Unit 6: Noncommunicable Diseases

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 28**
Length: **5 Weeks**
Status: **Published**

Unit Overview

The students will learn about the most common types of noncommunicable diseases and how they affect a person's life. They will learn about different types of treatments that can help people diagnosed with noncommunicable diseases.

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.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
HPE.2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.
HPE.2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
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.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
HPE.2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
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 healthcare?
- How do you know when you need help?
- What's more important: prevention or cure? Why?

Application of Knowledge and Skills...

Students will know..

- Common allergies and how they are treated.
- General types of cancer and how cancer is treated.
- The different types of heart disease.
- The two main types of diabetes and how they are treated.
- Types of noncommunicable diseases.
- What you can do to reduce your risk for developing heart disease.

Students will be able to...

- Describe what they can do to reduce their risk of developing cancer.

- Discuss how heart disease is treated.
- Discuss the known causes of cancer.
- Explain the difference between the two main types of diabetes and explain how diabetes is treated.
- List the types of noncommunicable diseases and identify an example of each.

Assessments

- Chapter Quiz
- Diagnostic: Sample Assessment Item
- Formative: Other written assessments
- Noncommunicable Disease Pre-Test
- Noncommunicable Unit Test
- Pre-test will assess student knowledge on noncommunicable diseases. 2.1.8.A.1-4, 2.1.8.C.1-3
- Summative: Written Test
- The students will take a unit test to assess their understanding of the unit content. 2.1.8.A.1-4, 2.1.8.B.1, 2.1.8.C.1-3, 2.1.8.D.2,4, 2.1.8.E.1-4, 2.2.8.A.1-2, 2.2.8.B.3, 2.2.8.C1-3, 2.2.8.D.1-2, 2.2.8.E.1-2
- Written quiz on noncommunicable diseases. 2.1.8.A.1-4, 2.1.8.B.1, 2.1.8.C.1-3, 2.1.8.D.2,4, 2.1.8.E.1-4, 2.2.8.A.1-2, 2.2.8.C.1-2, 2.2.8.E.1

Activities

Workbook packet fromTeen Health 2

Discovery Education-The Body's Defenses against Disease

Identify types of noncommunicable diseases.

Discuss allergies, what causes them and how we can treat them.

Review asthma and asthma attacks. Determine how they are treated and ways to manage them.

Discuss the dangers of cancers and what causes them. Explain the difference between benign and malignant tumors. Talk about the many treatments for cancer and how they differ.

Review heart disease and the fact that it is one of the major killers in today's world.

Ticket to Leave- daily

Chapter fourteen test

The Body's Defenses against 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: noncommunicable diseases, allergies, cancer, heart disease, diabete, prevention, insulin

Differentiation to Extend Learning for Gifted Students May Include:

- Tiered Activities- make a list of why its important to have a healthy heart. Students will share their reasons with the class as well as provide facts about their answers.

- 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

Science- explain how cells divide and grow. Detail the chemical make-up of some of the treatments for cancer, such as radiation and chemotherapy.

Resources

Teen Health 2- Glencoe McGraw-Hill

Discover Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=A85A7731-D297-4B74-B852-8C4EC0CDF832&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.