



Health Education Today

Body Systems Unit

Body Systems Unit

Grades 6-12

Now on
GOOGLE
DOCS!

1 ♠ Cancer

Treatment:

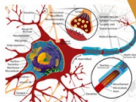
- Early detection for 1 can feel
- If you are bowed or pain or seem no
- For some will remove they can (chemo) radiation age the

Prevention: 5 leading prevention tips:

- 1) Be a healthy weight
- 2) Eat plenty of fruits and vegetables
- 3) Work out and be in shape
- 4) Don't drink alcohol
- 5) Don't use tobacco

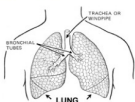
5. Nervous System Facts

- The nervous system is a complex structure of nerves of neurons that transmit signals around the body to coordinate actions. It's our body's electrical wiring.
- The nervous system has two parts, the central nervous system (CNS) and the peripheral nervous system (PNS).
- The CNS includes the brain, spinal cord and retina of the eyes. The brain is protected by the skull, and the spinal cord by the skeletal vertebrae.
- The PNS includes all other nervous system structures that sit outside the CNS but that help connect the CNS to areas of the body.




1. Respiratory System (Lung) Facts

- The primary functions of your lungs are to transport oxygen from the air you breathe into your bloodstream while taking away carbon dioxide, which is released into the air when you breathe out.
- Most vertebrate animals (animals with spines) have two lungs.
- Your left and right lungs aren't exactly the same. The lung on the left side of your body is divided into two lobes while the lung on your right side is divided into three. The left lung is also slightly smaller, allowing room for your heart.
- Can you live without one lung? Yes you can, it limits your physical ability but doesn't stop you from living a relatively normal life. Many people around the world live with just one lung.
- People who have a large lung capacity can send oxygen around their body faster. You can increase your lung capacity with regular exercise.
- When resting, the average adult breathes around 12 to 20 times a minute.



RESPIRATORY QUESTION 4:

<http://kidshealth.org/kid/6-12/qa/hiccup.html>

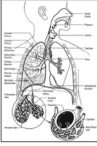
<http://www.webmd.com/digestive-disorders/hiccup-quick-overview>

10. What makes us hiccup?

11. Why do we keep hiccupping?

12. What are some ways to try and stop hiccupping?

13. Do unborn babies hiccup?



2 WEEKS of FUN and Group Research, 84 QR Codes/Links on Worksheet, Grading Rubric, Google Slides "Systems Research Project," Online Quizzes, Tests...

3 ♣ Influenza

Symptoms:

- Fever
- Headache
- Muscle aches
- Weakness



♣ 3

3 ♦ Influenza

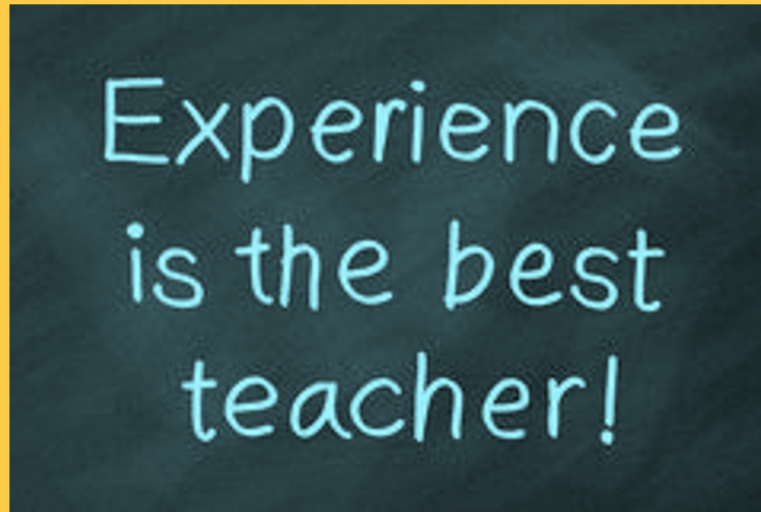
Prevention:

- Flu vaccine shot
- Wash hands with soap and water or hand sanitizer often
- Avoid touching mouth, nose, eyes
- Cover your mouth when you cough or sneeze for others!
- Don't share things that go in the mouth like food, sodas, dishes
- Clean surfaces used often
- Get adequate sleep (9.25 hours for teens) and be stress-free!

♦ 3

1. This Program's Creator is a Qualified Teacher

- ◆ I am a **National Board Certified Teacher** with a **Master's of Education Degree** and I have **19 years of experience** teaching Health.



- ◆ Lessons were created, taught, revised, updated, and **perfected** according to trial and error, and collected data!

2. The Program Meets Educational Health Standards:

◆ It meets **13** of the 20 Common Core Standards.

(For Technical Subjects 9/10 Grade level)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ELA College and Career Anchor Standards http://www.corestandards.org/ELA-Literacy/		
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

◆ It meets **43** of the 46 National Health Standards detailed
“Performance Indicators.”



3. The limited preview space prevents showing you everything, but here's an example of this unit:



Body Systems Unit-2 weeks-

Name	
▶	1. High School Body Systems Unit
▶	2. Middle School Units
▶	3. Standards and Copyrights Met
▶	Bonus Coronavirus Lesson
▶	Google Docs Directions

New! Google Docs!

New! Middle School Lessons-
same lessons but aligned to
middle school standards!

Name	
1.	Body Systems Teacher Directions.docx
1.	Body Systems Teacher Directions.pdf
2.	PowerPoint
	Body Systems PowerPoint.pptx
3.	Student Worksheets and Tests
	23 and a Half Hours Video Review.docx
	23 and a Half Hours Video Review.pdf
	All Group Systems Worksheet.docx
	All Group Systems Worksheet.pdf
	Art Project Rubric or see Before School Starts.pdf
	Body System Research.docx
	Body System Research.pdf
	Ham Med. Hist. Hmwork.docx
	Ham Med. Hist. Hmwork.pdf
	Non Communicable Diseases Worksheet.docx
	Non Communicable Diseases Worksheet.pdf
	Presentation Note Taking.docx
	Presentation Note Taking.pdf
	Research Project.docx
	Research Project.pdf
	Unit Test 1.docx
	Unit Test 1.pdf
	Unit Test 2.docx
	Unit Test 2.pdf
4.	Docs for Students to Read
5.	Docs for Teachers and Printing
6.	Learning Targets

*Editable in **Word and PDF!!**

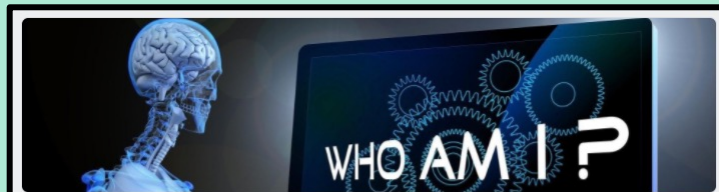
***147 PAGES OF Teacher Directions**

4.

New!

All student Docs now on Google Docs!

Now on
GOOGLE
DOCS!



Body System Research

Form description

Name: *

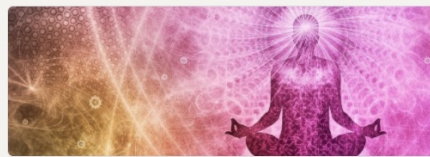
Short answer text

Date: *

Short answer text

Class Period: *

Short answer text



Human Body Systems Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

1. What is your brain made of?
X

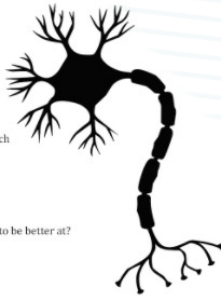
2. How much does it weigh?
X

3. How does your brain communicate with your body?
X

4. The brain is divided into 2 hemispheres. What does each hemisphere control?
X

5. If you are left-brain dominate, what are you supposed to be better at?
X

6. What about if you are right brain dominate
X



Non-Communicable Diseases Card Game Worksheet

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

1. Respiratory System Students in Your Group: X

RESPIRATORY QUESTION 1:

<http://www.ann.org/heart/lungs/vascular.htm>

<https://www.slideshare.net/dindin4/respiratory-system-10815800>
(You can put "Respiratory Systems" into the Slideshare search and find more!)

Virtual Body:

<http://www.khanacademy.com/health/virtual-human-body/virtual-human-body/a>

1. Why do we need to breathe?
X

2. What role does your diaphragm play in breathing?
X

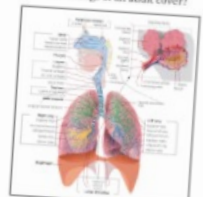
3. What keeps food from going down our windpipe?
X

4. Spread out flat, about how much space would all the air sacs in the lungs of an adult cover?
X

5. What role do red blood cells play in respiration?
X

6. Every minute about how much air do you breathe in?
X

7. How are plants our partners in breathing?



-List 3 things that

1) X

2) X

3) X

2. Human Heart

-How does this system

X

84 Google Slides + 4 Google Forms

There is an 84-Slide PowerPoint that walks you through each lesson!

Human Body Systems
Health Education Today, Inc. 2017

Day 1: Intro and Team Competition!

Unit theme:

Unit theme:

Unit theme:

Everyone's body is unique!

Can You Do This?

Can You Do This?

Can You Do This?

Can You Do This?

Can You Do This?

Can You Do This?

Can You Do This?

Our Bodies Are Amazing!

Slide Show!

Into Teams & Quick Facts!

Make Team Name Art!

Respiratory Rebels:

Kia, Josh, Karen, Mitchell

Day 2 (of 2 & 3): Group Body Systems Worksheet

Video:

QR Coded Worksheets

Day 3 (of 2 & 3): Group Body Systems Worksheet

Work on QR Coded Worksheets

Make Team Name Art!

Respiratory Rebels:

Kia, Josh, Karen, Mitchell

Day 4: Body Systems and Disease

Key facts from World Health Organization:

Video:

In the U.S. (2014)

Let's focus on the top 4 today and what we can do to lessen risk and/or prevent these in our own lives:

7 Signs of Cancer:

Also signs of Cancer:

***People who use tanning beds more than once a month are 80 percent more likely to develop melanoma, the most deadly form of skin cancer.**

Hand out "Family Medical History Homework"

You are going to make a folded heart, and inside of it you will write ways you can lessen risk and/or prevent each of these top 4 diseases.

Work on QR Coded Worksheets

Work on QR Coded Worksheets

Work on QR Coded Worksheets

6. Standards are at the Beginning of Each Lesson:

Day 11: Unit Assessment

[return to table of contents](#)

WA State Standards Met:: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa Assess personal risk factors and predict future health status. H2.W2.HSb Analyze how a variety of factors impact personal and community health. H2.W3.HS	My State Standards Met: Yours will likely be very similar!
National Standards Met: 1.12.1, 1.12.2, 1.12.4, 1.12.5, 1.12.8, 1.12.9, 2.12.1, 3.12.2, 5.12.4, 5.12.5, 7.12.2, 7.12.3	
Common Core Standards Met Reading 4/ Writing 4	
Materials Needed:	
PowerPoint	-None
Printed Materials	-“Presentation Note Taking Worksheet” -Unit Test (choose either Test 1 or Test 2)
Other Materials	-They should have this from Day 10 and should have taken notes during presentations on this -Print 1 for each student
Optional:	
Video	
Learning Target	Content: I will learn how the different body systems work. Behavioral: I will take care of my own body systems and see a doctor if needed.
Exit Task Assessment	-Fill out “Success Criteria Sheet.” -Presentation Note Taking Worksheet can be turned in and graded. -Unit assessment will be turned in and graded. -Optional “Research Project” can be graded.

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

7.

Easy to Navigate “Table of Contents”

Links to each lesson document!

Daily Lesson Topics

Common Core Standards

National Standards

WA State Standards

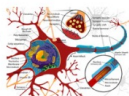
Fill in Your State Standards

BODY SYSTEMS 11 Days	Lesson Titles: <i>Click on the lesson title to be linked to the page</i>	Common Core Standards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
Day 1	Body Systems intro: -“Can You Do This?” fun body activities -“Our Amazing Body” slideshow -Into teams and 8 “Quick Facts Sheets” -Team competition “Choose a Team Name Art”	R 1 R 4 W 4	1.12.1, 3.12.2, 3.12.5, 4.12.1 8.12.4	H1.W1.HS H2.W3.HS	
Day 2 (of 2 & 3)	QR coded group research: -Body Systems “Rap Video” -“Virtual Body Website” -Optional “Body Systems Overview Handout” -Group research with “QR Coded Worksheet” for 8	R 1 R 2 R 3 R 4 R 5 R 7 W 1 W 2 W 4	1.12.1, 1.12.2, 1.2.3, 1.12.4, 1.12.5, 1.2.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.8, 2.12.9, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	H1.W1.HS H2.Sa1.HS H2.W2.HSa H2.W2.HSb H2.W3.HS	

8. PowerPoints Lead You Through the Lessons...

5. Nervous System Facts

- The nervous system is a complex structure of nerves of neurons that transmit signals around the body to coordinate actions. It's our body's electrical wiring.
- The nervous system has two parts, the central nervous system (CNS) and the peripheral nervous system (PNS).
- The CNS includes the brain, spinal cord and retina of the eyes. The brain is protected by the skull, and the spinal cord by the skeletal vertebrae.
- The PNS includes all other nervous system structures that sit outside the CNS but that help connect the CNS to areas of the body.
- Nerves are enclosed bundles of long fibers called axons which are made up of nerve cells. There are two types of nerve cells: neurons and glial cells.
- Glial (or glia) cells are specialized cells that provide structure and support to neurons. They help hold neurons in place, supply nutrients to neurons, destroy germs, remove dead neurons, and direct axons of neurons.
- Some types of glial cells generate a substance called myelin that coat axons and work as electrical insulation to help them quickly and efficiently transmit signals.
- Neurons quickly and precisely send signals as electrochemical waves along axons to other cells. There are two types of neurons, sensory and motor neurons.
- Sensory neurons change light, touch and sound into neural signals which are sent back to our CNS to help our body understand and react to its surroundings.
- Motor neurons transmit neural signals to activate muscles or glands.
- There are approximately 100 billion neurons in the human brain and 13.5 million neurons in the human spinal cord.
- The nervous system can transmit signals at speeds of 100 meters (328 feet) per second.



NO BORING BOOK WORK IN THIS UNIT!

Day 4: Body Systems and Disease

[return to table of contents](#)

WA State Standards Met:

- Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
- Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa
- Assess personal risk factors and predict future health status. H2.W2.HSb
- Analyze how a variety of factors impact personal and community health. H2.W3.HS

My State Standards Met:

National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 7.12.1, 7.12.2, 7.12.3

Common Core Standards Met: Reading 1, 2, 3, 4 / Writing 4

Materials Needed:

PowerPoint	-None	
Printed Materials	-"Family Medical History Homework"	-Print 1 for each student
Other Materials	-Typing paper	

Optional:

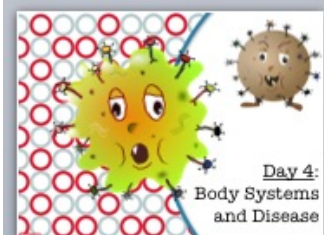
Video	Optional	See below for more info
Learning Target	Content: I will learn about non-communicable diseases.	Behavioral: I will choose healthy habits to reduce and prevent non-communicable diseases.
Exit Task	-Fill out "Success Criteria Sheet." -Have each person in a group find someone in a different group and share one interesting fact.	
Assessment	-Folded Hearts can be checked of or graded. Family Medical History" will also be turned in and graded.	

1. **TITLE DAY 4 SLIDE:** This is just a place marker for you.

2. **KEY FACTS WORLD and VIDEO:** Read through these with your students, then show this short video:

"What do you know about non-communicable diseases?" (2 min.)

<https://www.youtube.com/watch?v=yovSGyDEWaY&list=PLHfImEYscV7TRuS2TgcJX16T-JwIz1c&index=3>



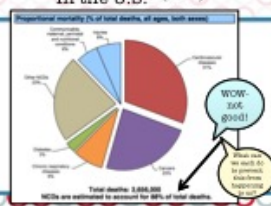
Key facts from World Health Organization* (Updated January 2019)

- *Non-communicable diseases (NCDs) kill 39 million people each year.
- Almost three quarters of NCD deaths - 26 million - occur in low and middle-income countries.
- Staten million NCD deaths occur before the age of 70, 80% of these "premature" deaths occurred in low- and middle-income countries.
- Cardiovascular diseases account for most NCD deaths, or 17.5 million people annually, followed by cancers (8.8 million), respiratory diseases (4 million), and diabetes (1.5 million).
- These 4 groups of disease account for 85% of all NCD deaths.
- Tobacco use, physical inactivity, the harmful use of alcohol and unhealthy diets all increase the risk of dying from an NCD.

Video:



In the U.S.3 (2014)



Let's focus on the top 4 today and what we can do to lessen risk and/or prevent these in our own lives:

1. Cardiovascular Disease - 31%
2. Cancers - 23%
3. Chronic Respiratory Diseases - 8%
4. Diabetes - 3%



9.

Body Systems Unit :

Day 1:

FUN!!

Day 1: Body Systems intro

- “Can You Do This?” fun body activities
- “Our Amazing Body” slideshow
- Into teams and 8 “Quick Facts Sheets”
- Team competition “Choose a Team Name Art”



1. Respiratory System (Lung) Facts

-The primary functions of your lungs are to transport **oxygen** from the air you breathe into your bloodstream while taking away carbon dioxide, which is released into the air when you breathe out.

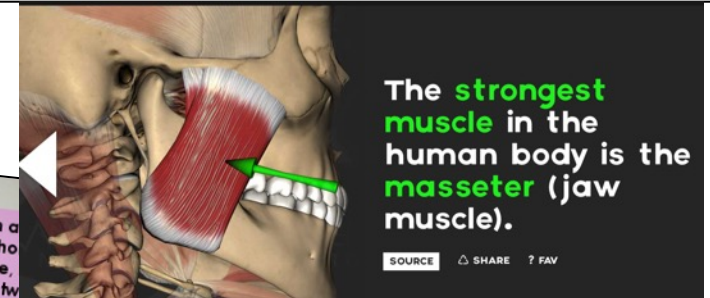
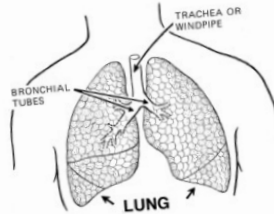
-Most vertebrate animals (animals with spines) have two lungs.

-Your left and right lungs aren't exactly the same. The lung on the left side of your body is divided into two lobes while the lung on your right side is divided into three. The left lung is also slightly smaller, allowing room for your heart.

-Can you live without one lung? Yes you can, it limits your physical ability but doesn't stop you from living a relatively normal life. Many people around the world live with just one lung.

-People who have a large lung capacity can send oxygen around their body faster. You can increase your lung capacity with regular exercise.

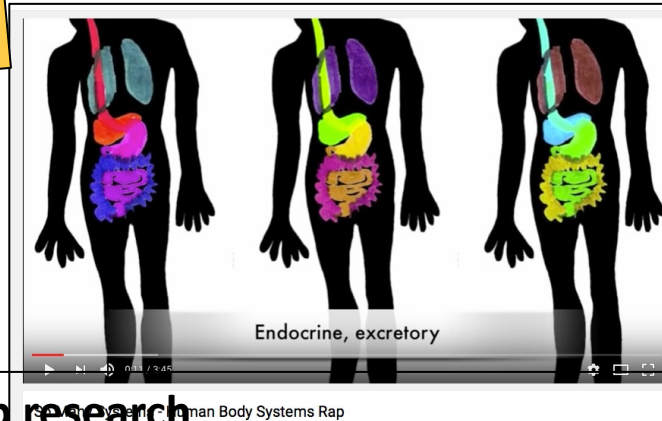
-When resting, the average adult breathes around 12 to 20 times a minute.



**COMPETITION
-TIME-**

Body Systems Unit :

Day 2 & 3:



Day 2: QR coded group research

-Body Systems "Rap Video"

COOL!!

-“Virtual Body Website”

-Optional “Body Systems Overview Handout”

-Group research with “QR Coded Worksheet” for 8 body systems

-Optional: “50 Really Weird Facts About Your Body”

-3 optional videos to choose from for an intro

1. Respiratory System Students in Your Group: _____

RESPIRATORY QUESTION 1:

<http://www.smm.org/heart/lungs/vascular.htm>
<http://hes.ucfsd.org/gclaypo/respiratorysys.html>

1. Why do we need to breathe?

2. What role does your diaphragm play in breathing?

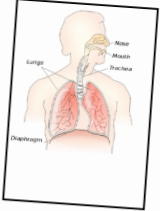
3. What keeps food from going down our windpipe?

4. Spread out flat, about how many _____ of an adult cover?

**84 QR-Coded links to
websites!**

**Try this one with your
phone code-reader!:**

7. How are plants our partners in _____



WOW!



In Print or on
Google Docs!

Body Systems Unit :

Day 4:

Day 4: How disease affects body systems

-United States Non-Communicable Diseases Mortality

-“Non-Communicable Diseases Background Sheet”

-Top 4 Causes of Death in U.S.

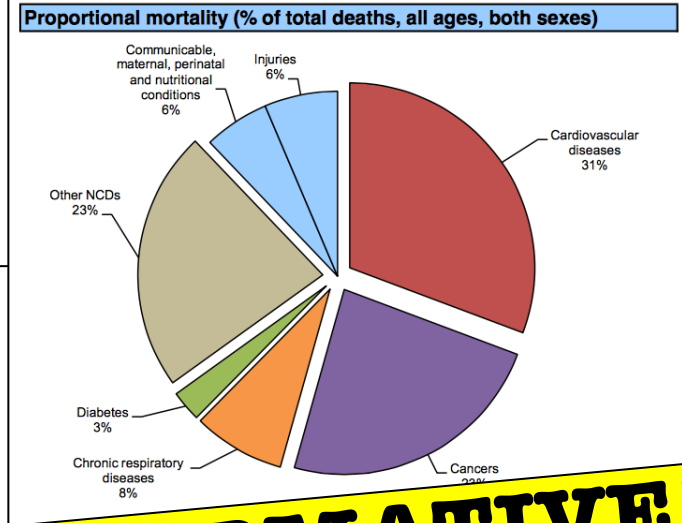
-7 signs of cancer

-Skin cancer

-“Family Medical History Homework”

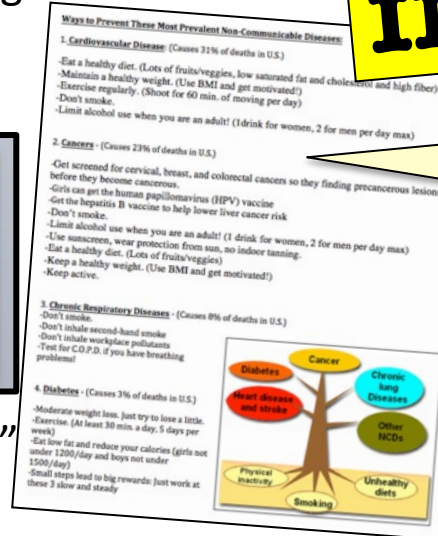
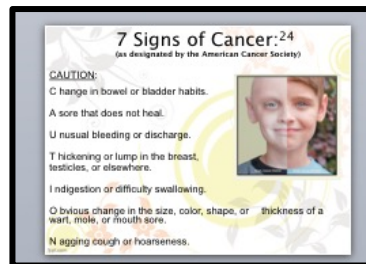
-“Preventing Non-Comm Diseases Handout”

-Interactive folded “Disease Risk Reduction/ Prevention Heart”



INFORMATIVE!

Now use the “NCD Handout” to fill in your heart with “heart-healthy”



Body Systems Unit :

Day 5:

Day 5: Protecting our body systems

- “Preventing Non-Communicable Diseases Handout”
- “Common Aging Changes” Slideshow
- “Nutrition-related illness and obesity
- “Personal Health Risk Assessment”
- Optional: “The Longevity Game”
- Optional: Kahoot Website

SELF-REFLECTING!!

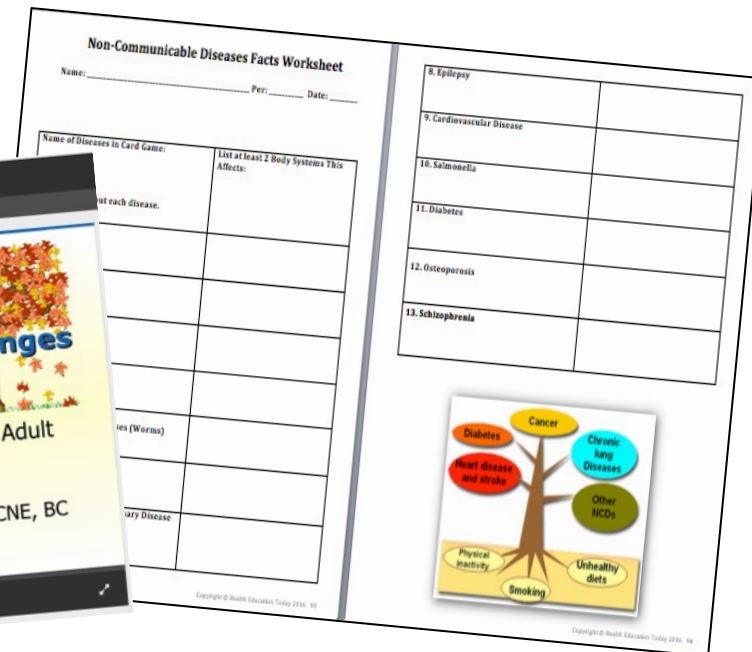
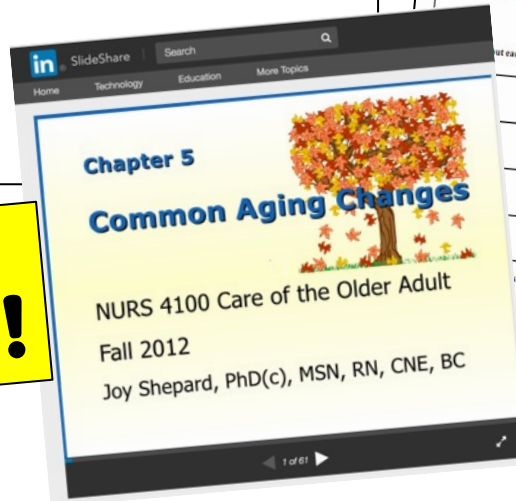
Personal Health Assessment

The purpose of this assessment is to determine your risk of developing the degenerative diseases common among Americans. Although diagnostic testing can sometimes be important, the best testing can do is to detect disease at an early stage. A complete inventory of your diet and lifestyle can help you to determine whether or not changes need to be made in order to avoid becoming ill. It is always easier to prevent disease than to recover from it.

Part I

Diet

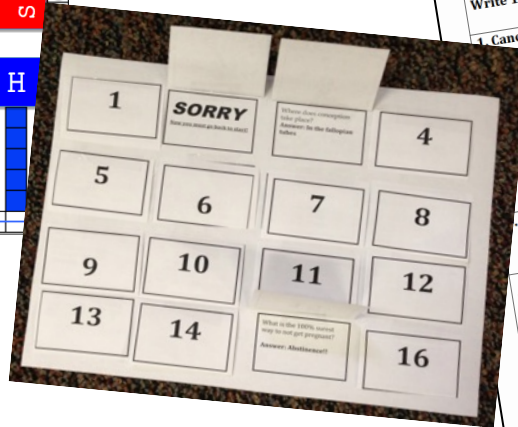
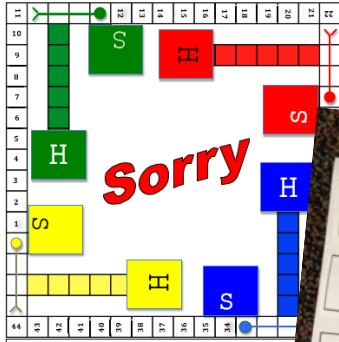
I eat breakfast:		# points
Every day	0 points	
Most days	1 point	
Rarely	2 points	
Never	3 points	
I eat _____ meals per day		
5-6	0 points	
4	1 point	
2-3	2 points	
1	3 points	
I eat _____ servings of fruit per day		
3-4	0 points	
2	1 point	
1	2 points	
Usually none	3 points	



Body Systems Unit :

Day 6:

GAMES!



Non-Communicable Diseases Facts Worksheet

Name: _____ Per: _____ Date: _____

List at least 2 Body Systems This Affects:

1. Cancer	
2. Diabetes	
3. Asthma	
4. Foodborne Trematodiasis (Worms)	
5. Hypertension	
6. Chronic Obstructive Pulmonary Disease (C.O.P.D.)	

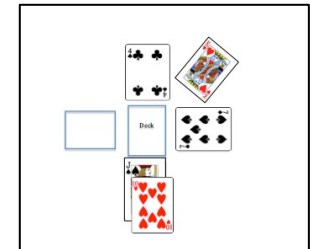
Write 1 fact about each disease.

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Day 6: Choice: Non-Comm. Diseases Card Game or “Create Your Own Board Game”

- Directions to play “Kings in the Corner” Card Game with worksheet
- Optional: 5 additional card game directions
- Directions for students to create the questions for their own body system board game – Sorry-type board game and flip-up question template included!



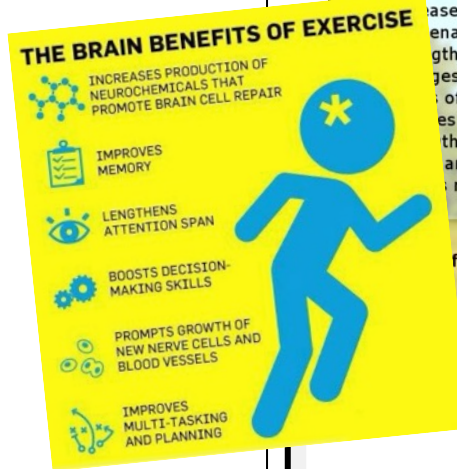
Body Systems Unit :

Day 7:

MOTIVATING!!

Day 7: The preventative power of exercise

- Why exercise
- 20 benefits of exercise
- Longevity Study
- The brain and exercise
- Exercise video with worksheet



20 Exercise Benefits

1. Reduces body fat
2. Increases lifespan
3. Tones body
4. Strengthens muscles
5. Reduces chronic pain
6. Clears off viruses
7. Reduces diabetes risk
8. Strengthens heart
9. Cleans arteries
10. Improves mood
11. Maintains mobility
12. Improves memory
13. Improves coordination
14. Strengthens bones
15. Improves complexion
16. Detoxifies body
17. Decreases stress
18. Boosts immune system
19. Lowers blood pressure
20. Reduces cancer risk

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23 and 1/2 hours: What is the single best thing we can do for our health?

Body Systems Unit :

Day 8 & 9:

COLLABORATIVE!

PRESENTATION GRADING RUBRIC:

-Open with 3-4 interesting facts

-How do

-What o

or what

-Where i

-Why is t

or negati

-List your

-Each me

system th

possible.

-How do d

-What do h

FINISH YOUR BODY

Body Systems Song/Poem

Names: _____

_____ -1 pts - confident

_____ -1 pts - loud voice

_____ -1 pts - prepared

_____ -1 pts - everyone

_____ -1 pts - creative

_____ -1 pts - facts from

_____ -1 pts - turn in v

_____ -1 pts - at least

_____ ou

_____ Ex

_____ GI

Body Systems Song/Poem Grading Rubric:

Names: _____

- _____ -1 pts - confident, eye contact
- _____ -1 pts - loud voice
- _____ -1 pts - prepared and well-rehearsed
- _____ -1 pts - everyone in group participates
- _____ -1 pts - creative
- _____ -1 pts - facts from your body systems
- _____ -1 pts - turn in written
- _____ -1 pts - at least 12 lines

out of 8

Extra Credit for bringing in the original and/or prop!

GRAND TOTAL

69

Where is your system located?

73

Open with 3-4 interesting facts

70

Why is this system important? How can it positively or negatively affect a person's quality of life?

74

How does your system work?

71

List your

75

**COMPETITION
-TIME-**

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Day 8 & 9: Preparing for Group Presentations

-Groups use 9 PowerPoint templates to create a PowerPoint or printed paper presentation

-Optional requirement: Group rap, song or poem about their body systems (examples given!)

Body Systems Unit :

Day 10:

Name: _____ Per: _____ Date: _____

"Presentation Note Taking Worksheet"

1. Respiratory System (Lung)

-How does this system work?

-Why is this system important? How can it positively affect a person's quality of life?

-List 2 diseases, injuries, or problems associated with this system and how each can be prevented and treated if possible.

1) _____ Can this be prevented? Yes / No If yes, explain.

2) _____ Can this be prevented? Yes / No If yes, explain.

-List 3 things that humans need to do to keep this system healthy.

1) _____

2) _____

3) _____

2. Human Heart (Circulatory System)

-How does this system work?

-Why is this system important? How can it positively or negatively affect a person's quality of life?



Preventative Medicine Information:



Day 10: Group Presentations with Note Taking

-Groups share out to class

-Students fill in "Presentation Note Taking Worksheet" while listening and use this to study for unit test

-Grading Rubrics included!

-Optional unit wrap up: preventative medical check ups for teens, vaccinations, reproductive health check ups

PEER INTERACTION!!

Body Systems Unit :

Day 11:

Name: _____ Per: _____
Unit Test

1. Respiratory System (Lung)

-How does this system work?

-Why is it important?

-List 2 diseases that affect the respiratory system and how each one affects the system.

1) _____
Can this system be affected by lifestyle choices?

Name: _____ Per: _____ Date: _____ Body
Systems Unit Test

Circle the Correct Answer:

1. This organ is the largest organ in the body and belongs to this system ...

1. Heart – Circulatory system
2. Brain – Nervous system
3. Small Intestine – Digestive system
4. Skin – Integumentary system

2. Which part of the heart is the part that pumps blood to the rest of the body ...

1. right atrium
2. left atrium
3. right ventricle
4. aorta

3. This organ system carries nutrient and oxygen to the body's cells. This body system has specialized functions. This body system is ...

1. digestive system
2. integumentary system
3. circulatory system
4. respiratory system

SHOW MY NEW KNOWLEDGE!!



Day 11: Unit Test

-Choice of 2 Tests:

-TEST 1: 30 question test with "Key" is included

-TEST 2: Taken from "Presentation Note Taking Worksheet"

Body Systems Unit :

Optional:

-Optional

Research Project

Name: _____ Per: _____

Body Systems Research Project:

Which system are you researching?: _____

1. Describe the basic structure and function of your system.

2. List some interesting facts about your system.

3. Draw or cut and paste a picture of your system and its functions:

EXTRA!

EMBRACE AND
LOVE YOUR BODY,
IT IS THE MOST
AMAZING THING
YOU WILL EVER
OWN.

10. Daily Lessons Meet Learning Target Goals:

(This informational table is at the top of each lesson.)

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Optional:
Lesson
Assessment

Day 11: Unit Assessment

[return to table of contents](#)

WA State Standards Met:

Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa
Assess personal risk factors and predict future health status. H2.W2.HSb
Analyze how a variety of factors impact personal and community health. H2.W3.HS

My State Standards Met:

National Standards Met: 1.12.1, 1.12.2, 1.12.4, 1.12.5, 1.12.8, 1.12.9, 2.12.1, 3.12.2, 5.12.4, 5.12.5, 7.12.2, 7.12.3

Common Core Standards Met Reading 4/ Writing 4

Materials Needed:

PowerPoint	-None	
Printed Materials	-“Presentation Note Taking Worksheet” -Unit Test (choose either Test 1 or Test 2)	-They should have this from Day 10 and should have taken notes during presentations on this -Print 1 for each student

Other Materials

Optional:

Video		
Learning Target	Content: I will learn how the different body systems work.	Behavioral: I will take care of my own body systems and see a doctor if needed.
Exit Task Assessment	-Fill out “Success Criteria Sheet” -Presentation Note Taking Worksheet can be turned in and graded. -Unit assessment will be turned in and graded. -Optional “Research Project” can be graded.	

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

Optional:
Exit Task

11. This Program is all About the Students...

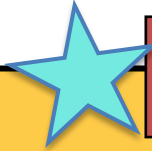
◆ The program is classroom and “**kid-tested**,” teacher-approved, and full of real student examples and responses.

◆ It promotes **high student engagement and interaction!**



◆ This curriculum **challenges and touches the lives of teens!** See for yourself on the next slide the personal impact of this curriculum on the mental, emotional, social, spiritual life of teens.

12. Buy it Today, Teach it Tomorrow!



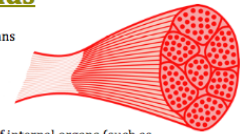
Here is what makes this program unique!!

- ◆ This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!
- ◆ **Documents and PowerPoints are editable** and docs are included in both Word and PDF formats.
- ◆ PowerPoints are full of what's trending, photos, and video links teens will appreciate.



◆ Thank you for previewing!

6. Muscle Facts for Kids



- Muscle is a soft tissue in the body of humans and animals. Its main purpose is to produce force and motion.
- Muscles are responsible for maintaining posture, physical movement (sitting, walking, eating, etc.), and movement of internal organs (such as keeping the heart pumping to circulate blood and moving food through the digestive system).
- Tendons connect our soft contracting muscle to our hard bones.
- There are around 650 skeletal muscles in the human body.
- There are three types of muscle, skeletal, cardiac, and smooth.
- Skeletal muscles (or striated) are voluntary muscles that control nearly every action a person intentionally performs. Tendons attach the muscle to two bones across a joint, as one muscle contracts the other relaxes to move the bones.
- Skeletal muscle can be further divided into two types, slow twitch and fast twitch.
- Slow twitch (Type I) muscle contain proteins that give it a rich red color. This muscle carries more oxygen efficiently and using fats, proteins or carbs as energy slow twitch muscle fibers contract over a long period of time like aerobic sports such as long distance running and cycling.
- Fast twitch (Type II) muscle is whiter in color as it has less myoglobin (a oxygen carrying protein). Fast twitch fibers contract quickly and powerfully, however they fatigue rapidly for anaerobic exercise such as sprinting or for strength sports like weightlifting.
- The strongest muscles in relation to the job they have to do is the external muscles of the eye which are large and about 100 times stronger than they need to be in relation to the small size and weight of the eyeball.
- The tongue has 8 muscles, so is technically not the strongest muscle in the body.
- The heart cardiac muscle does the most work of any muscle over a lifetime.



About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for over 30 years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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Works Cited:

WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards From:

<http://www.p12.nysed.gov/ss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

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