Unit 11: Non-Communicable Diseases

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.

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Students will learn and understand about non-communicable diseases, such as allergies, asthma, heart disease, cancer, diabetes, and arthritis. Students will learn the signs, symptoms, and treatments for a variety of non-communicable diseases. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Revision Date: July 2020

Essential Questions

- Is fear or anxiety of non-communicable diseases more dangerous to an individual's health than many diseases themselves?
- Can heredity effectively guarantee an individual will be susceptible or immune to non- communicable diseases

Essential Understandings

- non-communicable diseases cannot be spread from person to person.
- non-communicable diseases can be inherited.

- there are ways to manage and treat non-communicable diseases such as asthma, allergies, arthritis, and diabetes.
- there is a difference between type I and type II diabetes.

Students Will Know

- key terms and concepts, including: non-communicable disease, chronic, allergy, allergen, pollen, histamines, antihistamines, asthma, heart attack, hypertension, stroke, angioplasty, cancer, tumor, carcinogen, biopsy, radiation therapy, chemotherapy, diabetes, insulin, arthritis, remission, recurrence, type I diabetes, type II diabetes, hives, inhaler.
- the causes of common non-communicable diseases.
- how to prevent and treat non-communicable diseases.
- what to do during an asthma attack.
- the difference between Type I and Type II diabetes

Students Will Be Skilled At

- ways to manage allergies, asthma, diabetes, and arthritis.

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.

- engage in group work to strategize ways to reduce the risk of contracting non-communicable diseases.
- compare and contrast the differences between some common communicable and non-communicable diseases.

- complete a written assessment on some common non-communicable diseases, prevention methods, and treatments for non-communicable diseases.
- follow all class rules and regulations.
- answer the essential questions.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Introduce the non-communicable diseases unit, including topics on the different non-communicable diseases, along with prevention and treatment methods
- Discuss key terms and concepts, including: non-communicable disease, chronic, allergy, allergen, pollen, histamines, antihistamines, asthma, heart attack, hypertension, stroke, angioplasty, cancer, tumor, carcinogen, biopsy, radiation therapy, chemotherapy, diabetes, insulin, arthritis, remission, recurrence, type I diabetes, type II diabetes, hives, inhaler
- Identify common non-communicable diseases and their signs, symptoms, and treatment options available
- Strategize ways to prevent non-communicable diseases
- Compare and contrast the differences between some common communicable and non-communicable diseases
- Complete a written assessment on some common non-communicable diseases, prevention methods, and treatments for non-communicable diseases

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.

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.

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).

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).

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.

Suggested Strategies for Modifications

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