



Teacher Instructional Guide Unit 3 – Body Systems

Lesson 1 – The Human Body

Lesson 2 – The Body’s Major Systems

Lesson 3 – The Importance of Diet and Exercise

Lesson 4 – Preventive Medicine

The Healthy and Wise monthly publications can also be used to enhance this unit or provide additional content and lessons.

Lesson 1 – The Human Body

Objective:

Students will learn about the human body and the various systems within it. They will learn the names “tissues” and “organs” and the bodily systems to which they belong.

Standards

Health TEKS 6 (2A) – The student recognizes ways the body structure and function relate to personal health throughout the life span. Students analyze the relationships among the body systems.

Health TEKS 6.3 B, C – Students compare healthy cell growth to cell growth in the disease process. Students list noncommunicable and hereditary diseases and respective prevention and treatment techniques.

Health TEKS 7-8 (2) The student recognizes ways that body structure and function relate to personal health throughout the life span.

Health TEKS 7-8 (1) The student comprehends ways to enhance and maintain personal health throughout the life span.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “How many of you can name two of our body’s systems?” Explain to them briefly that a “body system” is something within our body that keeps it working. Let students raise hands to answer. Accept reasonable answers. Explain to students that they are going to learn about the human body and the systems that keep it running in the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What do the cells within the human body group together to form? **(Tissues)**
- What three things do our bodies need to produce energy? **(Food, Water, and Oxygen)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Have students choose one of the body systems listed in the article and research it. They can use encyclopedias, the Internet, and other reputable sources to gain information on their topic. Ask them to write a short paper on their topic, and encourage them to include photographs or drawings of the organs in their chosen body system. Have students present their papers to the class.
- Break students up into groups and assign each group a body system. Have the students draw and/or cut pictures out of magazines to make a collage visualizing their assigned body system. When they are finished, have each group explain their collage to the class. Hang the collages in the classroom when they are finished.
- Divide the students into teams and have them play “Health Charades!” Each person on each team will take turns drawing a word from a bag or bowl. The words will be taken from the Healthy and Wise article (i.e.: heart, lungs, kidneys, etc.). Once he/she has drawn a word, he/she will

act out the word for his/her teammates. The teams will earn one point per correct answer. The team with the most points at the end of the game will win a prize (e.g.: extra credit - one point added to their daily grades). Encourage the students to be creative!

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about the human body.

1. Have students prepare an oral presentation for their parents or an adult that will convince them to take care of their bodies. Tell the students that they must include specific examples of how certain body systems could be damaged (e.g.: smoking harms the lungs; drinking too much alcohol harms the liver; etc.).

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 2 – The Body's Major Systems

Objective:

Students will learn the names and functions of the major body systems.

***Additional supplements (Student Handouts) that cover the male and female reproductive systems are available in the password protected online middle school section (Unit 3) of the Caprock web site www.caprockpress.com/CMS.**

Standards Covered

Health TEKS 6 (2A) – The student recognizes ways the body structure and function relate to personal health throughout the life span. Students analyze the relationships among the body systems.

Health TEKS 7-8 (2) The student recognizes ways that body structure and function relate to personal health throughout the life span.

Health TEKS 7-8 (1) The student comprehends ways to enhance and maintain personal health throughout the life span.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7-8.2 B – Describe the influence of the endocrine system on growth and development.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK - “How many of you have heard about the circulatory system? Do you know what it is and what it does? What about the digestive system?” Encourage responses. Explain to students that they are going to learn about the body’s major systems by reading the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- According to the article, how does the circulatory system work? **(The heart works as a pump in the middle of your chest. Blood filled with waste enters the heart and is exchanged for oxygen rich blood.) Accept all reasonable answers based on the information in the article. Encourage students to use words like ‘ventricle’ and ‘atrium’ in their answers.**
- What are the five main components of the digestive system? **(Mouth, Esophagus, Stomach, Small intestine, Large intestine)**
- What are three functions of the skeletal system? **(It protects organs such as the brain, heart, and lungs; it gives the human body its shape; it helps us move)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Divide the class into groups. Assign each group one of the major body systems. Have each group research its topic and make a presentation about it for the class. Tell them to make visual aids and handouts if it is appropriate.
- Have students make posters illustrating the major body systems. Have them include the function of each system and what kinds of things can harm that system (e.g. not getting enough calcium harms the skeletal

system, etc.). Ask them to present their posters to the class and give a brief presentation on why it is important to take care of our bodies.

***Additional supplements (Student Handouts) that cover the male and female reproductive systems are available in the password protected online middle school section (Unit 3) of the Caprock web site www.caprockpress.com/CMS.**

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned about the body's major systems.

1. Ask students to draw a detailed picture of the heart. Tell them to include blood flow directions and the name of each compartment of the heart. Have them present their pictures to the class.
2. Have students demonstrate using their muscles. Ask them to do things like jump, run in place, and do sit-ups. Ask them about body functions like breathing and heartbeat. Then ask which muscles they are using. Have them explain which type of muscle(s) (skeletal, smooth, and/or cardiac) they are using while performing each task.
3. Assign each student a disease that affects one of the body systems discussed in the Healthy and Wise article. For example, high blood pressure affects the circulatory system; asthma affects the respiratory system, etc. Have each student research their assigned topic and write a brief report about it and its impact on the body. Ask students to present their reports to the class.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 3 – The Importance of Diet and Exercise

Objective:

Students will learn that it is important that they eat healthy foods and get regular exercise to keep their bodies healthy.

Standards

Health TEKS 6 (1D) – The student comprehends ways to enhance and maintain personal health throughout the life span. Students identify causes and affects associated with poor body image such as eating disorders and growth patterns.

Health TEKS 7-8 (1B) The student comprehends ways to enhance and maintain personal health throughout the life span. Students identify and describe types of eating disorders such as bulimia, anorexia, or overeating.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7-8.3 B, C - Analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors; distinguish risk factors associated with communicable and noncommunicable diseases.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

Ask students what it means to be “sedentary.” **ASK** – “Why is leading a sedentary lifestyle harmful to a person’s health?” Facilitate a discussion and then refer students to the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- Being overweight or obese is now recognized as a major risk factor for what three health concerns? **(Heart disease, type 2 diabetes, and certain cancers)**
- What is the Body Mass Index (BMI)? **(One factor to determine if a person is underweight, at a normal weight, overweight, or obese.)**
- True or False: BMI has some limitations. **(True. Encourage students to explain.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign the home connection activity for homework.

Additional Activities

- Have students make posters depicting the dangers of being overweight and obese and ways to stay healthy. Encourage them to use pictures from magazines and the Internet, as well as to draw. Ask students to present their posters to the class. Display the posters in the classroom.
- Ask students to research the obesity epidemic in the United States. Ask them to research this topic using the Internet, magazine articles, and other reputable sources. Have them compare obesity in the U.S. to other countries. Is the U.S. heavier than most other countries? Why do they think this is? Have students present their papers to the class. Encourage discussion.
- **(Guest Speaker)** Invite a physician to speak to your class about the dangers of obesity and why a healthy lifestyle can help prevent it. Encourage participation and discussion.
- **(Guest Speaker)** Ask your school nurse to contribute or lead a discussion during this lesson as well.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about the importance of diet and exercise.

1. Divide students into groups and assign each group the task of creating an “infomercial” that will encourage people to eat healthy foods and stay active. Encourage them to be fun and creative! Have the groups present their “infomercials” to the class.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 4 – Preventive Medicine

Objective:

Students will learn about the benefits of preventive medicine.

Standards

Health TEKS 6 (1G) - Describe the importance of establishing and implementing a periodic health-maintenance clinical assessment.

Health TEKS 6 (1C) – Compare immediate and long range effects of personal health care choices such as personal and dental hygiene.

Health TEKS 7- 8 (3A) – Explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups.

Health TEKS 7- 8 (1) The student comprehends ways to enhance and maintain personal health throughout the life span.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7-8.1 C - Identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (3) – Students demonstrate the ability to access valid health information, products, and services to enhance health.

National Health Standard (5) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “When was the last time any of you went to the doctor? Did you go because you were sick, or was it for a check-up?” Encourage responses and explanations. **ASK** – “Has anyone heard about preventive medicine and how it can help you stay healthy? If you have, can you explain it briefly? If you have not, what do you think preventive medicine is?” Encourage discussion. After hearing from the students that had something to share, introduce the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What is preventive medicine? **(A way to keep negative health conditions from happening to our bodies. Accept other reasonable explanations.)**
- What are the three key steps that the article suggests you take to prevent certain diseases? **(Get regular check-ups, eat a well-balanced diet and get regular exercise, and become health literate.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups.

Additional Activities

- Have students research the diseases listed in the article that can be prevented by practicing preventive medicine. The article lists diseases such as type 2 diabetes, heart disease, and cancer. Ask them to write a paper about their findings, citing specific sources. Encourage students to share their findings with the class.
- Ask the students, as a class, to organize a “Help prevent type 2 diabetes!” walk. Have the students write a letter to the principal asking for his/her support in this task. If it is approved, have the students make posters and flyers to hand out to their peers. The walk can take place on a day and time that accommodates the school’s schedule. Encourage students to include their families in the walk.
- Have students talk to their parents and older family members about disease history in their families. Tell them to ask specifically about heart disease, cancer, and type 2 diabetes. Once they obtain this information, ask them to write a paper explaining their findings and to include information about how preventive medicine could have prevented some of the disease occurrences.
- **(Guest Speaker)** Ask a doctor, nurse, pharmacist or other professional listed in the Healthy and Wise article to speak to your class about the benefits of preventive medicine. Encourage students to ask questions and participate in the discussion.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about preventive medicine.

1. Ask the students to assume the role of a doctor, nurse, or other professional listed in the article. Have them prepare a brief presentation – as that professional – on why preventive medicine is important. Encourage them to be creative!
2. Divide the class into groups and have them make a collage demonstrating the benefits of preventive medicine. Encourage them to draw, cut pictures out of magazines, and/or use photographs from the Internet. Ask them to present their collages to the class when they are finished. Display the posters in the classroom.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Administer Unit Test – Available at the end of this Instructional Guide.

GENERAL RUBRIC

Read each box below and determine if the student completed most or all of the characteristics listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An outstanding example of student's work. <input type="checkbox"/> Student understands and applies all health concepts and skills. <input type="checkbox"/> Student had needed supplies. <input type="checkbox"/> Student participated with enthusiasm and worked well with others/alone. <input type="checkbox"/> Student displays knowledge of language, reading, writing and math. <input type="checkbox"/> Finished work is easy to decipher and understand. <input type="checkbox"/> Work shows no significant errors in grammar, punctuation, capitalization, or spelling. <input type="checkbox"/> Student obviously did their best.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An above average example of student's work. <input type="checkbox"/> Student understands and applies most health concepts and skills. <input type="checkbox"/> Student had most of his/her needed supplies. <input type="checkbox"/> Student made an effort to participate and did his/her best to cooperate with others/work alone. <input type="checkbox"/> Student is able to organize thoughts. <input type="checkbox"/> Finished work contains few errors and does not detract from its intended meaning. <input type="checkbox"/> Student stayed focused on the task.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An average/fair example of student's work. <input type="checkbox"/> Student attempts to understand and apply health concepts and skills. <input type="checkbox"/> Student couldn't find some of his/her needed supplies. <input type="checkbox"/> Student didn't work well with others or alone. <input type="checkbox"/> Student is not well organized or focused and does not complete work efficiently. <input type="checkbox"/> Work contains several noticeable errors. <input type="checkbox"/> Student can do better.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A poor example of student's work. <input type="checkbox"/> Student does not understand and apply health concepts and skills. <input type="checkbox"/> Student was without his/her needed supplies. <input type="checkbox"/> Student refused to cooperate and did not work well alone either. <input type="checkbox"/> Student is confused/distracted/lacks ability to finish. <input type="checkbox"/> Student displays major problems with spelling, grammar, coloring, etc. <input type="checkbox"/> Student needs redirection/reteaching.

Health Knowledge and Skills Evaluation Rubric

Read each box below and determine if the student accomplished the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has mastered (90-100%) of the health concepts presented. <input type="checkbox"/> Student has successfully applied health skills in a variety of situations and settings. <input type="checkbox"/> Student always demonstrates good health behaviors. <input type="checkbox"/> Student has a positive and enthusiastic attitude towards health.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student understands most (80-89%) of the health concepts presented. <input type="checkbox"/> Student has been able to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student demonstrates good health behaviors most of the time. <input type="checkbox"/> Student cooperates and demonstrates a good attitude towards health.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated an average (70-79%) understanding of the health concepts presented. <input type="checkbox"/> Student has attempted to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student attempts to demonstrate good health behaviors. <input type="checkbox"/> Student is willing to try and isn't negative towards health.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student does not understand the health concepts presented. <input type="checkbox"/> Student can't apply health skills. <input type="checkbox"/> Student refuses to change health behaviors for the better. <input type="checkbox"/> Student has a poor attitude towards health.

Home Connection - Parental Involvement Evaluation Rubric

Read each box below and determine if the completed home connection activities and parental involvement meets the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on overall performance.

Communication is key in encouraging parental involvement. Recognize parental involvement and express your appreciation on a regular basis.

<p>“Excellent” or 4 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is always informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities on a regular basis. <input type="checkbox"/> Always demonstrates good health attitudes and behaviors. <input type="checkbox"/> Is a good role model.
<p>“Good” or 3 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tries to stay informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities most of the time. <input type="checkbox"/> Demonstrates good health attitudes and behaviors most of the time. <input type="checkbox"/> Tries to be a good role model and sets good examples.
<p>“Average” or 2 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is somewhat informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Sometimes participates in home and school health and physical education activities. <input type="checkbox"/> Attempts to demonstrate good health attitudes and behaviors. <input type="checkbox"/> Attempts to set good examples.
<p>“Poor” or 1 point</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is uninformed and not involved in school health and physical education programs and activities. <input type="checkbox"/> Never participates in home and school health and physical education activities. <input type="checkbox"/> Doesn't demonstrate good health attitudes and behaviors. <input type="checkbox"/> Is not a good role model.

Middle School Subscribers also have access to the Healthy and Wise Monthly Program. These issues support lessons in the Healthy and Wise Strength, Conditioning, and Wellness Guide.

**Additional Resources Available Online for
The Healthy and Wise Monthly (Elem./Middle/Family)
Publications www.caprockpress.com**

Teachers

- Weekly Sample PE Lesson Plans
- Scope and Sequence
- Using HEALTHY & WISE Within and Across the Grade Levels
- Changing Health Behaviors
- Reading, Writing, Math, and Science Skills
- Healthy and Wise Classroom Centers
- Healthy and Wise Online Curriculum Strategies

Assessment and Planning Tools

- Elementary/Middle School Health Index - Assessment and Planning Tools
- MyPyramid Nutrition Resources and Planning Tools
- MyPyramid Worksheet/Log
- Anatomy of MyPyramid
- MyPyramid Mini Poster
- Healthy Cafeteria Checklist and Action Plan
- Healthy Educator's Checklist
- District Coordinated School Health Accountability Checklist
- Coordinated Health Rubric
- Health Knowledge and Skills Evaluation Rubric
- Physical Education Rubric
- Recess Rubric
- General Rubric
- Parental Involvement Rubric
- Health/PE Presentation Rubric

- Student Portfolio Form
- Weekly Lesson Planning Form **(Texas)**
- Weekly Lesson Planning Form **(Generic)**

Correlations for Monthly Publications

- National Health Standards
- National Association for Sport and Physical Education
- Texas (TEKS/TAKS) – Health, Physical Education, Reading, Writing, Math, and Science

Students

- MyPyramid.gov Resources
- Food/Exercise Diary/Journal

Parents

- Monthly Parent Letters – English/Spanish

**Middle School
Unit 3 Test – Body Systems**

1. The human body is a collection of cells that group together to form what?
 - a. Muscles
 - b. Bones
 - c. Tissues
 - d. Skin

2. Organs work together in groups called _____ to provide different functions.
 - a. Systems
 - b. Organisms
 - c. Glands
 - d. Tissues

3. Which of the following belongs to the Endocrine system?
 - a. Lungs
 - b. Heart
 - c. Kidneys
 - d. Thyroid

4. True or False: The body's energy comes from food, water, and oxygen.

5. The nose and lungs belong to which body system?
 - a. Digestive System
 - b. Nervous System
 - c. Respiratory System
 - d. Circulatory System

6. Your heart is a _____ in the middle of your chest that fits snugly between your two lungs.
 - a. Machine
 - b. Object
 - c. Tissue
 - d. Pump

7. The _____ pumps oxygen-rich blood to all parts of the body.
 - a. Left Ventricle
 - b. Right Ventricle
 - c. Left Atrium
 - d. Right Atrium

8. Which of the following is NOT part of the Respiratory system?
 - a. Windpipe

- b. Mouth
 - c. Heart
 - d. Lungs
9. Which of the following is a part of the Digestive system?
- a. Nasal Passages
 - b. Esophagus
 - c. Lungs
 - d. None of the above
10. True or False: The bones in the skeletal system do not help give your body its shape.
11. _____ is tissue what makes the body move.
- a. Skin
 - b. Muscle
 - c. Brain
 - d. Bones
12. True or False: Muscles are involved in many involuntary functions such as digestion, blood flow, and breathing.
13. _____ means to keep something from happening.
- a. Prevent
 - b. Encourage
 - c. Allow
 - d. None of the above
14. True or False: It is not important to visit your doctor for regular check-ups.
15. List two people that can give you health and fitness related information.
16. What kind of lifestyle can negatively affect the human body and its systems?
- a. A simple lifestyle
 - b. An active lifestyle
 - c. A sedentary lifestyle
 - d. A complex lifestyle
17. Being _____ is now recognized as a major risk factor for heart disease, type 2 diabetes, and certain cancers.
- a. Overweight (or obese)
 - b. A slow runner

- c. Muscular
- d. None of the above

18. What does BMI stand for?

- a. Bones and Muscles Index
- b. Body Mass Index
- c. Brain Memory Index
- d. Body Muscle Index

19. True or False: The BMI has some limitations.

20. Who is the best person to determine a child or teenager's BMI?

- a. A parent
- b. A friend
- c. A coach
- d. A doctor

21. List two healthful tips (from the Healthy and Wise article) that can help a person prevent becoming overweight or obese.

**Middle School
Unit 3 Test Answer Key– Body Systems**

1. The human body is a collection of cells that group together to form what? **c**
 - a. Muscles
 - b. Bones
 - c. Tissues**
 - d. Skin

2. Organs work together in groups called _____ to provide different functions. **a**
 - a. Systems**
 - b. Organisms
 - c. Glands
 - d. Tissues

3. Which of the following belongs to the Endocrine system? **d**
 - a. Lungs
 - b. Heart
 - c. Kidneys
 - d. Thyroid**

4. **True** or False: The body's energy comes from food, water, and oxygen. **True**

5. The nose and lungs belong to which body system? **c**
 - a. Digestive System
 - b. Nervous System
 - c. Respiratory System**
 - d. Circulatory System

6. Your heart is a _____ in the middle of your chest that fits snugly between your two lungs. **d**
 - a. Machine
 - b. Object
 - c. Tissue
 - d. Pump**

7. The _____ pumps oxygen-rich blood to all parts of the body. **a**
 - a. Left Ventricle**
 - b. Right Ventricle
 - c. Left Atrium
 - d. Right Atrium

8. Which of the following is NOT part of the Respiratory system? **c**
 - a. Windpipe

- b. Mouth
 - c. Heart**
 - d. Lungs
9. Which of the following is a part of the Digestive system? **b**
- a. Nasal Passages
 - b. Esophagus**
 - c. Lungs
 - d. None of the above
10. True or **False**: The bones in the skeletal system do not help give your body its shape. **False**
11. _____ is tissue what makes the body move. **b**
- a. Skin
 - b. Muscle**
 - c. Brain
 - d. Bones
12. **True** or False: Muscles are involved in many involuntary functions such as digestion, blood flow, and breathing. **True**
13. _____ means to keep something from happening. **a**
- a. Prevent**
 - b. Encourage
 - c. Allow
 - d. None of the above
14. True or **False**: It is not important to visit your doctor for regular check-ups. **False**
15. List two people that can give you health and fitness related information.
Doctor, dentist, nurse, registered dietician, pharmacist, health teacher, PE teacher, certified athletic trainer, licensed athletic coach, local health department, community health organizations
16. What kind of lifestyle can negatively affect the human body and its systems? **c**
- a. A simple lifestyle
 - b. An active lifestyle
 - c. A sedentary lifestyle**
 - d. A complex lifestyle
17. Being _____ is now recognized as a major risk factor for heart disease, type 2 diabetes, and certain cancers. **a**

- a. **Overweight (or obese)**
- b. A slow runner
- c. Muscular
- d. None of the above

18. What does BMI stand for? **b**

- a. Bones and Muscles Index
- b. **Body Mass Index**
- c. Brain Memory Index
- d. Body Muscle Index

19. **True** or False: The BMI has some limitations. **True**

20. Who is the best person to determine a child or teenager's BMI? **d**

- a. A parent
- b. A friend
- c. A coach
- d. **A doctor**

21. List two healthful tips (from the Healthy and Wise article) that can help a person prevent becoming overweight or obese.

Increase daily exercise and physical activity levels

Limit high-calorie foods kept in your home

See food as fuel for the body

Plan menus and shopping lists

Avoid all-you-can-eat food bars

Eat less high fat (saturated and trans fat) foods

Avoid fast food and soft drinks

Eat more fruits, vegetables, and whole grains

Reduce sugar consumption

Allow people to leave food on their plate

Limit television viewing

Be a role model