# Unit 7: Noncommunicable Diseases

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 30**
Length: **3 Weeks**
Status: **Published**

## Unit Overview

In this unit, the students will learn how noncommunicable diseases may result from specific lifestyle behaviors and how the body defends against them. They will examine causes, symptoms, and treatments of common noncommunicable diseases.

## Standards

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| 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.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.1 | Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. |
| 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.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. |

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| HPE.2.2.8.B.1 | Predict social situations that may require the use of decision-making skills. |
| HPE.2.2.8.B.2 | Justify when individual or collaborative decision-making is appropriate. |
| 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.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.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

- To what extent can we keep ourselves disease free?
- What is the difference between healthy and unhealthy risk?
- How do I determine whether or not a medication will be effective?

## Application of Knowledge and Skills...

## Students will know that...

- Causes of cancer.
- How allergies are diagnosed and treated.
- How lifestyle behaviors can contribute to disease.
- Substances in the environment that can cause disease.
- The different types of diabetes.
- The different types of heart disease.
- Ways to reduce the risk of developing cancer.

## Students will be able to...

- Define the two types of diabetes and their treatment.
- Describe how cancer is diagnosed and treated.
- Describe several common noncommunicable diseases and their causes.

- Detail what happens during an allergic reaction and during an asthma attack.
- Identify common types of cancer.
- List ways to treat heart and circulatory diseases.

## Assessments

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

## Activities

Workbook packet from Teen Health 3

Identify and distribute list of most common noncommunicable diseases.

Have students list symptoms of allergies.

Explain what happens during an asthma attack.

Have students record the common treatments of cancer.

Identify the different types of cancer and the frequency of occurance of each type.

Have students list behaviors that people can engage in to keep their hearts healthy.

Have the students list the difference in treatments between diabetes type one and diabetes type two.

Ticket to Leave- daily

Discovery Education Video-Cancer

Chapter nineteen 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: allergies, cancer, disease, heart disease, noncommunicable diseases, asthma, diagnosis, circulatory disease, diabetes, insulin

**Differentiation to Extend Learning for Gifted Students May Include:**

- Tiered Activities- Students will list as many symptoms of allergies as they can in a three-minute period.

- 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-** examine how cells divide and metastasize.

## Resources

Teen Health 3- Glencoe/McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=6CAE393A-3C06-4FD8-BCE1-4FDF3CBAE36D&blnFromSearch=1&productcode=US

## 21st Century Skills

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| 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. |