Unit 10: Communicable 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 common communicable disease, how they are obtained and spread, and how they can be prevented. Students will also learn how communicable diseases affect the body systems. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Standards

By the end of Grade 8:

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.

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

2.2 Physical Wellness

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..

2.3 Safety

Personal Safety

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

What types of daily habits can be effective in helping you protect yourself against disease?

- Are there patterns of behavior exhibited by those who often have communicable diseases?
- Do daily health habits or regular access to doctors play a more important role in staying disease free?

Essential Understandings

• communicable diseases can be spread.	.
• there are ways to prevent communicable diseases.	.
• sexually transmitted diseases can be avoided through abstinence.	.
• HIV and AIDS are currently incurable	.

Students Will Know

• what causes communicable diseases.

• • the functions of the immune system.
• • the role antibodies play in the immune system.
• • how to protect the immune system.
• • common sexually transmitted diseases, as well as their signs and symptoms.
• • how to protect yourself from STDs (sexually transmitted diseases).
• • the difference between HIV and AIDS.

Students Will Be Skilled At

key terms and concepts, including: disease, communicable, germs, pathogens, infection, viruses, bacteria, fungi, protozoa, immune system, inflammation, lymphatic system, antigens, antibodies, immunity, vaccine, influenza, mononucleosis, hepatitis, tuberculosis, pneumonia, strep throat, hygiene, sexually transmitted diseases, chlamydia, genital warts, genital herpes, gonorrhea, syphilis, hepatitis b, HIV (human immunodeficiency virus), AIDS (acquired immune deficiency syndrome).

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.

• • follow all class rules and regulations.	.
• • complete a diagram on the functions of the immune system.	.
• • participate in group work to identify ways to protect the immune system.	.
• • research and indentify the different sexually transmitted diseases.	.
• • complete a written assessment on communicable diseases, the immune system, sexually transmitted diseases, HIV/AIDS.	.
• • answer the essential questions.	.

Learning Plan

• • Preview the essential questions and connect to learning throughout the unit.
• • Introduce communicable diseases highlighting topics such as the immune system, different communicable diseases, ways to protect your body against disease, sexually transmitted diseases, and HIV/AIDS.
• • Discuss key terms and concepts including: disease, communicable, germs, pathogens, infection, viruses, bacteria, fungi, protozoa, immune system, inflammation, lymphatic system, antigens, antibodies, immunity, vaccine, influenza, mononucleosis, hepatitis, tuberculosis, pneumonia, strep throat, hygiene, sexually transmitted diseases, chlamydia, genital warts, genital herpes, gonorrhea, syphilis, hepatitis b, HIV, AIDS.
• • Complete a diagram of the immune system and its functions.
• • Research and identify the different sexually transmitted diseases.
• • Facilitate group work to discuss ways to protect the body against diseases.
• • Complete a written assessment on communicable diseases, the immune system, sexually transmitted diseases, HIV/AIDS.

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=s

haring