

01_Unit 1: Health Conditions, Diseases, and Medicine

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Full Year**
Length: **On-going**
Status: **Published**

General Overview, Course Description or Course Philosophy

Health 4

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 fourth grade curriculum the students will focus on "Health Conditions, Diseases, and Medicine", "Emotional Health", "Personal Safety", and "Alcohol, Tobacco and Other Drugs".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit Summary:

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Essential Question(s):

- How can I lead a healthy life?
- 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 Understanding(s):

- There are actions that individuals can take to help prevent diseases and stay healthy.
- Ticks are found on many different animals: deer, mice, birds, squirrels, dogs, cats, etc.
- Ticks can make us sick which is why they are dangerous.
- Preventative measures can be taken to decrease risk of being bitten, such as: Dressing appropriately (light-colored clothing and tucked in pants), Playing in the sun and away from brushy areas, Wearing insect repellent, Showering right away, Drying clothes in high heat.

CONTENT AREA STANDARDS

HE.3-5.2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
HE.3-5.2.3.5.HCDM.2	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).
HE.3-5.2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

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

LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- A disease is a change in a living body (as of a person or plant) that prevents it from functioning normally.
- Some diseases are caused by germs.
- Diseases may keep the human body from working properly.
- Our immune system helps to fight the germs that make us sick.
- Skin, tears, saliva, mucous membranes, and stomach acid are five major barriers our immune system has to defend itself from germs.
- Communicable diseases are those diseases that are passed from one person to another.
- Infectious is the passing from one to another in the form of a germ.
- Hygiene is the practice of keeping clean to stay healthy and prevent disease.
- Practicing certain healthy behaviors can stop the spread of germs and reduce the risk of developing diseases or illness.
- Washing your hands, not sharing hygiene items, staying home if you are sick, following the directions of any medication, eating healthy food, staying active, maintaining a healthy weight, getting enough sleep, managing stress and avoiding substances that may be harmful to the body are all ways that can help you to stay healthy.
- Noncommunicable diseases are those diseases that do not pass from person to person (e.g. mental health, Lyme's disease).
- One bacteria (type of germ) can be spread to humans via an infected black-legged tick.
- Checking your body for ticks after being outdoors is one way to prevent Lyme's disease.
- Mental health is an important part of overall health and well-being.
- Your mental health may impact your sleeping habits and may make it more difficult to take care of yourself.
- Healthy behaviors like exercising, talking to family and friends, and mindfulness may help to prevent or manage mental health.

Procedural Knowledge

Students will be able to:

- Define disease, immune system, communicable disease, infectious, hygiene
- Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- Describe how to prevent the spread of communicable and infection diseases and conditions.
- Examine how mental health can impact one's wellness.

EVIDENCE OF LEARNING

Formative Assessments

For this unit, formative assessments can/will include:

- observation
- one-on-one
- questioning
- graphic organizers/worksheet
- anecdotal notes

Summative Assessments

For this unit, summative assessments can/will include:

- graphic organizers/worksheet
- homework
- tests/quizzes
- culminating alternative activity

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

[CDC-Tickborne Diseases](#)

[Tick Safety Handout](#)

[Tick Toolkit](#)

<https://www.cdc.gov/>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, reading and comprehension

Technology/Multi-Media - Audio/visual media analysis

Math - proportions

Visual and Performing Arts - debate

Social Studies - Civics, community

Science - pathogens, immune system

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.