Grade 7 Health Unit 3: Communicable and Non-Communicable Diseases

Content Area: **Health & PE**
Course(s):
Time Period: **MP3**
Length: **3 Weeks**
Status: **Published**

Rationale and Transfer Goals

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

Enduring Understandings

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.

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

Essential Questions

- What are the causes of various non-communicable diseases?
- How can we prevent being diagnosed with a communicable diseases?
- What are the causes of various communicable diseases?
- How can we prevent being diagnosed with a non-communicable diseases?
- Which non-communicable diseases cannot be prevented?

Content - What will students know?

- What are communicable diseases
- What is the immune system
- Common Communicable diseases
- Allergies and Asthma
- Heart Disease
- Cancer
- Diabetes and Arthritis

Skills - What will students be able to do?

- How to identify the types of germs that cause disease
- How to describe what an infection is and explain how germs spread
- How to describe the immune system
- Why communicable disease are easily spread
- Explain how antibodies protect the body
- Describe how the body develops immunity to a disease
- Distinguish between a cold and the flu
- Identify common communicable diseases
- Identify types of noncommunicable diseases
- Describe allergies
- Identify types of heart disease
- How to reduce the risk for heart disease
- How are strokes and hypertension related
- Identify what cancer is
- How to treat cancer
- How to reduce chances of developing cancer

Activities - How will we teach the content and skills?

Participation

- class/group/partner discussions
- class/group/partner activities

-Projects

- class/group/partner technology projects
- class/group/partner presentations
- class/group/partner technology presentations

-Notebook

- journal entries
- vocabulary words

-Classwork/Homework

- class/group/partner discussions
- class/group/partner activities
- class/group/partner projects

- class/group/partner presentations
- class/group/partner technology presentations
- worksheets

Tests/Quizzes

- lesson quizzes
- chapter tests

Evidence/Assessments - How will we know what students have learned?

Summative

Completion of final unit writing assignments and written test

Homework

Notebook

Participation

Formative

Skills content sheets, including pre-tests, to drive formative grouping in Instructional Workshop

Station evaluation within Instructional Workshop

Participation

- Students will be expected to participate in daily class discussions.

Notebook

- Students will be graded based on the presence of the required notes.

Classwork/Homework

- Students will be graded based on the completion of their classwork and homework.

Tests/Quizzes

Students will be graded on one test for each chapter of the unit and one quiz for each lesson of a chapter.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Why communicable disease are easily spread	• What effect can a person's community have on the potential for communicable diseases to spread?	• Class/group/partner discussions Class/group/partner projects

Key Resources

Teen Health, Teacher Wraparound Edition, Course 2, pgs 400 - 417

21st Century Life and Careers

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections/Companion Standards

Science

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

MS-LS1-5 . Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

- Connections to health processes associated with physiology and anatomy
- Basic understanding of communicability of diseases in discussion of wellness

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Students practice writing and reading in the content area

Social Studies

6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.

discussion of community and culture as a role in an individual's fitness level, discussion of community resources related to personal wellness