

El Paso ISD	Health	Grade Level: H.S.	Unit 8: Diseases and Disorders	Two Week Unit
			<p>Chapter 24: Communicable Diseases</p> <p>Chapter 25: Sexually Transmitted Infections and HIV/AIDS</p> <p>Chapter 26: Noncommunicable Diseases and Disabilities</p>	
<p>Academic Vocabulary:</p> <p><i>Communicable Diseases: pathogen, toxin, viruses, vector, bacteria, communicable disease, antibody, immune system, inflammatory response, phagocyte, antigen, immunity, lymphocyte, vaccine, emerging infection, pneumonia, jaundice</i></p> <p><i>STIs, HIV, and AIDS: abstinence, epidemic, sexually transmitted disease (STD), sexually transmitted infection (STI), Chlamydia, genital herpes, gonorrhea, syphilis, trichomoniasis, human papillomavirus (HPV), HIV, AIDS, opportunistic infections, EIA, Western blot, pandemic, asymptomatic stage, symptomatic stage</i></p> <p><i>Noncommunicable Diseases: angina pectoris, atherosclerosis, arrhythmias, cardiovascular disease, hypertension, noncommunicable disease, benign, biopsy, cancer, carcinogen, malignant, metastasis, remission, tumor, allergy, autoimmune disease, arthritis, asthma, diabetes, histamines, osteoarthritis, rheumatoid arthritis, Americans with Disabilities Act, disability, mental retardation, profound deafness</i></p>				
<p>Guiding Questions Chapter 24</p> <ol style="list-style-type: none"> How do pathogens spread when a person sneezes? How do mucous membranes help fight pathogens? Explain how technology, such as the development of vaccines, has impacted the health status of individuals, families, communities, and the world in the prevention of communicable diseases. With what do the air sacs in the lungs fill in a person infected with pneumonia? 			<p>Enduring Understandings Chapter 24</p> <ol style="list-style-type: none"> Ways pathogens can spread by sneezing: <ul style="list-style-type: none"> *pathogens in saliva or mucus can be directly deposited into another person's eyes, nose, or mouth *saliva or mucus can evaporate, and the pathogen can be carried in the air They trap pathogens and carry them to areas of the body where they can be disposed of. Technology impact of development of vaccines: <ul style="list-style-type: none"> *vaccines have reduced disabilities, illnesses, and deaths from communicable diseases worldwide *improved quality of life *increased the average life span Pus and other liquids 	

5. Identify three emerging infections.

Chapter 25

1. Why are STDs in the United States considered a hidden epidemic?
2. Which STDs stay in the body for life?
3. Why is early treatment of STDs important?
4. List and describe the stages of HIV infection.
5. What is the only method that is 100 percent effective in preventing STDs?

5. Emerging infections:
- *malaria
 - *tuberculosis
 - *some strains of strep
 - *Dengue fever
 - *smallpox
 - *anthrax
 - *West Nile encephalitis
 - *Lyme disease
 - * Ebola

Chapter 25

1. Some people are asymptomatic or afraid to seek treatment; so many cases go undiagnosed or unreported.
2. STDs that stay in the body for life:
 - *genital herpes
 - *HIV
 - *HPV
 - *HBV
3. Early treatment can help avoid the more serious effects of some STDs and prevent the disease from spreading.
4. Stages of HIV infection:
 - *Early infection-fever, rash, headaches, body aches, swollen glands develop three to six weeks after infection and disappear within a week to a month.
 - *Asymptomatic HIV infection- no symptoms, but HIV continues to invade and destroy cells of the immune system.
 - *Symptomatic HIV infection- swollen glands, weight loss, yeast infections; immune system is no longer able to fight off other diseases.
 - *AIDS- presence of HIV along with badly damaged immune system or opportunistic infections indicate full blown AIDS. (T cells are low)
5. Abstinence from sexual activity or other high-risk behaviors, including the use of alcohol and other drugs.

<p>Chapter 26</p> <ol style="list-style-type: none"> 1. How does plaque affect arteries? 2. What are the warning signs of a heart attack? 3. How does a high-fat diet increase the risk of cancer? 4. How does an autoimmune disease harm the body? 5. Why is hypertension considered a “silent killer?” 		<p>Chapter 26</p> <ol style="list-style-type: none"> 1. Plaques can build up on the arterial walls, causing them to thicken and lose their elasticity. 2. Warning signs of a heart attack: <ul style="list-style-type: none"> *feeling pressure, fullness, squeezing, or aching in the chest *discomfort spreading to the arms, neck, jaw, upper abdomen, and back *shortness of breath, light-headed, cold sweats, nausea, and vomiting 3. High fat diet increases cancer risk: <ul style="list-style-type: none"> * fats make colon cells more susceptible to carcinogens * colon cells divide more rapidly if the diet is high in fat; increasing chances that abnormal cells will form. 4. The immune system mistakenly attacks itself; targeting the cells, tissues, and organs of the person’s own body. 5. Hypertension often has no symptoms. 	
		TAUGHT	TESTED
<p>TEKS</p> <p>115.32</p> <p>Chapter 24</p> <p>2A. Analyze the relationship between health promotion and disease prevention.</p> <p>2C. Identify, describe, and assess available health-related issues including those related to disease prevention.</p> <p>2D. Develop and analyze strategies related to the prevention of communicable and non-</p>	<p>Glencoe Health I Course</p> <p>Chapters 24-26</p> <p><u>Individual Activities</u></p> <ul style="list-style-type: none"> • <u>Interactive Notebooks</u> –<i>Using a spiral notebook, 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 side, students write the textbook definition.</i> • <u>Foldables</u>- <i>See beginning of Chapter for foldable activity ideas.</i> 		<p>Assessment(s)</p> <p>Chapter 24 Assessments</p> <p>Lesson 1 Review p. 626 Lesson 2 Review p. 634 Lesson 3 Review p. 641 Chapter 24 Review p.644-645 Chapter 24 Test</p>

<p>communicable diseases.</p> <p>4B. Explain how technology has impacted the health status of individuals, families, communities, and the world.</p> <p>Chapter 25</p> <p>2B. Analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention.</p> <p>2D. Develop and analyze strategies related to the prevention of communicable and non-communicable diseases.</p> <p>4B. Explain how technology has impacted the health status of individuals, families, communities, and the world.</p> <p>6B. Relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care.</p> <p>7G. Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations, such as sexual abstinence.</p> <p>7H. Analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually transmitted diseases.</p> <p>7L. Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of</p>	<ul style="list-style-type: none"> • <u>Word Wall</u>- Have vocabulary words on wall for student reference. • <u>Private Health Journals</u>- Students are able to write down their personal thoughts and feelings about a certain topic being discussed. • <u>Quick Starts</u>- See beginning of each section for ideas. <p><u>Cooperative Learning Activities</u></p> <ul style="list-style-type: none"> • Have students produce a diagram that illustrates the action of lymphocytes, including the roles of both T cells and B cells, in fighting off pathogens. Pass the drawings around the class and give feedback to one another. (Ch. 24) • Students are to make a list of all the diseases that have vaccines. Include ages at which they should be administered and how often. (Ch. 24) • Ask students to form debate groups and debate whether tests for STDs should be required during all physical examinations by a physician. (Ch. 25) • Have students work in groups to investigate and analyze the effectiveness or ineffectiveness of barrier protection and other contraceptive methods including the prevention of HIV and sexually transmitted diseases. (Ch. 25) 	<p>Chapter 25 Assessments</p> <p>Lesson 1 Review p. 651 Lesson 2 Review p. 657 Lesson 3 Review p. 661 Lesson 4 Review p. 667 Chapter 25 Review p. 670-671 Chapter 25 Test</p> <p>Chapter 26 Assessments</p> <p>Lesson 1 Review p. 680 Lesson 2 Review p. 687 Lesson 3 Review p. 694 Lesson 4 Review p. 699 Chapter 26 Review p. 702-703 Chapter 26 Test</p>
---	---	---

<p>HIV or acquired deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.</p> <p>14C. Communicate the importance of practicing abstinence.</p> <p>Chapter 26</p> <p>2B. Analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention.</p> <p>2D. Develop and analyze strategies related to the prevention of communicable and non-communicable diseases.</p> <p>4B. Explain how technology has impacted the health status of individuals, families, communities, and the world.</p> <p>6B. Relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care.</p>	<ul style="list-style-type: none"> • <i>Have students meet in gym and practice taking their target heart rate. Calculate their heart ranges while sitting in class and then during intervals throughout the day. Graph your results. (Ch. 26)</i> • <i>Have students make a chart of the common types of arthritis, ways to reduce the risk of developing arthritis and the treatment for each type. (Ch. 26)</i> <p><u>Technology Activities</u></p> <ul style="list-style-type: none"> • <i>Ask students to use classroom and library resources to research some of the bacteria that exist within the body and their functions. (Ch. 24)</i> • <i>Gather information about health clinics and other public sites where free or low-cost flu vaccinations are offered. Prepare flyers with up to date information on dates, times, and locations for vaccination opportunities and distribute to class. (Ch. 24)</i> • <i>Research the effects off STDs on an unborn child. Contact the March of Dimes for more information related to birth defects and other conditions related to STDs and newborns. (Ch. 25)</i> • <i>Gather information about HIV/AIDS in the United States and one other country of students' choice. Collect information on how HIV is affecting family and social structures and the primary ways HIV is spread in both countries. Share with class. (Ch. 25)</i> • <i>Instruct students to research changes in the leading causes of death in the United States</i> 	
---	--	--

	<p>since 1900. Ask them to explain how the increases in life expectancy and technological advances have resulted in the decrease in communicable diseases and the increase in noncommunicable diseases. (Ch. 26)</p> <ul style="list-style-type: none"> Using classroom and library resources to find answers to the following questions: What factors influence the total amount of UV radiation that reaches earth at any given time? During which hours of the day should you try to avoid being in the sun? Which states have the highest incidences of skin cancer? The lowest? Share findings with class. (Ch. 26) 	
<p>English Language Proficiency Standards <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> Chapter 74.4 English Language Proficiency Standards</p>		<p>Refer to <i>English Language Proficiency Standards (ELPS) Implementation Guide</i></p>