



Grade 8 Sample Lesson Plan: Unit 9 – Communicable/Non-communicable 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(s)	Coach Barnes	Subject group and discipline	PE/Health		
Unit title	Understanding communicable and noncommunicable Diseases	MYP year	2016-17	Unit duration (hrs)	8

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change, Relationship	Environment, adaptation, refinement, interaction	Identities and relationships: health and wellbeing; lifestyle choices; happiness and the good life
Statement of inquiry		
Adaptation essential in the refinements of attitudes needed to affect change in lifestyle choices that subsequently reduce risk and lower consequences that are associated with communicable and noncommunicable diseases		
Inquiry questions		
<p>Factual—What is a communicable disease? What is a noncommunicable disease? What are pathogens? What are causes of communicable diseases? How do germs spread? How can you prevent communicable diseases? What are some common communicable diseases? What are the bodies 5 major defenses?</p> <p>Conceptual—Why should you be aware of risks and consequences associated with behavior? Why is having a healthy immune system so important? What role do barriers play in preventing pathogen infection? Why is abstinence the best way to avoid getting an STD?</p> <p>Debatable— Environment is the major contributor to the prevalence</p>		

Objectives	Summative assessment	
Criteria B	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Group Project. Assign each group a pathogen to research.</p> <p>Project: Poster Board (visual Aid)</p> <p>Poster Board: Must have information on one of the 4 pathogen, What diseases are develop from them , How are those diseases treated, what are the best way to prevent the spread of those pathogen</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>

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Approaches to learning (ATL)

Communication skills - Give and receive meaningful feedback.

Organization skills - Plan short and long-term assignments; meet deadlines; select and use technology effectively and productively; Bring necessary equipment and supplies to class.

Media literacy skills - Locate, organize, analyse, evaluate, synthesize, and ethically use information from a variety of sources and media; Seek a range of perspectives from multiple and varied sources; communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Action: Teaching and learning through inquiry

Content	Learning process
	<p>Learning experiences and teaching strategies</p> <p>Day 1: 12/7 – 12/8</p> <p>Today I Will...</p> <ul style="list-style-type: none"> ● Recognize 4 common disease causing organisms

- Describe how germs are spread

- Identify 2 types of disease

So that I can...

- Inform others on the ways to prevent the spread of germs

I know I've got it when...

Day 2: 12/9-12/10

Today I will...

- Identify common communicable diseases
- Demonstrate healthful behaviors that limit the spread of pathogens

So that I can...

- Develop habits that are helpful for me to live healthier

I know I've got it when...

Day 3: 12/11-1/4-5

Today I will...

- Identify common STD's
- Access current information
- Explain how to protect yourself from STD's

	<p>So that I can...</p> <ul style="list-style-type: none"> ● Be aware of risks that may expose me to STD's ● So that I can live a healthy lifestyle <p>I know I've got it when...</p> <p>Day 4: 1/6-1/7</p> <p>Today I will...</p> <ul style="list-style-type: none"> ● Identify various cause of non communicable diseases ● Develop Behaviors to keep your heart healthy ● Identify ways to help prevent diseases like cancer and diabetes <p>So that I can...</p> <ul style="list-style-type: none"> ● Maintain a healthy lifestyle ● Enjoy quality of life <p>I know I've got it when...</p>
	<p>Formative assessment</p>

	<p>Venn Diagram: communicable and noncommunicable diseases</p> <p>Define unit terms then write them in complete sentences.</p> <p>Go the CDC.gov page and answer the questions</p> <p>KWL on Pathogen</p>
	<p>Differentiation</p> <p>Lecture</p> <p>Technology</p> <p>Power Point</p> <p>KWL Chart</p> <p>Independent Practice</p>
<p>Resources</p>	
<p>health.glencoe.com</p> <p>Glencoe ‘Teen Health’ course 1</p> <p>cdc.gov</p> <p>Discovery Education.com</p>	

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Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit