

Brunswick School Department
Grade 10
Diseases and Disease Prevention

Essential Understandings	<ul style="list-style-type: none"> ▪ There are several factors that influence illness. ▪ The immune system removes harmful organisms from the blood and combats pathogens. ▪ Many precautions can be taken to reduce the risk of illness. ▪ HIV is a preventable chronic condition that attacks the immune system. ▪ Community resources are available to provide information, testing and counseling for STIs.
Essential Questions	<ul style="list-style-type: none"> ▪ How does the environment, heredity and personal behavior influence illness? ▪ What precautions can be taken to reduce the risk of illness from infectious and chronic diseases? ▪ What behaviors encourage the spread of STIs? ▪ What is HIV and how does it affect the immune system? ▪ What community resources are available to provide information, testing and counseling for STIs?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Heredity, environment and behavior are all factors that influence illness. ▪ The immune system is made up of body organs, tissues, cells, and chemicals that work to prevent illness. ▪ Many behaviors can prevent both infectious and non-infectious diseases. ▪ It is important to understand the effect of HIV on the immune system and the individual. ▪ Valid community resources for information, testing and counseling for STIs are available.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ heredity, environment, illness, immune system, antibody, macrophages, immunity, immunization/vaccination, active immunity, passive immunity, transmission, symptoms, diagnosis, treatment, prevention, infections, pathogens, bacteria, rickettsia, viruses, fungi, protozoa, helminthes, chronic diseases, infectious diseases, STIs, HIV, opportunistic infections, AIDS, Chlamydia, genital herpes, genital warts, gonorrhea, pubic lice, syphilis, trichomoniasis, viral hepatitis, cardiovascular diseases, diabetes, cancer, asthma, allergies

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Essential Skills	<ul style="list-style-type: none">▪ Compare the roles played by heredity, environment and behavior in causing illness.▪ Analyze the variety of influences that affect course of illness.▪ Describe the parts of the immune system and how they function.▪ Identify primary disease prevention.▪ Plan strategies to reduce personal health risks or improve personal health.▪ Describe the importance of individual responsibility in managing chronic disease.▪ Describe the cause, effects and prevention of HIV infection.▪ Identify valid sources of information about HIV.▪ Examine behaviors that transmit sexually transmitted infections (STIs).▪ Summarize effective ways to prevent pregnancy and STIs.▪ Identify valid resources for STI testing and treatment.
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Related Maine Learning Results	<p><u>Health and Physical Education</u></p> <p>A. Health Concepts</p> <ol style="list-style-type: none"> 1. Healthy Behaviors and Personal Health Students predict how behaviors can impact health status. <ol style="list-style-type: none"> b. Predict how healthy behaviors can positively impact health status. c. Describe barriers to practicing healthy behaviors. d. Examine personal susceptibility of, and the potential severity of, injury or illness if engaging in unhealthy behaviors. 2. Dimensions of Health Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health. 3. Diseases/Other Health Problems Students explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them. 4. Environment and Personal Health Students determine the interrelationship between the environment and other factors and personal health. <ol style="list-style-type: none"> b. Describe how genetics and family history can impact personal health. c. Analyze the relationship between access to health care and health status. <p>B. Health Information, Products, and Services</p> <ol style="list-style-type: none"> 2. Locating Health Resources Students access valid and reliable health information, products, and services. <ol style="list-style-type: none"> a. Determine when professional health services may be required. c. Access valid and reliable health products and services. <p>C. Health Promotion and Risk Reduction</p> <ol style="list-style-type: none"> 1. Healthy Practices and Behaviors Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol, and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>D. Influences on Health</p> <ol style="list-style-type: none"> 1. Influences on Health Practices/Behaviors Students analyze and evaluate influences on health and health behaviors. <ol style="list-style-type: none"> b. Analyze how peers influence healthy and unhealthy behaviors. c. Evaluate the effect of the media on personal and family health. d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors. e. Analyze how culture and personal values and beliefs influence individual health behaviors. f. Investigate how public health policies and government regulations can influence healthy promotion and disease prevention. 2. Technology and Health Students evaluate the impact of technology, including medical technology, on personal, family, and community health. <p>E. Communication and Advocacy Skill</p> <ol style="list-style-type: none"> 1. Interpersonal Communication Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health. <ol style="list-style-type: none"> a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others. b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid reduce health risks. 2. Advocacy Skills Students demonstrate ways to influence and support others in making positive health choices. <ol style="list-style-type: none"> a. Utilize accurate peer and societal norms to formulate a health-enhancing message. <p>F. Decision-Making and Goal-Setting Skills</p> <ol style="list-style-type: none"> 1. Decision-Making Students apply a decision-making process to enhance health. <ol style="list-style-type: none"> a. Compare the value of thoughtful decision-making in a health-related situation. c. Generate alternative approaches to situations involving health-related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Work in groups to research STI facts using valid information sources. Present findings to the class. "Vote with you feet" to identify behaviors as high risk or low risk for STI exposure

Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Complete a questionnaire about STIs.
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ “Outrageous Teaching Techniques in Health Education” – Deborah Tackmann
Technology Link	<ul style="list-style-type: none">▪ http://www.healthteacher.com