

El Paso ISD	Health	Grade Level: 8	Unit 3: Diseases and Disorders	Three Day Unit
			<p>Chapter 17: Communicable Diseases</p> <p><i>*Check EPISD website for approved list of guest speakers</i></p>	
<p>Academic Vocabulary: <i>Chapter 17: B cells, communicable, viruses, bacteria, T cells, pathogens, inflammation, immunity, fungi</i></p>				
<p>Guiding Questions</p> <p>1. How are diseases passed to others and how can we prevent their spread?</p> <p>2. What are some of the ways the body protects itself from diseases?</p> <p>3. What are STD's?</p> <p>4. Name 3 STD's and list a fact related for each one.</p>			<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. Diseases are passed to others by pathogens entering the body and an infection can result. Preventing the spread of disease involves good personal hygiene, and that starts with hand washing. 2. Your body protects itself is by the body's defenses. Your first line of defense is your skin and body fluids. When pathogens get passed your first line of defense, then your body's main line of defense is activated, which is your immune system (a combination of body defenses made up of cells, tissues, and organs that fight off pathogens and disease). 3. STD's are infections spread from person to person through sexual contact. 4. Three STD's include: <ul style="list-style-type: none"> • Chlamydia: a bacterial infection that can cause burning during urination. • Genital warts: viral; can cause cancer to the reproductive systems • Pelvic Inflammatory Disease: bacterial infection that causes foul smelling discharge, sterility, heavy periods. 	

WRITTEN	TAUGHT	TESTED
<p>TEKS</p> <p><u>Chapter 17</u></p> <p>115.23</p> <p>2E. Examine physical and emotional development during adolescence.</p> <p>3C. Distinguish risk factors associated with communicable and noncommunicable diseases.</p> <p>3D. Summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases .</p> <p>5D. Identify information relating to abstinence.</p> <p>5E. Analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.</p> <p>5F. Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.</p> <p>11C. Describe strategies to show respect for individual differences including age differences.</p>	<p>Chapter at a Glance</p> <p><u>Chapter 17</u></p> <p>Vocabulary Activities</p> <p>*Interactive notebooks: <i>Using a spiral notebook, have students write the vocabulary words on the left page. Draw a picture of the word with an explanation of what they think the word means. On the right page, have the students write the textbook definition.</i></p> <p>*Foldable: <i>See beginning of chapter for foldable activity ideas.</i></p> <p>*Word wall: <i>Have vocabulary on wall for student reference.</i></p> <p>Textbook Activities (Whole Group/Small Group Reading and Discussion)</p> <p>Lesson 1: Preventing the Spread of Disease (pp446-449) Discuss what communicable diseases are. Identify the causes of them. Identify the different types of pathogens and how they are spread. Identify ways to prevent the spread of disease.</p>	<p>Assessment(s)</p> <p><u>Chapter 17</u></p> <p><u>Textbook Assessment</u> Reviewing Vocabulary and Concepts 1-18 (p 472-473)</p> <p><u>Optional Assessment</u> Test over Facts About Common STD’s (p462)</p> <ul style="list-style-type: none"> • Communicable Diseases Foldable (p. 445) Have the students do the foldable described on p. 445 using the information in the text. Have the students include pathogens and diseases, the types of pathogens, how pathogens are spread, and preventing the spread of disease. • Hand on Health: Habits for Health (p.448) Have the students answer each of the statements about their habits on a sheet of paper. Have the students figure out

	<p>Lesson 2: The Body’s Defenses Against Infection (pp450-453) Discuss the body’s defenses against infection. Identify what the main line of defense is and how the body responds to infection. Discuss how the lymphatic and immune system respond. Discuss the importance of vaccinations.</p> <p>Lesson 3: Communicable Diseases (pp454-457) Discuss what communicable diseases are. Identify the different types of communicable diseases. Identify some good health habits.</p> <p>Lesson 4: Sexually Transmitted Diseases (pp458-463) Discuss what STDs are. Identify the different types of STDs and how they affect the body. Discuss the importance of practicing abstinence.</p>	<p>their score after they have answered them.</p> <ul style="list-style-type: none"> • Reviewing Terms and Facts 1-4 (p. 449) • Reviewing Terms and Facts 1-4 (p.453) • Compare & Contrast Ven Diagram or chart (p.454 & 455) Have the students choose two different common diseases and identify what they have in common. Identify how they are different. • Reviewing Terms and Facts 1-4 (p.457) • STDs Foldable Have the students make a foldable like the one described on p.415. Have them use the information on the facts about common STDs. • Health Skills Activity (textbook) Communication Skills (p 460) With a partner, through discussion and role-playing students can analyze the importance of abstinence from sexual activity.
--	--	--

	<p>Additional Resources Chapter 17</p> <p><u>Building Health Skills (textbook)</u> Protecting Yourself and Others (p 470-471) <i>After completing the lesson, students will be able to demonstrate ways to prevent the spread of communicable diseases.</i></p> <hr/> <p>Health Curriculum Supplies</p> <p>STD Folding Display Activity Wheel of Choices Game</p>	<ul style="list-style-type: none"> • Reviewing Terms and Facts 1-4 (p. 463)
<p>English Language Proficiency Standards</p> <p><i>“In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffold) commensurate with the student’s level of English language proficiency.”</i></p> <p>Chapter 74.4 English Language Proficiency Standards</p>	<p>Refer to English Language Proficiency Standards (ELPS) Implementation Guide</p>	