Unit 6: Communicable Diseases

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 26**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The students will learn how communicable diseases are spread and how the body defends against them. They will examine causes, symptoms and treatments of common diseases and STI's. Students will examine public health efforts to prevent and control diseases. Relative to the impact of peer pressure in situations related to the spread of diseases, refusal, negotiation, and assertiveness skills will be reinforced.

Standards

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.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.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.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 communicable diseases.
- That honesty and a sound relationship with a parent/trusted adult is critical to helping adolescents stay healthy.
- That some methods of birth control also help to protect against STIs.
- The body's defenses against pathogens.
- The definition, causes, and spread of HIV.
- What causes colds and how they can be treated.
- Why abstinence is the most effective way to avoid STIs.

Students will be able to...

- Describe how HIV can and cannot be spread.
- Detail the symptoms of some communicable diseases.
- Explain how STIs can be treated.
- Identify the consequences of untreated STIs.
- Identify the types of organisms that cause diseases.
- Name the body's first line of defense against pathogens.

Assessments

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

Activities

Workbook packet from Teen Health 3

Have students identify causes of communicable diseases and their prominent geographical locations.

Identify and list ways that pathogens can be spread.

Describe how the body defends against pathogens. Determine how the immune system responds to invaders.

Have students identify common communicable diseases and their symptoms.

Review sexually transmitted infections and how they can affect one's health.

Describe the HIV/AIDS disease in detail and explain how it is spread. Describe how to prevent the spread of

this disease.

Ticket to Leave- daily

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

Chapter eighteen 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: communicable disease, pathogens, STIs (Sexually Transmitted Infections), birth control, symptom

Differentiation to Extend Learning for Gifted Students May Include:

- Enrichment- challenge essay on summative assessment
- Exit Questions- tiered according to student abilities.
- Tiered Activities- Students will work in groups to prepare and perform skits in which they demonstrate responsible behavior and effective communication skills. They may use note cards to help perform the skit. The students will evaluate the skits.

Integrated/Cross-Disciplinary Instruction

Social Studies- Examine the AIDS outbreak and identify where it remains a major problem today.

Resources

Teen Health 3- 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.