

Delaware Recommended Curriculum Unit Template

Unit Title: Wisdom and Teeth Grade Cluster: 9-12

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Big Idea: *Health is Personal Power*

Overarching Enduring Understanding:

- Functional knowledge of health concepts impacts health behavior
- People, places and things compete for our health choices
- Utilizing valid resources facilitates health
- Effective communication protects and enhances health
- Decision making is a process that impacts health
- Goal setting enhances health outcomes
- A healthy lifestyle impacts the quality of life
- Advocacy is critical to personal, family and community health

Overarching Essential Questions:

1. What is health?
2. What prevents people from practicing healthy behavior?

Exit Transfer Task: Develop and present a written role-play describing the oral health effects of one of the following four topics: (1) Mouth-guard use, (2) Oral Piercing, (3) Using Tobacco (cigar, cigarette, or smokeless/spit tobacco), or (4) Methamphetamine “meth” Use.

Delaware Health Education Standards

- Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.
 - ATOD
 - Nutrition/PA
 - Personal Health & Wellness
 - Community & Environmental Health
 - Injury Prev. & Safety
 - Family Life & Sexuality
 - Mental Health
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access information, products and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Time Frame: (# of lessons) Three Lessons, approximately 20-30 minutes each.

Brief Summary of Unit: LESSON #1- ORAL HEALTH AND YOU – Overview of Dental Health, LESSON #2- WISE DECISION MAKING – Get your teeth to a healthy place, LESSON #3- SHOW ME YOUR TEETH – Short- and long-term oral health consequences resulting from the following: mouth-guard use, oral piercing, tobacco use and methamphetamine use.

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Stage 1: Desired Results
(Determine What Students Will Know, Do and Understand)

Unit Big Idea: HEALTH IS PERSONAL POWER

Unit Enduring Understandings: This Unit can apply to all eight of the overarching enduring understandings

- Unit Essential Questions:**
- 1. What is Oral Health?**
 - 2. How do my daily decisions affect my oral health?**
 - 3. What are daily behaviors I should practice and/or avoid to maintain oral health?**
 - 4. What are the short- and long-term consequences of mouth-guard use, oral piercing, tobacco use, and methamphetamine use.**

Knowledge & Skills

Students will know.... Students will understand what it means to have good oral health. They will understand the dental health problems of tooth decay and periodontal (gum) disease. Students will understand the short- and long-term oral health consequences of mouth-guard use, oral piercing, tobacco use, and methamphetamine use.

Students will be able to... (1) Students will be able to define oral health. They will be able to diagram and describe healthy teeth, decayed teeth, and periodontal (gum) disease. (2) Students will be able to discuss decision making, and how daily decisions affect their oral health. (3) Students will understand the short- and long-term oral health consequences of mouth-guard use, oral piercing, tobacco use, and methamphetamine use.

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Stage 2: Assessment Evidence
(Design Assessments To Guide Instruction)

Unit Transfer Task: Develop and present a written role-play describing the oral health effects of one of the following four topics: (1) Mouth-guard Use, (2) Oral Piercing, (3) Tobacco Use (cigar, cigarette, or smokeless/spit tobacco), or (4) Methamphetamine “meth” Use.

Rubrics/checklists for Transfer Tasks

4 – Student work demonstrates comprehensive understanding of how their daily decisions affect their oral health. The student demonstrates they know what constitutes oral health. The student understands that their decisions have short- and long-term oral health consequences. The student role-play is persuasive and original; it is presented in an organized manner; each group member demonstrates active participation. The role-play demonstrates the effect of decision making on their oral health.

3 – Student work demonstrates understanding of how their daily decisions affect their oral health. The student demonstrates they know what constitutes oral health. The student is aware that their decisions have short- and long-term oral health consequences. The student role-play is original; it is presented in an organized manner; each group member participates. The role-play demonstrates the effect of decision making on their oral health.

2 - Student work demonstrates limited understanding of how their daily decisions affect their oral health. The student has a limited understanding of what constitutes oral health. The student is aware that their decisions have short- and long-term consequences. The student has limited originality; it is not well organized; there is limited group participation. The role-play is inadequate in demonstrating how daily decisions impact oral health.

1 - Student work demonstrates minimal understanding of how their daily decisions affect their oral health. The student has minimal awareness of what constitutes oral health. The student role-play lacks originality; it is presented in an unorganized manner; student participation is limited and lacks coordination. The role-play fails to demonstrate how daily decisions impact oral health.

Other Evidence:

1. *Students will diagram a healthy tooth, a decayed tooth, and a tooth with surrounding periodontal (gum) diseases.*
2. *Students will formulate, design and carry-out a blind survey of 10 fellow high school students playing team sports. The survey will describe mouth-guard use, the reasons for such use, etc. The students will compile and report their findings.*

3. *Students will prepare a power-point presentation on the short- and long-term effects of one of the following: (1) mouth-guard use, (2) oral piercing, (3) tobacco use (cigar, cigarette, or smokeless/spit tobacco), or (4) methamphetamine use. 4. Students will interview an oral health care provider with the intent of describing clinical experiences relating to the risks and benefits of (1) mouth-guard use, (2) oral piercing, (3) tobacco use (cigar, cigarette, or smokeless/spit tobacco), and (4) methamphetamine use.*

Stage 3: Learning Activities To Align with Goals and Assessments

Lessons needed to achieve unit goals:

Lesson #1- ORAL HEALTH AND YOU – An overview of dental health.

- Helpful resource: <http://www.dhss.mo.gov/OralHealthEducation.html>
<http://www.ada.org/smilestarts>

Lesson #2 - WISE DECISION MAKING – Get Your Teeth to a Healthy Place.

- Helpful resource:
- http://en.wikipedia.org/wiki/Decision_making
- <http://www.scu.edu/ethics/practicing/decision>

Lesson #3 – SHOW ME YOUR TEETH – Short- and long-term oral health consequences resulting from the following: (1) mouth-guard use, (2) oral piercing, (3) tobacco use, and (4) methamphetamine use.

- Helpful resource:
- <http://www.ada.org>
- <http://www.agd.org>
- <http://www.adha.org>

Resources & Teaching Tips:

- What text/print/media/kit/web resources best support this unit?
<http://www.ada.org/smilestarts>
<http://www.ada.org>
<http://www.adha.org>
<http://www.agd.org>
<http://www.scu.edu/ethics/practicing/decision>
http://www.en.wikipedia.org/wiki/decision_making

- **Tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

- Introduction to the Unit: Wisdom and Teeth

The teacher can assess initial student understanding of dental health issues, asking such questions as: How important is your dental health? What constitutes dental health? How do your daily choices and decisions impact your dental health?

Review the Transfer Task for the Unit: Students will work in collaborative groups to develop and present a written role-play describing the oral health effects of one of the following topics: (1) Mouth-guard use, (2) Oral Piercing, (3) Tobacco Use, or (4) Methamphetamine Use.

Groups of four or five are suggested for the success of this task.

- Lesson #1: Oral Health and You – An Overview of Dental Health.

The teacher must review how a cavity forms in a tooth. Every time a person eats or drinks the sugar from these substances mix with the bacteria in the person's saliva to form an "acid" which attacks the tooth and breaks down its' enamel causing a cavity in the tooth.

Activity: Draw a large tooth on a paper towel with a permanent marker. Using a black watercolor marker, make a heavy dot on the tooth to represent a cavity. Add a drop of water ("the acid attack") to the heavy dot and watch how the cavity grows and spreads from the "acid attack". [Adapted from Module 2 in the "ADA Smile Starts" Oral Health Curriculum-Grade 3]

This Lesson#1 will demonstrate the student's understanding of their prior knowledge presented in the Delaware Oral Health Curriculum 3rd-5th Grades.

- Lesson #2: Sugar Contents of Various Drink Choices – Assignment: Students will develop a food log for a week noting drink choices and their total sugar content.

Be careful to watch as the students observe the sugar content in their favorite drink selections, noting that the total sugar content is based on the serving size and some drink containers may contain more than one serving.

- Lesson#3: Sugar Consumption and the Connection to Diseases of the Whole Body – Assignment: Students will compose a family tree noting any instances of family members who have a history of diabetes, obesity or periodontal disease.

The teacher should distribute the handouts from the “Calgary Oral Health Curriculum – Re-Think Your Drink: Background information-“Why you should choose sugary drinks less often?” and the factsheets from the American Dental Hygienists’ Association- downloads- “diabetes”, “nutrition” and “periodontal disease.”

- ***After completion of the above three lessons, the students should be allowed to complete their group work for the unit transfer task: Developing their commercial....***
- *The teacher should allow a small portion of class time, once the groups have completed their research for the groups to film their projects, perhaps developing a sign-up sheet for class session segments to utilize the technical equipment for completion of their task.*
- *Finally, a class session should be set for the whole class to view the completed commercials by the groups, in order for the groups to share the collaborative knowledge they have achieved through this oral health unit.*

Accommodation/Differentiation ideas and tips

- *Permission slips to have students videotaped/photographed on school property.*
- *Video tape recorder needed for students to film their commercial.*
- *Need to secure audiovisual equipment to view the commercial projects in class.*
- *The class may be divided into small groups for this unit assignment to be successful.*
- *The three lessons associated may want to be on display in the classroom for reference while the students are making their commercial.*

KHB: updated January 9, 2008