

Science, Tobacco & You Grades 6-8

LESSONS	HEALTH BENCHMARKS	SCIENCE BENCHMARKS	LANGUAGE ARTS BENCHMARKS
<p>Module 1: Structures Activity 1: Body Tracing and Organ Placing</p>	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</p>	<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p>
<p>Activity 2: Build A Diaphragm Model</p>	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>	<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video materials, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p>
<p>Module 2: Functions Activity 3: K-W-L</p>	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</p>		<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>

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<p>Activity 4: Diffusion Dance</p>		<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video materials, library. 1:4:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p>

<p>Module 3: Respiration and Pulse Rates</p> <p>Activity 5: Listen to Your Heart (and Lungs)</p>	<p>Explain how health is influenced by the interation of body systems. 1:2:a</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p>
<p>Activity 6: How Does Exercise Affect Pulse & Respiration</p>	<p>Explain how health is influenced by the interation of body systems. 1:2:a</p>	<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p>

LESSONS	HEALTH BENCHMARKS	SCIENCE BENCHMARKS	LANGUAGE ARTS BENCHMARKS
Act. 6 (Cont.)			Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a
Activity 7: Sounds of the Human Body	Explain how health is influenced by the interation of body systems. 1:2:a	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p>
Activity 8: Gas Exchange Stroll	Explain how health is influenced by the interation of body systems. 1:2:a	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p>
Module 4: Lung Capacity Activity 9: Calibrating Lung Bags	Explain how health is influenced by the interation of body systems. 1:2:a	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video matierals, library. 1:4:a</p>

LESSONS	HEALTH BENCHMARKS	SCIENCE BENCHMARKS	LANGUAGE ARTS BENCHMARKS
Act. 9 (Cont.)		Explain relationships between structure and function at various levels in organisms. 3:1:a	<p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>
Activity 10: Measuring Lung Capacity	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

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<p>Module 5: Tobacco Interferes With Respiration and Circulation</p> <p>Activity 11: Ineffecient Lung Function</p>	<p>Explain how health is influenced by the interation of body systems. 1:2:a</p> <p>Examine practices which enhance personal emotional, social, and physical well-being. 1:2:b</p> <p>Analyze the impact of technology on personal and family health decisions and practices. 2:1:c</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:b</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video matierals, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

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<p>Activity 12: What Does Lung Disease Feel Like?</p>	<p>Explain how health is influenced by the interation of body systems. 1:2:a</p> <p>Examine practices which enhance personal emotional, social, and physical well-being. 1:2:b</p> <p>Determine how medical research influences health care and disease prevention. 1:3:a</p> <p>Analyze the impact of technology on personal and family health decisions and practices. 2:1:c</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:b</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video matierals, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>
<p>Activity 13: Creat A Board Game</p>	<p>Explain how health is influenced by the interation of body systems. 1:2:a</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>	<p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video matierals, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p>

LESSONS	HEALTH BENCHMARKS	SCIENCE BENCHMARKS	LANGUAGE ARTS BENCHMARKS
Act. 13 (Cont.)			<p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>
Activity 14: Research About Health Issues	<p>Determine how medical research influences health care and disease prevention. 1:3:a</p> <p>Analyze the impact of technology on personal and family health decisions and practices. 2:1:c</p> <p>Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video materials, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

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<p>Module 6: Environmental Tobacco Smoke Activity 15: Pocket Game</p>	<p>Explain how health is influenced by the interation of body systems. 1:2:a</p> <p>Examine practices which enhance personal emotional, social, and physical well-being. 1:2:b</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:b</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p> <p>Determine resources needed to implement community and environmental health plans/strategies. 5:2:b</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video matierals, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>
<p>Activity 16: Making Sense of Taste and Smell</p>	<p>Explain how health is influenced by the interation of body systems. 1:2:a</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p>

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Act. 16 (Cont.)			Write to synthesize, interpret, and use now information. 2:4:b
Module 7: Spit Tobacco Activity 17: Conducting Interviews	<p>Examine practices which enhance personal emotional, social, and physical well-being. 1:2:b</p> <p>Determine how medical research influences health care and disease prevention. 1:3:a</p> <p>Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> <p>Determine resources needed to implement community and environmental health plans/strategies. 5:2:b</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video materials, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>
Activity 18: Reporting On Spit Tobacco	<p>Analyze the media impact on personal and family health decisions and practices. 2:1:b</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</p>	<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	

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<p>Module 8: Nutrition Activity 19: Label Analysis</p>	<p>Explain how health is influenced by the interation of body systems. 1:2:a</p> <p>Examine practices which enhance personal emotional, social, and physical well-being. 1:2:b</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:b</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	
<p>Activity 20: Dietary Planning</p>	<p>Explain how health is influenced by the interation of body systems. 1:2:a</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:b</p>	<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video matierals, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Write to synthesize, interpret, and use now information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>
<p>Module 9: So What? Activity 21: Analyzing and Interpreting Information</p>	<p>Analyze the media impact on personal and family health decisions and practices. 2:1:b</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p>

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Act. 21 (Cont.)	<p>Analyze the impact of technology on personal and family health decisions and practices. 2:1:c</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</p>	<p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video materials, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>
Activity 22: Using Statistics to Learn About Science	<p>Analyze the media impact on personal and family health decisions and practices. 2:1:b</p> <p>Analyze the impact of technology on personal and family health decisions and practices. 2:1:c</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systemic scientific investigations that can be replicated. 1:2:a</p>	<p>Use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Select and use suitable information sources for a variety of purposes, e.g., internet, CD-ROM, print and video materials, library. 1:4:a</p> <p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Determine and use the appropriate organization based on the established purpose and intended audience. 2:2:a</p>

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Act. 22 (Cont.)			<p>Determine and use appropriate writing style based on the established purpose and intended audience. 2:2:b</p> <p>Select and use the writing format required for a specific type of publication. 2:2:c</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a</p> <p>Determine how presentation design can affect the interpretation of oral/visual information, e.g., layout, color, sequence, sound effects. 3:2:c</p> <p>Analyze and assess oral/visual information for usefulness. 3:3:a</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p> <p>Define characteristics of the audience when deciding appropriate language. 4:2:a</p> <p>Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>