

Brunswick School Department
Grade 10
Diseases and Disease Prevention

Essential Understandings	▪ 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	▪ 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	▪ 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	▪ <u>Terms:</u> - o 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

**Brunswick School Department
Grade 10
Diseases and Disease Prevention**

Essential Skills	▪ 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.
-------------------------	---

**Brunswick School Department
Grade 10
Diseases and Disease Prevention**

Related Maine Learning Results	<u>Health</u> A. Health Concepts A1. Healthy Behaviors and Personal Health Students predict how behaviors can impact health status. a. Analyze individual responsibility for enhancing health. b. Predict how healthy behaviors can positively impact health status. A4. Environment and Personal Health Students determine the interrelationship between the environment and other factors and personal health. a. Analyze how environment and personal health are interrelated. b. Describe how genetics and family history can impact personal health. B. Health Information, Products and Services B1. Validity of Resources Students evaluate the validity of accessibility of health information, products, and services. B2. Locating Health Resources Students access valid and reliable health information, products and services. a. Determine when professional health services may be required. D. Influences on Health D1. Influences on Health Practices/Behaviors Students explain and analyze influences on adolescent health behaviors. f. Investigate how public health policies and government regulations can influence health promotion and disease prevention. D2. Technology and Health Students evaluate the impact of technology, including medical technology, on personal, family, and community health. F. Decision-Making and Goal Setting F1. Decision-Making Students apply a decision-making process to enhance health. d. Defend the healthy choice when making a decision. F3. Long-Term Health Plan Students formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies.
---	---

**Brunswick School Department
Grade 10
Diseases and Disease Prevention**

Sample Lessons And Activities	▪ 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	▪ Complete a questionnaire about STIs.
Sample Resources	▪ <u>Publications:</u> - o “Outrageous Teaching Techniques in Health Education” – Deborah Tackmann
Technology Link	▪ http://www.healthteacher.com