

**New York City Department of Education  
Magnet Program District 25 & 28**

**School: JHS 185  
Grade: 7<sup>th</sup> GRADE  
Teacher: Ms. Ng**



**Essential Question: How do we prevent health problems and solve them?**

**Suggested Time Frame: 4-6 weeks**

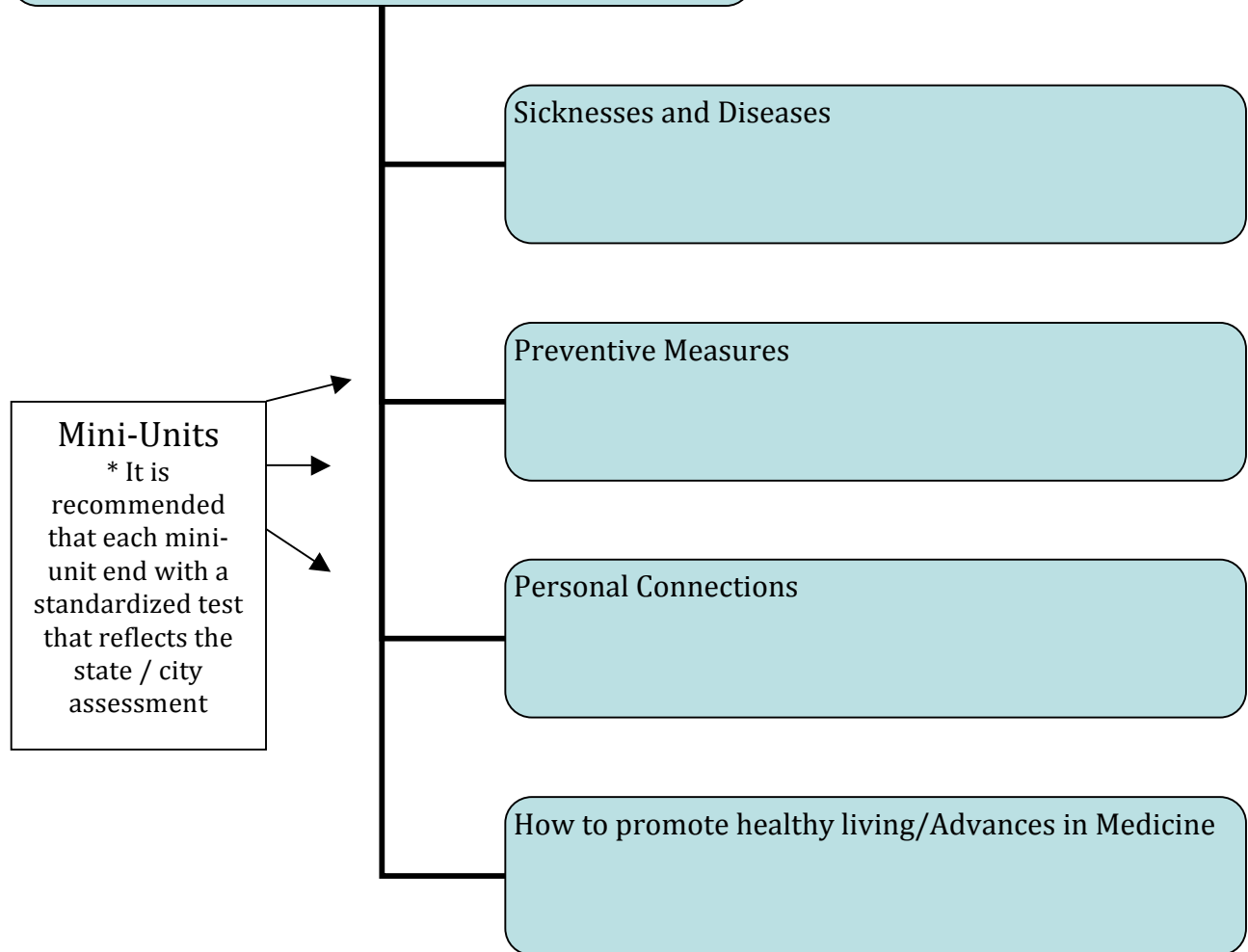
**Theme: Medicine**

## Graphic Overview of Unit

Suggested Time Frame:

Essential Question: How do we prevent health problems and solve them?

### Healthy Measures for the Sick



**Unit's Culminating Project: (briefly explain in 2-3 sentences):**

Students will read, write and reflect about the life experiences of the sick and learn about various diseases. They will create a poster for preventing and problem solving related to the health issue that they have experienced through their studies.

Stage 1- Desired Results	
<b>Standards-Based Learning Goals:</b> E1c & E1d Reading, E2 Writing, E3 Speaking, Listening and Viewing, E4 Conventions, Grammar and Mechanic, E5a Literature Responding to non-fiction, fiction using critical processes, E5b Produce a work in one genre that follows the conventions of genre.	
Concepts	
<b>Big Ideas for this Unit</b>  Disease and sickness Health Therapy Advances in medicine Mental health and physical health	<b>Magnet School Theme: Health and Medicine</b>  <b>How does the Big Idea in your unit connect to your theme?</b>  <b>Big ideas are related to Health and Medicine</b>
<b>Enduring Understandings</b> <b>Students will understand:</b> <ul style="list-style-type: none"> <li>• There are different ways to treat diseases.</li> <li>• Everyone solves problems differently.</li> <li>• People deal with life situations differently.</li> <li>• When the sick receive the mental and emotional help they need, they accept and learn to live with the disease.</li> </ul>	<b>Overarching Essential Question: (this question should connect to your school theme)</b> <b>How do we prevent health problems and solve them?</b> <b>What do we know about people who are sick? How do they live with disease? What kinds of medicines are available for treatment?</b> <b>How do we cope and learn to live with disease or sickness as a patient, caregiver or family member?</b>
Content and Skills	
<b>Content (nouns)</b> <b>Students will know...</b>  Diseases Medical terms Therapy Preventive medicine Advancements in Health & Medicine  Fiction Memoir/Personal stories Research skills Formats for journal writing- (poems, bullets, diary, narrative, reflection, etc) Organization/Agenda for presentation Communication skills (written and verbal) Listening Skills Inference Gallery Walk Perspectives	<b>Skills (verbs)</b> <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>• Read stories and articles from various perspectives (as patient, caregiver, family member)</li> <li>• Reflect on personal stories, fiction</li> <li>• Write journals from another person’s perspective</li> <li>• Research diseases and solutions for health problems or sicknesses</li> <li>• Compare/Contrast emotional, mental, physical therapy</li> <li>• Plan a presentation</li> <li>• Recommend therapy and treatment for individuals based on research</li> <li>• Create a poster for gallery walk</li> <li>• Understand that fiction allows us to reflect and explore challenges the sick face in life</li> <li>• Define medical terms</li> <li>• Develop problem solving techniques when faced with difficulty</li> <li>• Explore literature written personally, fictitiously</li> <li>• Write about sicknesses and diseases people face</li> <li>• Cause and Effect</li> </ul>
Stage 2- Summative Assessment Evidence	

**If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.**

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal) Your task is to create a poster for a gallery walk that demonstrates a day in the life of a patient, caregiver or family member. You should be able to suggest how to prevent or solve the given health problem.

(Inform people what you have learned about the disease, how the sick learn to live with their illness and the kinds of medicine and therapy available.)

R- (role) You are a person who is affected by a disease or health problem. You will share your experiences and the treatment options that are available to you in the form of a poster for a gallery walk.

A- (audience) Your clients are community members.

S- (situation) A local hospital is developing a program to educate the surrounding community about different diseases and health problems. They have asked you to help them reach their goal.

P- (purpose and product) You will demonstrate a thorough understanding of how patients, caregivers and family members live with sickness and disease by researching the disease, then creating a poster detailing experience, methods of therapy and future medical advances. (pg 172 in workbook).

S- (standards for performance) Your performance needs to meet these requirements: E1c, E1d Reading, E2 Writing, E3 Speaking, E4 Conventions, Grammar and Mechanics, E5a Literature, Responding to literature, E5b Produce a work of literature in one genre that follows the conventions of genre.

### **Student Task**

In the space below, write the task exactly as students will see it.

You should give this task to them on the first day of the unit. This way they know where they are going.

Throughout this unit you will:

- find information on a disease that you want to research
- suggest or recommend medicine and therapy for this sickness based on your reading.
- read from different points of view (as patient, caregiver and family member) about experiences with sickness.
- write about how this experience relates to you and how you will problem solve difficulties in your own life.

Your final product:

- You are a person who is affected by a disease or health problem. You will share your experiences and the treatment options that are available to you in the form of a poster for a gallery walk.
- You will demonstrate knowledge and understanding of how health problems can both be prevented and resolved. You will use various texts, writings to show what you have learned about the disease/illness
- The knowledge gained from the steps above should be included in your poster.

### **Rubric For Culminating Project**

Project Component	1	2	3	4
<b>Ideas/Focus</b>	Ideas are not focused and developed in poster	1 idea developed in poster	2-3 ideas developed with good explanations	3 or more ideas developed with great explanations
<b>Details</b>	Written parts include minimal details from research.	Written parts include little details from research	Written parts include 2-3 details from research	Written parts include 3 or more details from research
<b>Sentence Structure Grammar Punctuation Mechanics</b>	Sentences are unclear Sentences have many grammatical mistakes	Sentences are written in simple sentences. Sentences have 1-2 grammatical mistakes.	Student uses compound sentences in writing Sentences have little to no mistakes in grammar	Student uses compound and complex sentences in writing Sentences have no grammatical mistakes
<b>Organization</b>	Poster is not organized, not colorful and not creative Poster is missing 3 or more parts.	Poster is missing 2 parts.	Poster has one incomplete part.	Poster is complete, and is fully developed
<b>Effort and Improvement/</b>	Work does not show evidence of improvement from one draft to the next.	Shows minor evidence of effort and improvement from one draft to the next.	Shows good evidence of effort and improvement from one draft to the next.	Shows great evidence of effort and improvement on final product.