

**Unit Title: Disease Unit**

**Grade Level: (example: 9, 10, 11, 12 or 7-8) Grade 8**

**Subject Area: (example: Science, Physics; English, Short Stories) Health**

**Duration/Length/Number of class periods: (example: 5 class periods) 42 mins./all year/every other day**

**Description: Disease unit research project. Students are given a checklist of areas to research a specific disease (communicable or noncommunicable), disorder or syndrome of his or her choice. Students then create an end product. Most students create a Prezi or Google slides presentation. (I see my students on an A and B schedule, units take much longer as I have them for a 42 min. class)**

**Established Goals (National, State, Local): National/Minnesota Benchmarks**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

State: Personal and Community Health Strand/Standard 1: Essential Concepts

**What Enduring Understandings are desired?**

**Examine the causes and symptoms of communicable and noncommunicable diseases, disorders, and syndromes.**

**What Essential Questions will be considered?**

- a. I can identify causes & symptoms of various diseases, disorders, and syndromes
- b. I can differentiate between communicable and noncommunicable diseases. This means I can explain the difference between the two.
- c. I can differentiate between infectious and noninfectious diseases. This means I can explain the difference between the two types of disease.
- d. I can analyze causes and transmission methods of diseases, disorders, and syndromes.
- e. I can identify risk factors associated with various diseases, disorders, and syndromes.
- f. I can explain the prognosis for various diseases, disorders, and syndromes

<b>Description</b> <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	<a href="#">Formative</a>	<a href="#">Summative</a>	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	<a href="#">ISTE Standards</a>
Day 1 - Jeffers journal prompt. Create a definition for infectious diseases, noninfectious diseases, disorders, and syndromes. Introduction to infectious/noninfectious diseases, disorders and syndromes	<b>x</b>				<b>Prezi, Google slides, Google classroom</b>	<b>Prezi, Google slides, Google classroom</b>	
Days 2-3 - Introduction to infectious/noninfectious diseases, disorders and syndromes.					<b>Prezi, Google slides, Google classroom</b>	<b>Prezi, Google slides, Google classroom</b>	
Day 3 - Activity  Archaeological Dig worksheet			<b>x</b>				
Day 4 - Intro to the disease research project. >hand out rubric >review note taking and footnoting					Students have access to chrome books each day. Students use medical websites, ie. cdc.gov, for research, Prezi, Google slides, Google docs		
Day 5 - >partner activity - practice research activity and note taking >students will work with his or her project partner and setting up research notes				<b>x</b>	Students have access to chrome books each day. Students use medical websites, ie. cdc.gov, for research, Prezi, Google slides, Google docs		

Days 6-9 >research >creating final product - ie. Google slides, prez, game, infographic, presentation board, talk show					Students have access to chrome books each day. Students use medical websites, ie. cdc.gov, for research, Prezi, Google slides, Google docs,		
Final evaluation Rubric		x					

<b>Materials, tools and resources</b> <a href="#">Rubric</a> <a href="#">Health Google classroom</a> <a href="#">Archaeological Dig Worksheet</a>
<b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)</b> Sue Harty Owatonna Middle School sharty@isd761.org
<b>Additional credit given to</b>