diversity of learning styles. Whereas lecture and direct teaching have been predominant methods in the past, the Minnesota Graduation Standards challenge teachers to incorporate many additional action oriented strategies, where learners are active participants (Brothen & Endersbe, 1999).

By utilizing a variety of teaching strategies, students become more actively involved in their learning experiences (Klein, 1992). These strategies allow for more performance-based assessments. The following list of different health education teaching strategies illustrates examples of how teachers can shift teaching strategies from traditional towards performance-based education.

- Role playing
- Cooperative learning
- Class discussion
- Simulation activities
- Work at stations
- Portfolios
- Small group work
- Field trips
- Family/community activities

Evidence file cards  
Trial by jury  
TV game/talk show  
Debate  
Health/wellness fairs  
Student self-evaluation  
Interviews  
Surveys  
Newsletters  
Video presentations  
Case studies  
Students logs/journals  
Group processing  
Student demonstrations  
Inquiry/Investigation  
Student observation/analysis  
Teacher observation/analysis

Learning activities for students provide ideas for performance which a student can use to address both the areas of healthy decision making and apply to specific risk behaviors (Ames, Trucano, Wan, & Harris, 1995).

#### Evaluation

The primary goal of assessment is to improve student learning and classroom instruction. The ABCs of assessment should be the teachers guide (Brothen & Endersbe, 1999).

Authentic - Do people use this information or these skills in the real world the way I am asking my students to use them?

**Bias-free** - Do all students have an opportunity to be successful doing this task?

**Constructivist** - Are students making the decisions and doing the thinking in this work, or are they simply following my directions?

**Developmentally Appropriate** - Does this work reflect the intellectual, physical, and/or psychological development of my students.

**Embedded** - Is this task a part of the natural flow of classroom activities rather than separate and isolated from the learning?

**Focused** - Does this task reflect the content studied as well as my instruction? Do the content, the instruction, and the assessment tasks ask my students to demonstrate the learning required in the lesson?

**Generalizable** - If my students can do these tasks, can I be reasonably certain they possess the knowledge and skills called for in the whole learning objective?

**High in Rigor** - Does this task require my students to think and demonstrate a challenging level of knowledge and skill?

**Interesting** - Will this task engage my students and me?

The assessment of a student's knowledge and skills related to the standard is an on-going process of instruction. The teacher as the assessor is obligated to go the extra mile to find a student's strengths and weaknesses. Assessments that are going to be used to evaluate student achievement of specific objectives will be an assessment of a student's knowledge and skills related to the performance or demonstration of a student's acquired learning (Wiggins, 1997). Assessment of acquired learning is organized into assessment packages with one or more tasks to be completed by the student and evaluated

by both the teacher and student. Students can rework tasks if they want to make improvements. Tasks will be tests of performance tasks (demonstrations) to show evidence of mastery in a real or simulated situation.

The heart of the performance task is the product a student creatively produces, either alone, with a partner, or in cooperative groups. The learning occurs as the student completes preestablished criteria on a checklist and is evaluated by him/herself or another student and the teacher. The teacher then evaluates the quality of the student's work using a predetermined set of criteria. A list of qualities used to describe student learning at various levels of achievement is described below. Teachers consider specific criteria to make focused holistic judgments about student work. A four point scoring scale is used to evaluate student work. A score of four is outstanding work for students; a score of one signifies work that is well below what is expected. When a student has demonstrated all parts of the lesson, the criteria is used to evaluate how well the student has performed on multiple tasks over a period of time (Minnesota Department of Children, Families and Learning, 1999).

#### Scoring Criteria

All criteria in a level must be met for that score to be given:

##### Level 1 Criteria

- In understanding and applying decision making processes, the student
- demonstrates that the understanding of concepts is superficial or inconsistent.
  - demonstrates that decision making is not clearly understood.
  - demonstrates some evidence of ability to analyze issues or use processes independently or consistently.
  - displays some insight into issues or decision making.

### Level 2 Criteria

In understanding and applying decision making processes, the student

- demonstrates adequate grasp of essential decision making concepts.
- shows adequate ability to analyze and communicate using appropriate concepts, processes, and vocabulary.
- applies decision making processes to issues and makes decisions.

### Level 3 Criteria

In understanding and applying decision making processes, the student

- demonstrates strong grasp of essential information and concepts.
- demonstrates comprehension of decision making processes.
- analyzes issues and communicates choices using concepts, processes, vocabulary, and research skills correctly.
- applies decision making processes to make decisions according to criteria and to defend choices adequately.

### Level 4 Criteria

In understanding and applying decision making processes, the student

- demonstrates strong grasp of essential and advanced information and concepts and the connection among them.
- demonstrates advanced comprehension of decision making process.
- analyzes issues effectively and communicates choices using advanced concepts, processes, vocabulary, and research skills.
- applies decision making processes to make decisions based on established criteria and to defend choices effectively.

### Timeline

The timeline for completion of this terminal project will be three school years. The first year of the project consisted of passing the referendum to build the new middle school in the community of Caledonia. Throughout that year a committee of concerned and interested personnel were formed and met monthly to brainstorm and share ideas about the concept of the new middle school, its philosophy, how it would be set up, and how it would run. Along with the middle school concept underway, health education units from this project have been implemented and used at the seventh and eighth grade level, with approval from the curriculum coordinator.

By May of 2000, it is anticipated that the architecture for the new building will be put into place. The completion date for the structural building would then be introduced. The middle school committee will continue to meet and carry on with the process they have started of the mission and purpose of their existence. In January of 2001, the specialized health education classroom teacher will present to the administration and board members of the school district the intent and rationale to integrate a comprehensive school health education curriculum. This curriculum will include a scope and sequence of healthy decision making and the importance of living healthy lives for sixth, seventh, and eighth graders.

Beginning in the 2002 school year, the health education curriculum will be implemented and integrated throughout the school year to students in grades six, seven, and eight by the specialized health education teacher of that school district.

Conclusion of the school year 2002-2003 will warrant an evaluation of the effectiveness and assessment of the outcome of the curricula. In addition, a plan to continue developing, implementing, and disseminating relevant health information to the middle school students will be operational.

SECTION III  
RESULTS AND CONCLUSIONS

Summary

The majority of effort in designing this project consisted of reevaluating the existing curriculum and developing new curriculum to best serve the students in delivering relevant information. This process involved starting with the proposed new graduation standards outcomes developed by the Minnesota Department of Education. The comprehensive and content outcomes were written by the Minnesota Department of Education, so this step was already completed. The educators' role involved using these preexisting guidelines to align the course or grade outcomes and the lesson outcomes to the comprehensive and content standards. In addition, assessments were developed to assure that students will be assessed in accordance with the aforementioned criteria.

Because the graduation standards are a relatively new concept to teachers in Minnesota, it was important to utilize as many resources as possible when integrating it into the curriculum. Educators should seek a variety of information including seminars and workshops, literature, Department of Education offerings, and shared experiences (Link, 1994).

The Minnesota Department of Education provides a myriad of information pertaining to the graduation standards. At the onset of this project, the writer had the fortunate opportunity to be involved in course offerings from the state of Minnesota about Graduation Standards and their implementation into the

classroom. The summer courses offered by the Minnesota Department of Education synthesized all of the aspects of the graduation standards. Models of decision making were provided to assure a network of cooperation with teachers in the same discipline when incorporating the graduation standards into their program.

The methods used in development of this project started with obtaining as much information as possible to gain a clear understanding of the philosophy behind the graduation standards. Once sufficient research was studied, outcomes were written for middle level health education classes.

The Minnesota Department of Education developed proposed graduation outcomes including comprehensive and content standards. Lesson objectives were developed in preparation for the proposed new graduation rule of 2000 that has been recommended by the Minnesota Department of Education. In spite of the state's adoption or rejection of the graduation standards, educators do benefit from the principles supporting graduation standards. The philosophy of the graduation standards states that every student can learn if given the time and opportunity (Brothen & Endersbe, 1999). This performance-based learner-centered approach focuses on what is being learned as opposed to what is being taught.

The material was designed for middle level students at Caledonia High School. The objectives were aligned to dovetail with the proposed outcomes of the Minnesota Department of Education while addressing the needs of teenagers.

### Conclusions

By following the procedures developed for this project, several observations have been made. The process has encouraged the writer to reevaluate the previous curriculum and to design new units to produce the most benefit to the students. Using the combination of the old curriculum mixed with the new aligned standards, the writer was allowed the opportunity to determine what the students should acquire from the presented material.

Most educators take a backward approach to deciding what will be taught. Admittedly, teachers either "teach to the test" that has been ordered from a textbook company or another test manufacturer or they teach according to what they find to be most relevant and give a test to students that contains information not covered in class (Link, 1994, p. 12). Using the health education standards model, only curriculum that was considered relevant or necessary to the process of healthy decision making was taught.

We need to motivate children to manage their own lives, instead of trying to pack as much knowledge, skills, and values into their heads as possible. Limiting the material to be included in the curriculum would be most useful. It is staggering to realize the multitude of information that is delivered to students that is quickly forgotten, because it lacks significance (Pollock & Middleton, 1994). Students like to learn material that is relevant to their lives. It does take time to design and align standards using the hands on approach to learning verses the traditional methods, however, these methods allow students the opportunity to be more involved in the learning process.

After the course and lesson outcomes have been aligned, assessments should be prepared to determine if the objectives are met. Students would be informed about assessments, so there would be no "surprises" or questions

that were not covered in class. This method of assessment would hopefully reduce test anxiety, so students would not feel undue pressure when the time came for assessment.

The shift to grading a different form of assessment or skill, along with the new scoring criteria would involve adaptations by both student and teacher. An open-minded attitude would be recommended with the use of this project, along with the teacher utilizing instructional materials to enhance the hands on learning style. In the end, looking for the same result, did the student demonstrate knowledge of the desired outcome and if so, to what degree?

## SECTION IV

### DISCUSSION AND RECOMMENDATIONS

A coordinated approach to school health improves children's health and their capacity to learn through the support of families, schools, and communities working together (MN Department of Children, Families and Learning, 1999). Comprehensive school health curriculum is about keeping students healthy over time, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand (Meeks & Helt, 1992). The new Minnesota Graduation Standards offer students the information and skills they will need to make good healthy decisions in their life.

The standards developed by the Minnesota Department of Education allow for flexibility and availability of instruction to integrate into a curriculum. In fact, these comprehensive and performance outcomes should have been included in teachers' lessons for many years. Many teachers already have used these skills set forth by the comprehensive and performance outcomes. On the other hand, for the sake of expediency, educators may find it demanding to create lessons in which students take a more active role in the educational process. The hands on approach may take more organization, but with hopes that students are more motivated and retention is greater.

Schools can do more than any other institution to improve the well-being of children and youth. Educators alone cannot achieve what a school and community can achieve together. When or if human needs are not being met at home, it becomes crucial to include these teachings in the schools. The difficulty

exists in assessing if these needs are respected outside of the classroom.

#### Recommendations

1. It is recommended that one does extensive literature review before writing performance-based objectives.
2. Because changes are being made constantly, it is imperative to keep informed about the latest health curriculum developments.
3. It is beneficial to start implementing of graduation standards in the early grades, so students are familiar with them when they get to the high school.
4. Once outcomes have been developed and aligned, enrichment and retesting opportunities should be integrated to make the process complete.
5. Ready access of performance-based health lessons should be applicable for other classroom teachers.

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APPENDIX A  
SCOPE AND SEQUENCE

## Scope and Sequence of Middle School Health Education Curriculum

	Grade 6	Grade 7	Grade 8
Mental Health	<ul style="list-style-type: none"> <li>-Achieving wellness and good mental health</li> <li>-Strengthening self-concept</li> </ul>	<ul style="list-style-type: none"> <li>-Good mental health</li> <li>-Making responsible decisions</li> <li>-Peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluating guidelines for responsible decision making</li> </ul>
Safety Education	<ul style="list-style-type: none"> <li>-Rules for giving first aid</li> <li>-Performing the heimlich maneuver</li> </ul>	<ul style="list-style-type: none"> <li>-Safety guidelines and safety procedures</li> <li>-Performing the heimlich maneuver</li> </ul>	<ul style="list-style-type: none"> <li>-Leading causes of injuries and accidents</li> <li>-First Aid procedures</li> <li>-CPR performance</li> </ul>
Family Life Sex Education	<ul style="list-style-type: none"> <li>-Responsibilities in relationships</li> <li>-Progression of sexual feelings and affection</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding sexual feelings and body changes</li> <li>-Skills for relationships</li> </ul>	<ul style="list-style-type: none"> <li>-Advantages of sexual abstinence</li> <li>-Dating and sexual behavior</li> </ul>
Communicable Diseases	<ul style="list-style-type: none"> <li>-Classifications of diseases</li> <li>-HIV transmission</li> </ul>	<ul style="list-style-type: none"> <li>-Signs, symptoms, treatment and prevention of diseases</li> </ul>	<ul style="list-style-type: none"> <li>-Pathogens transmitted and cause of disease</li> <li>-Transmission of HIV/AIDS</li> </ul>
Drug Use	<ul style="list-style-type: none"> <li>-Refusal skills used to stop drug use</li> <li>-Dangers of drugs</li> </ul>	<ul style="list-style-type: none"> <li>-Drug free lifestyles</li> <li>-Resisting pressures to use of illegal drugs</li> <li>-Effects of drugs</li> </ul>	<ul style="list-style-type: none"> <li>-Promoting a drug free society</li> <li>-Refusal skills and resistance strategies</li> </ul>
Body Systems	<ul style="list-style-type: none"> <li>-Healthful decisions that influence body systems</li> </ul>	<ul style="list-style-type: none"> <li>-Care of body systems</li> <li>-Structure and function of body systems</li> </ul>	<ul style="list-style-type: none"> <li>-Health behaviors that influence the structure of body systems</li> </ul>
Nutrition	<ul style="list-style-type: none"> <li>-Analyzing dietary guidelines</li> <li>-Healthy ways to gain and lose weight</li> </ul>	<ul style="list-style-type: none"> <li>-Nutrient functions</li> <li>-Six classes of nutrients</li> <li>-Decision making</li> </ul>	<ul style="list-style-type: none"> <li>-Planning meals to follow dietary guidelines</li> <li>-Analyzing food labels</li> </ul>

APPENDIX B  
MENTAL HEALTH UNIT

### Performance Package on Decision Making

#### Unit Topic and Learner Outcome:

Making healthy decisions to be able to live in a responsible and disciplined manner.

#### Teacher Notes:

Giving students multiple opportunities to practice using decision making skills through role playing activities, is an essential part of responsible decision making strategies. Providing classroom experiences such as role playing, discussions, lectures, guest speakers and readings that give students real-life examples of having to face problems and making good sound decisions when problems or choices arise.

Provide real-world situations where decisions have to be made, include a variety of individuals from different age groups and backgrounds and how they face their problems. Discuss different kinds of situations that students face on a daily basis where decisions have to be made.

Model decision making steps, identifying the steps and consequences, evaluating options and making recommendations along the way. Help set the scene for writing a journal or daily entry where decisions have to be made and then recorded.

Prepare students for the role playing by demonstrating and discussing effective communication skills and refusal techniques. Brainstorm with students situations and behaviors that can be harmful if a bad decision is made. Provide class time for students to work together to write situations and practice role playing.

### Decision Making Performance Package

Grade Level: Middle School

Topic: Responsible Decision Making

Promote: Good mental health by being able to make responsible decisions

Learner Outcomes: What students should know

- how decisions may effect my health
- how to make wise decisions
- identify the advantage of handling personal problems one step at a time
- the steps in decision making
- the effective use of resistance skills
- the effective use of sharing feelings by journaling

Task Description:

The students will develop a journal containing dally entries of feelings and thoughts that take place in their daily lives along with decision making situations that they encounter. Students will conduct an interview and share results in journal entries.

Product:

A journal booklet containing:

1. Feelings
2. Thoughts

Central Learning:

Living life in a responsible manner contributes to mental-emotional health.

## Responsible Decision Making

### Task 1

The students will brainstorm a real-life situation where a serious problem or an important choice has to be made. Be sure to review the decision making process and then apply the decision making process to the situation. Describe each of the following:

- \* the problem - define exactly the problem you face in the situation
- \* choices - describe at least two different choices you have in responding to the situation
- \* the consequences of each choice - describe the consequences that could result from each different choice and what is the right choice
- \* make a recommendation - based on this process considering your choices and their consequences, recommend a responsible choice that would be the best choice

A. With a partner or team of classmates students will write up a scenario of their real life problem/choice that has to be made. Decide together on a realistic situation and setting for the scene. In writing, describe the situation, characters, and the influences that impact the characters and the scene. Turn it in to the teacher to be looked over and approved.

B. Students will then role play situation using the decision making process as part of their role play activity.

C. Class discussion will occur after role play to share thoughts about result of decision made. Healthy or not healthy?

### Task 2

Students will begin a journal booklet with recording daily thoughts and feelings. Journal entries will include sharing emotions and thoughts of daily class activities, interactions with others, friends and peers, family encounters and any interactions that would want to be shared on paper.

Teacher will discuss that the stressors young people experience directly affect their health and well-being. Students and teacher will brainstorm a list of these stressors and write them on the chalkboard. Some of these stressors might be:

- \* difficult peer relationships
- \* difficulty in school
- \* poor self-esteem
- \* moving
- \* death in the family
- \* divorce in the family
- \* worrying about an event

### Task 3

Students will write a paper about a real life or made up scenario of a serious problem or choice they have had to make or encounter in their life and the results of the situation using the decision making steps to record problem, choices, consequences, recommendations and evaluation of choice made.

Students will conduct an oral presentation with class, sharing problem solving paper and the results and then record feelings in journal about class presentation.

### Task 4

Students will conduct an interview asking someone in the community about a grave decision, problem, choice that they have had to make in their life. Students will record interview on paper to be turned in and also enter into their journal their feelings of how the oral interview went.

Interview has to be made with an adult either face to face or over the phone.

CHECKLIST FOR RESPONSIBLE DECISION MAKING

<u>Student</u>		<u>Teacher</u>
	<b>Task 1</b>	
_____	Scenario of decision making process written up.	_____
_____	Role play decision making steps to resolve situation.	_____
	<b>Task 2</b>	
_____	Journal entries recorded daily, including feelings, interactions with others and stressors in life.	_____
	<b>Task 3</b>	
_____	Decision making paper including steps to help resolve situation.	_____
_____	Oral presentation to class about decision making process.	_____
	<b>Task 4</b>	
_____	Conducted interview with a community member and turned written results in.	_____
_____	Journal entry of interview recorded.	_____
_____	Completed journal booklet of daily entries handed in.	_____

Teacher's Scoring Criteria  
(The Middle Level)

Scores are ranked 4 - 1 with 4 being highest score and 1 being lowest.

Scores reflect a professional judgment based on multiple evidence of sustained student work over time.

**EXEMPLARY** -To receive a score of 4, a student:

- Demonstrates use of content knowledge with thorough integration of advanced knowledge and skills.
- Analyzes issues, skills and information by connecting all essentials plus some advanced components, illustrating a range of interactions and using a broad specialized vocabulary with precision.
- Applies process and concepts of decision-making that are tailored to situations, evaluates and defends on the basis of valid, well-considered criteria, and considers a broad range of impacts on the individual and interests beyond the individual.

**PROFICIENT** -To receive a score of 3, a student:

- Demonstrates use of content knowledge through an integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting all essential components, illustrating key interactions and using specialized vocabulary appropriately.
- Applies processes and concepts of decision-making appropriate to situations, evaluates and defends based on valid criteria, and considers impacts on the individual and interests beyond the individual.

NOVICE -To receive a score of 2, a student:

- Demonstrates use of content knowledge through a limited integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting only the most obvious, essential components, illustrating only the most obvious interactions and using appropriate vocabulary.
- Applies processes and concepts of decision-making mechanically, with attempts at some consideration of the specifics of situations, evaluates and defends based on limited and questionable criteria, and attempts consideration of impacts on the individual and on interests beyond the individual.

EMERGING -To receive a score of 1, a student:

- Demonstrates use of content knowledge through a limited integration of some of the essential knowledge and skills.
- Analyzes issues, skills and information by connecting a few of the essential components, illustrating with limited awareness of only the most obvious interactions, and using general vocabulary.
- Applies processes and concepts of decision-making mechanically, with no regard for the specifics of situations, evaluates and defends based on missing or faulty criteria, and has limited awareness of impacts.

Teachers Score \_\_\_\_\_

Comments:

APPENDIX C

FAMILY LIFE/SEXUAL RESPONSIBILITY UNIT

Performance Package on Family Life Sexual Responsibility

Unit Topic and Learner Outcome:

Understanding sexual responsibility and the relationship of physical, social and mental health during adolescence.

Teacher Notes:

Discuss with the students the kinds of situations students in the community face related to sexual responsibility. Lead students through a mock decision-making situation. Model defining the problem, identifying the options, determining consequences, evaluating options, and making recommendations.

Provide classroom experiences such as readings and discussions that provide students with information about abusive and harassing behaviors. Explain how sexual advances or other visual, verbal or physical conduct constitutes sexual harassment. Describe how both young women and young men can both be victims of unwanted sexual advances.

Provide materials and methods for creating public service announcements.

Prepare students for role plays, demonstrate and discuss effective communication skills and refusal techniques. Brainstorm with students situations and sexual behaviors that are harmful. Provide class time for students to work together to write their situations and practice role plays.

Discuss life goals and goal setting with students. Diagram a model life timeline for students. Discuss events and milestones they may want to include in their timelines. Provoke discussions about what it might take to reach their goals. Also, include the time span and increments the students should include.

Family Life/Sexual Responsibility Performance Package

Grade Level: Middle School

Topic: Sexual Responsibility

Promote: Healthy understanding of body changes and sexual responsibility during adolescence.

Learner Outcomes: What students should know and do

- understanding of puberty changes
- how to prevent communicable diseases
- how to prevent HIV/STD infection
- understanding of preventative and non-preventative birth controls
- how to avoid pregnancy
- sexual responsibility decision making
- understand the relationship between physical, social, and mental health during adolescence
- how to apply decision making skills to analyze health issues
- demonstrate communication skills to express needs and enhance health
- understand how health related decisions are influenced by internal and external factors (ability, family, peers, risk)

Task Description:

The students will create a public service announcement describing how to recognize and respond to harassing or abusive behaviors. Develop two alternative timelines for their life. Compare the time lines in a summary statement. Design and take part in a role play demonstrating sexually responsible behavior.

Product:

1. Public service announcement.
2. Two timelines for life.
3. Role play.

Central Learning:

Use evidence and reasoning to explain and support idea.

## Family Life/Sexual Responsibility Decision Making

### Task 1

The students will create a public service announcement describing how to recognize and respond to harassing or abusive behaviors. Student is responsible for communicating to another group of students how to recognize and respond to harassing or abusive behaviors.

Decide on the kinds of behaviors you want to address in your message. Use resources, class discussions and reference materials to gather background information, facts and examples of abusive and harassing behaviors.

Gather the following information:

- \* a definition of harassment or abuse
- \* examples of behaviors that are abusive or harassing
- \* ways to recognize these behaviors
- \* ways to respond to these behaviors
- \* the legal and social consequences of the behaviors
- \* how to report harassment or abuse

Then create a public service announcement for students including the preceding information.

A possible format would be:

- \* Start with a strong example.
- \* Define the behavior in the example.
- \* Explain how you know what kind of behavior it is.
- \* Explain ways to respond to the behavior.
- \* Explain what the best response may be and why.
- \* Include both the legal and social consequences of the behavior.

Make your public service announcement powerful and persuasive. It should convince students to recognize these negative behaviors. It should help students know how to respond if they are the recipient of abusive or harassing behaviors.

### Task 2

Imagine someone's life from birth to death. Develop two alternative timelines for this person's life.

A. First develop a timeline for what you view as a very desirable future for that person. Start with their birth. Mark milestones like learning to walk, the arrival of younger siblings, the first day of school, and special events. Include meaningful experiences like trips, vacations, school memories, moving and family changes. Use symbols, drawings or pictures to represent specific events.

B. Complete the timeline up to the present including high school graduation, career goals, promotions. Also include other milestones such as marriage, children, purchasing a home and trips. Include any other significant items that you would consider important.

C. Develop a second timeline for the person's life that includes the same past but a different future. For the second timeline, assume that they became a teen parent. Mark the birth of their child. Make note of the significant events in the child's life that will impact the teen parent. Imagine how their goals might turn out differently with the responsibilities of a child to care for. Make sure the timeline is a realistic one given the impact of early parenthood.

### Task 3

The students will write a paper about outlines demonstrating the decision making approach to sexual responsibility.

Include in the paper:

- \* differences in the timelines
- \* the changes that occurred as a result of the early parenthood
- \* possible internal/external influences affecting sexual decisions
- \* physical, social and emotional factors affecting sexual decisions

Apply the decision making process to the situation.

Describe each of the following:

- \* the problem - define exactly the problem you face in the situation
- \* choices - list at least two different choices you have in responding to the situation
- \* the consequences of each choice - describe the kind of consequences that could result from each different choice
- \* make a recommendation - based on this process and considering your choices and their consequences, recommend a responsible response

#### Task 4

Design and take part in a role play demonstrating sexual responsible behavior.

A. Work with partner or team of classmates to write role play demonstrating sexually responsible behavior. Decide together on a realistic situation and setting for the scene. In writing, describe the situation, the characters, the influences that impact the characters and the scene. Include the kinds of pressures that young people face in their relationships with others.

B. With partners take turns practicing refusal techniques in your role play situation. Present role play in class. Take turns playing the roles so that you have a chance to be the one who says, "no" at least once.

During the role play when you use refusal techniques:

- \* use the word "no" at least once
- \* use an alternative form of refusal message
- \* include a reason in your refusal message
- \* repeat the refusal
- \* suggest an alternative
- \* send "I" messages

CHECKLIST FOR SEXUAL RESPONSIBILITYStudentTeacher

## Task 1

\_\_\_\_\_ Public service announcement effectively  
conveys accurate information. \_\_\_\_\_

\_\_\_\_\_ Examples of abuse and harassment are  
realistic. \_\_\_\_\_

\_\_\_\_\_ Public service announcement adequately  
addresses all the required elements:  
definition of abuse, examples of abusive  
behaviors, ways to recognize and respond to  
these behaviors, legal and social consequences,  
and how to report harassment. \_\_\_\_\_

## Task 2

\_\_\_\_\_ Timelines represent realistic milestones. \_\_\_\_\_

\_\_\_\_\_ Realistic changes occur as a result of the  
early parenthood. \_\_\_\_\_

## Task 3

\_\_\_\_\_ Differences in time line described clearly in  
paper. \_\_\_\_\_

\_\_\_\_\_ Included in summary paper; internal and  
external influences, options, physical, social,  
and emotional influences, consequences of the  
options, and decision making process are all  
clear, realistic and understanding of sexual  
responsibility. \_\_\_\_\_

## Task 4

\_\_\_\_\_ Role play situation described is realistic for  
adolescents, and refusal messages  
communicated. \_\_\_\_\_

Teacher's Scoring Criteria  
(The Middle Level)

Scores are ranked 4 - 1 with 4 being highest score and 1 being lowest.

Scores reflect a professional judgment based on multiple evidence of sustained student work over time.

EXEMPLARY -To receive a score of 4, a student:

- Demonstrates use of content knowledge with thorough integration of advanced knowledge and skills.
- Analyzes issues, skills and information by connecting all essentials plus some advanced components, illustrating a range of interactions and using a broad specialized vocabulary with precision.
- Applies process and concepts of decision-making that are tailored to situations, evaluates and defends on the basis of valid, well-considered criteria, and considers a broad range of impacts on the individual and interests beyond the individual.

PROFICIENT -To receive a score of 3, a student:

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- Analyzes issues, skills and information by connecting all essential components, illustrating key interactions and using specialized vocabulary appropriately.
- Applies processes and concepts of decision-making appropriate to situations, evaluates and defends based on valid criteria, and considers impacts on the individual and interests beyond the individual.

**NOVICE** -To receive a score of 2, a student:

- Demonstrates use of content knowledge through a limited integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting only the most obvious, essential components, illustrating only the most obvious interactions and using appropriate vocabulary.
- Applies processes and concepts of decision-making mechanically, with attempts at some consideration of the specifics of situations, evaluates and defends based on limited and questionable criteria, and attempts consideration of impacts on the individual and on interests beyond the individual.

**EMERGING** -To receive a score of 1, a student:

- Demonstrates use of content knowledge through a limited integration of some of the essential knowledge and skills.
- Analyzes issues, skills and information by connecting a few of the essential components, illustrating with limited awareness of only the most obvious interactions, and using general vocabulary.
- Applies processes and concepts of decision-making mechanically, with no regard for the specifics of situations, evaluates and defends based on missing or faulty criteria, and has limited awareness of impacts.

Teachers Score \_\_\_\_\_

Comments:

APPENDIX D

SAFETY UNIT

Performance Package on Safety and First Aid

Unit Topic and Learner Outcome:

Preventing and responding to accidents, illnesses and injuries.

Teacher Notes:

Lead classroom discussions and assign readings to students that help them examine behaviors that lead to unintentional injuries. Have the class brainstorm a list of unsafe behaviors that are typical of adolescents in the community. Discuss the factors that influence young people's chances of taking part in unsafe behaviors. Have students generate a list of unsafe behaviors.

Introduce students to the accident chain by modeling it in class using an example of accidents from the newspaper, television, or your own knowledge.

Create a diagram of the accident chain on the board with each of the five factors as part of the accident chain. Introduce the concept of breaking the accident chain by changing the situation, the unsafe habit or the unsafe action. Guide students to develop their own accident chains by using their imagination and knowledge of risks young people face.

Lead a discussion on the factors that influence young people to get involved in unsafe situations. Help students analyze how the physical, social, and mental pressures of adolescence can lead to poor decisions. Violent situations are those that can be of most danger to students.

Provide instruction and readings about how to handle emergency situations and applying first aid procedures. Teach students how to handle and respond to specific common injuries in an approved manner. Help them understand procedures for dealing with burns, sprains, and bruises, broken bones, bites and stings, heat exhaustion, fainting and nosebleeds.

Teach students to recognize situations that require first aid for choking, understand the steps to take if a child or adult is choking, understand what cardiopulmonary resuscitation (CPR) is and how to recognize when someone needs it and how to get help.

Determine whether you want to include an written test on students' acquisition of knowledge on emergency responses.

Provide students access to basic first aid books and resources. Provide guidelines for developing their own first aid handbook. Develop a list of emergency situations as topics for the handbook like the following:

- poison ingestion
- drug overdose
- external bleeding
- heart attack
- sprained ankle
- choking on food
- burns all degrees
- broken bones
- frostbite
- hypothermia
- stroke
- shock
- obstructed breathing
- head injuries
- heat stroke, exhaustion
- nose bleeds
- fainting
- bee stinging and bites

Provide guidelines for classroom demonstration. Discuss and demonstrate the use of props and or medical supplies. Guide students as they practice response techniques.

### Performance Package on Safety and First Aid

Grade Level: Middle School

Topic: Preventing and Responding to Accidents, Illnesses and Injuries

Promote: Knowledge and awareness of strategies to prevent accidents and what to do in case of sudden injury or illness.

Learner Outcome: What students should know

- strategies for preventing accidents and environmental hazards
- what to do in case of sudden illness and injury
- how to apply a decision making process to analyze health issues and attain personal goals
- how health related issues are influenced by internal and external factors

Task Description:

The students will complete an accident chain for an unintentional injury or accident and explain how to break the chain. The students will design a section of a first aid handbook. Demonstrate a first aid response.

Product:

1. Accident chain worksheet.
2. Section of a first aid handbook.
3. Demonstration of a first aid response.

Central Learning:

Identify and explain the components of a task or idea. Identify and apply criteria to make judgments about a product, situation or idea.

## Safety and First Aid

### Task 1

Complete an accident chain for an unintentional injury. Use your experience, knowledge and imagination to create a situation that is a realistic one for young people of your age. Using an unsafe behavior that has actually occurred or one from the newspaper, from the television, or one brain-stormed by the student. Write a scenario for the situation. Describe the events leading up to the situation using the steps to the accident chain:

- \* the situation
- \* the unsafe habit
- \* the unsafe act
- \* the accident
- \* the results of the accident

Describe the accident itself and the injuries resulted from the accident. Explain how to break the chain.

Reflect on the decisions and choices related to the situation and the unsafe action. Explain how the accident could have been prevented by considering all the elements for alternatives that would break the accident chain.

- \* change the situation
- \* change the events leading up to the accident
- \* change the unsafe action

Using decision making process of considering alternatives, indicates how each of these changes could have prevented the accident from happening.

### Task 2

Design a section of a first aid handbook.

The students are responsible for creating a first aid handbook that is concise and accurate and can be used to train another group of students in first aid techniques. Students will select or be assigned a specific injury or illness to research and write about.

Each student will design a section of the first aid handbook describing the exact steps to take to respond to the illness or injury. Conduct research on the topic assigned or selected. Use at least two sources in addition to health textbook to research the correct response to accident or injury. Make sure sources are valid, reliable and up-to-date.

Design a section that accurately and effectively describes all the steps to be taken in the emergency situation. Include a short description of the symptoms of the injury or emergency. Describe the appropriate response. List all the emergency steps to be taken in the correct order. Make sure directions are clear and easy to understand. Include illustrations or diagrams to clarify the information. Include the following information for section.

- \* Topic
- \* Injury or emergency situation and its symptoms
- \* Step-by-step response procedure
- \* Illustration of procedure
- \* Identify sources

Students completed section will be added to those of the other students to make a first aid booklet and duplicated for each class member.

### Task 3

Demonstrate a first aid response.

Each student will demonstrate the emergency situation researched. Demonstrate the approved techniques for providing immediate care for the injury or illness until medical care can be supplied.

Prepare and practice demonstration. In the demonstration describe the injury or situation, explain the symptoms, demonstrate the procedure that should be used to respond to the emergency situation, model appropriate response behaviors, and explain the procedures as they are demonstrated.

CHECKLIST FOR SAFETY AND FIRST AID UNIT

<u>Student</u>		<u>Teacher</u>
	<b>Task 1</b>	
_____	Situation described is realistic for age group.	_____
_____	Situation effectively demonstrates the accident chain.	_____
_____	Used steps to describe the accident chain.	_____
_____	Explained how to prevent/break the chain.	_____
	<b>Task 2</b>	
_____	Symptoms described in handbook section are accurate.	_____
_____	Includes appropriate steps in handbook for the condition.	_____
_____	Steps outlined are complete and in correct order.	_____
	<b>Task 3</b>	
_____	First aid demonstration accurately describes the condition.	_____
_____	Demonstration response is appropriate to the condition modeling.	_____
_____	Steps demonstrated to the class are accurate and in the correct order.	_____
_____	Overall demonstration of first aid situation is effectively done.	_____

Teacher's Scoring Criteria  
(The Middle Level)

Scores are ranked 4 - 1 with 4 being highest score and 1 being lowest.

Scores reflect a professional judgment based on multiple evidence of sustained student work over time.

EXEMPLARY -To receive a score of 4, a student:

- Demonstrates use of content knowledge with thorough integration of advanced knowledge and skills.
- Analyzes issues, skills and information by connecting all essentials plus some advanced components, illustrating a range of interactions and using a broad specialized vocabulary with precision.
- Applies process and concepts of decision-making that are tailored to situations, evaluates and defends on the basis of valid, well-considered criteria, and considers a broad range of impacts on the individual and interests beyond the individual.

PROFICIENT -To receive a score of 3, a student:

- Demonstrates use of content knowledge through an integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting all essential components, illustrating key interactions and using specialized vocabulary appropriately.
- Applies processes and concepts of decision-making appropriate to situations, evaluates and defends based on valid criteria, and considers impacts on the individual and interests beyond the individual.

NOVICE -To receive a score of 2, a student:

- Demonstrates use of content knowledge through a limited integration of essential knowledge and skills.
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- Applies processes and concepts of decision-making mechanically, with attempts at some consideration of the specifics of situations, evaluates and defends based on limited and questionable criteria, and attempts consideration of impacts on the individual and on interests beyond the individual.

EMERGING -To receive a score of 1, a student:

- Demonstrates use of content knowledge through a limited integration of some of the essential knowledge and skills.
- Analyzes issues, skills and information by connecting a few of the essential components, illustrating with limited awareness of only the most obvious interactions, and using general vocabulary.
- Applies processes and concepts of decision-making mechanically, with no regard for the specifics of situations, evaluates and defends based on missing or faulty criteria, and has limited awareness of impacts.

Teachers Score \_\_\_\_\_

Comments:

APPENDIX E  
COMMUNICABLE DISEASE UNIT

Performance Package on Preventing Diseases

## Unit Topic Learner Outcome:

Making healthy decisions to prevent contracting communicable diseases.

## Teacher Notes:

Present classroom experiences for students such as demonstrations, videos, lectures, guest speakers, readings that provide relevant information about communicable diseases, HIV, and STDs.

Provides students with information and/or instruction about pathogens, the immune system, the body structures and systems related to communicable diseases and the transmission and prevention of disease.

## Students should know and understand the following:

- the variety of ways that communicable illnesses are caused and passed on to people
- the pathogens (specific cause of a disease such as a bacteria or virus)
- how the body responds to infections and how the immune system works
- the best ways to prevent communicable diseases
- sexually transmitted diseases and the best way to prevent their spread
- what HIV is, how it affects the body and how it is and is not spread

Provide students with index cards for their card files. Decide on the number of cards to be required. Demonstrate completion of a card. Remind students to complete cards based on classroom presentations, readings, research, and other students' information presented.

Communicable Disease Performance Package

Grade Level: Middle School

Topic: Preventing Communicable Diseases

Promote: Healthy understanding and awareness of how disease are/are not spread, mode of transmission, pathogen that caused disease.

Learner Outcomes: What students should know and do

- how to prevent communicable diseases
- how to prevent HIV/STD Infections
- how to prevent pregnancy
- the signs and symptoms of health problems that affect adolescents
- understand sexual responsibility
- the basic structures and systems of the human body
- understand the relationship between the physical, social, and mental health during adolescence

Task Description:

The students will create a visual display that diagrams a communicable disease, its cause and the body's response to the disease. The students will compile a communicable disease card file with information to aid with their visual display.

Product:

1. Visual display
2. Communicable disease card file
3. Communicable disease story and model of a pathogen

Central Learning:

Represent abstract ideas through a written product, visual model, or other means of communication.

## Preventing Communicable Diseases

### Task 1

The students will create a visual display that presents information about a communicable disease. Students should be creative with their visual display. Create a display that is unique and different and allows for easy understanding of the information about the disease.

The student will select and research one communicable disease and gather information about the following:

- \* pathogen
- \* method transmission
- \* symptoms
- \* long-term effects on on the body systems
- \* treatments
- \* prevention methods

All information needs to be included in display.

### Task 2

Prepare for presentation.

The students will present their visual display of findings to the rest of their classmates and teacher.

### Task 3

The student will compile a communicable disease card file. Compile a card file of communicable diseases based on readings, other students' presentations, diagrams and classroom activities and instruction.

For each disease the students will record the following information:

- \* pathogen
- \* method of transmission
- \* symptoms
- \* long-term effects on the body
- \* treatments
- \* prevention methods

Students card file should represent a variety of diseases including common diseases, sexually transmitted diseases, HIV, and diseases that are of interest to student to research. Teacher will inform students of the number of card file entries they are required to complete to accomplish this task.

Make sure that all the information included is accurate.

CHECKLIST FOR DISEASE UNITStudentTeacher

## Task 1

\_\_\_\_\_ Visual display of disease is complete. \_\_\_\_\_

\_\_\_\_\_ Pathogen of disease is accurately identified. \_\_\_\_\_

\_\_\_\_\_ Method of transmission is accurately identified. \_\_\_\_\_

\_\_\_\_\_ Symptoms are described accurately. \_\_\_\_\_

\_\_\_\_\_ Long-term effects are described accurately. \_\_\_\_\_

\_\_\_\_\_ Treatments are described accurately. \_\_\_\_\_

\_\_\_\_\_ Prevention methods are accurately connected to the method of transmission. \_\_\_\_\_

## Task 2

\_\_\_\_\_ Presentation to classmates is effectively done. \_\_\_\_\_

## Task 3

\_\_\_\_\_ The card file demonstrates knowledge of a variety of communicable diseases. \_\_\_\_\_

\_\_\_\_\_ Information on cards is accurate and includes all of the following: \_\_\_\_\_

- \* pathogen
- \* method of transmission
- \* symptoms
- \* long-term effects
- \* treatments
- \* prevention methods

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(The Middle Level)

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PROFICIENT -To receive a score of 3, a student:

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- Demonstrates use of content knowledge through a limited integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting only the most obvious, essential components, illustrating only the most obvious interactions and using appropriate vocabulary.
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EMERGING -To receive a score of 1, a student:

- Demonstrates use of content knowledge through a limited integration of some of the essential knowledge and skills.
- Analyzes issues, skills and information by connecting a few of the essential components, illustrating with limited awareness of only the most obvious interactions, and using general vocabulary.
- Applies processes and concepts of decision-making mechanically, with no regard for the specifics of situations, evaluates and defends based on missing or faulty criteria, and has limited awareness of impacts.

Teachers Score \_\_\_\_\_

Comments:

APPENDIX F

DRUG UNIT

Performance Package on Making Decisions about Drugs

Unit Topic Learner Outcome:

Making healthy decisions about tobacco, alcohol and drugs.

Teacher Notes:

Provide students with examples of evidence file entries. Show them how to record the source. Discuss the credibility of the source. Explain what is meant by the physical, mental, or social effects of substance use. Describe how students should record and note effects/consequences in these different areas. Define your expectations for the number of evidence file entries you expect for each area physical, mental, and social.

Present classroom experiences such as demonstrations, videos, lectures, guest speakers, readings that provide relevant information about the effects of all of these substances. Students should complete evidence file entries for those presentations that are relevant to their selected topic.

Provide students with guidelines for small group lessons. Monitor the progress of groups and provide support as needed. After students have presented their lesson in class, meet with each student group to provide feedback on their presentation and its appropriateness for presentation to the target audience.

Demonstrate how to complete a consequence report based on the first small group presentation lesson. Provide students with examples of the types of consequences described in the lesson. Work through the analysis of the consequences with the group.

Arrange for small group role plays in class. Give examples of internal and external influences on young people. Provide demonstration and practice in various communication techniques and strategies.

Provide index cards to students for recording entries of drug consequences. Model a completion of a card for students to see what is expected of them on their cards.

### Decisions About Drugs Performance Package

Grade Level: Middle School

Topic: Making Decisions About Tobacco, Alcohol and Drugs

Promote: Healthy understanding and awareness of the consequences of long-term and short-term effects of tobacco, alcohol, and drug use.

Learner Outcomes: What students should know and do

- the consequences of using tobacco, alcohol and drugs
- signs and symptoms of health problems that affect adolescents from the use of chemicals
- basic structures and systems of the human body
- analyze the relationship of physical, social and mental health
- apply a decision making process to analyze health issues and attain personal goals
- analyze how health related decisions are influenced by internal and external factors
- demonstrate communication skills

Task Description:

The student will gather information and evidence on the effects and consequences of the use of tobacco, alcohol, or drugs. Prepare a visual display. Prepare and present a lesson on the consequences in class. Complete consequences reports on the use of alcohol, tobacco, and a selected drug. Analyze a decision making situation related to use of alcohol or drugs.

Product:

1. Visual display
2. Evidence file cards
3. Consequence reports for alcohol, tobacco, and a drug

Central Learning:

Using evidence and reasoning to explain and support an idea. Identify and apply criteria to make judgments about a product, situation, or idea. Represent abstract ideas through a written product, visual model, formula, or another accepted means of communication.

## Making Decisions About Drugs

### Task 1

The students will gather evidence and information on the effects/consequences of the use of tobacco, alcohol and or different drug categories. The students will begin to compile an evidence file about the drug tobacco specifically. They will compile information from a variety of sources.

In each students evidence file, they will complete an entry or file card for each bit of information that they discover about the consequences and effects to the body from using the drug tobacco. Cite your source on the card. Evaluate how credible (believable) the source is by checking to see how up to date it is, whether the author or source is an expert in the field and whether you think the source is biased or unbiased. For example a cigarette ad would be a biased source since the manufacture benefits from the sale of cigarettes. Note on the file card whether each source is credible or not credible.

Sources should include health texts, library references, news articles and health department statistics as well as classroom presentations and assignments such as text readings, videos, teacher lectures, demonstrations, and guest speakers. Interview people to gather evidence on the effects of substance use also.

As students record the effects of the substance the following should be considered:

- \* physical effects on body systems
- \* mental effects such as changes in thought processes or psychological addiction
- \* social effects, both positive and negative, such as being included in a group or becoming alienated from family members
- \* include possible legal effects

Use a minimum of ten different sources to gather information from, to complete cards. Each student will complete 40 pieces of evidence to be sourced on their file cards. With ten cards filed on tobacco, ten cards filed on alcohol, and the remaining 20 cards are researched from the areas of stimulants, depressants, inhalants, and hallucinogens.

### Task 2

Prepare a visual display about a specific drug and its consequences.

Using evidence file cards to prepare a visual display of findings that student will use in the presentation of their visual display.

The visual display could be, but is not limited to:

- \* poster
- \* transparency
- \* diorama
- \* brochure
- \* bulletin board
- \* chart
- \* detailed illustration
- \* graph
- \* model
- \* photo display
- \* news item

Students display should be based on factual information. It should be clear and easy to understand. It should describe and highlight short term and long term consequences of the substance on the body.

### Task 3

Prepare and present the lesson in class.

Students presentation should describe both short term and long term effects of using the substance. For example, presentation might inform listeners of the monetary cost of the substance and its impact on family members as short term consequences. Describing possible consequences on education, employment and health as long term consequences.

Task 4

Complete consequences reports on the use of alcohol, tobacco and a selected drug.

The students will be responsible for understanding the information provided in the other student-presented lessons in class. During the lessons, take notes on consequence report forms. Be sure to note the physical, mental, and social consequences of substance use.

Following each presentation, give feedback to the other students and ask questions, if needed.

Students will use notes taken during the lesson presentations to complete three detailed consequences reports. One for tobacco, one for alcohol, and one for a selected drug from the different drug categories.

CHECKLIST FOR DRUG UNITStudentTeacher

## Task 1

\_\_\_\_\_ File contains relevant information about the substance and its effects. \_\_\_\_\_

\_\_\_\_\_ Entries accurately record physical, mental, and social effects. \_\_\_\_\_

\_\_\_\_\_ Entries are credible and up to date. \_\_\_\_\_

## Task 2

\_\_\_\_\_ Display includes relevant information. \_\_\_\_\_

\_\_\_\_\_ Both short and long term consequences are accurate. \_\_\_\_\_

## Task 3

\_\_\_\_\_ Information presented is accurate and understandable. \_\_\_\_\_

## Task 4

\_\_\_\_\_ Reports accurately portray the consequences of substance use. \_\_\_\_\_

\_\_\_\_\_ Reports convey thorough understanding of the complex consequences of use. \_\_\_\_\_

Teacher's Scoring Criteria  
(The Middle Level)

Scores are ranked 4 - 1 with 4 being highest score and 1 being lowest.

Scores reflect a professional judgment based on multiple evidence of sustained student work over time.

EXEMPLARY -To receive a score of 4, a student:

- Demonstrates use of content knowledge with thorough integration of advanced knowledge and skills.
- Analyzes issues, skills and information by connecting all essentials plus some advanced components, illustrating a range of interactions and using a broad specialized vocabulary with precision.
- Applies process and concepts of decision-making that are tailored to situations, evaluates and defends on the basis of valid, well-considered criteria, and considers a broad range of impacts on the individual and interests beyond the individual.

PROFICIENT -To receive a score of 3, a student:

- Demonstrates use of content knowledge through an integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting all essential components, illustrating key interactions and using specialized vocabulary appropriately.
- Applies processes and concepts of decision-making appropriate to situations, evaluates and defends based on valid criteria, and considers impacts on the individual and interests beyond the individual.

NOVICE -To receive a score of 2, a student:

- Demonstrates use of content knowledge through a limited integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting only the most obvious, essential components, illustrating only the most obvious interactions and using appropriate vocabulary.
- Applies processes and concepts of decision-making mechanically, with attempts at some consideration of the specifics of situations, evaluates and defends based on limited and questionable criteria, and attempts consideration of impacts on the individual and on interests beyond the individual.

EMERGING -To receive a score of 1, a student:

- Demonstrates use of content knowledge through a limited integration of some of the essential knowledge and skills.
- Analyzes issues, skills and information by connecting a few of the essential components, illustrating with limited awareness of only the most obvious interactions, and using general vocabulary.
- Applies processes and concepts of decision-making mechanically, with no regard for the specifics of situations, evaluates and defends based on missing or faulty criteria, and has limited awareness of impacts.

Teachers Score \_\_\_\_\_

Comments:

APPENDIX G  
BODY SYSTEMS UNIT

### Performance Package on Body Systems

#### Unit Topic and Learner Outcome:

Making healthy decisions about taking care of your body and having a understanding about how the body works.

#### Teacher Notes:

Introduce students to the systems of the human body. Provide students with information and instruction about the eight major body systems and explain the function of each. Identify the parts and tasks of the eight major body systems. Explain how to care for the eight major body systems. Identify problems that affect the eight major body systems and explain how they are treated.

Present classroom experiences for students such as lectures, videos, demonstrations, guest speakers, and readings that provide relevant information about body systems and how they work.

Provide students with the information needed to make healthy choices and decisions in their lifetime to care for each of their body systems. Provide them with the information that focuses on the care given to the body systems is an essential link to enjoying good health.

Students show know and understand the following:

- name the parts of the nervous system
- tell what each part of the nervous system does
- tell how to care for the nervous system
- list some problems that affect the nervous system
- name the main parts and jobs of the respiratory system
- list ways to care for the respiratory system
- talk about common disease of the lungs
- list the parts and jobs of the circulatory system
- tell how to care for the heart and blood
- name some common problems that affect the heart and blood
- name the job the bones do
- tell how to care for the bones
- tell about some problems that affect the bones
- tell how to care for the muscles
- explain how exercise affects the muscles
- list problems that can occur with muscles and how to treat them
- name the parts of the digestive system

- tell what jobs the parts of the digestive system do
- tell what you can do to have a healthy digestive system
- list some problems that can affect the digestive system
- name the main parts of the endocrine system and tell what they do
- tell how to have a healthy endocrine system
- name some problems that can affect the endocrine system
- name the parts of the male and female reproductive system
- tell how to care for the reproductive system
- name some problems that can affect both the male and female systems

Students will understand that basic good health practices are necessary to care for the body systems. Making healthy decisions is an important component to having a healthy body and living a healthy life. This includes eating a balanced diet, getting plenty of rest, exercising, avoiding tobacco, alcohol, and other drugs, and making safe choices in life.

## Body Systems Performance Package

Grade Level: Middle School

Topic: Understanding Body Systems

Promote: Knowledge and understanding of how body systems work and what choices and decisions we make to keep our body systems healthy.

Learner Outcomes: What students should know and do

- the basic structures and systems of the body
- how all the body systems work
- how all body systems are interrelated
- how to care for the body's systems
- what are the jobs of the body systems
- what are some problems that may occur with body systems
- understand the relationship between all of the body's systems
- understand how making healthy decisions has a direct affect on the body's systems
- how to apply decision making skills to enhance a healthy body
- demonstrate skills to explain how a body system functions

Task Description:

The student will gather information and knowledge on the basic structures and systems of the body. Prepare and present a lesson on how the body's systems work. Prepare a visual presentation on the interrelated relationship of all eight body systems. Complete a decision making process on how to apply skills to enhance a healthy body. Present problems and care instructions on the body's systems.

Product:

1. Lesson plan presentation.
2. Visual display.
3. Lesson on problems and care for systems.

Central Learning:

Using information and understanding to explain and support presentation.  
Identify and apply criteria to make decisions about staying and keeping healthy.  
Present information to others.

## Making Decisions to Have a Healthy Body

### Task 1

The students will gather information on the structure and function of all eight body systems. The students will compile information to have a strong understanding of the eight body systems.

Student will prepare a lesson on a specific body system. Student will present how all eight body systems are directly related to how this one body system functions. Lesson presentation will include care, problems and decision making process that occurs to keep and maintain a healthy body.

Student will submit information gathered to teacher to look over. Student will present information to rest of students in class.

Student will be creative and plan and prepare a unique lesson to present to students in class.

### Task 2

Student will prepare a visual display of specific body system and demonstrate how all other systems are interrelated in the diagram.

Student will present visual display to other students in class.

Include in presentation how to care for body systems, problems that can occur with body systems and how making good decisions will enhance the healthy structure of the body and its systems.

Students will answer any questions presented on visual display.

**Task 3**

Students will demonstrate and present an example of the decision making process and how it has a direct effect on the consequences of the structure of the body systems.

Student will brainstorm a decision making process about body systems. Present actual scenario of the process and the consequence to decision made.

CHECKLIST FOR HEALTHY BODY SYSTEMSStudentTeacher

## Task 1

\_\_\_\_\_ Note taking on structure of body systems  
Includes information on all systems. \_\_\_\_\_

\_\_\_\_\_ Lesson plan on body systems, creative,  
thorough and understandable. \_\_\_\_\_

\_\_\_\_\_ Presentation of lesson on body systems to  
rest of students in class. \_\_\_\_\_

## Task 2

\_\_\_\_\_ Visual display includes interrelated functions  
of all body systems. \_\_\_\_\_

\_\_\_\_\_ Information presented is accurate and under-  
standable. \_\_\_\_\_

\_\_\_\_\_ Care for, complications and keeping body  
systems healthy are all included in  
presentation of display. \_\_\_\_\_

## Task 3

\_\_\_\_\_ Presentation of decision making process. \_\_\_\_\_

\_\_\_\_\_ Decision making process is accurate and  
healthy. \_\_\_\_\_

Teacher's Scoring Criteria  
(The Middle Level)

Scores are ranked 4 - 1 with 4 being highest score and 1 being lowest.

Scores reflect a professional judgment based on multiple evidence of sustained student work over time.

EXEMPLARY -To receive a score of 4, a student:

- Demonstrates use of content knowledge with thorough integration of advanced knowledge and skills.
- Analyzes issues, skills and information by connecting all essentials plus some advanced components, illustrating a range of interactions and using a broad specialized vocabulary with precision.
- Applies process and concepts of decision-making that are tailored to situations, evaluates and defends on the basis of valid, well-considered criteria, and considers a broad range of impacts on the individual and interests beyond the individual.

PROFICIENT -To receive a score of 3, a student:

- Demonstrates use of content knowledge through an integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting all essential components, illustrating key interactions and using specialized vocabulary appropriately.
- Applies processes and concepts of decision-making appropriate to situations, evaluates and defends based on valid criteria, and considers impacts on the individual and interests beyond the individual.

NOVICE -To receive a score of 2, a student:

- Demonstrates use of content knowledge through a limited integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting only the most obvious, essential components, illustrating only the most obvious interactions and using appropriate vocabulary.
- Applies processes and concepts of decision-making mechanically, with attempts at some consideration of the specifics of situations, evaluates and defends based on limited and questionable criteria, and attempts consideration of impacts on the individual and on interests beyond the individual.

EMERGING -To receive a score of 1, a student:

- Demonstrates use of content knowledge through a limited integration of some of the essential knowledge and skills.
- Analyzes issues, skills and information by connecting a few of the essential components, illustrating with limited awareness of only the most obvious interactions, and using general vocabulary.
- Applies processes and concepts of decision-making mechanically, with no regard for the specifics of situations, evaluates and defends based on missing or faulty criteria, and has limited awareness of impacts.

Teachers Score \_\_\_\_\_

Comments:

APPENDIX H  
NUTRITION UNIT

### Performance Package On Nutrition

#### Unit Topic and Learner Outcome:

Making healthy decisions about nutrition by creating a nutritional diet plan and knowing the dietary guidelines.

#### Teacher Notes:

Inherent in the study of each topic and content area is the need for the student(s) to build knowledge about the body structures and systems that are affected or impacted. Therefore, the teacher will need to provide students with information about the body systems and accompanying structures as they approach tasks to be performed in this package.

Present classroom experiences such as demonstrations, videos, lectures, guest speakers, readings that provide relevant information about nutrition.

#### Students should know and understand the following:

- the basic food groups
- nutrients found in food groups
- what it means to eat a balanced diet
- the impact of nutrition on health
- the role that carbohydrates, proteins, vitamins, minerals, fats, and water play in bodily functions and growth and development
- what is meant by the term recommended daily allowances (RDA)
- the importance of fiber in diets
- the effects of too much fat, salt, sugar and cholesterol
- how internal and external factors like personal preferences, family and cultural eating habits, friends and the media and advertising influence eating habits
- the role of calories in metabolism
- how to determine the number of calories and the nutrients that are appropriate for a person of their age, gender and activity level
- related the role of exercise in maintaining weight and health

### Nutrition Performance Package

Grade Level: Middle School

Topic: Making Decisions About Nutrition

Promote: Healthy nutrition and healthy dietary practices

Learner Outcomes: What students should know and do

- the impact of nutrition, food selection, safety and eating patterns on health
- the basic structures of the human body
- how to create and implement a nutritional health plan using a decision-making process
- how to determine dietary recommendations with respect to age, gender and activity level for a specific person
- the seven dietary guidelines and will explain ways that you can meet the guidelines

Task Description:

The students will develop a booklet containing an information section on dietary recommendations and how the human body uses food; a nutritional chart; a menu plan for three days; and a menu for a meal. Students will be able to identify the seven dietary guidelines and explain ways that they can meet these guidelines in their daily diet.

Product:

A booklet containing:

1. Information section
2. Nutritional chart
3. Three-day menu
4. Meal plan

Central Learning:

Identify and apply criteria to make judgments about a product, situation or idea.

## Making Decisions About Nutrition

### Task 1

The students will begin their booklet by completing an information section consisting of two parts.

A. The first part of your information section should illustrate how your body processes the food you eat. Do this by creating a drawing of the human body and diagramming:

- \* Ingestion system
- \* digestion system
- \* excretory system

B. For the next part of the information section, identify the dietary recommendations and amounts of food suggested by the daily food guide for your specific age, gender and activity level. Also list foods that are good sources of vitamins A, B, and C, as well as good sources of iron and calcium.

### Task 2

In preparation for developing a nutritionally balanced three-day menu, the student will review basic nutritional requirements and then develop a nutritional chart for specific servings of different types of food. Student will get a specific amount of food to record information on.

The nutritional chart should include the following information on a variety of foods:

- \* type of food
- \* proteins
- \* food group
- \* carbohydrates
- \* serving size
- \* vitamins
- \* fats
- \* minerals
- \* calories

### Task 3

Students will design a three day menu plan.

A. Using dietary recommendations and nutritional chart the student will plan three days worth of menus that meet good nutritional standards. Student will include foods served at home, foods which they enjoy and food with which they are familiar with.

B. Students menu for three days should include a variety of foods and meet the daily requirements for nutrients and balance. For each serving of food, include information for each category you used in step two. Add up all the daily totals for calories, fats, carbohydrates, proteins, vitamins, and minerals. They should be close to the daily dietary recommendations.

### Task 4

Students will identify the seven dietary guidelines and will explain ways that they can meet these guidelines.

A. Review the dietary guidelines with students. They are:

- \* eat a variety of foods
- \* maintain a healthy weight
- \* choose a diet low in fat, saturated fat and cholesterol
- \* choose a diet with plenty of vegetables, fruits, and grain products
- \* use sugar in moderation
- \* use salt and sodium only in moderation
- \* drink only in moderation as an adult

B. Discuss ways to meet the dietary guidelines.

- \* eat foods from each of the food groups each day
- \* eat fewer food and exercise to lose weight
- \* eat more healthful foods to gain weight
- \* cut down on fatty foods and foods that are fried
- \* eat more foods that are vegetables, fruits and grains
- \* limit sugar intake and avoid adding sugar to foods
- \* avoid salting foods or eating foods with lots of salt
- \* If an adult, drink very little alcohol

Task 5

In a short paper, the students will explain their choices and how they fit into the dietary recommendations for your age, gender, and activity level. Include ways to meet the dietary guidelines to stay healthy.

CHECKLIST FOR MAKING DECISIONS ABOUT NUTRITION

<u>Student</u>		<u>Teacher</u>
	<b>Task 1</b>	
_____	Diagram accurately illustrates the following body systems: Ingestion, digestion, excretion.	_____
_____	Dietary recommendations are complete, accurate and based on a specific age, gender and activity level.	_____
_____	Foods are accurately identified that supply vitamins A, B, C, Iron and calcium.	_____
	<b>Task 2</b>	
_____	Chart includes a variety of foods from each food group.	_____
_____	Chart accurately identifies: food type, food group, serving size, calories, fats, carbohydrates, proteins, vitamins, and minerals.	_____
	<b>Task 3</b>	
_____	Menu meets the daily recommendations for nutrients and balance.	_____
_____	Paper effectively justifies food choices with accurate information on nutrition.	_____
	<b>Task 4</b>	
_____	List of seven dietary guidelines is included in booklet.	_____
_____	Ways to meet the guidelines is listed.	_____

Student

Teacher

Task 5

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Completion of paper explaining choices,  
dietary recommendations and guidelines.

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Teacher's Scoring Criteria  
(The Middle Level)

Scores are ranked 4 - 1 with 4 being highest score and 1 being lowest.

Scores reflect a professional judgment based on multiple evidence of sustained student work over time.

EXEMPLARY -To receive a score of 4, a student:

- Demonstrates use of content knowledge with thorough integration of advanced knowledge and skills.
- Analyzes issues, skills and information by connecting all essentials plus some advanced components, illustrating a range of interactions and using a broad specialized vocabulary with precision.
- Applies process and concepts of decision-making that are tailored to situations, evaluates and defends on the basis of valid, well-considered criteria, and considers a broad range of impacts on the individual and interests beyond the individual.

PROFICIENT -To receive a score of 3, a student:

- Demonstrates use of content knowledge through an integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting all essential components, illustrating key interactions and using specialized vocabulary appropriately.
- Applies processes and concepts of decision-making appropriate to situations, evaluates and defends based on valid criteria, and considers impacts on the individual and interests beyond the individual.

NOVICE -To receive a score of 2, a student:

- Demonstrates use of content knowledge through a limited integration of essential knowledge and skills.
- Analyzes issues, skills and information by connecting only the most obvious, essential components, illustrating only the most obvious interactions and using appropriate vocabulary.
- Applies processes and concepts of decision-making mechanically, with attempts at some consideration of the specifics of situations, evaluates and defends based on limited and questionable criteria, and attempts consideration of impacts on the individual and on interests beyond the individual.

EMERGING -To receive a score of 1, a student:

- Demonstrates use of content knowledge through a limited integration of some of the essential knowledge and skills.
- Analyzes issues, skills and information by connecting a few of the essential components, illustrating with limited awareness of only the most obvious interactions, and using general vocabulary.
- Applies processes and concepts of decision-making mechanically, with no regard for the specifics of situations, evaluates and defends based on missing or faulty criteria, and has limited awareness of impacts.

Teachers Score \_\_\_\_\_

Comments: