

**7<sup>th</sup> Grade Health Education**

**Alternative Family Life Assignment**

**Directions: This** assignment is to be completed during class time. Answer all questions in complete sentences on notebook paper unless otherwise specified. Use the rubric provided to assess your work and ensure completion. All assignments should be kept in your folder and turned in daily for grading purposes. You may use the textbook provided, Internet sources, and media center resources to complete this assignment. Be sure to keep a record of your sources on the provided Works Cited page.

**Day 1-3:**

**Environmental Health**

1. What is Environmental Health?
2. Define the following terms: pollution, fossil fuel, acid rain, ozone, smog, ground water, sewage, biodegradable, landfill, hazardous waste, global warming, greenhouse effect, pesticides, lead poisoning.

**Air Pollution**

1. What are major sources of air pollution?
2. What are health hazards of exposure to air pollution?
3. What are ways to prevent and avoid these potentially harmful environmental conditions?
4. What is the Air Quality Index and what is it used for?

**Activity: Make** a list of all the actions you can take to protect yourself from the harmful effects of pollution. Choose one of the behaviors on the list and write a catchy slogan to put on a bumper sticker, CD cover, or t-shirt

**Day 4-5:**

**Water Pollution**

1. What are sources of water pollution?

2. Explain how failure to properly dispose of hazardous wastes can cause drinking water to be contaminated.
3. How does an oil spill from a large tanker affect the community and environment around it?
4. Use the Internet to find a “real life” example of an oil spill. State where, when, and how many people/animals were affected. What was done to correct the negative effects on the area?
5. Name four diseases you can contract from contaminated water. List symptoms and effects of each.

**Day 6:**

**Land Pollution**

1. What are two forms of land pollution?
2. How many pounds of trash does the average American produce daily?
3. What are five products that are hazardous waste?
4. How can you find out how to safely dispose of hazardous wastes in your area?

**Day 7:**

**Web Quest: Lead & Children: Toxic Exposure! Research Guide**

**Directions: Use** a computer to access, read, synthesize, and summarize information from the websites listed below to determine the answers to the questions on this research guide. Write brief constructed responses (BCRs) to the questions below using complete sentences.

<https://kidshealth.org/en/parents/lead-poisoning.html>

<https://www.cdc.gov/nceh/lead/prevention/health-effects.htm>

1. What are ways in which humans can be exposed to lead?
2. How can children come in contact with lead?
3. What are the health effects of lead poisoning?
4. Why does lead exposure pose a special risk for young children?
5. How is exposure to lead determined?
6. How can lead exposure be reduced or prevented?

## Day 8-9:

## Reduce, Reuse, Recycle

Explain the Three R's strategy: Reduce, Reuse, Recycle. Define each step and provide three tips for each step.

**Activity (1) : Analyze** your household's current approach to the Three R's and set specific goals to improve your approach. Set at least two goals for each "R."

**Advocacy Activity (2) :** Create a sign or poster for your school that lists ways to save energy, packaging, or waste. Write a morning announcement promoting your conservation technique.

## Day 10:

## Protecting the Environment

What is the EPA?

What are three of the recommendations the EPA suggests for environmental protection?

Find one more federal agency and two local agencies that are involved in environmental protection. List the role of each agency.

**Activity:** "Activity 30: Cross Curriculum; Social Studies Connection", pg. 37. Glencoe Teen Health Course 2 (Blue), Cross Curriculum Activities Workbook.

**Day 11-12:**

**Alternative Sources**

**Activity: Research** alternative energy sources. What are the advantages and disadvantages of these sources? Write a one-page report answering who, what, where when and why about these sources. (12 fonts, double-spaced)

**Day 13-14:**

**Wetlands Protection**

**Activity (1) :** WebQuest

Use the following websites to find information about the problems of the Chesapeake Bay from air and land pollution surrounding the bay.

<b>Wetlands</b>	<a href="https://www.chesapeakebay.net/issues/wetlands">https://www.chesapeakebay.net/issues/wetlands</a>
<b>Air Pollution</b>	<a href="https://www.chesapeakebay.net/issues/air_pollution">https://www.chesapeakebay.net/issues/air_pollution</a>
<b>Chemical Contaminants</b>	<a href="https://www.chesapeakebay.net/issues/chemical_contaminants">https://www.chesapeakebay.net/issues/chemical_contaminants</a>
<b>Underwater Grasses</b>	<a href="https://www.chesapeakebay.net/issues/bay_grasses">https://www.chesapeakebay.net/issues/bay_grasses</a>
<b>Forests</b>	<a href="https://www.chesapeakebay.net/issues/forests">https://www.chesapeakebay.net/issues/forests</a>
<b>Oysters</b>	<a href="https://www.chesapeakebay.net/issues/oysters">https://www.chesapeakebay.net/issues/oysters</a>
<b>Nutrients</b>	<a href="https://www.chesapeakebay.net/issues/nutrients">https://www.chesapeakebay.net/issues/nutrients</a>

1. What are some effects of air pollution?
2. What are some toxic pollutions surrounding the Chesapeake?
3. What are the nutrient pollutions and its effects on the grasses in the Chesapeake?
4. What is the importance of the Bay on humans?
5. Why is it important to renew the Bay's Oyster Reefs?

**Activity (2) :** Write a letter to one of our Maryland U.S. Senators explaining the problem, what causes the problem and what can be done to solve the problem so the Chesapeake Bay will be healthy.

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List any resources you used to complete this assignment including books, magazines, web sites, and people.

**Rubric for Brief Constructed Responses**

Objectives	Needs improvement to communicate effectively & accurately	Progressing but could improve	Writing is communicating effectively!	Earned Points
<b>Responses contain all required &amp; accurate information</b>	<b>1 point</b> Several informational points were not included/incorrect	<b>2 points</b> A few points of information were not included/incorrect	<b>3 points</b> All information is included /correct	
<b>Responses are written in a clear, logical, &amp; understandable sequence.</b>	<b>1 point</b> written message is not clear or understandable	<b>2 points</b> written message is understandable but not clear.	<b>3 points</b> written message is clear to reader	
<b>Sentences have needed punctuation.</b>	<b>1 point</b> No punctuation is used in writing.	<b>2 points</b> Most sentences are correctly punctuated.	<b>3 points</b> Very few (3 or less) punctuation errors.	
<b>Sentences have proper use of capitalization &amp; grammar.</b>	<b>1 point</b> Sentences have no capitalization or grammar used correctly.	<b>2 points</b> Sentences have some words capitalized and some correct grammar used.	<b>3 points</b> Sentences have correct capitalization and grammar usage.	
<b>Handwriting is legible &amp; neat.</b>	<b>1 point</b> Handwriting is messy and undistinguishable.	<b>2 points</b> Handwriting is not consistently neat & legible.	<b>3 points</b> Handwriting is neat & completely legible.	
<b>Spelling</b>	<b>1 point</b> Several spelling errors.	<b>2 points</b> 1-3 spelling errors	<b>3 points</b> 0 spelling errors	