



## Grade 6 Sample Lesson Plan: Unit 7 – Diseases

### **Description**

Please see attached handout for a lesson submitted by a Virginia teacher

### **Handout**

The next page includes a handout for the lesson.

Teacher:Heyden, Barnes	Date(s):1/29/18-2/16/18
Grade Level or Course:6-8	Content or Unit: Diseases

STAGE 1: Desired Results ~ What will students be learning?	
<p><b>SOL/Learning Objective</b> Specify the behaviors, conditions, and criteria. Indicate the verbs used in the Curriculum Framework.</p> <p>6 Create 5 Evaluate 4 Analyze 3 Apply 2 Understand 1 Remember</p>	<p>8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. e) Assess the health risks of not getting enough sleep. f) Explain the roles of preventive health measures, immunization, and treatment in disease prevention. g) Analyze the risk factors associated with communicable and noncommunicable diseases. h) Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.</p> <p>6.3 The student will develop personal strategies and skills for personal, social, and community health. e) Develop strategies to prevent chronic disease. f) Identify strategies to reduce illness and injury at home and at school</p> <p>7.3 The student will promote healthy schools, families, and communities. g) Promote the importance of regular health and medical screenings and medical examinations. h) Identify ways to participate in school and community efforts to promote a drug-free lifestyle. i) Describe how family practices and customs promote positive health choices.</p>
<p><b>Key Concepts</b> Refer to subject guide</p>	Systems and change
<p><b>Related Concepts</b> Refer to subject guide</p>	Systems and environment
<p><b>Global context and explorations</b> Choose one of the six global contexts and an explorations. See <u>Principles into Practice</u>, pages 60-64.</p>	<b>Globalization and sustainability</b>
<p><b>Statement of Inquiry</b> Start with a conceptual understanding and then embed language from key and related concepts and global context.</p>	<b>Understanding pathogens and other diseases how they respond to the human body and are spread can prevent further illnesses.</b>
<p><b>Learner profile connections</b> (optional) What characteristic from the learner profile may apply?</p>	<b>Balance, students must be able to balance their health to ensure prevent from infectious disease.</b>

<p><b>Inquiry Questions</b>  <i>How will you address Essential Questions and introduce Big Ideas? Look for Essential Questions that are overarching or topical and help guide the unit plan. These questions promote conceptual thinking and add coherence to a series of lessons.</i></p>	<p>Factual –What are the different types of pathogens?                  How are pathogens spread?                  What illnesses can they cause?</p> <p>Conceptual – How can we reduce the spread of germs?                  Can two people be sick with the same symptoms and have the exact same pathogen?                  Are you going to get a disease every time you encounter a pathogen?                  How can insects spread diseases, but not be affected by it?</p> <p>Debatable -- Is constantly sanitizing the best way to keep from getting sick?</p> <p>People from different parts of the world have different immune systems.</p>	
<p><b>Key Vocabulary</b>  <i>Look for in the Curriculum Framework and other adopted resources.</i></p>	<p>Disease                  Communicable disease                  germs                  pathogens                  infection                  viruses                  bacteria                  fungi                  protozoa</p>	<p>Immune system                  inflammation                  lymphatic system                  lymphocytes                  antigens                  antibodies                  immunity                  vaccine</p>
<p><b>STAGE 2: Assessment Evidence ~ What is evidence of mastery?</b></p>		
<p><b>IB Assessment Part 1</b>  <i>Start with the end in mind! Consider a performance task students will need to do as evidence of mastery of this objective and that allows students to show off their understanding of the Statement of Inquiry.</i></p>	<p>Students will draw a table identifying the four pathogens and diseases they cause. pg 403 in text</p> <p>Students will recreate the figure in text depicting the body’s response to infection</p>	<p><b>IB Objectives:</b> What assessment object will you address? A B C and/or D? Which strands of the criteria will you address? How does the task relate to the Statement of Inquiry?</p> <p>A C</p>
<p><b>Reflection prior to teaching the unit:                  Possible misconceptions or learning gaps</b>  <i>Complete the above task yourself; think about what might be hardest for students to grasp? How will you make the rubric task specific?</i></p>	<p>Students may think that every time they encounter germs, they are immediately going to get sick.</p> <p>Students may not understand the body’s built in systems that the body already has. They may experience the reactions but be uncertain as to what they mean.</p>	
<p><b>STAGE 3: Learning Plan ~ What are the strategies and activities you plan to use?</b></p>		

<p><b>Snapshot / Warm-up</b>  <i>Activate prior knowledge and get students thinking about &amp; motivated for today's lesson.</i></p>	<p>When was the last time you got sick? How do you think you got sick?                  Name two pathogens and the diseases they cause.</p>	
<p><b>Instructional Strategies</b>  <i>Think in term of high yield strategies, such as:</i></p> <ul style="list-style-type: none"> <li>● <i>Identifying similarities and differences</i></li> <li>● <i>Summarizing and note taking</i></li> <li>● <i>Reinforcing effort and providing recognition</i></li> <li>● <i>Homework and practice</i></li> <li>● <i>Nonlinguistic representations</i></li> <li>● <i>Cooperative learning</i></li> <li>● <i>Setting objectives and providing feedback</i></li> <li>● <i>Generating and testing hypothesis</i></li> <li>● <i>Questions, cues, and advance organizers</i></li> </ul>	<p>Identifying similarities and differences</p> <p>Graphic organizers</p> <p>visual aids</p> <p>Cooperative learning</p>	<p><b>Approaches to Learning (ATL) skills:</b> <i>What skills will you teach and/or directly reinforce?</i></p> <p><i>Communication skills</i>  <i>Collaboration skills</i>  <i>Self-management skills</i>  <i>Organizational skills</i>  <i>Affective skills</i>  <i>Reflection skills</i>  <i>Information/media literacy skills</i>  <i>Critical thinking</i>  <i>Creative thinking</i>  <i>Transfer skills</i></p> <hr/> <p><b>What instructional strategies will you use to teach ATL skills?</b></p> <p><b>Communication skills</b></p> <p><b>Collaboration skills</b></p> <p><b>Information/ media literacy</b></p>
<p><b>Resources</b>  <i>What materials do you need to teach this unit? Consider texts, supplies, websites, visual aids, etc.)</i></p>	<p>Glencoe Teen Health book                  Health for life worksheet: focus on infectious diseases                  Worksheet The Doctor is in and Immune system (front and back)</p>	
<p><b>Teaching and Learning Activities</b>  <i>Plan for modeling, small or whole group instruction, and work stations. Include your examples, guided practice, problems or questions to pose, independent activities. It may help to think in terms of:</i>                  "I do ..."                  "We do..."                  "Students do ..."</p>	<p><i>Include daily procedures, student activities, use of strategies, timeframe for activities, and daily student learning objective (SLO).</i></p> <hr/> <p><u>Day 1:</u></p> <ul style="list-style-type: none"> <li>● <u>    </u> SLO (2 min.)</li> <li>● <u>    </u> Snapshot (5 min.)</li> <li>● When was the last time you got sick? How do you think you got sick?                      Topic: Spread of diseases and types of pathogens</li> <li>● <u>    </u> Instruction (<u>  </u>20<u>  </u> min.)                      Teaching method:</li> <li>● Guided Practice: (<u>  </u>15<u>  </u> min.)</li> <li>● Students will popcorn read lesson 1 starting on page 402</li> <li>● Independent Practice (<u>  </u>15<u>  </u> min.)</li> <li>● On page 403 recreate the figure by drawing the pathogen and listing the types of diseases they cause.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Daily assessment (_15__ min.) activity</li> <li>● After students complete reading ask questions bringing up large topic from the chapter.</li> <li>● What are the types of pathogens?</li> <li>● What are the ways pathogens are spread?</li> <li>● What is the definition of disease?</li> <li>● Closing ( 5 min.)</li> <li>● Recap the lesson as a whole</li> <li>● “Disease occurs when the body’s immune system can no longer fight off the pathogen it has encountered. As you are experience symptoms of the illness the body’s immune system is hard at work to fight off the pathogen that remains and is making you sick. There are different pathogens that can make you sick : A virus, bacteria, fungi, or protozoa. and you could have caught this pathogen through: direct contact, indirect contact, being bit by an infected animal or insect.”</li> </ul> <p><u>Day 2:</u></p> <ul style="list-style-type: none"> <li>● <u>SLO</u> (2 min.)</li> <li>● We will identify the parts and functions of our immune system. With this knowledge we will be able to take action to keep ourselves healthy.</li> <li>● <u>Snapshot</u> (5 min.)</li> <li>● Name 2 Pathogens and the disease it can cause Topic: Immune system</li> <li>● <u>Instruction</u> (_20_ min.) Teaching method: Direct instruction</li> <li>● Guided Practice: (_15__ min.)</li> <li>● Students will popcorn read the chapter starting on page 407</li> <li>● Independent Practice (_20__ min.)</li> <li>● Students will recreate the figure on pg. 411. Including the steps and what they are. The image should look like a flow chart.</li> <li>● Daily assessment (_15__ min.) activity</li> <li>● Engaging the class in a group discussion asking key questions about the lesson.</li> <li>● What are the 5 barriers that make up your immune system?</li> <li>● What is the difference between an antigen and an antibody?</li> <li>● What are two non specific ways your immune system response to infection?</li> <li>● Where are B cells created? Where are T cells created?</li> <li>● What is the purpose of vaccines?</li> <li>● Closing ( 5 min.)</li> <li>● “Though our body has built in barriers to protect us, it is not impermeable. It is important that we maintain a healthy lifestyle. We can do this by eating right, exercising, maintaining proper hygiene, and avoiding pathogens. It is also important to make regular visits to the doctor and get immunizations. Know that anytime you are stressed and not getting enough sleep or eating</li> </ul>
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	<ul style="list-style-type: none"> <li>• right you are not giving your body the proper fuel or stability it needs to function properly opening you up to disease.”</li> </ul>		
<p><b>Differentiation</b>  <i>Include accommodations for individual learners and adaptations for groups of learners. Some ideas include:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered instruction</li> <li>• Interest-based activities</li> <li>• Varied products</li> <li>• Task cards</li> <li>• Personal agendas</li> <li>• Graphic Organizers</li> </ul> <p><i>Graphic Organizers</i></p>	<p><b>Higher Level Thinking</b>  <i>Plan for a challenging cognitive level, such as apply, analyze, evaluate, or create</i></p> <p><i>Students will analyze how the spread of epidemics that have had a large place in history came to be. Coordinating the events in history with the science of the spread of pathogens.</i></p>	<p><b>Technology Use</b>  <i>How will you be incorporating technology?</i></p> <p><i>Students may use their phones or tablets to research the information needed</i></p>	<p><b>Interdisciplinary Connections to other subject areas and/or authentic applications</b>  <i>Reflect upon what people do in the real world with this content; and how it links to other disciplines.</i></p> <p><i>Due to the advancements of transportation technology, the ease of travel all over the world is accessible to many. This advancement has allowed the spread of diseases to spread at an exponentially faster rate.</i></p>
<p><b>Checking for Understanding</b>  <i>Check throughout the lesson using:</i></p> <ul style="list-style-type: none"> <li>• Question and Answer</li> <li>• Class discussions</li> <li>• Group Response</li> <li>• Demonstrations</li> <li>• Practice sheets</li> <li>• Quick Quizzes</li> </ul>	<p>Class discussions while reading touching on key points.</p>		<p><b>Reflection during teaching:</b>  <i>What do you notice that is going well? What causes students to struggle? What surprised you about this lesson?</i></p>
<p><b>STAGE 4: Closure ~ What did the students master &amp; what are they missing?</b></p>			
<p><b>Assessment Part 2</b>  <i>Revisit Assessment Part 1. Plan a formative assessment which shows concretely what students mastered today. This might be:</i></p> <ul style="list-style-type: none"> <li>• Exit card</li> <li>• Short Quiz</li> <li>• Seatwork/Practice Sheet collected</li> <li>• Written response to a prompt</li> </ul> <p><i>Oral responses/participation</i></p>	<p>Classwork will be collected and reviewed for completion and information. The students may be able to use their notes for the quiz.</p>		

**Lesson Closure & Student Summarizing of their Learning**

*Review what students learned or should have learned. Recognize gaps and allow them to help you plan for the next lesson(s).*

**Reflection After Teaching:** *How effective was the learning? What needs to be adjusted before you teach this lesson again?*