

03_Unit 3_Health Conditions, Diseases, and Medicine

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **1 week (5 lessons)**
Status: **Published**

General Overview, Course Description or Course Philosophy

Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the eighth grade curriculum the students will focus on "Personal Growth and Development", "Personal Safety", "Social Health", "Sexual Health", "Pregnancy and Parenting", "Health Conditions, Diseases and Medicine", and "Community Health Services and Support".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Questions:

- What is the biology of various tick species?
- What diseases are transmitted by ticks?
- What preventative measures can one take and what protection can be utilized for the prevention of tick bites?

Enduring Understandings:

- In the United States and nearly 5,900 cases of Lyme disease were reported in 2022.
- Ticks live in/near grassy or wooded areas. Stay on trails and cleared land in the sun.
- Symptoms of Lyme Disease and other Tickborne illnesses include: skin rash, flu-like symptoms, fever, fatigue, stiff neck, joint pain, muscle aches, tiredness, and dizziness.

CONTENT AREA STANDARDS

HE.6-8.2.3.8.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.

HE.6-8.2.3.8.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.
HE.6-8.2.3.8.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).
HE.6-8.2.3.8.HCDM.6	Explain how the immune system fights disease.
HE.6-8.2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- communicable disease are caused by germs.
- there are four types of germs or pathogens that may contribute to poor health: viruses, bacteria, fungi and protozoa.
- pathogens can spread through direct contact, indirect contact, contact with animals or insects, and/or contaminated food or water.
- practicing certain healthy behaviors can stop the spread of pathogens (i.e. washing your hands, not sharing hygiene items, staying home if you are sick, following the directions of any medication).
- skin, tears, saliva, mucous membranes, and stomach acid are five major barriers our immune system has to defend itself from pathogens.
- nonspecific immune response occurs when a pathogen gets past the five major barriers of our immune system (i.e. inflammation, fever).

- the specific immune response occurs and attacks the pathogen that got past the nonspecific immune response (i.e. lymphatic system, antibodies, B and T cells).
- immunity is the ability to resist the pathogens that cause a particular disease.
- noncommunicable diseases cannot be spread from one person to another.
- noncommunicable diseases may be present at birth while others may be caused by lifestyle choice.
- hereditary is the passing of traits from parents to their biological children.
- certain lifestyle choices may help to reduce the risk of developing diseases or illness (i.e. eating healthy food, staying active, maintaining a healthy weight, getting enough sleep, managing stress and avoiding substances that may be harmful to the body).

Procedural Knowledge

Students will be able to:

Justify the importance of healthy habits that can help to prevent the spreading of disease and illness.

- define communicable disease.
- list the four types of pathogens.
- explain how pathogens may spread.
- defend the importance of good personal hygiene in protecting oneself from disease and illness.

Explain how the immune system works and helps to keep us healthy.

- list the five major barriers between you and pathogens.
- describe a nonspecific immune response and a specific immune response.
- define immunity.
- explain how one's immune system fights disease.

Determine the role of hereditary in developing certain diseases and illness.

Describe lifestyle choices or behaviors that may help a person to live a healthier life.

- define hereditary.
- define noncommunicable diseases.
- list and describe lifestyle choices that may help reduce the risk of developing certain diseases.

EVIDENCE OF LEARNING

Formative Assessments

Questions that may be addressed but not limited to are:

Why is personal hygiene and healthful behaviors important in preventing disease and illness?

What is our immune system and how does it work?

What role do genetics play in our health?

What are health-enhancing behaviors that we can use to live a healthier life?

Other resources:

- observation
- one-on-one conferences
- questioning
- graphic organizers
- anecdotal notes
- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

Why is personal hygiene and healthful behaviors important in preventing disease and illness?

What is our immune system and how does it work?

What role do genetics play in our health?

What are health-enhancing behaviors that we can use to live a healthier life?

Other resources:

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Health Textbook - Bronson, Mary H. et al. *teen health*. Columbus: McGraw-Hill Education; 2014.

[CDC-Tickborne Diseases](#)

[Tick Safety Handout](#)

[Tick Toolkit](#)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - categorizing, statistics, computations

Visual and Performing Arts - debate, presentations

Science - biology (pathogens, disease, medicine)

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.