Unit 09: Preventing Disease

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the well-being of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well-being and success.

Students will learn and understand that physical activity and fitness benefits all aspects of health. Students will learn about the various activities and exercises that can help increase and maintain overall health. Students will also learn the importance of taking safety precautions when engaging in physical activity. Students will participate in various activities which will allow them to learn and apply knowledge of physical activity to personal life.

Revision Date: July 2020

Standards

2.1 Mental Health: Emotional and Social Wellness

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

Responsible actions regarding behavior can impact the development and health of oneself and others.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

There are factors that contribute to making healthy decisions about sex.

- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including

HIV).

Community Health Services and Support

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

Physical Fitness

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

Lifelong Fitness

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.

2.3 Safety

Personal Safety

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations

Health Conditions, Diseases and Medicines

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

- 2.3.8.HCDM.6: Explain how the immune system fights disease.

- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Interdisciplinary connections across content areas

LA.WHST.6-8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

LA.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Inclusion of the Career Ready Practice Standards

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

Integration of 21st Century Skills through NJSLS 9

CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards through the NJSLS

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Transfer

Essential Questions

In what ways can you protect yourself from diseases through daily health habits?

What signs or symptoms are cause for concern for some common diseases?

How does heredity affect a persons' susceptibility for certain diseases?

Essential Understandings

communicable diseases can be spread, while non-communicable diseases cannot.

some diseases are hereditary.

are effective ways to protect themselves against disease

there are major differences between HIV and AIDS.

not all diseases can be cured.

Students Will Know

types of communicable and non-communicable diseases.

how germs and pathogens are spread.

how to effectively protect themselves from diseases.

Students Will Be Skilled At

Students will know the following key terms and concepts, including: communicable, non-communicable, disease, pathogen, virus, germs, bacteria, protozoa, fungi, sexually transmitted disease, immune system, antibodies, vaccine, HIV/ AIDS, blood cells, cancer, tumor, allergy, asthma, diabetes, insulin.

Evidence/Performance Tasks

When taking a Physical Education or Health course, students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

- participate in every class activity designed to enhance student knowledge of personal health.
- act respectfully and follow the rules.
- complete homework, group work, quizzes, tests, and projects that will evaluate understanding of proper ways to maintain personal hygiene, and what to look for when choosing personal hygiene products.
- apply knowledge of the importance of personal health and hygiene to one's own personal life.
- develop personal health goals to improve one's personal health and hygiene.
- answer the essential questions.

Learning Plan

- Introduce the unit: personal health
- Discuss key terms and concepts such as: hygiene, plaque, sunscreen, acne, dandruff, astigmatism, prescription, over the counter medication, side effects, tolerance, drug misuse.
- Apply knowledge of personal health and hygiene to personal life.
- Review all material covered as it pertains to personal health and hygiene.
- Assess understanding through class participation, class work, projects, group work, quizzes and tests that assess knowledge of the importance of maintaining personal health and hygiene.

Materials

Google classroom/ technology access

Projector

Construction paper

Markers

Course videos

Handouts

Associated web content and media sources are infused into the unit as applicable and available

In addition the materials above, the link connects to district approved textbooks and resources utilized in this course

CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environment.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1JN3XzsuRVs09JoqKayEQYWUZt4rJdwqQ3rQI5jqs5C4/edit?usp=sharing