Unit: Destination: Healthy Choices

Creators: Kim Hall and Ginger Morse

Topic: Body Systems and Healthy Choices

Grade: 7

Content Areas: Language Arts, Science, Health

Duration: 11 weeks

Enduring Understanding

Human beings make choices every day. These choices impact themselves and others.

Essential Questions

Why do people make the decisions they do?

Why should people consider the consequence(s) of their decisions?

What happens if a person’s decision conflicts with someone else’s? How do they work this out?

Unit Overview

This interdisciplinary unit focuses on decisions we make that impact our health. First, student inquiry teams investigate a different body system: its parts, how its function keeps us healthy, what causes the system to fail and the impact on our health when it does. They collect and analyze data from primary and secondary sources, including contacting experts, family and community members. They use a variety of technology devices and Web 2.0 tools to gather, analyze and present their findings at an academic night. Then, they use the skills they learned to investigate a specific health issue from the state and county perspective, analyzing its impact on a variety of stakeholders and analyzing a health rally to provide community members with information and resources to make healthier choices.

STANDARDS

**SCIENCE**

**Body Systems   
S7-8:41 Students demonstrate their understanding of Human Body Systems by…**

Explaining how the human body responds to environmental or biological factors to maintain internal equilibrium.

**Vermont Literacy GE’s**

R7:12. Demonstrate initial understanding of informational text (expository and practical texts) by

* Obtaining information from text features
* Organizing information to show understanding

R7:16. Analyze and interpret informational text, citing evidence as appropriate by

* distinguishing fact from opinion
* identifying possible bias/propaganda
* identifying conflicting information within and across texts

**CCSS: English Language Arts 6-12 CCSS: 8 Reading: Informational Text**

Key Ideas and Details   
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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| **CCSS: English Language Arts 6-12 CCSS: Grade 8 Writing** |

Production and Distribution of Writing  
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**HEALTH**

HE8: Decision Making

Students demonstrate the ability to make decisions that lead to better health.  
This is evident when students…..

a. Demonstrate individual and collaborative decision-making processes to resolve health problems.

HE3: Analyzing Influences  
Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.  
This is evident when students…..

1. Analyze the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services.
2. b. Describe how school, family, and peers influence the health practices of individuals (e.g., sun safety, immunizations, access to health care).

Language Arts KUDS

|  |  |  |
| --- | --- | --- |
| UNDERSTAND | KNOW | DO |
| Comprehending what you read means understanding it well enough to answer questions and make judgments about it. | The main idea of a text can be supported with the details from the same text.  Readers make judgments or opinions about what they read based on the words used, details presented and tone created. | Form and support your own opinions/judgments about ideas in a text  Read at least 3 different texts (primary documents, newspaper articles, magazine articles, text book chapters, web documents, etc.) about same body system/health topic to understand the connections between body systems, health issues and choices made that impact them both and explain this understanding to others in presentations made at the academic night and health rally.  Comprehend readings at the literal and inferential by citing specific evidence from text |
| Authors offer differing perspectives on the same subject | Deeper understanding of a text occurs when information from it is connected to other texts | Connect information within and across texts by identifying and explaining different views/opinions |
| Presenting information to an audience in a variety of ways/forms keeps the audience’s interest and helps them understand it. | Three different Web 2.0 tools well enough to use them in a presentation and teach others how to use them  Web 2.0 tools can be used to gather, analyze and share information with others | Create a multimedia presentation using at least three different Web 2.0 tools. |
| Note taking structures exist to help us organize information we hear and read, so we can understand it. | The Cornell note taking system separates the page into three sections (main idea, note taking and summary) to help us organize our notes, make connections between details and main ideas and create understanding from what we read or heard. | Identify main ideas and supporting details in a text by taking notes with the Cornell note taking system.  Use the notes taken to generate the information for the multimedia presentation. |
| Authors use text features to help us understand their writing. | Text features such as headings, subheadings, bold print and italicized words, pictures/illustrations and charts and graphs, help us find information in text. | Use text features to answer questions, clarify understanding and support central/main idea |
| Writing can be used to inform, persuade and respond to what is read or experienced. | A personal essay is a piece written about an occasion but focuses most on personal reflections, connections and understandings the experience brought about  A persuasive writing or speech convinces the reader or listener to believe or do something by presenting credible arguments, by giving time to counter arguments and by creating a tone through careful word choice  A report informs the reader about a topic by stating a focus/thesis and supporting it with a depth of details that explain, describe and elaborate on focus | Compose a personal essay tied to a health issue experienced by someone in your family  Create a psa that encourages a healthy choice in regards to body system researched  Compose a report on one aspect of the body system researched |

Science KUDS

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| Understand | Know | Do |
| The choices we make affect our body’s ability to function | The connections between body systems (physical and emotional) | Explain how internal or external factors impact how body systems function |
|  | Body systems: cardiovascular, digestive, nervous, respiratory, endocrine, excretory/urinary, skeletal, muscular | Explain how the break down or failure of a body system affects another and overall health |
|  | Each body system has a specific function and within that system, each of its parts has a specific function  Each body system functions alone and in conjunction with others | Identify the parts of each body system and explain their functions |

Health KUDS

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| Understand | Know | Do |
| Decision making around health issues is an individual and collaborative process | In order to stay healthy we must make informed choices | Create and administer a survey to town and school communities gathering data about health practices and concerns  Analyze local survey data against Youth at Risk Survey and state health documents to identify trends  Create and organize a community health rally based on trends from health surveys and state documents that will provide residents with information and resources to help them make healthier choices |
| Science and society have an effect on personal health behaviors | The ways society (school, media, family, culture and peers) influence health behaviors | Create questions for town and school survey around impact of society on health choices  Create and facilitate a media display at the community health rally to show its influence on health choices and behaviors |

SUMMATIVE

Using primary and secondary printed and digital sources, making contact with experts and community members and utilizing a variety of technology devices and Web 2.0 tools, 7th graders become action researchers. After choosing a health issue facing Vermont and/or Franklin County residents, they gather and analyze state and county data regarding the history of the issue, its causes and potential solutions. Presentations will be made at a Destination: Healthy Choices Community Health Rally. Franklin County residents will have been advised of this rally via newspapers, WPTZ Community Events Calendar, District Websites and All Call, community bulletin boards and fliers at the health centers. Student presentations will highlight state and local health issues. Guest presenters, invited by students, will offer workshops/seminars/services tied to overall good health and good health choices

LESSON ONE: Unit Kickoff / Hook

NAME OF CORRESPONDING UNIT: Destination: Healthy Choices

CREATOR: Kim Hall/Ginger Morse

GRADE LEVEL(S): 7

RECOMMENDED DURATION: 2 Blocks: Science and Language Arts 120 minutes

Specific Learning Goals for this lesson:

ENDURING UNDERSTANDING: Human beings make choices every day. These choices impact themselves and others

ESSENTIAL QUESTION: Why should people consider the consequence(s) of their decisions?

* Students will know: The personal choices they make about food, exercise and social/emotional interaction can have short and long term effects on their health.
* They will also understand that others (media/culture/peers) impact the decisions they make that could affect their health.
* Students will understand: The connection between choices and good health
* Students will be able to: Identify theme/purpose of the unit

LESSON OVERVIEW: This is the kick off day of the unit. Students will begin thinking about body systems and health issues and get excited about the project-based learning they will do. They will receive all unit rubrics, expectations and assignment checklists.

DESCRIPTION AND SEQUENCE:

Students will first view a montage of videos showing teen health issues and/or poor choices that led to health issues. While viewing, students identify health issues or medical conditions and choices that led to them. Teen guest speakers talk about choices they made or health conditions they were born with and how it has impacted their health/lives.

* As follow up to montage, students work in groups to brainstorm their own and other health concerns/issues/poor health choices.
* Using eclickers, an I Pad app that is a student response system that allows students to answer posted questions on the SmartBoard, students are asked which body system is affected by the brainstormed health conditions or choices
* Share unit guidelines and expectations with students
  + Rubrics for multimedia presentation: summative assessments, psa, personal essay, report, Web 2.0 presentation
  + Language Arts requirements checklist

PREASSESSMENT: eclickers activity gives a general baseline indication of class’s overall understanding of body systems. Brainstorming gives indication of their understanding of choices made and their impact on health.

FORMATIVE ASSESSMENT(S): Exit card. What excites and interests you about this unit? What worries you about this unit? What questions do you have about this unit?

DIFFERENTIATION: Visual (video), kinethestic (eclickers), interpersonal (teamwork)

STUDENT CENTERED LEARNING: (Address here how this lesson meets the criteria for SCL): Students are creating all the knowledge for this lesson. They are generating possible topics of study through brainstorming, research and experiential investigation

MATERIALS: I Pads, video montage, exit card

Destination: Healthy Choices Assignment Check Off Sheet

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| --- | --- |
| Assignment | Due Date Completed |
| Research for Teaching Body System – at least one source and one set of Cornell notes |  |
| Body System Lesson |  |
| Inquiry Question and Sub Questions |  |
| Inquiry Plan |  |
| Research for PSA – at least 3 sources, 3 sets of Cornell notes and 3 sets of overarching comprehension questions |  |
| Multimedia PSA campaign presentation |  |
| Interview with family member |  |
| Contact/Information/Interview with expert |  |
| Web 2.0 evaluation #1 |  |
| Web 2.0 evaluation #2 |  |
| Web 2.0 evaluation #3 |  |
| 1st Web 2.0 presentation |  |
| 2nd Web 2.0 presentation |  |
| 3rd Web 2.0 presentation |  |
| Rough draft personal essay |  |
| Final personal essay |  |
| Report organizer/outline |  |
| Rough draft report |  |
| Final report |  |

LESSON TWO: Getting to Know Web 2.0

NAME OF CORRESPONDING UNIT: Destination: Healthy Choices

CREATORS: Kim Hall and Ginger Morse

GRADE LEVEL(S): 7

RECOMMENDED DURATION: 120 minutes

ESSENTIAL QUESTION: How can you use Web 2.0 tools to explain to others why people should consider the consequences of their decisions?

SPECIFIC LEARNING GOALS FOR THIS LESSON:

**understand**: Presenting information to an audience in a variety of ways/forms keeps audience’s interest and helps them understand it.

**know**: Web 2.0 tools can be used to gather, analyze and share information with others.

LESSON OVERVIEW: In this lesson students are introduced to Web 2.0 tools that they might choose to use in their summative multimedia presentations during and at the end of unit.

DESCRIPTION AND SEQUENCE:

* Mrs. Morse and I show students 2 or 3 examples of the Web 2.0 presentations done in the DOTS IV class.
* Students are paired by random drawing
* Students go onto [www.go2web20.net](http://www.go2web20.net) website to investigate tools
* Students pick one Web 2.0 tool to tell their classmates about: What is it and what could it be used for? If they feel comfortable, they could create a short presentation using the new tool to show what they already know or think they know about a body system or health topic.

PRE ASSESSMENT: KWL chart. What do you know already about Web 2.0 tools? What do you want to learn about Web 2.0 tools? (Independent. Then share out.)

FORMATIVE ASSESSMENT: Exit card: What did you learn about Web 2.0 tools?

DIFFERENTIATION: By interest. Learning styles of visual, kinesthetic, interpersonal,

STUDENT-CENTERED LEARNING: Lesson generated from background knowledge and personal experience. They are choosing tools to investigate and the one to present.

INQUIRY BASED LEARNING: Students are investigating the tools on their own. They are asking and answering questions about the tools as they use them and deciding if it is a tool that will be useful in multimedia presentation. They are sharing out their data with class.

MATERIALS: KWL chart, Netbooks and IPads, SmartBoard for presentation

Web 2.0 Tool Student’s Evaluation

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| --- | --- | --- | --- | --- | --- |
| Student Name | Tool | Description/Purpose | Pros | Cons | Tech Trainer |
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Web 2.0 Tool Presentation Checklist

Student: Date:

CRITERIA COMMENTS

\_\_\_\_\_ Names the tool

\_\_\_\_\_ Identifies/describes purpose

\_\_\_\_\_ Explains how to use tool

\_\_\_\_\_ Shows how to use the tool

\_\_\_\_\_ Displays product created with tool

\_\_\_\_\_ Suggests possible use of tool to increase and

show learning

\_\_\_\_\_ Identifies positives of tool identified and explained

\_\_\_\_\_ Identifies negatives of tool identified and explained

\_\_\_\_\_ States overall opinion/recommendation of tool

LESSON THREE: Introduction to the Body Systems

NAME OF CORRESPONDING UNIT: Destination: Healthy Choices

CREATORS: Kimberley Hall and Ginger Morse

GRADE LEVEL: 7

RECOMMENDED DURATION: 2 days (120 minutes a day)

ESSENTIAL QUESTION: Why should people consider the consequences of their decisions?

SPECIFIC LEARNING GOALS FOR THIS LESSON:

**understand**:

Reading a variety of texts can help us make informed decisions about our health

Note taking structures exist to help us organize information we hear and read, so that we can understand it.

Presenting information in a variety of ways/forms will keep the audience’s interest and reach more learning styles.

**know**:

Text features such as headings, subheadings, italicized and bold print words, pictures and graphs and charts help us find information in text.

The main idea of a text can be supported with details from the same text.

The Cornell note taking system that separates the page into three areas (main idea/cues, note taking, summary) helps us organize our notes, making connections between details and main ideas to create understanding from what we read or heard.

Each body system has a specific function and within that system, each of its parts has a specific function

Web 2.0 tools can be used to gather, analyze and share information with others

**do:**

Comprehend readings at the literal level by citing specific evidence from text

Identify main ideas and supporting details in a text by taking notes with the Cornell note taking system

Use text features to answer questions, clarify understanding and support central/main idea

LESSON OVERVIEW: This two day lesson has three modules that all student will participate in. All students will be preassessed on their ability to read text at the literal level and use text features to support their understanding of information they read. Mini lessons will be available for students who need more practice on these skills. In addition, all will be taught the Cornell note taking system and practice using it several times. Students will participate in a group discussion about the 8 body systems that their inquiry groups will be investigating during the unit. When students are finished a module, they have the option to do the sponge activity: investigate, practice using and evaluating Web 2.0 tools. (Each research/inquiry group is encouraged to learn one data gathering/analysis tool for data generated from research, state and county statistics and community surveys later in the unit.)

PREASSESSMENT: using text features to obtain information, literal comprehension of text

**Module One: Reading Preassessments:**

*Description and Sequence*

* Students read an informational text document from Reading for Information series
* Students write short, one or two sentence answers to comprehension questions centered on information they should have gotten from text features to support text ideas.
* Students write short one ortwo sentence answers to literal comprehension questions related to information they should have gotten from the text (who, what, where, when, why, how).
* Hesitant writers can type their responses, record their responses on their I Pad or paraeducators could scribe for them.
* Students who pass these preassessments will begin research tomorrow on a body system. Those who do not will complete mini lesson on using text features and literal comprehension strategies to obtain information from text.

**Module Two: Cornell Note taking System:**

Description and Sequence

* Give each student a copy of a blank Cornell note taking page explaining this will be the note taking system used for the research they are going to be doing later for their multi-media presentations on the body systems.
* Partners discuss the layout of the page. Why is it set up this way? What might each section be for? How do you think the note taking system works? Pairs share out to the whole class.
* Project a labeled diagram of the Cornell note taking page on SmartBoard. Explain what each section is for, connecting to earlier student responses. Students label their own blank pages with this information. Then, discuss use of sections, modeling the use of the system by taking notes on my lecture on template on SmartBoard. Students take notes on their blank note taking sheet.

1. As reading or listening, take notes on the note taking section of page (large right-hand side)
2. Use note taking method of choice (outline, bullets, numbering, coding, etc.)
3. When finished reading/listening, reread/review notes.
4. Write main idea statements or questions in the left hand column across from the notes that support them
5. If notes that support a main idea are not directly across from it, draw arrow to link them
6. Write a short summary (two sentences) in your own words on the bottom of the notes that shows your understanding of notes.

* Give each table an article from Reading for Information series. Ask students to read the article together. When everyone is finished, ask students to go to my wiki [berkshirela@pbworks.com](mailto:berkshirela@pbworks.com) and open the 7th grade page. Once there, they should open Cornell note taking sample one. Here we see a set of notes using Cornell system with note taking done in outline form from the article they just read. Ask tables to discuss how the organization of the note taking system helped show understanding of the article. Groups share out and begin a pros/con analysis of system.
* Ask students to look at Cornell note taking sample two and three on the wiki. Two shows note taking using bullets. Three shows use of coding. Discuss that students can choose whatever method they want to take the notes.
* Ask students to look at Cornell note taking template on the wiki. Explain how they can take their notes from their research on the body systems digitally or on paper.
* Randomly pass out 5 different articles from Reading for Real series and a blank Cornell note taking page. Student read article and take notes using the system. When all are finished, students with same article get together and share their notes. Discuss the similarities and differences between the notes, main ideas and summaries. Did the system help them take notes? What do they think of the system? I go around observing group discussions, making notes. Groups share out to whole class. We continue our pros/con analysis of system. Students can choose to use this system or another note taking system that they have found successful in the past.

**Module Three: Body Systems Overview**

Description and Sequence:

* What Do You Know?: Around the room chart papers labeled with each body system are taped to the walls. Students take a marker and for 10 minutes students circulate around writing whatever they know about each system WITHOUT discussion or repeating.
* Using their chart paper, visuals on the SmartBoard and from an I Pad app, discuss the parts and basic function of each system, including why it’s important to make the decision to understand their body systems and make choices that will keep them healthy with a combination of teacher and student participation.
* Students use the Cornell note taking system either from the template on their I Pad or on paper to take notes from discussion that will be used to guide future investigation
* Students are reminded that for the next two weeks their inquiry team will be researching and teaching a specific body system to their classmates, including parts, functions, interactions with another system and maintaining internal equilibrium. Review expectations
  + Explain overall function of the system
  + Identify the parts and their individual functions
  + Explain the connection between the individual parts in the system to the system’s overall function
  + Explain at least one interaction between your investigated body system and another
  + Presentation must include use of technology and a visual and/or kinesthetic component

FORMATIVE ASSESSMENT:

I collect students’ notes and articles from Module Two: Cornell Note taking System. Besides evaluating the use of the Cornell note taking system, I can check the accuracy of their explicit understanding. In addition, I can see if they have any notes from the text structures to compare to earlier pre-assessment. Will share feedback with students tomorrow (written and face to face)

Exit card for Module Three: Body System Overview: What did today’s activities teach you that you didn’t know about body systems?

DIFFERENTIATED:

Readings for pre-assessment are leveled (grades 4-8);

Information presented visually, kinesthetically and orally

STUDENT-CENTERED:

Activity involves working with pairs and working with small groups

Students are choosing the Web 2.0 tool to investigate. They are also deciding if it will be with a partner or alone.

INQUIRY: Students investigate a Web 2.0 tool asking: What is this tool and how can I use it to show what I know.

MATERIALS: I pads, SmartBoard, preassessment text structures

RESOURCES: [www.montgomerycollege.edu/Departments/enreadtp/Cornell.html](http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html)

[berkshirela@pbworks.com](mailto:berkshirela@pbworks.com), articles from Reading for Real and Reading for Information, Cornell note taking sheets, [www.go2web20.net](http://www.go2web20.net), Web 2.0 evaluation sheet

STANDARDS:

**S7-8: Students demonstrate their understanding of human body systems by explaining how the human body responds to environmental or biological factors to maintain internal equilibrium**

**R7:12: Demonstrate initial understanding of informational text (expository and practical) by obtaining information from text features**

**Technology Operations & Concepts B – Select and use applications effectively and productively by independently selecting digital tools and applications, including online, to use for real-world tasks and justify the selection based on efficiency and effectiveness.**

LESSON FOUR: Body System Research

UNIT NAME: Destination: Healthy Choices

CREATORS: Kim Hall and Ginger Morse

GRADE LEVEL: 7

RECOMMENDED DURATION: 5 days (600 minutes)

ESSENTIAL QUESTIONS: Why do people make the decisions they do?

Why should people consider the consequence(s) of their decisions?

LESSON OVERVIEW: This 5 day lesson consists of 3 required modules: report writing preassessments, researching the parts and functions of a body system and writing a report. Each student will take a three part preassessment on report writing. They also will work in teams of three to research the parts and functions of randomly chosen body system. They will turn this information into a presentation that teaches their classmates the system and eventually use some of its information in a written report. This presentation includes visual and kinesthetic parts, as well as one web 2.0 tool. When students finish a module, or when they take a break, they have the option of the following sponge activities: teacher coaching, team meetings, Web 2.0 investigations, Web 2.0 presentation.

Module One: Body System Research

Understand:

Reading a variety of texts can help us understand the possible consequences of our decisions

Comprehending what you read means understanding it well enough to answer questions and make judgments about it

The choices we make affect our body’s ability to function

Know:

The main idea of text can be supported with details from the same text

Text features such as headings, subheadings, italicized and bold print words, pictures and graphs and charts help us find information in text.

The Cornell note taking system that separates the page into three areas (main idea/cues, note taking, summary) helps us organize our notes, making connections between details and main ideas to create understanding from what we read or heard.

Each body system has a specific function and within that system, each of its parts has a specific function

Each body system functions alone and in conjunction with others

do: Read at least 3 different texts about a body system

Identify main ideas and supporting details in a text by taking notes using the Cornell note taking system

Use text features to support main idea and clarify understanding

Identify the parts of each body system and explain their function

DESCRIPTION AND SEQUENCE*:*

* Teaching teams get together. Using information from first two lessons in science class and unit expectations, team composes research questions about their body system’s parts, functions and interactions with at least one other system.
* Students create work plan for each day’s research
* Each student on the team chooses source type (leveled texts, articles, websites, videos, etc.)for the day
* Students take written notes digitally, written, recorded, scribed, using note taking process of choice (Cornell sheets will be available for those choosing that system).
* Students cite source in MLA format using citationmachine.com or bibme.com.
* Read source, taking notes to answer their research questions about the body system being investigated. They get help from teammates and teacher/para educator as needed.
* When teammates are finished, group has daily check in to share out their notes and use an organizer (digital or written) to categorize notes into body system parts, functions and interactions. They might also discuss their research process and progress, discuss issues encountered and problem solve solution, and discuss how to turn their information into a teaching tool including a technology tool and visual and/or kinesthetic modes
* If teammates are waiting for others to finish, they can work on sponge activities.

Module Two: Report Writing Preassessments

Description and Sequence

* Given a leveled reading passage, students take notes based on given focus question, using note taking form of choice and correct MLA document citation
* Given a set of notes, student create an outline using correct layout, categorization, capitalization, and punctuation
* Given a portion of an outline, students compose the corresponding introduction/body/conclusion paragraph

Module Three: Report Writing

UNDERSTAND: Writing is a way to inform, persuade, or respond to what is read or experienced.

KNOW: A report is a writing that informs the reader by stating a focus/thesis statement and supporting it with a depth of details that explain or elaborate on the focus.

DO: Compose a report on one aspect of the body system researched

DESCRIPTION AND SEQUENCE

* Give each inquiry group a different sample report written last year and ask them to skim and scan it, identifying the parts of the report (intro., body, concl.) and parts of the paragraphs (intro: background information about topic, focus sentence body: transition sentence, details, explanations conclusion: restatement of focus, analysis of data) Share out to whole class.
* Give students the assignment: Write a report based on one aspect of the body system researched. (parts and function of system, a health issue for system and their causes and treatments, keeping system healthy) They share the notes generated by the group during research. Organize chosen notes (outline or organizer, paper or digital (ie. bublus). Compose draft with MLA citations in paper. Answer student questions.
* Students discuss what topics are of interest to them and pick topics for paper.
* If all students have their 3 sets of notes done, they begin organizing notes with outline or organizer
* When organizer/outline is finished, students begin writing paper
* Final paper is due by end of week seven

FORMATIVE: Report writing preassessments, daily check in’s on reading comprehension and note taking, face to face conferences with students/research teams, observations and anecdotal records

SUMMATIVE #1: Each research group presents their lesson on a body system.

SUMMATIVE/FORMATIVE #2: Each student is given a picture of each body system to label its parts and identify their function, as well as the function of the entire system. This summative may become formative if evaluation shows misunderstandings or gaps in student knowledge. They will then receive teacher coaching.

DIFFERENTIATED: Printed sources available for research are leveled. Recorded sources will be available on each body system. Opportunities exist to buddy read or read with teacher/para educator. Opportunities exist to work independently or with a partner or groups. Mini lessons and teacher meetings are available when students have questions during research.

STUDENT-CENTERED: They are choosing their topic of study. They are choosing the source to read. Investigation will be relevant and real world.

INQUIRY-BASED: Research team has chosen a body system to investigate. They have come up with their inquiry question and sub questions. They will spend 2 weeks planning and conducting their research, gathering, depicting and analyzing data from primary and secondary printed and online sources, experts, community members and real and/or virtual field trips.

STANDARDS:

**R7:12 demonstrate initial understanding of informational text (expository and practical texts) by obtaining information from text features AND organizing information to show understanding**

**CCSS: English Language Arts 6-12 CCSS: 7 Reading: Informational Text 1. Read closely to see what the text says explicitly to make logical inferences from it; cite specific textural evidence when writing or speaking to support conclusions drawn from text.**

**CCSS: English Language Arts 6-12: Grade 7 Writing – Production and Distribution of Writing 4. Produce clear and coherent writing in which the development and organization, and style are appropriate to task, purpose and audience**

**7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as making inferences about text**

**S7-8: Students demonstrate their understanding of the human body systems by explaining how the human body responds to environmental or biological factors to maintain internal equilibrium**

Summative Lesson Assessment: Teaching Body Systems

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| --- | --- |
| Score | Finding Relevant Information |
| 4 | Use multiple sources to find relevant, valid information |
| 3 | Identifies and uses one source to find relevant information |
| 2 | Finds some information from a given source(s) |
| 1 | Unable to use a source to find information |
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| --- | --- |
| Score | Communication of Understanding |
| 4 | Communicates a complete and accurate understanding of a specific body system: parts, function, interaction |
| 3 | Communicates understanding of a specific body system with some minor omissions: parts, function, interaction |
| 2 | Communicates understanding of a specific body system’s parts, function, interaction, but with errors and/or confusion |
| 1 | Cannot communicate their understanding. |

|  |  |
| --- | --- |
| Score | Participation during Presentation |
| 3 | Each member makes relevant contributions. |
| 2 | Two of the three make relevant contributions. |
| 1 | One person makes all contributions. |

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| --- | --- |
| Score | Effectiveness of Visuals/Performances |
| 4 | Visuals and/or performances clarify the information and enhance audience understanding |
| 3 | Visuals and/or performances support the information and help audience understand it |
| 2 | Visuals and/or performances do not support the information and may confuse the audience |
| 1 | No visuals and/or performances or inappropriate visuals and/or performances in the presentation |

LESSON FIVE: When Body Systems Fail

NAME OF CORRESPONDING UNIT: Destination: Healthy Choices

GRADE LEVEL(S): 7

RECOMMENDED DURATION: 15 days (120 minutes each)

ESSENTIAL QUESTION(S): Why do people make the decisions they do?

What happens if a person’s decision conflicts with someone else’s? How do they work this out?

Why should people consider the consequences of the decision?

SPECIFIC LEARNING GOALS FOR THIS LESSON:

**Understand:**

The choices we make affect our body’s ability to function.

Reading a variety of texts can help us understand the possible consequences of our decisions.

Authors offer differing perspectives on the same subject.

Comprehending what you read means understanding it well enough to answer questions and make judgments about it.

Writing is a way to inform, persuade, or respond to what is read or experienced.

**Know:**

The main idea of text can be supported with details from the same text

Readers form judgments or opinions about what they read based on the words used, details presented and tone created.

Deeper understanding a topic or idea occurs when information about it is connected within and across texts

Text features such as headings, subheadings, italicized and bold print words, pictures and graphs and charts help us find information in text.

The Cornell note taking system that separates the page into three areas (main idea/cues, note taking, summary) helps us organize our notes, making connections between details and main ideas to create understanding from what we read or heard.

A personal essay is a writing grounded in an occasion but focuses most on the personal reflections, connections and understandings the experience brought about.

A persuasive writing or speech convinces the reader or listener to believe or do something by presenting credible arguments, by giving time to a counter argument and by creating a tone

Each body system functions alone and in conjunction with others.

**do:**

Explain how internal or external factors impact how body systems function

Read at least 3 different texts about a body system

Identify main ideas and supporting details in a text by taking notes using the Cornell note taking systems

Use text features to support main idea and clarify understanding

Answer overarching inferential questions for each source

Identify and explain different views/opinions across texts

Create a persuasive psa connected to keeping the chosen body system healthy

Compose a personal essay tied to a health issue experienced by someone in your family

LESSON OVERVIEW: This lesson builds off students’ basic/general understanding of the 8 body systems. It asks them now to understand how personal choices and/or biological and environmental influences impact the health of a body system and the consequences that result. This lesson contains 4 required modules: interviewing/personal essay, inferential reading comprehension preassessment, researching when and why body systems fail and the impacts, public service announcements and bias. When students finish a module, or they take a break, they have the option to do any of the following sponge activities: a. technology: web 2.0 investigations, web 2.0 presentations, web 2.0 lessons with peer or technology support staff, b. writing: personal essay, report, psa, interview practice, interviewing family member/expert for background for personal essay and psa, c. teacher coaching: mini lessons (note taking, reading comprehension), writing conferences, team check-in’s.

Module One: Inferential Reading Comprehension Preassessment

DESCRIPTION AND SEQUENCE:

* Given a leveled reading from Reading for Real series, student read and answer inferential questions about its content. Hesitant writers can record their answers on their I Pads, type the answers on their I Pad or get a paraeducator or teacher to scribe for them.

Module Two: Researching the Failure of a Body System

DESCRIPTION AND SEQUENCE:

* + Inquiry teams using information from lessons three and four, compose an inquiry question and sub questions about when and why their body system might fail and how to keep body systems healthy
  + Teams pair up and share their inquiry questions and sub questions to get feedback. They make any adjustments to them based on feedback. While students research, I will meet with each team and provide my own feedback on inquiry questions and sub questions. (Day one)
  + Students create work plan for the day using graphic organizers or guides of their choice.
  + Each student on the team chooses source type for the day.
  + Students pick up the overarching inferential questions to be answered for each source and those who wish to take written notes, the paper copies of the Cornell note taking sheet.
  + Students cite source in MLA format using citationmachine.com or bibme.com, read source, taking note and answer questions. They get help from teammates and teacher/para educator as needed.
  + When all teammates are finished that day’s source, group gets together to share out their notes on failure of their system and/or how to keep the system healthy, finding the information that is similar and different by color coding notes (Same information, same color on all relevant notes and questions. Different information boxed until possibly linked to information on future sources.)
  + Teammates discuss how this information might be used in their psa and reports
  + Teammates complete assessment of group work using organizer or guide of their choice.

Module Three: Interviewing /Personal Essay

Description and Sequence:

* Pre-assessment: Using a graphic organizer of their choice, students delineate the elements of a personal essay. Share out. Collect from students.
* Read a sample of a student’s personal essay from last year. Project essay on SmartBoard and students use pens to underline occasion, reflections, big ideas/understandings experience brought about. Discuss effectiveness of word choice and organization.
* Review writing assignment: Interview someone in your family who has dealt with or knows someone who has dealt with, a medical issue tied to the body system you are researching and answer questions about it. Or, interview someone who prevented a health issue by making a change. Remind students that a requirement during unit is to contact an expert to get information on topic, so you begin the search and consider this a practice for that.
* Ask students about the kinds of interviews they have seen. Brainstorm what made them a good interview.
* Discuss methods of recording answers to questions (written digitally or on paper, voice recording, video recording, email or IM if life away, etc.)
* Discuss and role play right and wrong preparation (being on time, questions ready, have practiced interviewing, equipment using working, etc.)
* Discuss and role play right and wrong tone, pace, appearance for interview
* Discuss what to do at end of interview (thank you in person, thank you note)
* Discuss interviewing experts. Students brainstorm experts they could contact within Vermont and their local community about body systems/heath choices and concerns. Keep running list of potential people and organizations posted in the classroom. Talk about making initial contact (phone, email, letter), scheduling appointments, the interview (in person, phone, skype, skopia, IM’s, etc.) {Teachers make initial contact of experts chosen to ensure student success}
* Invite at least four health care workers from our community for students to practice interviewing experts.
* Discuss types of questions to ask (relevant to topic, open ended, follow up, new one sparked by an answer, etc.)
  + First meet with own research team to brainstorm potential questions
  + Then each person of team pairs up with another member of a different team, to give one and take one question.
  + Inquiry teams get back together and put together final questions team has decided on using for interview and turn them in for feedback.
  + Groups pair up and practice interviewing each other about general topics like, hobbies, sports, vacations taken, etc.
    - They practice audio and video recordings of the interview.
    - They create at least 3 follow up questions to answers given.
    - They and the class watch and or listen to the interview, providing feedback on volume, tone, follow up questions, etc.
* When interview is finished, students each write a personal essay based on the impact the experience the person they interviewed had or is having in regards to a health issue/condition. (Final personal essay due by end of week 7).

Module Four: PSA and Bias DESCRIPTION AND SEQUENCE:

* Preassessment: Given a semantic map with large bubbles labeled purpose, details, voice/tone, organization, students add bubbles that they know about each category. Students share out when all finished. Collect.
* Give students the assignment, checklist and rubric: Write, direct, perform and post to school website and/or YouTube, a psa campaign convincing listener or viewer to keep the body system they have been researching healthy.
* Ask students what it means to be biased? List brainstormed examples. Discuss the following ways we might see bias in writing: one-side argument , obvious facts missing, emotions and opinions vs facts, loaded words, special interest groups, assumptions and generalizations vs facts. Look at samples of bias: [www.montgomery.kyschools.us/.../bias,%20viewpoint](http://www.montgomery.kyschools.us/.../bias,%20viewpoint)

Igreer23YouTubeVideo – what is propaganda?

* Show several psa’s: psatextingwhiledrivingu.k.ad,

<http://saloproductions.com/public-service-announcements/psa-samples.php> service announcements(psa)campaigns/flu.gov

* Class brainstorms what makes the announcement effective. What do they have in common with persuasive writings? Do you see any bias? Compare them to checklist.
* Students begin planning of and writing of psa

FORMATIVE ASSESSMENT:

Collected notes from day’s research to provide written feedback.

Face to face conferences with students regarding long term assignments (psa, family interview, report, personal essay)

Observations and anecdotal notes: when notice students struggling with comprehension, note taking, making connections across text, they receive mini lesson on skill.

I am collecting overarching inferential questions to provide written and face to face feedback.

SUMMATIVE ASSESSMENT: Inquiry teams design a multimedia psa campaign presentation using at least 3 Web 2.0 tools. Their psa campaign convinces listeners and viewers to make healthier choices using facts from research and personal reflections/understandings as a result of research and interviews. Presentations will be made at the biannual academic night.

DIFFERENTIATED: Printed sources available for research are leveled. Recorded sources are available on each body system. Opportunities exist to buddy read or read with teacher/para educator. Opportunities exist to work independently or with a partner or groups. Teacher coaching on all expectations is available daily.

STUDENT-CENTERED: They are choosing their topic of study. They are choosing the source to read. Investigation will be relevant and real world.

INQUIRY-BASED: Research team has chosen a body system to investigate. They have come up with their inquiry question and sub questions. They will spend 3 weeks planning and conducting their research, gathering, depicting and analyzing data from primary and secondary printed and online sources, experts, community members and real and/or virtual field trips.

MATERIALS: Leveled research sources, printed, digital and recorded. Graphic organizers, cooperative group planning sheets and assessment forms, Cornell note taking frame, overarching inferential questions, websites listed earlier in lesson

RESOURCES: I Pads, Netbooks, SmartBoard, Technology Devices (flip cameras, web cameras, flash drives, video camera) Scopia, Skype, Voice Thread

**STANDARDS:**

**R7:12 demonstrate initial understanding of informational text (expository and practical texts) by obtaining information from text features AND organizing information to show understanding**

**R7:16 analyze and interpret informational text by distinguishing fact from opinion, identifying possible bias/propaganda and or conflicting information within or across texts**

**CCSS: English Language Arts 6-12 CCSS: 7 Reading: Informational Text 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text**

**7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**

**S7-8: Students demonstrate their understanding of human body standards by explaining how the human body responds to environmental or biological factors to maintain internal equilibrium**

**HE8: Decision Making: Students demonstrate the ability to make decisions that lead to better health. This is evident when students demonstrate individual and collaborative decision-making processes to resolve health problems.**

**HE3: Analyzing Influence: Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors. This is evident when students a. Analyze the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services.b. Describe how school, family, and peers influence the health practices of individuals (e.g., sun safety, immunizations, access to health care).**

OVERARCHING INFERENTIAL QUESTIONS

Directions: Consider these questions after you have read the article and taken notes using the Cornell note taking system. Answer all that apply using specific details from the text.

Bias and Reliability

1. Is the article presenting information from only one perspective or point of view? If other points of view are presented, is it done respectfully and fairly? How did the author’s choices here impact your reaction to and opinion of the information presented?
2. Who sponsored the publication of the article? Is the writer supporting a special interest group or being impartial about the topic? If yes, what could this mean about the information presented, as well as how you should use it?
3. Is the article missing facts? Are facts purposely ignored, so there is a limited view of the topic? What assumptions were made about the topic? What impact might/should your answers to this question have about your acceptance/use of this source?
4. Does the author oversimplify the argument, relying more on emotions than facts? What loaded words or phrases are used to change how you think? What do your answers to these questions mean about the information presented in the article and its use in your research?

Decisions and Choices

1. What decisions/choices are stated or implied in the article that people can make to positively impact this body system?
2. What decisions/choices are stated or implied in the article that people make that negatively impact this body system?
3. What connections can you make to the information in this article from your own experience or the experience of someone you know? Explain.
4. What questions does this article leave you with about good health?
5. What healthier choices has this article encouraged you to make or consider making? How? Why? How might you go about making the change?

PSA Guide Sheet

DEFINITION: PSA’s inform the public about an issue, cause or social issue to raise awareness, change attitudes or encourage action.

PSA CHARACTERISTICS CHECKLIST

Persuasive

* Expresses one clear point
* Makes watcher or listener want to do (or not do) something

Entertaining

* Engages the audience using carefully chosen narration/text, photos, dramatizations, music, etc.
* Holds audience’s interest

Based on facts

* Uses and cites data from reliable sources
* Does not rely on rumors, bias or unsupported opinions

Has a clear and realistic message

* Listener or viewer could immediately go out and take a stand or make a change

Uses language that gets right to the point

* Gets to point in 30 to 60 seconds

\*Adapted from “Characteristics of an Effective Public Service Announcement”, Teaching Matters, Inc, 2004.

Summative Lesson Assessment: PSA

|  |  |
| --- | --- |
| Score | Finding Relevant Information |
| 4 | Use multiple sources to find relevant, valid information |
| 3 | Identifies and uses one source to find relevant information |
| 2 | Finds some information from a given source(s) |
| 1 | Unable to use a source to find information |
|  |  |

|  |  |
| --- | --- |
| Score | Using Information |
| 4 | Applies information to persuasively sway audience’s opinions and choices regarding a specific health issue/choice |
| 3 | Applies information to inform audience about a specific health issue/choice but may not be persuasive |
| 2 | Can apply information to make a decision or form an opinion but not use it to influence others |
| 1 | Unable to apply information to inform or persuade audience |

|  |  |
| --- | --- |
| Score | Communication of Understanding |
| 4 | Communicates understandings, opinions, decisions with a wide range of supporting reasons. |
| 3 | Communicates understanding, opinions, and decisions with some supporting reasons. |
| 2 | Communicates understanding, opinions, or decisions with no supporting reasons. |
| 1 | Cannot communicate their understanding. |

|  |  |
| --- | --- |
| Score | Participation during Presentation |
| 3 | Each member makes relevant contributions. |
| 2 | Two of the three make relevant contributions. |
| 1 | One person makes all contributions. |

|  |  |
| --- | --- |
| Score | Effectiveness of Visuals/Voice |
| 4 | Visuals and word choice engage and impact audience opinions |
| 3 | Visuals and word choice engage audience but do not persuade them to alter an opinion or action |
| 2 | Visuals and word choice have no impact on audience |
| 1 | Inappropriate visuals and word choice detract from persuasive message |

|  |  |
| --- | --- |
| Score | Use of Technology |
| 4 | Use multiple technology devices or Web 2.0 tools to find and deliver relevant, valid information |
| 3 | Uses an appropriate technology device or Web 2.0 tool to find and deliver information |
| 2 | Inappropriate technology device or tool chosen interfered with finding and delivering information |
| 1 | No technology devices or tools used to find or deliver information |

Adapted from sample rubrics at QUEST: Quality Education Support and Trainin

LESSON SIX: Analysis of Health Issues in Vermont and Franklin County

NAME OF CORRESPONDING UNIT: Destination: Healthy Choices

CREATORS: Kim Hall and Ginger Morse

GRADE LEVEL(S): 7

RECOMMENDED DURATION: 15 days (120 minutes a day)

ESSENTIAL QUESTIONS:

Why do people make the decisions they do?

Why should people consider the consequences of their decisions?

What happens if a person’s decision conflicts with someone else’s? How do they work this out?

SPECIFIC LEARNING GOALS FOR THIS LESSON: All Apply (See Unit Overview)

LESSON OVERVIEW: This lesson is the summative assessment of all the unit’s standards, expectations and skills in science, reading, writing and health. Students will apply their knowledge and skills about body systems, choices and decisions and good health to analyze health issues in their state and local community.

DESCRIPTION AND SEQUENCE:

* New research teams are created based on discussions between teachers and students (choice, teacher suggestions based on unit formative and summative assessments)
* Students are given the rubric and expectation checklist and three weeks
* Review SUMMATIVE UNIT ASSESSMENT: Using primary and secondary printed and digital sources, making contact with experts and community members and utilizing a variety of technology devices and Web 2.0 tools, 7th graders become action researchers. After choosing a health issue facing Vermont and/or Franklin County residents, they gather and analyze state and county data regarding the history of the issue, its causes and potential solutions. Presentations will be made at a Destination: Healthy Choices Community Health Rally.

DIFFERENTIATED: Printed sources available for research are leveled. Recorded sources are available on each body system. Opportunities exist to buddy read or read with teacher/para educator. Opportunities exist to work independently or with a partner or groups. There is potential for all learning styles, as students are making decisions about what their research process and project look like.

STUDENT-CENTERED: They are choosing their topic of study. They are choosing the source to read. Investigation will be relevant and real world.

INQUIRY-BASED: Research team has chosen a body system to investigate. They have come up with their inquiry question and sub questions. They will spend 3 weeks planning and conducting their research, gathering, depicting and analyzing data from primary and secondary printed and online sources, experts, community members.

MATERIALS: Leveled research sources, printed, digital and recorded. Graphic organizers, cooperative group planning sheets and assessment forms, Cornell note taking frame, others as requested by students

RESOURCES: I Pads, Netbooks, SmartBoard, Technology Devices (flip cameras, web cameras, flash drives, video camera) Scopia, Skype, Voice Thread, and others as requested by students.

STANDARDS: All apply. See unit overview

SUMMATIVE UNIT ASSESSMENT

|  |  |
| --- | --- |
| Score | Finding Relevant Information |
| 4 | Use multiple sources to find relevant, valid information |
| 3 | Identifies and uses one source to find relevant information |
| 2 | Finds some information from a given source(s) |
| 1 | Unable to use a source to find information |
|  |  |

|  |  |
| --- | --- |
| Score | Using Information |
| 4 | Applies information to a range of situations to form own opinions or solutions. |
| 3 | Can apply information to form possible solutions, opinions, predictions or understandings. |
| 2 | Can apply information to make a decision or form an opinion. |
| 1 | Unable to apply information to make a decision or form an opinion. |

|  |  |
| --- | --- |
| Score | Communication of Understanding |
| 4 | Communicates understandings, opinions, decisions with a wide range of supporting reasons. |
| 3 | Communicates understanding, opinions, and decisions with some supporting reasons. |
| 2 | Communicates understanding, opinions, or decisions with no supporting reasons. |
| 1 | Cannot communicate their understanding. |

|  |  |
| --- | --- |
| Score | Participation during Presentation |
| 3 | Each member makes relevant contributions. |
| 2 | Two of the three make relevant contributions. |
| 1 | One person makes all contributions. |

|  |  |
| --- | --- |
| Score | Effectiveness of Visuals |
| 4 | Visuals clarify the information and enhance audience understanding |
| 3 | Visuals support the information and help audience understand it |
| 2 | Visuals do not support the information and may confuse the audience |
| 1 | No visuals or inappropriate visuals in the presentation |

|  |  |
| --- | --- |
| Score | Use of Technology |
| 4 | Use multiple technology devices or Web 2.0 tools to find and deliver relevant, valid information |
| 3 | Uses an appropriate technology device or Web 2.0 tool to find and deliver information |
| 2 | Inappropriate technology device or tool chosen interfered with finding and delivering information |
| 1 | No technology devices or tools used to find or deliver information |

|  |  |
| --- | --- |
| Score | Real world connections |
| 4 | Uses multiple sources (print and people) to generate relevant, valid information about a current health issue in Vermont and/or Franklin County |
| 3 | Uses one source (print or people) to generate relevant information about a current health issue in Vermont and/or Franklin County |
| 2 | Finds some information but connection to current health issue specific to Vermont and/or Franklin County is missing |
| 1 | Unable to use relevant Vermont/Franklin County sources (print or people) |

|  |  |
| --- | --- |
| Score | Application of Body System Parts, Function, Interaction and Failure |
| 4 | Explains accurately and completely with multiple specific examples and supporting details from a variety of resources the impact a health problem has on a body system and describes clearly the effect of this failing system on the body’s overall health |
| 3 | Explains accurately and with depth using specific examples and details the impact of a health problem on a body system and describes the effect of this failing system on the body’s overall health |
| 2 | Identifies with general details and examples the impact a health problem has on a body system but explanations of its impact and the description of its effect on overall health is inaccurate and/or incomplete |
| 1 | Unable to make the connections and explanations of a health problem to a body system and/or its impact on overall health |

|  |  |
| --- | --- |
| Score | Decision Making |
| 4 | Explains accurately and completely with multiple specific examples and supporting details from a variety of resources influences (family, peers, media, science, culture) have on the decisions we make. Analyzes how choices and decisions made individually and collaboratively impact (physically, emotionally, socially) overall health. |
| 3 | Explains accurately and with depth influences (family, peers, media, science, culture) have on decisions we make. Shows an understanding that choices and decisions made individually and collaboratively can impact (physically, emotionally, socially) overall health. |
| 2 | Identifies general choices made that led to a health problem but incomplete explanation of influences that led to these choices/decisions as well as their impact on overall health |
| 1 | Unable to make the connections between choices, decisions and influences on overall health |

Adapted from sample rubrics at QUEST: Quality Education Support and Training

LESSON SEVEN: Health Rally

NAME OF CORRESPONDING UNIT: Destination: Healthy Choices

CREATORS: Kim Hall and Ginger Morse

GRADE LEVEL(S): 7

DURATION: 4 to 8 Weeks

ESSENTIAL QUESTION:

Why do people make the decisions they do?

Why should people consider the consequence(s) of their decisions?

What happens if a person’s decision conflicts with someone else’s? How do they work this out?

SPECIFIC LEARNING GOALS OF THIS LESSON:

Understand**:**

Decision making around health issues is an individual and collaborative process

**know:**

In order to stay healthy we must make informed choices

**do:**

Create and administer a survey to town and school communities gathering data about health practices and concerns

Analyze local survey data against Youth at Risk Survey and state health documents to identify trends

Create and organize a community health rally based on trends from health surveys and state documents that will provide residents with information and resources to help them make healthier choices

LESSON OVERVIEW: In this lesson, students will collaborate with each other and their community to create and organize a health rally driven by data collected from lesson 6, community surveys and the 2010 Youth At Risk Survey. Participants at the rally will find current health information, resources, screenings (blood pressure, bmi, blood sugar, etc.) and health care professionals (massage, nutritionist, chiropractor, etc.) to help them make more informed health choices.

DESCRIPTION AND SEQUENCE:

* All students work together to create, administer and analyze a health survey to community members using Survey Monkey or Googledocs form.
* All students work together to compare their survey results to state data from lesson 6 and the Youth At Risk Survey to identify trends and needed/wanted health information/services at the rally.
* All students contact health experts and organizations to gather resources for their own presentations or to facilitate a workshop at the health rally.

GROUPS OF 3 TO 5 STUDENTS TAKE ON ONE OF THE NEXT 5 TASKS

* Students schedule the date based on presenters’ availability, as well as availability of themselves and Berkshire School.
* Students promote the health rally through advertising: Health Rally Website, FNESU websites, local newspapers, local bulletin boards, local television and radio stations, fliers, posters, Berkshire All Call, word of mouth
* Students create schedule for the day – times, room designation, how long the workshops run, movement from workshop to workshop, etc.
* Students run the health rally (manning student booths presenting information gathered throughout unit [body system lesson, writings posted, recorded interviews, psa’s, survey results, statistics from state and county gathered], welcoming guests, guiding participants to workshops and clean up, etc.
* Students research make and serve healthy refreshments
* Students send thank you’s (phone, face to face, digitally, etc.)

FORMATIVE ASSESSMENT:

Daily check-in’s with students and small groups of progress made toward completion of health rally tasks.

SUMMATIVE ASSESSMENT:

Attending and participating in the Berkshire Health Rally.

Reflection on Destination: Healthy Choices unit and Health Rally. Students will use guide questions to reflect in method of choice: Written [genre of choice: essay, letter, poetry, etc.] Orally, Presentation [containing visuals/sound {Web 2.0 tool, student art work, student music, etc.}]

DIFFERENTIATED: Opportunities exist to work independently or with a partner or groups. Student choice built into activities and summative assessment. There is potential for all learning styles, as students are making decisions about who, what, how, when aspects of the health rally.

STUDENT-CENTERED: The health rally creation, organization and production is relevant and real world learning.

INQUIRY-BASED: Students collaborate with each other and their community to identify a need and provide resources to help that need be met.

MATERIALS: TBA (possibilities in Description and Sequence)

RESOURCES: TBA (possibilities in Description and Sequence)

**STANDARDS:**

**HE8: Decision Making**

**Students demonstrate the ability to make decisions that lead to better health.  
This is evident when students…..**

**a. Demonstrate individual and collaborative decision-making processes to resolve health problems.**

**HE3: Analyzing Influences  
Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.  
This is evident when students…..**

1. **Analyze the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services.**
2. **b. Describe how school, family, and peers influence the health practices of individuals (e.g., sun safety, immunizations, access to health care).**

HEALTH RALLY CHECKLIST (FORMATIVE/SUMMATIVE ASSESSMENT)

REQUIRED OF ALL STUDENTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Expectation | Check in Date | Formative Feedback | Due Date | Summative Comments |
| Create questions for health survey |  |  |  |  |
| Administer health survey |  |  |  |  |
| Analyze results of health survey |  |  |  |  |
| Compare health survey to Youth At Risk Survey and Lessons 6 State and County health statistics |  |  |  |  |
| Generate list of presentations |  |  |  |  |
| Contact a health expert to secure presenters and/or resources |  |  |  |  |
| Participation at Health Rally   * Be at rally * Man student booths * Meet and greet presenters and participants * Guide guests to present-   ations   * Clean up |  |  |  |  |
| Thank you’s |  |  |  |  |

TEAM RESPONSIBILITIES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Expectations  EVENT PLANNERS   * Schedule presenters * Schedule use of building * Choose date and time of event | Check in Date | Formative Feedback | Due Date | Summative Comments |
| EVENT ORGANIZERS   * Designate rooms for workshops and create signs for rooms * Schedule session times and lengths * Create program |  |  |  |  |
| EVENT ADVERTISING   * Print ads (newspaper, fliers, posters) * Digital ads (health rally website, FNESU websites) * Broadcasts (All Call, radio, television) |  |  |  |  |
| REFRESHMENTS   * Research healthy snacks * Pick menu items * Shop for ingredients * Create menu * Recipes available digitally on website and in hard copy at event * Make snacks |  |  |  |  |

UNIT and HEALTH RALLY REFLECTION: GUIDING QUESTIONS

Directions: Use the following guide questions to create your written, oral or project reflection.

* In what ways was this unit different from past units of study at Berkshire? Were the differences positive or negative? Explain.
* What impact has the experience had on your understanding of the body systems and choices we make that impact their health and our overall health?
* Give overall opinion of the unit.
* Did the unit create relevant/authentic experiences for you? Choice? Collaboration? Explain.
* Explain the *technology* you used in this unit and how it enhanced or extended your learning and your ability to show new learning.
* What is the most challenging aspect of this unit for you? Why?
* What did you like best/least about planning the health rally?
* Was the health rally a success or failure? Why do you think so? What did you do that made it so? How would you change it in the future?