



Thanks
for
Previewing!

Diseases Unit: 10 Lessons



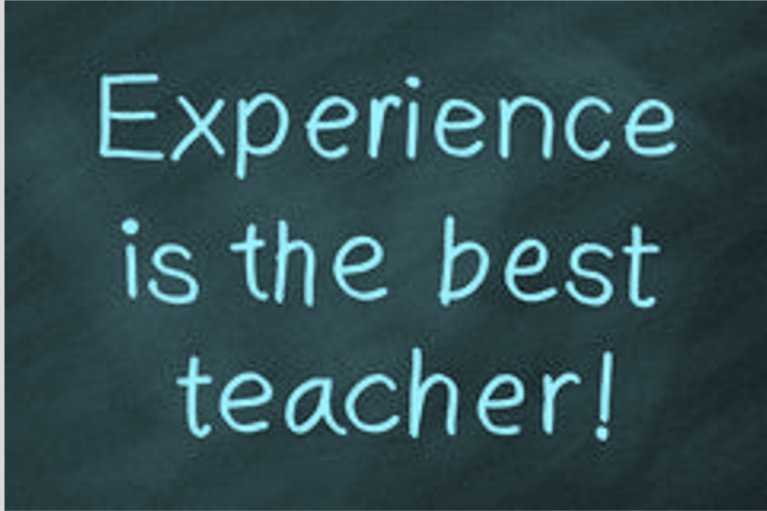
**ALSO ON
GOOGLE
DRIVE!**

Types of Diseases, "Communicable Diseases Card Game," Pathogens, "Non-Communicable Diseases Card Game," Transmission, Symptoms, Prevention, Treatment, CANCER, Screening...



This Program's Creator is a Qualified Teacher

- ◆ I am a National Board Certified Teacher with a Masters of Education Degree and I have 19 years of experience teaching Health.



Experience
is the best
teacher!

- ◆ Lessons were created, taught, revised, updated, and perfected according to trial and error, students' responses, and collected data!

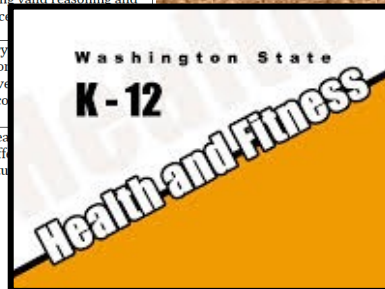
THE PROGRAM MEETS HEALTH STANDARDS:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards

<https://learning.ccsso.org/common-core-state-standards-initiative>

	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to convey complex ideas and information accurately through the effective organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies,</i>	Write narratives to develop real experiences or events using effective chosen details and well-structured



REAL TEACHERS' REVIEWS ENDORSE THIS PROGRAM:

- ❖ *"I love this no prep purchase."*
- ❖ *"This purchase was a TRUE life saver and it is very versatile."*
- ❖ *"Comprehensive!"*
- ❖ *"Saved me so much time and planning throughout distance learning!"*
- ❖ *"Absolute lifesaver!"*



HERE ARE EXAMPLES OF THIS UNIT:



Diseases Unit -2 weeks-



< > High School Diseases	
Name	
 01Diseases Teacher Directions.docx	
 01Diseases Teacher Directions.pdf	
 02Diseases PowerPoint.pdf	
>  03Extra Large Docs	
 04Learning Targets.pdf	
 05Standards and Google Info.pdf	
 06Diseases Unit Updates for Previous Buyers.pdf	
 07Generic Worksheets Teens.pptx	

< > 03Extra Large Docs	
Name	
 Art Project Rubric.docx	
 Art Project Rubric.pdf	
 Barriers to Fitness.docx	
 Barriers to Fitness.pdf	
 CANCER Interactive.docx	
 CANCER Interactive.pdf	
>  Comm Diseases Card Game	
 Comm Diseases Chart Key.docx	
 Comm Diseases Chart Key.pdf	
 Comm Diseases Chart.docx	
 Comm Diseases Chart.pdf	
 Communicable Diseases Cut Out.pdf	
 Communicable Diseases Cut Out.pptx	
 Communicable Diseases Worksheet.pdf	
 Emojis.docx	
 Emojis.pdf	
>  Non Comm Card Game and Docs	
PersonalHealthAssessment.pdf	

***Editable in Word!**

HIGH SCHOOL DOCS NOW ON GOOGLE DRIVE!

Name: X Period: X Date: X
Health and Fitness Career Assignment



Directions: Choose a career and research the fitness requirements/demands of the job. Also be aware of any communicable or non-communicable occupational risks for that career. Your career choice should be a legitimate career that you can find out information about the physical and health related demands a person experience if they are working in that field. Write complete sentences. You must cite at least two sources here:

Source #1: X

Source #2: X

Career: X
Job Description:

What are the demands of the career you have chosen as they relate to the components of health and fitness?

Flexibility:

Physical/Mental Demands

X

Cardiovascular Endurance:

Physical/Mental Demands

X

Muscular Strength:

Physical/Mental Demands

X

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Name: X

If you are not using paper and scissors to cut and paste this project, you can use the "Cancer Warning Signs" on the next slide to fill in what each letter stands for.

C X

A X

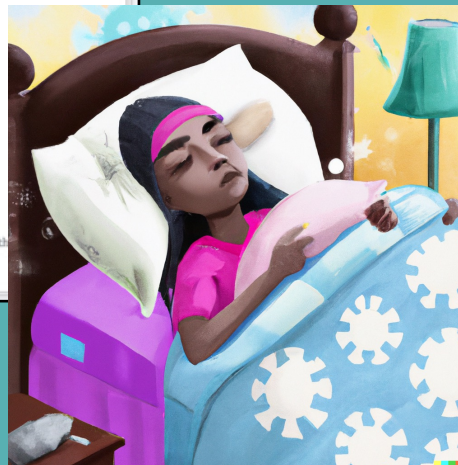
N X

C X

E X

R X

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Coronavirus Timeline

Coronavirus 2019/2020 Events Timeline:

Choose 21 of the following events to include on the "Interactive Worksheet"

Title

12 December 2019
Chinese state broadcaster CCTV reported in a broadcast airing on 12 January 2020 that a "new viral outbreak was first detected in the city of Wuhan, China, on 12 December 2019." [14]

24 December 2019
Singapore's Ministry of Health (MOH) reported that the first case of what would later be named the 2019-nCoV (Wuhan coronavirus) had been diagnosed. It was later confirmed to not actually be related to the outbreak. [16]

29 December 2019
According to a CDC publication, "On 29 December 2019, a hospital in Wuhan admitted four individuals with pneumonia and recognized that all four had worked in the Huanan Seafood Wholesale Market, which sells live poultry, aquatic products, and several kinds of wild animals to the public. 30
The social media reports stated that 27 patients in Wuhan - most of them stall holders at the Huanan Seafood Market - had been treated for the mystery illness. [27]

31 December 2019
China alerted WHO to several cases of unusual pneumonia in Wuhan, a port city of 11 million people in the central Hubei province. The virus was unknown.

Health Condition:	"x" if I have	Name of Family Member(s) Who Had or Have and Their Relationship to Me:	Age of Family Member Was When they Got It / Age of Death if They are Deceased:	Research at least one health issue in your family. Use reliable websites such as govts, edus or .orgs. Try www.cdc.gov.
DON'T TURN IN THIS PAGE-IT'S PERSONAL. YOU WILL GET POINTS FOR THE SIGNATURE. CUT THAT SMALL PART OFF AND ONLY TURN IT IN.				
Alzheimer's Disease		X	X	X
Arthritis		X	X	X
Asthma/Allergies		X	X	X
Breast Cancer		X	X	X
Ovarian Cancer		X	X	X
Prostate Cancer		X	X	X

Optional: Use this space to list warning signs, symptoms, and precautions for all your family's medical issues:

Standards are at the Beginning of Each Lesson:

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Day 3+4: Non-Communicable Diseases

[return to table of contents](#)

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa Assess personal risk factors and predict future health status. H2.W2.HSb		My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4		
Common Core Standards Met: Reading 2, 3, 4, 5, 7 / Writing 4, 9 / ELA Anchor Write 8		
Materials Needed:		
PowerPoint	-Diseases PowerPoint	-It's in the main folder (or use the online version link in Day 1)
Printed Materials	"Preventing NCD Handout" -"Non-Communicable Diseases Card Game" PowerPoint to print -NCD Card Game Worksheet (Optional) -"Diseases Unit Test"	-Print 1 for each student and hole-punch -It's in the PowerPoint folder and directions are below -Print 1 for each student -Print 1 for each student.
Other Materials	-If you play the card game you will need to print the decks, optional prizes	-See below for card game directions
Optional:		
Video	See below	
Learning Target	Content: I will learn about non-communicable diseases.	Behavioral: I will learn transmission and prevention of non-communicable diseases.
Exit Task	-Fill out "Success Criteria Sheet." -Have them file the "Preventing NCD Handout" into their file folder.	
Assessment	-"Diseases Unit Test" can be turned in and graded.	

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

51. **DAY 3+4:** This is just a place marker.

52+53. **KEY FACTS WORLD and VIDEO:** Read through these with your students, then show this short video:

"What do you know about non-communicable diseases?" (2 min.)

https://www.youtube.com/watch?v=yovSGvDEWaY&list=PLHf1mEYicV7TRuSzTqcIX16T-_Jwrlz1c&index=3

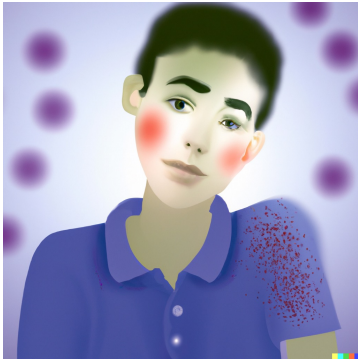
55. **BREAKDOWN OF GLOBAL DISEASES:** Discuss.

56 thru 58. **PREVENTING x 2 SLIDES:** Hand out the "Preventing NCD Handout" and have students ring them into their file folders. Discuss prevention. Discuss. See below for information.

Easy to Navigate “Table of Contents”

Links to each lesson document!	Daily Lesson Topics	Weekly Homework	Common Core Standards	National Standards	WA State Standards	Fill in Your State Standards
DISEASES 10 DAYS TOTAL with Optional Activities Diseases-Day 1 + 2	Lesson Titles: <i>Click on the lesson title to be linked to the page</i>	HOMEWORK Click on “Day” it’s listed in to see directions	Common Core Standards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
	-Understanding communicable diseases, pathogens, how they’re spread, and how the immune systems fights them -<>Videos -“Interactive Communicable Diseases Activity” with “Disease and Prevention Chart” -“Communicable Diseases Card Game” with “Communicable Diseases Worksheet”		R 3 R 4 R 5 R 7 W 4 W 9 ELA An-chor Read	1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	H1.W1.HS, H2.W2.HSa, H2.W2.HSb	
Diseases-Day 3 + 4	DAY 3 + 4: Coronavirus		R 3 R 4 R 5 R 7 W 4 W 9 ELA Anchor Read 4	1, 2, 3, 5, 6, 7, 8	H1.W1.HS, H2.W2.HSa, H2.W2.HSb	

POWERPOINTS LEAD YOU THROUGH LESSONS



Day 3+4: Non-Communicable Diseases

[return to table of contents](#)

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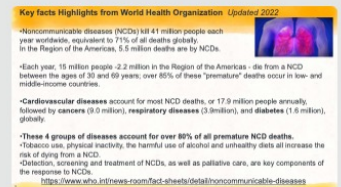
https://www.youtube.com/watch?v=yovSGyDEWaY&list=PLHf1mEYicV7TRuS7qCjX16T-_jwrlz1c&index=3

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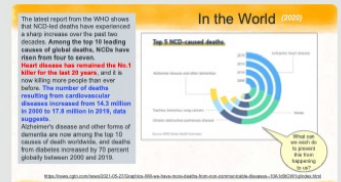
51



52



53

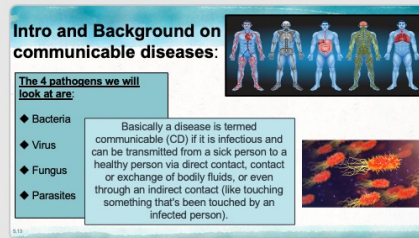


54

96-SLIDE POWERPOINT: All new H.S. backgrounds!



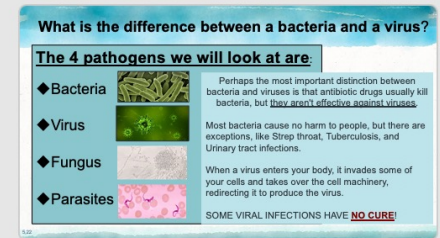
1 ☆



2 ☆



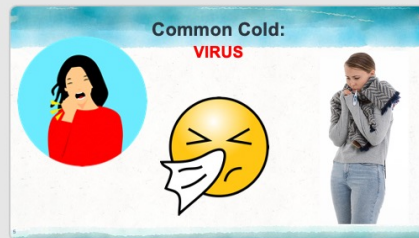
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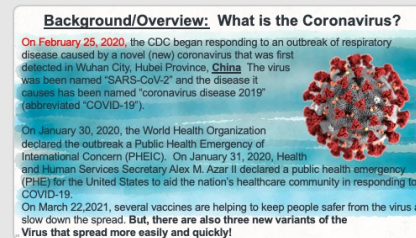
4 ☆



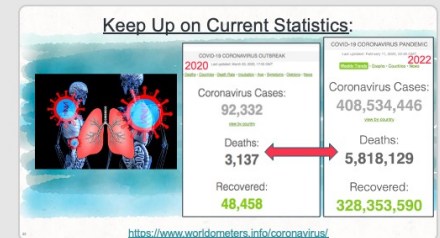
5 ☆



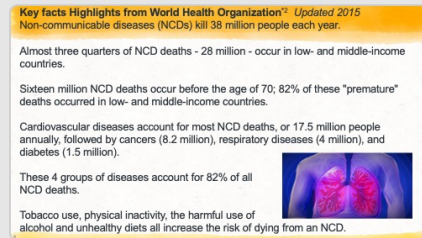
6 ☆



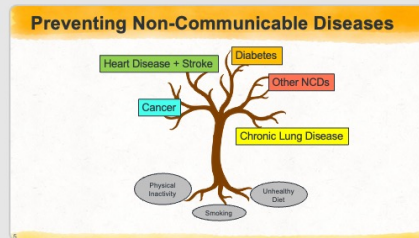
7 ☆



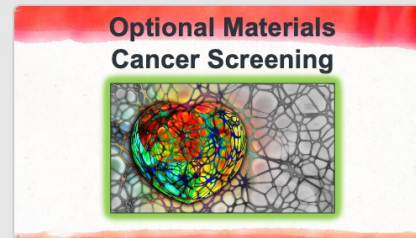
8 ☆



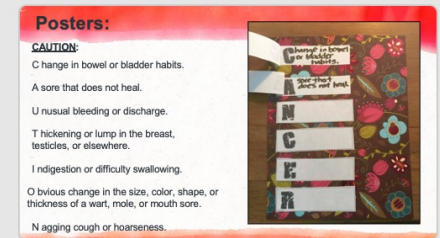
9 ☆



10 ☆



11 ☆



12 ☆

COMMUNICABLE DISEASES

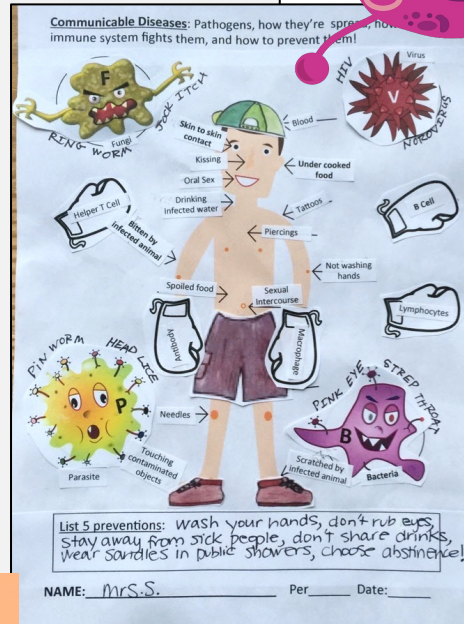
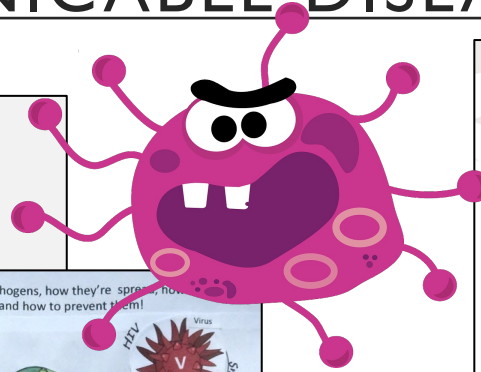
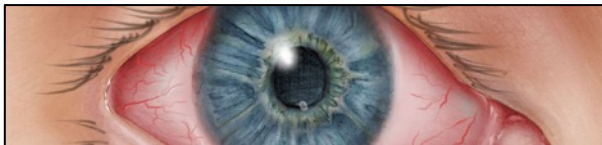
The 4 pathogens we will look at are:

◆ Bacteria

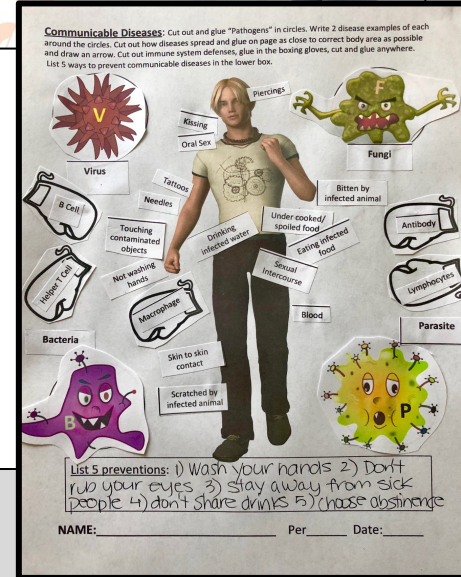
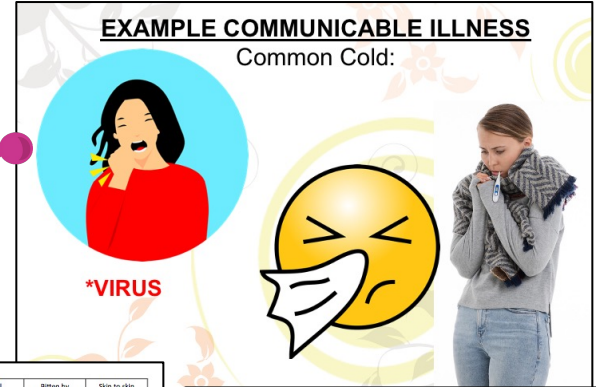
◆ Virus

◆ Fungus

◆ Parasites



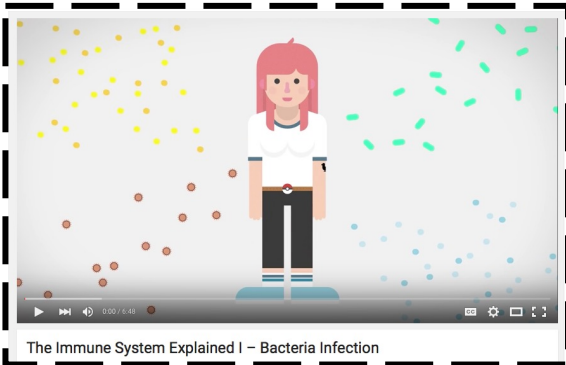
Bacteria	Under cooked/spoiled food	B Cell	Bitten by infected animal	Skin to skin contact
Kissing	Sexual intercourse	Oral Sex	Blood	Fungi
Antibody	Virus	Macrophage	Touching contaminated objects	Eating infected food
Needles	Parasite	Scratched by infected animal	Tattoos	Piercings
Lymphocytes	Not washing hands	Helper T Cell	Drinking infected water	



Day 1:

- Understanding Communicable Diseases, Pathogens, How they're Spread, and How the Immune System Fights Them
- Bacteria, Virus, Fungus, and Parasites
- Various Videos
- FUN! "Interactive Communicable Diseases Activity"

HERE ARE EXAMPLES FROM EACH DAY'S LESSONS:



Disease Facts Worksheet

Name: _____ Per: _____ Date: _____

Write 1 fact about each disease.

- Hepatitis
- Ebola
- Influenza
- Rabies
- COVID-19 (Coronavirus)
- West Nile Virus
- Pink Eye
- Fifth's Disease
- Common Cold
- Strep Throat
- Hantavirus
- Whooping Cough
- HIV/AIDS

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DISEASE	PATHOGEN	SYMPTOMS OF ILLNESS
Chickenpox	VIRUS	Fever, skin eruption begins as red spots that become small blisters (vesicles) and then scab over.
Chlamydia	BACTERIA	Most women have not symptoms, but some may notice an abnormal vaginal discharge or burning sensation when urinating. Symptoms in men can include a discharge from their penis and burning sensation when urinating. Pain and swelling in one or both testicles (although this is less common).

onset until all lesions are crusted over and no new lesions appear within a 24 -hour period (average is 4-7 days).

Anyone who has sex can get chlamydia through unprotected vaginal, anal, or oral sex.

© Health Education Today 2018

The only way to avoid STDs is to not have vaginal, anal, or oral sex. If you are sexually active, you can do the following things to lower your chances of

J ♥ Hantavirus

Transmission:

- Contact with infected rodents' urine or droppings.
- If it's not treated, it can be fatal! The mortality rate is 38%!
- People breathe in the air and tiny droplets containing the virus get into the air.
- Touching contaminated item then hand to mouth

♥ J

J ♣ Hantavirus

Symptoms:

- Fatigue
- Fever
- Muscle aches, especially in large muscles like thighs and back
- Headaches
- Dizziness
- Nausea, vomiting, diarrhea
- Late symptoms are shortness of breath

♣ J

J ♠ Hantavirus

Treatment:

- There is no cure or treatment, but an infected person may need hospitalization and fluids and more care.

♠ J

J ♦ Hantavirus

Prevention:

- Eliminate or minimize contact with rodents
- Seal up holes in garage, house
- Trap rodents and dispose of them carefully

5 ♥ COVID-19

Transmission:

- This is a highly contagious respiratory infection.
- COVID-19 is a new strain that was discovered in 2019 and has not been previously identified in humans. Coronaviruses are zoonotic, meaning they are transmitted between animals and people.

♥

5 ♣ COVID-19

Symptoms:

- respiratory symptoms
- fever
- cough
- breathing difficulties
- pneumonia
- kidney failure and even death.

♣

5 ♠ COVID-19

Treatment:

- There are several vaccine choices to help the body develop immunity and thus prevent COVID-19 infection, and also prevent severe illness.
- Medication to reduce fever, drink fluids, and supplemental oxygen if needed. Some cases require hospitalization.

♠

5 ♦ COVID-19

Prevention:

- Face masks and vaccination
- regular hand washing
- covering mouth and nose when coughing and sneezing
- avoid close contact with anyone showing symptoms of fever, coughing or sneezing
- clean and disinfect/hand sanitizer
- ISOLATE IF YOU ARE SICK and WEAR A FACE MASK

♦

Day 2:

- "Disease and Prevention Chart"

- **FUN! "Communicable Diseases Card Game"**

- "Communicable Diseases Worksheet"



Coronavirus Timeline from Outbreak to Feb. 26, 2020

12/12/19	12/24/19	12/29/19	12/31/19	1/1/20	1/7/20	1/13/20
						
China's 1st case	Singapore's 1st case	Huanan seafood market	China alerts WHO	Seafood Market closed	NEW VIRUS 2019-n-CoV	Person gets it-ops in seafood market
1/16/20	1/17/20	1/19-21/20	1/22/20	1/24/20	1/25/20	1/26/20
						
Japan gets not of seafood market	Worried on a flight from Wuhan	3 dead in China	No traffic allowed in or out of Wuhan	1st human to human outside China	Australia, Malaysia, Japan...	Now 1st death in Shanghai
1/27-30/20	1/31/20	2/4/20	2/10/20	2/14/20	2/19+ 20/20	2/27/20
						
many other countries now - U.S., Italy, UK...	U.S. declares public health emer.	20,000+ cases + 423 deaths	4000 cases + 908 deaths	Cruise ship - 2 deaths	1st coronavirus claim in Europe	W.H.O. warned virus has pandemic

Full Step-By-Step Teacher Directions-Follows PwrPt.!

[illegible][illegible]

When a virus is widely circulating in a population and causing many infections, the likelihood of the virus mutating increases. The more opportunities a virus has to spread, the more it replicates – and the more opportunities it has to undergo changes.



What causes a virus to change?

 Watch later
  Share



Most of the time, these tiny variations don't alter how the virus works.

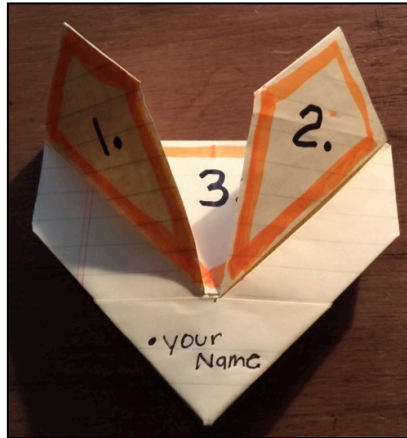
Watch on  YouTube

Interactive Emoji Timeline

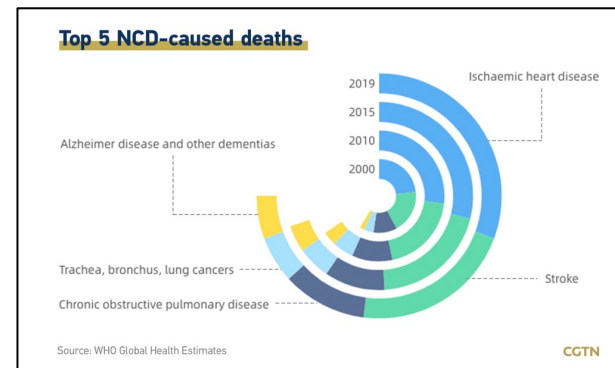
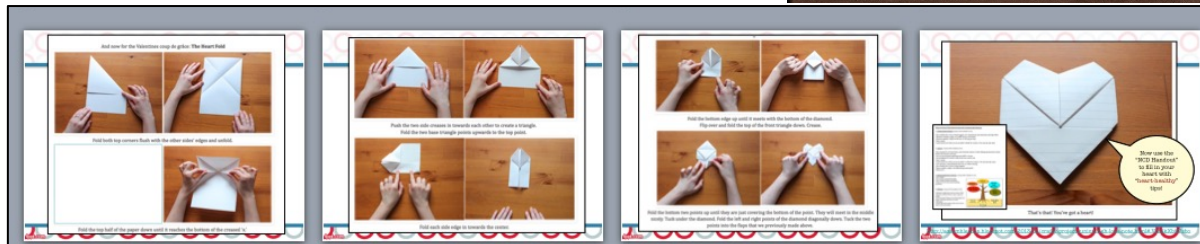


Optional 2 Days: Coronavirus Lesson

NON-COMMUNICABLE DISEASES:



Use the “NCD Handout” to in your heart with “heart-healthy” tips! fill



1. Cardiovascular Disease - 31%

2. Cancers - 23%

3. Chronic Respiratory Disease

4. Diabetes - 3%

Day 3:

- Understanding Non-Communicable Diseases
- World Non-Communicable Diseases Stats
- Various Video
- Top 4 Non-Communicable Diseases in the U.S.
- FUN! “Non-Communicable Diseases Interactive Folding Heart”**

NON-COMMUNICABLE DISEASES:



Ways to Prevent These Most Prevalent Non-Communicable Diseases:

1. Cardiovascular Disease: (Causes 31% of deaths in U.S.)

- Eat a healthy diet. (Lots of fruits/veggies, low saturated fat and cholesterol and high fiber)
- Maintain a healthy weight. (Use BMI and get motivated!)
- Exercise regularly. (Shoot for 60 min. of moving per day)
- Don't smoke.
- Limit alcohol use when you are an adult! (1 drink for women, 2 for men per day max)

2. Cancers - (Causes 23% of deaths in U.S.)

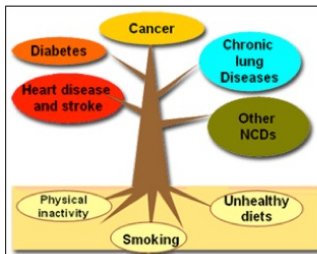
- Get screened for cervical, breast, and colorectal cancers so they finding precancerous lesions before they become cancerous.
- Girls can get the human papillomavirus (HPV) vaccine
- Get the hepatitis B vaccine to help lower liver cancer risk
- Don't smoke.
- Limit alcohol use when you are an adult! (1 drink for women, 2 for men per day max)
- Use sunscreen, wear protection from sun, no indoor tanning.
- Eat a healthy diet. (Lots of fruits/veggies)
- Keep a healthy weight. (Use BMI and get motivated!)
- Keep active.

3. Chronic Respiratory Diseases - (Causes 8% of deaths in U.S.)

- Don't smoke.
- Don't inhale second-hand smoke
- Don't inhale workplace pollutants
- Test for C.O.P.D. if you have breathing problems!

4. Diabetes - (Causes 3% of deaths in U.S.)

- Moderate weight loss. Just try to lose a little.
- Exercise. (At least 30 min. a day, 5 days per week)
- Eat low fat and reduce your calories (girls not under 1200/day and boys not under 1500/day)
- Small steps lead to big rewards: just work at these 3 slow and steady



9 ♥ Cardiovascular Diseases

Key Facts:

-CVDs are the number 1 cause of death globally: more people die annually from CVDs than from any other cause!!!

-An estimated 17.5 million people died from CVDs in 2012, representing 31% of all global deaths.



9 ♣ Cardiovascular Diseases

Symptoms:

-Cardiovascular diseases (CVDs) are a group of disorders of the heart and blood vessels
-There is a build-up of fatty deposits on the inner walls of the blood vessels that supply the heart or brain, causing strokes heart attacks, and blood clots.



9 ♠ Cardiovascular Diseases

Treatment:

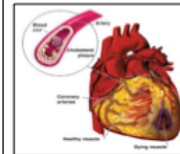
-Usually a cold virus has to run its course.
-A doctor may give you something to relieve the symptoms.
-Unless it's bacterial, antibiotics won't help.



9 ♦ Cardiovascular Diseases

Prevention:

-Most can be prevented by addressing risk factors such as tobacco use, unhealthy diet and obesity, physical inactivity and harmful use of alcohol.



Personal Health Assessment

The purpose of this assessment is to determine your risk of developing the degenerative diseases common among Americans. Although diagnostic testing can sometimes be important, the best testing can do is to detect disease at an early stage. A complete inventory of your diet and lifestyle can help you to determine whether or not changes need to be made in order to avoid becoming ill. It is always easier to prevent disease than to recover from it.

Part I

Diet

I eat breakfast:
Every day
Most days
Rarely
Never

0 points
1 point
2 points
3 points

points

I eat _____ meals per day
5-6
4
2-3
1

0 points
1 point
2 points
3 points

I eat _____ serving
3-4
2
1
Usually none

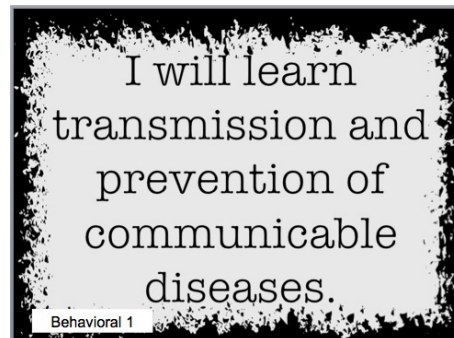
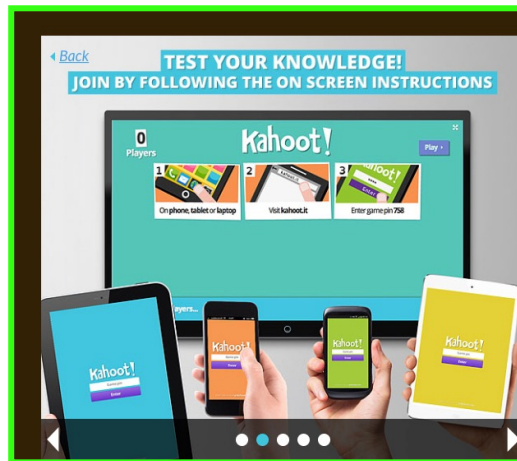
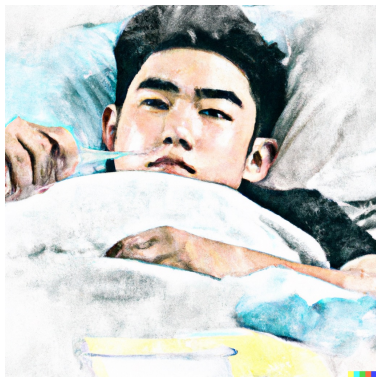
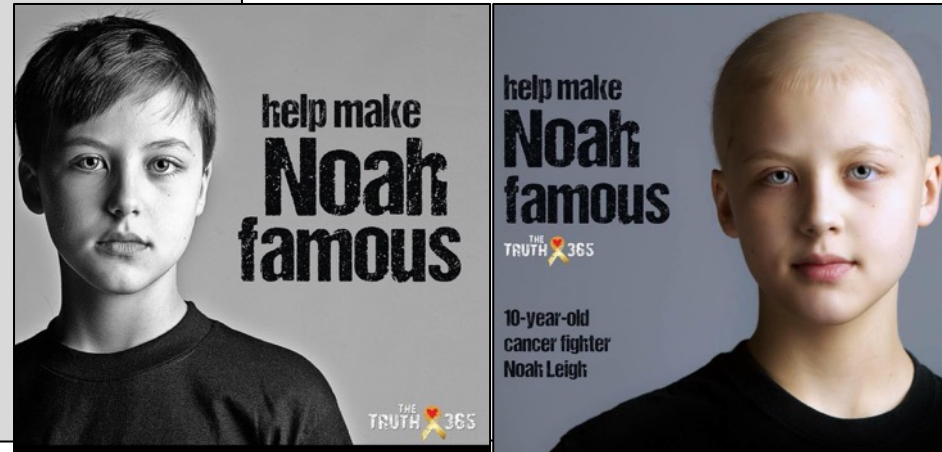


Day 4:

- "Ways to Prevent NCD Handout"
- Online "Personal Risk Assessment Tool"
- FUN! **"Non-Communicable Diseases King's Corner"**
- Card Game**
- "Non-Communicable Diseases Worksheet"

Day 7-10 Choices:

- Understanding Cancer
- Types of Cancer
- 7 Warning Signs
- Various Videos
- Skin Cancer
- Tanning Bed Dangers



Day 5+6

-“Selfie Get Well Cards” (Disease Prevention)

Day 7-10 Choices:

- Finish all unit art projects
- Optional Videos
- Review for Unit Assessment
- "Diseases Unit Assessment and Key
- Fun Kahoot Links
- "Health Career Research Project"

Name: _____ Period: _____ Date: _____
Health and Fitness Career Assignment

Directions: Choose a career and research the fitness requirements/demands of the job. Also be aware if there would be any communicable or non-communicable occupational risks for that career. Your career choice must be a legitimate career that you can find out information about the physical and health related demands a person will experience if they are working in that field. Write in complete sentences. You must cite at least two sources here:

Source #1: _____

Source #2: _____

Name: _____
Diseases Unit Assessment

1. What makes a disease a "Communicable Disease"?

2. What does the word "prevention" mean in relation to disease?

3. List the 4 "pathogens" that can cause disease that we studied.

- 1)
- 2)
- 3)
- 4)

4. What is the main difference between bacterial and viral infections?



What are the demands of the career you have chosen as they relate to the components of health and fitness?

Name: _____ Per: _____ Date: _____
Disease Research Project:

Which disease are you researching?: _____

1. Describe the disease and its symptoms.

2. List the way this disease is transmitted:

3. At



Day 7-10

-"Diseases Research Project"

Day 7-10

"Community Health Public Service Announcement Posters"

Daily Lessons Meet Learning Target Goals:

(This informational table is at the top of each lesson.)

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Day 3+4: Non-Communicable Diseases

[return to table of contents](#)

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa Assess personal risk factors and predict future health status. H2.W2.HSb		My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4		
Common Core Standards Met: Reading 2, 3, 4, 5, 7 / Writing 4, 9 / ELA Anchor Write 8		
Materials Needed:		
PowerPoint	-Diseases PowerPoint	-It's in the main folder (or use the online version link in Day 1)
Printed Materials	"Preventing NCD Handout" -"Non-Communicable Diseases Card Game" PowerPoint to print -NCD Card Game Worksheet (Optional) -"Diseases Unit Test"	-Print 1 for each student and hole-punch -It's in the PowerPoint folder and directions are below -Print 1 for each student -Print 1 for each student.
Other Materials	-If you play the card game you will need to print the decks, optional prizes	-See below for card game directions
Optional:		
Video	See below	
Learning Target	Content: I will learn about non-communicable diseases.	Behavioral: I will learn transmission and prevention of non-communicable diseases.
Exit Task	-Fill out "Success Criteria Sheet." -Have them file the "Preventing NCD Handout" into their file folder.	
Assessment	-"Diseases Unit Test" can be turned in and graded.	

Your
Own State
Standards

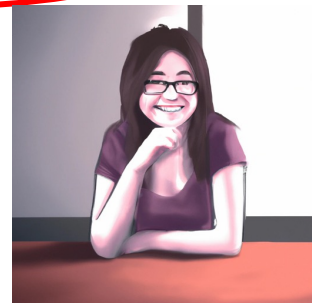
National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

Optional:
Lesson
Assessment

Optional:
Exit Task



THIS PROGRAM IS ALL ABOUT THE STUDENTS...

- ◆ The program is classroom and “kid-tested,” teacher-approved, and full of real student examples and responses.
- ◆ It promotes high student engagement and interaction!
- ◆ This curriculum challenges and touches the lives of teens!
See for yourself on the next slide the personal impact of this curriculum on the mental, emotional, social, spiritual life of teens.



BUY IT TODAY, TEACH IT TOMORROW!



Here is what makes this program unique!

- ◆ This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!
- ◆ Documents and PowerPoints are editable and docs are included in both Word and PDF formats.
- ◆ PowerPoints are full of what's trending, photos, and video links teens will appreciate.





About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for over 30 years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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Works Cited:

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NYC Standards

From: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheeducation/healthPEFACSLearningStandards.pdf>

Photos From:

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