

2022 - Communicable and Non Communicable Diseases Unit

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **7**
Status: **Published**

Unit Overview:

During this unit the students will list and identify some causes of various communicable diseases. Students will be able to research certain types of diseases, whether they are communicable or non communicable and present their findings to the class.

Essential Questions:

1. What is the difference between a communicable and a non communicable disease?
2. Identify some of the ways a communicable disease could be transmitted.
3. What are the symptoms of the disease you are researching?
4. Is there a treatment for the disease topic you are covering? If so, what is the treatment?
5. What are some actions that could be taken to prevent the spread of the communicable disease?
6. If the disease fatal?
7. Is the topic you are covering something that is hereditary ?

Enduring Understandings:

Students will be able to understand the difference between a communicable or non communicable disease by identifying and analyzing their disease topic through their research.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.3.8.HCDM	Health Conditions, Diseases and Medicines
HE.6-8.2.3.8.HCDM.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
HE.6-8.2.3.8.HCDM.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

HE.6-8.2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
HE.6-8.2.3.8.HCDM.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
HE.6-8.2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
HE.6-8.2.3.8.HCDM.6	Explain how the immune system fights disease.
HE.6-8.2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors. Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

Lesson Titles:

Communicable & Non Communicable Disease Project

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
TECH.9.4.2.IML	Information and Media Literacy
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource. Digital tools can be used to display data in various ways.

Inter-Disciplinary Connections:

LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the

LA.K-12.NJSLSA.SL5

line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Equity Considerations

N/A

LGBTQ and Disabilities Mandate

Topic: Understanding the Health Impact of Discrimination and Stigma on LGBTQ+ and Disabled Individuals

Website: <https://www.thetrevorproject.org/>

This lesson addresses the following component of the LGBTQ and Disabilities Mandate:

Standard 7.1.1: Understand and describe the factors that contribute to personal and community health.

By learning about the negative health impacts of discrimination and stigma, students will gain a deeper understanding of the social and emotional factors that can contribute to individual and community health disparities. This knowledge will empower them to become advocates for positive change and promote inclusive environments that support the well-being of all individuals.

- Economic
- Political
- Social

Amistad Mandate

Topic: Exploring the Difference Between Communicable and Non-Communicable Diseases

Website: <https://www.cdc.gov/globalhealth/healthprotection/resources/fact-sheets/global-ncd-fact-sheet.html>

This lesson addresses the following component of the Amistad Mandate:

Standard 7.1.1: Understand and describe the factors that contribute to personal and community health.

By learning about communicable and non-communicable diseases, students will gain a deeper understanding of the factors that contribute to individual and community health, including disease transmission, risk factors, and preventive measures. This knowledge will empower them to make informed decisions about their own health and well-being and contribute to a healthier community.

- African Slave Trade
- Amistad
- Contributions of African Americans to our society
- Slavery in America

Holocaust Mandate

Topic: The Impact of Dehumanization on Health and Wellbeing in the Holocaust

Video: <https://encyclopedia.ushmm.org/content/en/timeline-event/holocaust/1942-1945/liberation-of-dachau>

This lesson addresses the following component of the Holocaust Mandate:

Standard 7.1.5: Understand and analyze the effects of prejudice, discrimination, and bigotry on individuals and communities.

By learning about the concept of dehumanization and its impact on health and well-being in the Holocaust, students will gain a deeper understanding of the effects of prejudice, discrimination, and bigotry. This knowledge will empower them to become critical thinkers and responsible citizens who actively promote human dignity and understanding across diverse communities.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

Climate Change

<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

Asian American Pacific Islander Mandate

Topic: Exploring Health Disparities and Access to Healthcare among AAPI Communities

Website: <https://www.cdc.gov/nchhstp/healthdisparities/asians.html>

This lesson addresses the following component of the AAPI Mandate:

Standard 7.1.5: Understand and analyze the effects of prejudice, discrimination, and bigotry on individuals and communities.

By learning about health disparities faced by AAPI communities, students will gain a deeper understanding of the effects of social determinants of health, cultural competency, and access to healthcare. This knowledge will empower them to become advocates for health equity and promote culturally sensitive healthcare services for diverse populations.

- Economic
- Political
- Social

Benchmark Assessment

Writing prompt

Skills Based Assessment

Reading response

Summative Assessment:

- Communicable Disease Project

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

1. Chrome Book
2. <http://kidshealth.org>
3. <https://www.cdc.gov>
3. Media Center- Database center

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Students will identify the differences in communicable and non communicable diseases

Formative Assessment:

- Closure

- Questions and answers
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills

- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Computer Science and Design Thinking Standards
