

COURSE PLANS

UNIT 6

1. BASIS

Health and care of our body is one of the major concerns of today's society and one of the goals of school is to provide information and habits that allow us to know about and prevent illness and keep healthy. In this unit we will look at health from the perspective of scientific progress: health as physical, mental and social well-being; the symptoms of illness and the causes of infectious and non-infectious illnesses and disease; how to prevent illness and accidents; scientific advances related to the diagnosis and treatment of disease and the concept of public health. The projects deal with prevention of domestic accidents and some simple steps to provide first aid in case of accidents.

March 

2. METHODOLOGY

As pupils study this unit they will be able to define health and illness, distinguish infectious and non-infectious illnesses and learn about some of the most common illnesses and diseases. They will acquire some basic knowledge of how to prevent diseases and accidents and will recognise the importance of medicine and scientific advances in the field of health. They will also learn how to respond to minor accidents with basic first aid.

CONTENTS	EVALUATION CRITERIA	LEARNING STANDARDS
<ul style="list-style-type: none"> • Health and the elements on which is based. • Illness. Infectious illnesses, types and causes. • Non-infectious illnesses and disease. • Personal strategies for the prevention of disease. • Medicine. Diagnosis and treatment of diseases. • Public health Public institutions and collective action to maintain the hygiene and health of the population. • Advances in the diagnosis and treatment of illnesses. 	<p>1. Acquire general knowledge about health and illness, and learn about infectious and non-infectious illnesses and their causes.</p>	<p>1.1. Define health and the elements on which is based. Define illness and differentiate between infectious and non-infectious illnesses.</p> <p>1.2. Name infectious illnesses and the pathogenic elements that cause them, and describe the ways they are transmitted or acquired. Differentiate between contagious and non-contagious infectious illnesses.</p> <p>1.3. Define and name non-infectious illnesses or diseases and describe how they are caused.</p>
<ul style="list-style-type: none"> • Accidents and the prevention of accidents. • Basic rules to prevent accidents in the home. • First aid guidelines to follow when responding to minor accidents. • Antibiotics. • Assessment of scientific and technological discoveries and efforts that society and institutions perform to maintain public health. 	<p>2. Know and assimilate some general strategies for acquiring good health care education: hygiene, diet, exercise, rest and sleep.</p>	<p>2.1. Name the seven pillars upon which health rests. Describe the characteristics of a healthy diet.</p> <p>2.2. Describe guidelines for hygiene, rest, sleep, sociability, physical activity... which help to maintain good health.</p>
<ul style="list-style-type: none"> • Favourable disposition to assume guidelines that contribute to individual and collective health. • Personal initiative to contribute to one's own well-being and those of their immediate surroundings. 	<p>3. Understand what medical diagnosis and treatment are, and the medical actions that are performed in each field.</p>	<p>3.1. Define diagnosis and treatment, and describe how a diagnosis is made and treatment is decided.</p> <p>3.2. Describe developments in exploration, medication, surgery and clinical analysis.</p>
<ul style="list-style-type: none"> • Understanding information, learning vocabulary, using 	<p>4. Understand the improvements to public health, public hygiene, access to health care and health promotion. Appreciate the</p>	<p>4.1. Define public health and hygiene and describe how it is promoted.</p> <p>4.2. Learn about and appreciate the work</p>

<p>language as a tool for communication and keeping a positive attitude towards reading.</p> <ul style="list-style-type: none"> • Knowledge of and use of mathematical operations and mathematical strategies to resolve problems. • Understanding social reality and being responsible citizens, showing respect and solidarity to nature. • Knowledge and responsible use of ICT to investigate ecosystems. • Using strategies to process information and applying it to different contexts. <p>• Initiative and perseverance in tackling problems and defending opinions, developing attitudes of respect and collaboration when working together.</p>	<p>importance of scientific advances and the work of the people who contribute to public health.</p>	<p>carried out by people working in health care, and the importance of medicine and technology applied to the treatment of disease.</p>
	<p>5. Identify causes of accidents, adopt ways of preventing domestic accidents, and know how to respond to minor accidents and administer first aid.</p>	<p>5.1. Name and describe different types of accidents, the underlying causes, guidelines to prevent them and how to respond to minor accidents.</p>
	<p>6. Understand information, acquire vocabulary about health and illness, express knowledge and opinions and show interest in reading.</p>	<p>6.1. Understand information, acquire vocabulary about health and illness, express knowledge and opinions and show interest in reading.</p>
	<p>7. Know and use mathematical elements and strategies to solve problems about obesity in Spain and causes of mortality on different continents.</p>	<p>7.1. Know and use mathematical elements and strategies to solve problems about obesity in Spain and causes of mortality on different continents.</p>
	<p>8. Know about and use ICT in a responsible way and use strategies to process information and apply it to different contexts, actively participating in their own learning process.</p>	<p>8.1. Obtain and organise information, working with the unit structure, and using digital resources with interest and responsibility.</p>
<p>9. Show initiative and perseverance in tackling problems and defending opinions, developing attitudes of respect and collaboration when working together in a group.</p>	<p>9.1. Show initiative, accept mistakes when doing self-evaluation, persevere in reinforcement tasks and actively participate in cooperative learning exercises.</p>	

3. COMPETENCIES

COMPETENCIES	CONTENTS AND ACTIVITIES BY COMPETENCY
Linguistic competency.	Understanding the meaning of written texts. Applying basic first aid techniques in everyday life situations. Reading the initial reading and the recommended texts in the reading plan.
Mathematical competency and basic competencies in Science and Technology.	Adopting personal opinions on the social vision of the aesthetics of the human body compared to taken care of themselves in a healthy way. Having a healthy diet and following guidelines to keep health.
Digital competency.	Understanding messages from the media and following the advice of health prevention campaigns in different media, such as television.
Learning to learn.	Showing awareness of the learning process. Being careful when doing household chores to avoid domestic accidents. <i>Multiple Intelligences:</i> Using their own body to explain some symptoms of illness
Social and Civic competencies.	Knowing about and applying the rights and duties of citizen coexistence to the context of school. Accepting and incorporating hygiene standards that affect their health and that of others. Valuing and appreciating the work of people and organizations responsible for public health
Sense of initiative and entrepreneurial spirit.	Showing personal initiative to initiate or promote new action. Proposing measures to avoid the rise in childhood obesity in Spain.
Cultural awareness and expression	Knowing about foods and dishes from other countries and cultures.