

# Above the Influence

Congratulations! You have been chosen to create a newspaper to encourage and inform teenagers on the harmful effects of tobacco, alcohol, and illegal drugs.

## Getting Started:

1. Google "Newspaper Templates"
2. Choose a template
3. Begin assignment
4. Save in Google drive
5. Note: View examples of newspaper articles, editorials, editorial cartoons, etc. provided by the teacher if additional assistance is needed

## Expectations:

Include the following in your newspaper:

1. Title of Newspaper
2. Article 1 with picture
3. Article 2 with picture
4. Article 3 with picture
5. An Advice Column
6. Editorial
7. Editorial Cartoons

## Details on Expectations:

### 1. Title of Newspaper:

- Title should relate to substance use/abuse or encourage teens to avoid tobacco, alcohol, and illegal drugs

### 2. Article 1 with picture

- Include 1 article based on the interview of a doctor on the harmful effects of smoking while pregnant
  - Title of article
  - Include a story about baby
  - Include 5 problems that could occur to the baby due to a mother's decision to smoke while pregnant

### 3. Article 2 with picture

- Include 1 article based on the interview of a coroner on a case involving the death of a 18 year old boy to alcohol poisoning
  - Title of article
  - Include cause of death
  - 3 or more signs of alcohol poisoning
  - 3 or more ways to respond if a person has alcohol poisoning

### 4. Article 3 with picture

- Include 1 article based on the interview of a drug rehab counselor on the harmful effects of a popular illegal drug used by teens today
  - Title of article
  - Include name of drug
  - 3 short term effects
  - 3 long term effects
  - Describe the 3 factors that increase a person's risk of substance abuse
    - Family
    - Community
    - Pop culture

#### 5. An Advice Column

- Include question on how to quit smoking
- Include answer to question including 5 or more strategies to quit smoking

#### 6. Editorial (Opinion article)

- Include 1 editorial from the perspective of a person dying from a tobacco related disease on why a person should not use tobacco products

Write using from first person point of view

- Include 5 or more harmful “ingredients” in tobacco
- Include why tobacco is addicting
- Include 5 or more long term effects of tobacco use
- Include person’s advice on not using tobacco products

#### 7. Editorial Cartoons

- Include 1 editorial cartoon related to tobacco use
- Include 1 editorial cartoon related to alcohol use
- Include 1 editorial cartoon related to illegal drug use

### Take the Challenge (Extra Credit):

#### 8. The Slammer

- Include 1 picture of a person who committed a crime involving illegal drugs
  - Include picture
  - Name of person
  - What crime they committed
  - Sentence
- Include 1 picture of a person who committed a crime involving alcohol use
  - Include picture
  - Name of person
  - What crime they committed
  - Sentence

#### 9. Obituary

- Include 1 obituary related to tobacco use
  - Include picture
  - Cause of death
  - Short description of life (similar to obituaries in newspapers)
- Include 1 obituary related to alcohol use
  - Include picture
  - Cause of death
  - Short description of life (similar to obituaries in newspapers)

#### 10. Wanted Ad

- Include picture
- Crime committed relating to or under the influence of an illegal drug
- Name of drug used
- Reward

11. Include information on where to get help for substance abuse in your city

12. Include an article on a sports figure accused on using illegal drugs

- Include picture
- Drug used
- Consequences

13. Additional Images

## Above the Influence Rubric

	Exemplary=4	Proficient=3	Developing=2	Novice=1
Title of Newspaper	Includes creative title that relates to substance abuse	Includes title that relates to substance abuse	Includes title that does not fully relate to substance abuse	Title does not related to substance abuse
Article 1	Demonstrates thorough understanding of the content. All requirements are included. Includes the perspective of a doctor	Demonstrates understanding of the content. All requirements are included. Includes the perspective of a doctor.	Demonstrates some understanding of the content. Some requirements may be missing. May not include the perspective of a doctor.	Demonstrates little understanding of the content. Some requirements may be missing. May not include the perspective of a doctor.
Article 2	Demonstrates thorough understanding of the content. All requirements are included. Includes the perspective of a coroner.	Demonstrates understanding of the content. All requirements are included. Includes the perspective of a coroner.	Demonstrates some understanding of the content. Some requirements may be missing. May not include the perspective of a coroner.	Demonstrates little understanding of the content. Some requirements may be missing. May not include the perspective of a coroner.
Article 3	Demonstrates thorough understanding of the content. All requirements are included. Includes the perspective of a drug rehab counselor.	Demonstrates understanding of the content. All requirements are included. Includes the perspective of a drug rehab counselor.	Demonstrates some understanding of the content. Some requirements may be missing. May not include the perspective of a drug rehab counselor.	Demonstrates little understanding of the content. Some requirements may be missing. May not include the perspective of a drug rehab counselor.
Advice Column	Demonstrates thorough understanding of the content. All requirements are included.	Demonstrates understanding of the content. All requirements are included.	Demonstrates some understanding of the content. Some requirements may be missing.	Demonstrates little understanding of the content. Some requirements may be missing.
Editorial	Demonstrates thorough understanding of the content. All requirements are included. Includes the perspective of a person dying of a tobacco related disease.	Demonstrates understanding of the content. All requirements are included. Includes the perspective of a person dying of a tobacco related disease.	Demonstrates some understanding of the content. Some requirements may be missing. May not include the perspective of a person dying of a tobacco related disease.	Demonstrates little understanding of the content. Some requirements may be missing. May not include the perspective of a person dying of a tobacco related disease.
Editorial Cartoon	Includes 1 cartoon on tobacco use. Includes 1 cartoon on alcohol use. Includes 1 cartoon on alcohol use. All cartoons strongly support the	Includes 1 cartoon on tobacco use. Includes 1 cartoon on alcohol use. Includes 1 cartoon on alcohol use.	Missing 1 of the following: Includes 1 cartoon on tobacco use. Includes 1 cartoon on alcohol use. Includes 1 cartoon on alcohol	Missing more than 1 of the following: Includes 1 cartoon on tobacco use. Includes 1 cartoon on alcohol use. Includes 1 cartoon on alcohol

	theme of newspaper.		use.	use.
Usage and Mechanics	Few or no errors in usage (subject verb agreement, etc.) and mechanics (punctuation, capitalization)	Some errors in usage (subject verb agreement, etc.) and mechanics (punctuation, capitalization)	Contains several errors in usage (subject verb agreement, etc.) and mechanics (punctuation, capitalization)	Excessive errors in usage (subject verb agreement, etc.) and mechanics (punctuation, capitalization) that prevents paper from being readable

## Assessment

	Student Assessment	Teacher Assessment
Title of Newspaper	____/4	____/4
Article 1 with picture	____/4	____/4
Article 2 with picture	____/4	____/4
Article 3 with picture	____/4	____/4
An Advice Column	____/4	____/4
Editorial	____/4	____/4
Editorial Cartoons	____/4	____/4
Usage and Mechanics	____/4	____/4
<b>TOTAL:</b>	<b>____/32</b>	<b>____/32</b>

Why do you deserve this grade?

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## Grading Scale

32 = 100%  
31 = 98%  
30 = 96%  
29 = 94%  
28 = 92%  
27 = 90%  
26 = 88%  
25 = 86%  
24 = 84%  
23 = 82%  
22 = 80%  
21 = 78%  
20 = 76%  
19 = 74%  
18 = 72%  
17 = 70%  
16 = 68%  
15 = 66%  
14 = 64%  
13 = 62%  
12 = 60%  
11 = 58%  
10 = 56%  
9 = 54%  
8 = 52%















## Case Study Project and Answer Key

### Directions for Teacher:

Students will record the clues which are embedded into the PowerPoints. They will decide if the clue is a protective factor or a risk factor and record it on the appropriate case study. Once all clues are gathered for the case study, students will begin to make predictions as to the person's fate. Once all clues are gathered for all individuals, students will decide which two live, which three die and their cause of death, and which is diagnosed with a life-threatening condition and the name of the condition. Students will justify the individual's fate by explaining how the risk factors and protective factors helped to determine the fate. Answers may vary yet still be correct if a student can justify it in their written response. Each written response should be approximately ½ - 1 page long.

Note: This assignment will be very challenging for students and require them to research additional health and medical information at home. The last clue will be given about 5 days before their final exam. Students should be making predictions and working on it throughout the entire 9 weeks of Health.

### Option for Project:

- Students work in a team and can divide responsibility among the team

### Directions Given to Student (in PowerPoint: Intro to Health):

Follow the lives of the following 6 people over the next 9 weeks to determine their fate. Two individuals will live long healthy lives. Three will die and one will be diagnosed with a life threatening disease.

Based on the clues throughout the next 9 weeks of Health, you will decide:

- which two individuals live
- which three individuals die and their cause of death
- which individual is diagnosed with a life-threatening condition and the name of the life-threatening condition

### Bonus Case

Follow the life of Julie Newman to determine her diagnosis. Determine what lifestyle changes she can make to improve her symptoms and increase her chance of getting pregnant?

*See Case Studies and answers below*

*Note: Protective factors are in red. Risk factors are in black.*

# Joanna Martinez

43 year old mother of two who works at Bank of America

## Clues:

Joanna has a loving and supportive family. She truly enjoys the time she spends together with her family.

The Martinez family is financially stable and all members have quality health insurance

Joanna has a Body Mass Index of 30

Joanna is a diabetic.

Joanna is a current smoker with an average of 6 cigarettes a day. She does plan on quitting soon.

Joanna states that her high stress job is causing her to smoke cigarettes.

Joanna uses the Nuva Ring as a form of birth control.

With a full time and two children, Joanna finds little time to exercise. She does engage in low intensity exercise 3 days a week for 20 minutes

Joanna recently went to the doctor and her blood work indicated:

- MTHFR gene mutation
- LDL Cholesterol 190 mg/dL
- HDL Cholesterol 38 mg/dL
- Triglyceride level 210 mg/dL
- Low thyroid

Joanna woke up this morning and is experiencing tingling in her left arm with pain during movement and shortness of breath (last clue given which is embedded in PP day 5 ppsexeducontraception)

What is her fate? How do the risk factors and protective factors determine help to determine her fate?

**Dies of a heart attack**

# Maria Hepp

24 year old college graduate who is currently looking for a job as a nurse

## Clues:

Maria obtained Genital Herpes from her boyfriend at age 17

Maria has had 16 sexual partners and admits to using condoms about 60% of the time.

While under the influence of alcohol, Maria got a tattoo and body piercing.

Maria admits to binge drinking only on the weekends when she goes out dancing.

Maria admits to using Ecstasy 2 times in her life with little memory of what happened on that night.

Maria used Crystal Meth once but did not like the negative effects of aggressiveness and irritability.

Maria recently met Joe and is committed to a long term monogamous relationship.

Maria just received a job as a nurse at CMC Main. (last clue given which is embedded in PP day 6 ppsexeducontraception)

What is her fate? How do the risk factors and protective factors help to determine her fate?

**Diagnosed with HIV**

# Tom Johnson

42 year old veteran who served 3 years in Iraq and Afghanistan and has recently been diagnosed with Post Traumatic Stress Disorder

## Clues:

Tom has a healthy relationship with his wife and has a supportive, loving family.

- They have 3 kids ages 4, 6, and 8

Tom has been diagnosed with Post Traumatic Stress Disorder.

Tom has been diagnosed with depression

Tom admits to being a social drinker but recently quit drinking alcohol due to his increased feeling of aggression while under the influence.

Tom wakes up every morning and exercises vigorously at the local gym for 1 hour.

Tom volunteers in the community with Habitat for Humanity and at the local homeless shelter.

Tom seeks counseling for PTSD and depression weekly. He goes to individual counseling sessions and also sessions which involve his family. (last clue given which is embedded in PP day 2 ppmentaldisorders)

Tom is having positive results with Prozac.

What is his fate? How do the risk factors and protective factors help to determine his fate?

**Lives long healthy life**

# Sally Grimes

22 year old UNCC college graduate who recently took a job in Alaska in commercial real estate

## Clues:

Sally is excited about the new job opportunity.

Sally has medical insurance.

Sally lives in Alaska (Note for teacher: state with highest rate of reported suicides)

Because Sally moved away from her family and friends, she is experiencing significant signs of sadness.

Sally uses cocaine on the weekends to “live wild and free” and lose weight.

Sally tried several fad diets but has been unsuccessful at losing weight and continues to have a poor body image.

Sally’s boyfriend of 6 years broke up with her; as a result, she is experiencing higher levels of stress and feelings of hopelessness.

Sally has low levels of dopamine and serotonin due to genetics.

Sally’s blood work indicates:

- Hemoglobin 10 g/dL (last clue given which is embedded in PP day 1 ppdepression)

What is her fate? How do the risk factors and protective factors help to determine her fate?

**Suicide**

## John Parish

60 year old grandfather who spends his days playing poker with his friends, spending time with his grandchildren, and reading books

John has smoked cigarettes since age 19.

- He has drastically reduced his smoking to 5 cigarettes a day due to the health of his grandchildren.

John has the oral HPV virus due to performing oral sex on his partner in his early 40s.

- He does not have any symptoms and is unaware that he has the virus.

John drank heavily from age 35 to 60 but considers himself a social drinker today.

- He does admit to occasionally bingeing on large amounts of alcohol during holidays and special events.

Due to his lean body build, John is not concerned with his diet so frequently eats a fast food diet low in whole grains, and fruits, vegetables.

**John has no family history of any major health problems.**

John has no consistent medical care. (last clue given which is embedded in PP day 4 ppsexeduSTDsandHIV)

What is his fate? How do the risk factors and protective factors help to determine his fate?

**Dies of oral cancer**

## Martha Dean

40 year old mother who stays at home to care for her 2 and 4 year old

**Clues:**

Martha has a BMI of 31.

Martha is pre-diabetic.

Martha's husband is controlling and uses words to belittle Martha.

**Martha quit smoking 4 years ago when she was pregnant with her first child.**

**Martha recently changed her eating habits, has lost 5 pounds, and aims to lose 20 more.**

**Martha and her husband are attending weekly marriage counseling sessions.** (last clue given which is embedded in PP day 3 ppsexedrespondassertively)

**Martha engages in moderate exercise 5 times a week for 40 minutes.**

**Martha has medical insurance and sees a doctor for a yearly physical.**

**Martha's blood work indicates:**

- LDL Cholesterol 90 mg/dL
- HDL Cholesterol 65 mg/dL

**Martha's blood pressure is 110/78 mm Hg**

What is her fate? How do the risk factors and protective factors help to determine her fate?

**Lives a long healthy life**

# Julie Newman

35 year old married woman who works at CCCC as a college professor

## **Clues/Symptoms:**

Julie is 20 lbs overweight with the majority of the excess fat in her mid-section.

Julie is pre-diabetic.

Julie has excess facial and body hair but had it permanently lasered.

Julie had problems with bad acne in her teenage years and 20s.

Julie has had irregular periods and at times no periods for several months since the age of 15

Julie has tried to get pregnant for the past 2 years

Julie has had 2 miscarriages.

Julie's mother and grandmother have had problems with infertility, miscarriages, and diabetes.

Ultrasound showed cysts on the ovaries (last clue given which is embedded in PP day 5  
ppsexeducontraception)

What is Julie's diagnosis? What lifestyle changes can she make and medications could she take to improve her symptoms and increase her chance of getting pregnant?

**PCOS ( Polycystic Ovary Syndrome)**

# Case Study Project

## Directions for Teacher:

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## Option for Project:

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## Directions Given to Student (in PowerPoint: Intro to Health):

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Based on the clues throughout the next 9 weeks of Health, you will decide:

- which two individuals live
- which three individuals die and their cause of death
- which individual is diagnosed with a life-threatening condition and the name of the life-threatening condition

## Bonus Case

Follow the life of Julie Newman to determine her diagnosis. Determine what lifestyle modifications she can make to improve her quality of life.

*See Case Studies Below*

*Note: Protective factors are in red. Risk factors are in black.*

# Joanna Martinez

43 year old mother of two who works at Bank of America

## Clues:

Joanna has a loving and supportive family. She truly enjoys the time she spends together with her family.

The Martinez family is financially stable and all members have quality health insurance

Joanna has a Body Mass Index of 30

Joanna is a diabetic.

Joanna is a current smoker with an average of 6 cigarettes a day. She does plan on quitting soon.

Joanna states that her high stress job is causing her to smoke cigarettes.

Joanna uses the Nuva Ring as a form of birth control.

With a full time and two children, Joanna finds little time to exercise. She does engage in low intensity exercise 3 days a week for 20 minutes

Joanna recently went to the doctor and her blood work indicated:

- MTHFR gene mutation
- LDL Cholesterol 190 mg/dL
- HDL Cholesterol 38 mg/dL
- Triglyceride level 210 mg/dL
- Low thyroid

Joanna woke up this morning and is experiencing tingling in her left arm with pain during movement and shortness of breath (last clue given which is embedded in PP day 5 ppsexeducontraception)

What is her fate? How do the risk factors and protective factors determine help to determine her fate?

# Maria Hepp

24 year old college graduate who is currently looking for a job as a nurse

## Clues:

Maria obtained Genital Herpes from her boyfriend at age 17

Maria has had 16 sexual partners and admits to using condoms about 60% of the time.

While under the influence of alcohol, Maria got a tattoo and body piercing.

Maria admits to binge drinking only on the weekends when she goes out dancing.

Maria admits to using Ecstasy 2 times in her life with little memory of what happened on that night.

Maria used Crystal Meth once but did not like the negative effects of aggressiveness and irritability.

Maria recently met Joe and is committed to a long term monogamous relationship.

Maria just received a job as a nurse at CMC Main. (last clue given which is embedded in PP day 6 ppsexeducontraception)

What is her fate? How do the risk factors and protective factors help to determine her fate?

## Tom Johnson

42 year old veteran who served 3 years in Iraq and Afghanistan and has recently been diagnosed with Post Traumatic Stress Disorder

### Clues:

Tom has a healthy relationship with his wife and has a supportive, loving family.

- They have 3 kids ages 4, 6, and 8

Tom has been diagnosed with Post Traumatic Stress Disorder.

Tom has been diagnosed with depression

Tom admits to being a social drinker but recently quit drinking alcohol due to his increased feeling of aggression while under the influence.

Tom wakes up every morning and exercises vigorously at the local gym for 1 hour.

Tom volunteers in the community with Habitat for Humanity and at the local homeless shelter.

Tom seeks counseling for PTSD and depression weekly. He goes to individual counseling sessions and also sessions which involve his family. (last clue given which is embedded in PP day 2

ppmentaldisorders)

Tom is having positive results with Prozac.

What is his fate? How do the risk factors and protective factors help to determine his fate?

## Sally Grimes

22 year old UNCC college graduate who recently took a job in Alaska in commercial real estate

### Clues:

Sally is excited about the new job opportunity.

Sally has medical insurance.

Sally lives in Alaska

Because Sally moved away from her family and friends, she is experiencing significant signs of sadness.

Sally uses cocaine on the weekends to “live wild and free” and lose weight.

Sally tried several fad diets but has been unsuccessful at losing weight and continues to have a poor body image.

Sally’s boyfriend of 6 years broke up with her; as a result, she is experiencing higher levels of stress and feelings of hopelessness.

Sally has low levels of dopamine and serotonin due to genetics.

Sally’s blood work indicates:

- Hemoglobin 10 g/dL (last clue given which is embedded in PP day 1 ppdepression)

What is her fate? How do the risk factors and protective factors help to determine her fate?

## John Parish

60 year old grandfather who spends his days playing poker with his friends, spending time with his grandchildren, and reading books

John has smoked cigarettes since age 19.

- He has drastically reduced his smoking to 5 cigarettes a day due to the health of his grandchildren.

John has the oral HPV virus due to performing oral sex on his partner in his early 40s.

- He does not have any symptoms and is unaware that he has the virus.

John drank heavily from age 35 to 60 but considers himself a social drinker today.

- He does admit to occasionally bingeing on large amounts of alcohol during holidays and special events.

Due to his lean body build, John is not concerned with his diet so frequently eats a fast food diet low in whole grains, and fruits, vegetables.

John has no family history of any major health problems.

John has no consistent medical care. (last clue given which is embedded in PP day 4 ppsexeduSTDsandHIV)

What is his fate? How do the risk factors and protective factors help to determine his fate?

## Martha Dean

40 year old mother who stays at home to care for her 2 and 4 year old

### Clues:

Martha has a BMI of 31.

Martha is pre-diabetic.

Martha's husband is controlling and uses words to belittle Martha.

Martha quit smoking 4 years ago when she was pregnant with her first child.

Martha recently changed her eating habits, has lost 5 pounds, and aims to lose 20 more.

Martha and her husband are attending weekly marriage counseling sessions. (last clue given which is embedded in PP day 3 ppsexedrespondassertively)

Martha engages in moderate exercise 5 times a week for 40 minutes.

Martha has medical insurance and sees a doctor for a yearly physical.

Martha's blood work indicates:

- LDL Cholesterol 90 mg/dL
- HDL Cholesterol 65 mg/dL

Martha's blood pressure is 110/78 mm Hg

What is her fate? How do the risk factors and protective factors help to determine her fate?

# Julie Newman

35 year old married woman who works at CCCC as a college professor

## **Clues/Symptoms:**

Julie is 20 lbs overweight with the majority of the excess fat in her mid-section.

Julie is pre-diabetic.

Julie has excess facial and body hair but had it permanently lasered.

Julie had problems with bad acne in her teenage years and 20s.

Julie has had irregular periods and at times no periods for several months since the age of 15

Julie has tried to get pregnant for the past 2 years

Julie has had 2 miscarriages.

Julie's mother and grandmother have had problems with infertility, miscarriages, and diabetes.

Ultrasound showed cysts on the ovaries (last clue given which is embedded in PP day 5  
ppsexeducontraception)

What is Julie's diagnosis? What lifestyle changes can she make and medications could she take to improve her symptoms and increase her chance of getting pregnant?

## Case Study Rubric

	<b>Exemplary=4</b>	<b>Proficient=3</b>	<b>Developing=2</b>	<b>Novice=1</b>
<b>Joanna Martinez</b>	Detailed, thorough, and accurate explanation of how all the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors.	Accurate explanation of how all or most of the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors	Accurate explanation of how some of the risk factors and protective factors determined the individual's fate. The fate chosen matches the accurate explanation of some of the risk factors and protective factors.	Little effort is made to accurately explain how the risk and protective factors helped to determine the individual's fate. The fate chosen may not match the explanation of the risk factors and protective factors.
<b>Maria Hepp</b>	Detailed, thorough, and accurate explanation of how all the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors.	Accurate explanation of how all or most of the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors	Accurate explanation of how some of the risk factors and protective factors determined the individual's fate. The fate chosen matches the accurate explanation of some of the risk factors and protective factors.	Little effort is made to accurately explain how the risk and protective factors helped to determine the individual's fate. The fate chosen may not match the explanation of the risk factors and protective factors.
<b>Tom Johnson</b>	Detailed, thorough, and accurate explanation of how all the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors.	Accurate explanation of how all or most of the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors	Accurate explanation of how some of the risk factors and protective factors determined the individual's fate. The fate chosen matches the accurate explanation of some of the risk factors and protective factors.	Little effort is made to accurately explain how the risk and protective factors helped to determine the individual's fate. The fate chosen may not match the explanation of the risk factors and protective factors.
<b>Sally Grimes</b>	Detailed, thorough, and accurate explanation of how all the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors.	Accurate explanation of how all or most of the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors	Accurate explanation of how some of the risk factors and protective factors determined the individual's fate. The fate chosen matches the accurate explanation of some of the risk factors and protective factors.	Little effort is made to accurately explain how the risk and protective factors helped to determine the individual's fate. The fate chosen may not match the explanation of the risk factors and protective factors.
<b>John Parish</b>	Detailed, thorough, and accurate explanation of how all the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors.	Accurate explanation of how all or most of the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors	Accurate explanation of how some of the risk factors and protective factors determined the individual's fate. The fate chosen matches the accurate explanation of some of the risk factors and protective factors.	Little effort is made to accurately explain how the risk and protective factors helped to determine the individual's fate. The fate chosen may not match the explanation of the risk factors and protective factors.
<b>Martha Dean</b>	Detailed, thorough, and accurate explanation of how all the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors.	Accurate explanation of how all or most of the risk factors and protective factors determined the individual's fate. The fate chosen matches the explanation of the risk factors and protective factors	Accurate explanation of how some of the risk factors and protective factors determined the individual's fate. The fate chosen matches the accurate explanation of some of the risk factors and protective factors.	Little effort is made to accurately explain how the risk and protective factors helped to determine the individual's fate. The fate chosen may not match the explanation of the risk factors and protective factors.
<b>Determined Fate Distribution</b>	Student followed guidelines: 2 individuals lived, 3 died, and 1 was diagnosed with a life-threatening disease	Student followed most of the guidelines for fate; however, one was not in the correct category ratio (ie. 1 individual lived, 4 died, and 1 was diagnosed with a life-threatening disease etc).	More than one individual was not in the correct category ratio.	No attempt was made to meet the determined fate distribution.
<b>Usage and Mechanics</b>	Few or no errors in usage (subject verb agreement,	Some errors in usage (subject verb agreement,	Contains several errors in usage (subject verb	Excessive errors in usage and mechanics that

	etc.) and mechanics (punctuation, capitalization)	etc.) and mechanics (punctuation, capitalization)	agreement, etc.) and mechanics (punctuation, capitalization)	prevents paper from being readable
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## Assessment

	Student Assessment	Teacher Assessment
<b>Joanna Martinez</b>	_____/4	_____/4
<b>Maria Hepp</b>	_____/4	_____/4
<b>Tom Johnson</b>	_____/4	_____/4
<b>Sally Grimes</b>	_____/4	_____/4
<b>John Parish</b>	_____/4	_____/4
<b>Martha Dean</b>	_____/4	_____/4
<b>Determined Fate Distribution</b>	_____/4	_____/4
<b>Usage and Mechanics</b>	_____/4	_____/4
<b>Total</b>	_____/32	_____/32

**Student Comments:**

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Grading:

32=100%	11=58%
31=98%	10=56%
30=96%	9=54%
29=94%	8=52%
28=92%	
27=90%	
26=88%	
25=86%	
24=84%	
23=82%	
22=80%	
21=78%	
20=76%	
19=74%	
18=72%	
17=70%	
16=68%	
15=66%	
14=64%	
13=62%	
12=60%	

**Directions:** Embed these questions into your PowerPoints to challenge students to think and problem solve at their own ability. The Scholar question is the lower level question and the Genius question is intended for those of higher academic abilities. Use these questions to introduce a topic to gauge previous knowledge, extend a topic to challenge students to think beyond the lesson, or help summarize a lesson. These questions could be used as a class discussion, journal entry/class discussion, or quick write at the end of class. This questioning technique is an effective form of differentiation to challenge all students to think critically at their own ability. Depth and complexity questioning allows students to analyze different perspectives, patterns, trends over time, the big idea, across disciplines, and unanswered questions in health education.

## **Nutrition Unit**

### **MyPlate Lesson**

#### **Scholar:**

What do you already know about nutrition, healthy eating, and disease prevention?

#### **Collegiate:**

Why is it important to eat healthy today and as you age?

#### **Genius:**

It is predicted that your generation will be the first generation in history to have a life expectancy less than your parents. How has this happened? What role does nutrition play?

The leading cause of death in the United States is heart disease. The leading actual cause of death is poor diet and physical inactivity. What are contributing factors that would cause people to die an early death?

### **Lesson on the consequences of a diet high in fat, sugar, and salt**

#### **Scholar:**

Why do you think most restaurant food is high in fat, sugar, and salt?

#### **Collegiate:**

What are the consequences to eating a diet high in fat, sugar, and salt? What are some examples of foods that are high in fat? High in sugar? High in salt?

#### **Genius:**

What are the biological and/or physiological reasons why people overeat especially foods high in fat, sugar, and salt?

## **Lesson on effects of a poor diet**

### **Scholar:**

What are the short and long term consequences of a poor diet and lack of exercise?

### **Collegiate:**

Do you have family members or loved ones that are suffering from diseases and conditions related to lack of exercise or poor diet? How do these conditions interfere with their quality of life today and potentially in the future?

### **Genius:**

What advice would a doctor give a person to reduce their risk of diseases and conditions?

What advice would a parent give their child to reduce their risk of diseases and conditions?

What can you change in your life to prevent these diseases and conditions?

## **Lesson on healthy weight**

### **Scholar:**

What are healthy ways to lose weight today and as one ages?

### **Collegiate:**

How does a person's weight affect their physical, social, emotional, and mental health?

### **Genius:**

What will be the future impact of the current childhood obesity epidemic?

## **Lesson on fad diets**

### **Scholar:**

What weight loss products or services have you heard about that allows a person to lose weight quick and easy?

### **Collegiate:**

What are the negative consequences to "quick and easy" diets?

### **Genius:**

Americans spend an estimated \$42 billion annually on weight loss foods, products, and services. With that much money at stake, it's no surprise there are an overwhelming number of "fad" diets and other weight-loss products on the market. What is the positive and/or negative impact of this trend on future generations?

# Alcohol, Tobacco, and Illegal Drug Unit

## Lesson on Tobacco

### Scholar:

Why would a teenager begin smoking with so much knowledge on the negative effects of tobacco?

### Collegiate:

What are the negative effects of tobacco on the body?

### Genius:

Explore the past and present influence of tobacco on social and economic life in (your state) and its impact on individual health?

## Lesson on Alcohol

### Scholar:

What are the consequences to alcohol use and abuse?

### Collegiate:

Alcohol use increases the risk of being the victim of rape. What is the impact of this traumatic event?

### Genius:

What are the social, emotional, and/or economic impact of having an alcoholic in the family and what impact might it have on their future generations?

## Lesson on Illegal Drugs

### Scholar:

Why are some teens using drugs? Why do many teens choose to abstain from drug use?

### Collegiate:

What are the physical, social, emotional, and economically consequences to drug use?

### Genius:

Compare the drug culture of the past to today and predict the impact on future generations?

# Sex Education Unit

## Lesson on roles within a relationship/healthy vs. unhealthy/being assertive

### Scholar:

Describe the role of a woman in a dating relationship/marriage? Describe the role of a man in a dating relationship and/or marriage? Are there differences in roles based on race, religion or cultural factors?

### Collegiate:

Compare and contrast the socially acceptable roles of married women today to married women in the 1950s?

### Genius:

Compare and contrast the socially acceptable roles of married women today in the United States to women in other areas of the world?

## Lesson on STDs

### Scholar:

What are the different types of STDs? Which ones can be cured and which ones can't be cured?

### Collegiate:

Why are many teenagers not concerned about contracting STDs? If you contracted a STD, how would it affect your life?

### Genius:

What are the social implications of having a STD?

## Lesson on contraception

### Scholar:

Today, many married women are choosing to have children at an older age. Why do you think a women would decide to have children at an older age? If you desire having children, at what age do you want to start? Why?

### Collegiate:

What is the impact on a child from being raised by a young, unprepared mom? How can a young, unprepared mom achieve personal success and be successful as a mother? What strategies might she use to ensure success?

**Genius:**

Describe the potential impact on a country when the government limits the amount of children a couple can have such as the One Child Policy in China?

## **Mental and Emotional Health Unit**

### **Lesson on depression**

**Scholar:**

What causes sadness and depression among teenagers? What are some positive coping mechanisms that people with depression can do to be successful in their daily lives?

**Collegiate:**

What is the physiological effect of depression on the brain? How does anti-depressant medication affect the brain?

**Genius:**

What characteristics would make the people within a country happy? In what part of the world are the happiest countries?

*Answer to genius: stable political institutions, a strong civil society with freedom of expression, good education and healthcare, personal freedom and a feeling of being safe and secure, natural beauty within a country*

### **Lesson on mental disorders**

**Scholar:**

What are examples of mental disorders?

**Collegiate:**

What is the impact of a mental disorder on the person and family?

What are some positive coping mechanisms that a person with a mental disorder can do to be successful in their daily life?

**Genius:**

What may be the positive and negative impact of labeling kids with mental disorders?

### **Lesson on stress**

**Scholar:**

What causes teenagers stress?

**Collegiate:**

What are physical, psychological, and behavioral responses to stress?

**Genius:**

What is the impact of failing to learn positive coping strategies to deal with stress today and as one ages? How could this failure impact future generations?

## **Personal and Consumer Health**

### **Lesson on organ donation**

**Scholar:**

What do you already know about organ donation?

**Collegiate:**

Why would someone say “no” to organ donation?

**Genius:**

Over the past two decades, the gap between the number of patients waiting for a transplant and the number receiving a transplant has continued to widen. What may be some reasons for this trend? What could the medical community and we, as a society, do to lessen the gap?