Unit 5: Understanding Communicable Diseases

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 23**
Length: **5 Weeks**
Status: **Published**

Unit Overview

The students will be able to explain the distinction between communicable and noncommunicable diseases. They will identify the causes of communicable diseases. They will learn how the immune system works to fight off pathogens that attack the body.

Standards

HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
HPE.2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
HPE.2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.

HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.

Essential Questions

- Why is it so difficult for some people to access health-care?
- How do you know when you need help?
- What's more important: prevention or cure? Why?
- How does one's immune system keep one healthy?

Application of Knowledge and Skills...

Students will know...

- How people become infected with HIV and develop AIDS.
- How to develop immunity to a disease.
- How to protect yourself from pathogens.
- The function of the immune system.
- Types of germs that can cause diseases.
- Which communicable diseases can be prevented by vaccination.

Students will be able to...

- Discuss the effects of vaccination on the spread of certain communicable diseases.
- Explain how germs are spread.
- Explain the relationship between HIV and AIDS.
- How antibodies protect the body from pathogens.
- Identify and discuss both the nonspecific and specific response of the immune system.
- Identify health habits that lead to a healthy lifestyle and explain the importance of practicing those habits.

Assessments

- Chapter Quiz
- Diagnostic: Sample Assessment Item
- Formative: Other written assessments

- Pre-Test
- Pre-test will assess student knowledge on communicable diseases. 2.1.8.A.1-4, 2.1.8.B.1, 2.1.8.C.1-2, 2.1.8.E.1
- Summative: Written Test
- The students will take a unit test to assess their understanding of unit content. 2.1.8.A.1-4, 2.1.8.B.1, 2.1.8.C.1-2, 2.1.8.E.1-4, 2.2.8.B.1,3, 2.2.8.D.1-2, 2.2.8.E.1-2
- Understanding Communicable Diseases Unit Test
- Written quiz on communicable diseases. 2.1.8.A.1-4, 2.1.8.B.1, 2.1.8.C.1-2, 2.1.8.E.1-4, 2.2.8.D.1

Activities

Workbook packet from Teen Health 2

Discovery Education-The Importance of Hygiene for Good Health: How Germs Spread Disease

Identify the major pathogens that cause diseases and explain how they are spread.

Discuss the immune system and review the five main barriers that help to keep people healthy.

Review the body's different responses to pathogens.

Discuss several types of communicable diseases and how they differ from each other. Discuss symptoms and how the diseases are treated.

Identify the dangers of STI's and HIV/AIDS and how they are spread and not spread.

Have students make a list of ways to prevent diseases and discuss them in class.

Ticket to Leave- daily

Chapter thirteen test

The Importance of Hygiene for Good Health: How Germs Spread Disease

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: germs, immune system, vaccination, pathogen, communicable disease, HIV, AIDS, nonspecific response, specific response

Differentiation to Extend Learning for Gifted Students May Include:

- Tiered Activities- Students will be assigned a project where they work in pairs on a specific communicable disease. They must write a paper, draw a poster and present their information orally. They may use cue cards when presenting to the class.

- 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- Students will work in groups and research the rate of HIV infections and AIDSdeaths around the world. They will then share the geographical locations where the disease is becoming an increasing threat to mankind.

Resources

Teen Health 2- Glencoe McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=820B5137-7AC7-4C89-9F0D-31CDF0C44F5A&blnFromSearch=1&productcode=US

21st Century Skills

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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.