Unit 5: Preventing Diseases

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 27**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In the Preventing Diseases unit, the students will understand the differences between communicable and noncommunicable diseases. They will be able to identify common diseases, their treatments, and ways to prevent them.

Standards

HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
HPE.2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
HPE.2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
HPE.2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
HPE.2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
HPE.2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
HPE.2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.

Essential Questions

- To what extent can we keep ourselves disease free?
- What is the difference between healthy and unhealthy risks?

- Why does the United State have such a high incidence of sexually-transmitted infections?

Application of Knowledge and Skills...

Students will know that...

- How diseases are spread
- How HIV and other STIs are spread
- How you can avoid such diseases as cancer and Type 2 diabetes
- How your body defends itself against disease
- Key terms
- That abstinence is the most effective method for preventing HIV and STIs
- That universal precautions for body fluids should be utilized when there is direct contact with another person
- The most common communicable diseases
- Types of sexually-transmitted infections

Students will be able to...

- Define sexually-transmitted infections
- Describe ways to avoid or control specific noncommunicable diseases
- Discuss healthy behaviors that can help stop the spread of communicable diseases
- Explain four ways that germs are spread
- Explain how people can protect themselves against STIs and HIV
- List the four most common disease-causing germs

Assessments

- Preventing Diseases Quiz Formative: Other written assessments Written quiz on disease prevention. 2.1.6.A.1-2, 2.1.6.C.1, 2.2.6.B.1
- Preventing Diseases Pre-Test Diagnostic: Other written assessments Pre-test will assess tstudents' knowledge regarding disease prevention. 2.1.6.A.1-2, 2.1.6.C.1-2
- Preventing Diseases Unit Test Summative: Written Test The students will take a unit test to assess their understanding of the content of the unit. 2.1.6.A.1-2, 2.1.6.B.2, 2.1.6.C.1-3, 2.1.6.E.1, 2.2.6.B.1-3, 2.2.6.C.1-3, 2.2.6.E.1-2

Activities

Workbook Packet from Teen Health 1

Explain the difference between communicable and noncommunicable diseases.

List the four common disease-causing germs and give examples of each.

In the textbook, review pages 184 and 185, which explain and illustrate how germs are spread and how the immune system works.

Ask students to share their favorite cold treatment and explain why they think it is effective.

Distribute and review a chart of common communicable diseases and their symptoms, how they are spread, their treatment, preventions, and how to reduce the risk of these diseases.

Have students describe ways in which HIV is spread. Review answers and discuss the facts and myths of how the disease is spread.

Review common STIs and how they can be prevented and treated.

Identify the three main causes of noncommunicable diseases. Give examples of diseases in each category.

List treatments for types of cancer, heart disease, asthma and diabetes.

Ticket to Leave- daily activity

Health Review Jeopardy- this game helps students prepare for the chapter test.

Chapter eleven test

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups
        - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include,

"facilitator", "materials coordinator", "time keeper", and "task master".
- Provide student choice for assignments and activities that may appeal to their interests or particular abilities
- Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments

Differentiation for ELL's May Include:

- General modifications may include:
  - Integrate activities into thematic units
  - Trigger student's prior knowledge and experience, which may be different from other students in the class
  - Scaffold complex texts
  - Collaboration with ELL teacher
  - Content specific vocabulary important for ELL students to understand include: diesase, infection, abstinence, germs, communicable desease

Differentiation to Extend Learning for Gifted Students May Include:

- Tiered activity- Have students write down and share why they think there is no vaccine for the common cold. Students should be able to list two to four reasons.

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.

  - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
  - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
  - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Social Studies- Divide students into groups and have them research various diseases and discover in which countries the diseases originated.

Resources

Teen Health I- Glencoe/McGraw-Hill

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.