

**Brunswick School Department**  
**Grade 10**  
**Environmental Health**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ There is a large variety of factors that have an impact on the environment.</li> <li>▪ It is essential for us to protect and conserve our natural resources for both our survival and the future of the earth.</li> <li>▪ Solid waste has a negative impact on the air, water and soil.</li> <li>▪ The federal government oversees environmental laws and issues of national concern.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the factors that negatively impact the environment and what are the consequences of those factors now and in the future?</li> <li>▪ What can all individuals do to protect and conserve the earth's natural resources?</li> <li>▪ What does it mean to pre-cycle, recycle and properly dispose of waste, and how is it done.</li> <li>▪ What are the primary federal agencies that oversee environmental conservation?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ It is important to be aware of the many factors that impact the environment and the consequences of their impact both now and in the future.</li> <li>▪ There are actions that all individuals can take to protect the environment.</li> <li>▪ Knowing how to pre-cycle, recycle and dispose of waste properly can reduce the impact of waste on the environment.</li> <li>▪ There are agencies that oversee environmental conservation.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ environmental health, population growth, ecosystems, green house effect, global warming, ozone, chlorofluorocarbons (CFCs), rain forest, deforestation, Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), National Institute for Occupational Safety and Health (NIOSH), pollution, air pollution, water pollution, fossil fuels, carbon monoxide, smog, fertilizers, PRCs, dioxins, radioactive waste, thermal pollution, solid waste, pre-cycling, recycling, waste disposal, natural resources, visual environment, noise pollution</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify environmental issues.</li> <li>▪ Describe how individuals can play a role in preventing water and air pollution.</li> <li>▪ Demonstrate the ability to pre-cycle, recycle and dispose of waste properly.</li> <li>▪ Identify strategies to help conserve energy and natural resources.</li> </ul>

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<b>Related Maine Learning Results</b>	<p><u>Health</u></p> <p>A. Health Concepts</p> <p style="padding-left: 20px;">A1. Healthy Behaviors and Personal Health Students predict how behaviors can impact health status.</p> <p style="padding-left: 40px;">a. Analyze individual responsibility for enhancing health.</p> <p style="padding-left: 20px;">A4. Environment and Personal Health Students determine the interrelationship between the environment and other factors and personal health.</p> <p style="padding-left: 40px;">a. Analyze how environment and personal health are interrelated.</p> <p>B. Health information, Products and Services</p> <p style="padding-left: 20px;">B1. Validity of Resources Students evaluate the validity and accessibility of health information, products, and services.</p> <p>D. Influence on Health</p> <p style="padding-left: 20px;">D1. Influences on Health Practices/Behaviors Students analyze and evaluate influences on health and health behaviors.</p> <p style="padding-left: 40px;">c. Evaluate the effect of the media on personal and family health.</p> <p style="padding-left: 40px;">f. Investigate how public health policies and government regulations can influence health promotion and disease prevention.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Using provided charts, calculate the amount of water used and wasted in a day. Estimate water savings after implementing conservation efforts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Create brochures for the student body and staff to encourage the practice of water conservation measures in daily life.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ “Outrageous Teaching Techniques in Health Education” - Deborah Tackmann</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ A Day After Tomorrow</li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.healthteacher.com">http://www.healthteacher.com</a></li> </ul>