

Heart Disease

1. Question & Research Task

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Heart Disease Statistics:

- “Coronary heart disease accounts for 1 in 7 deaths in the US, killing over 366,800 people a year.”
- “In 2015, heart attacks claimed 114,023 lives in the US. Approximately every 40 seconds, an American will have a heart attack.”
- “Heart attacks (\$12.1 billion) and Coronary Heart Disease (\$9.0 billion) were 2 of the 10 most expensive conditions treated in US hospitals in 2013.”
- “Heart Disease (including Coronary Heart Disease, Hypertension, and Stroke) remains the No. 1 cause of death in the US.”

Resources gathered from American Heart Association, 2018



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In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can you prevent Heart Disease?

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

Explore these sites:

- [What is Heart Disease?](#)
- [Interactive Cardiovascular Library](#)
- [Heart Disease Diagnosis and Treatment](#)
- [Coronary Heart Disease](#)
- [“The ABCS of Heart Disease”](#)
- [Heart Health and Care](#)
- [Beware of Stroke & Heart Disease](#)

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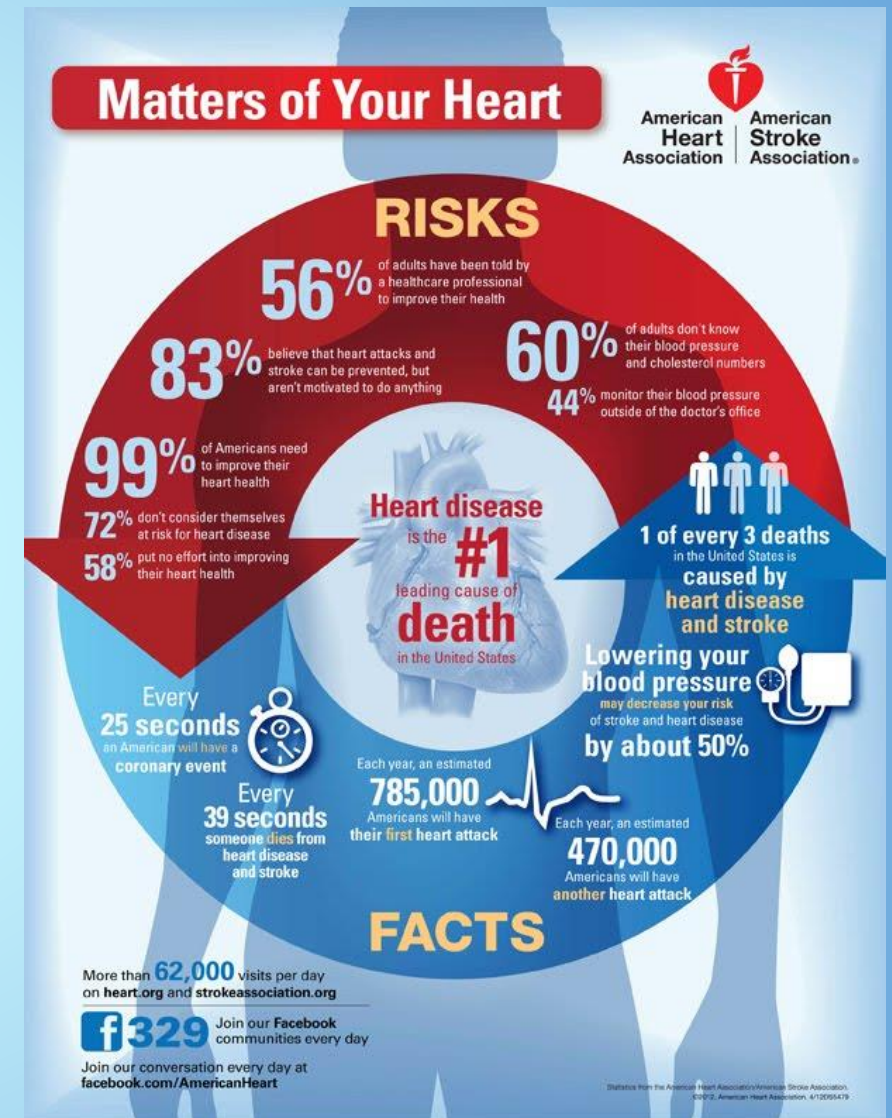
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An infographic showing the risks and facts of heart disease.
Image Source: [Quatumday.com](#)

3. Student Activity

The heart is the engine of our life, which must be protected! In order to educate ourselves and others, we must learn information about:

- What is heart disease
- Causes of heart disease
- Recent statistics of heart disease
- Prevention options for heart disease
- Treatment options for heart disease

You will use the resources from the previous slide to gather information about heart disease by filling in this organizer.

What are my chances of getting heart disease?
Ask yourself these 3 questions:

1 How many risk factors do I have?

Major risk factors are those that research has shown significantly increase the risk of heart disease. The more risk factors you have, the greater your chance of developing it.

- age
- gender
- family history
- high blood cholesterol
- high blood pressure
- physical inactivity
- obesity and overweight
- smoking
- diabetes

Non-Modifiable
These risk factors cannot be changed.

Modifiable
Any person can make changes to these risk factors, even modest improvements to your health will make a big difference.

Do I know Life's Simple 7™ keys to prevention?

CONTROL CHOLESTEROL
More than 44% of adults over the age of 20 have total blood cholesterol levels over 200 mg/dL.

EAT RIGHT
When you eat a heart-healthy diet you improve your chances for feeling good and staying healthy – for life!

LOSE WEIGHT
More than 2/3 of our American adult population is overweight, with 1/3 of us in the obese category.

MANAGE BLOOD PRESSURE
Approximately 30% of all Americans will develop hypertension over their lifetime and 1 in 3 adults has high blood pressure, yet, many people don't even know they have it.

GET MOVING
80% of Americans do not get the recommended 150 minutes a week of physical activity.

REDUCE BLOOD SUGAR
Heart disease and stroke are the No. 1 causes of death and disability among people with type 2 diabetes.

STOP SMOKING
Among Americans age 18 and older, more than 20 million women and 23 million men are smokers.

Get your **My Life Check™** Assessment now at heart.org/mylifecheck

3 Am I making an effort or making excuses?

Top "barriers" to healthy living from a recent survey of website visitors to heart.org:

- 14% Coats too much to eat healthy. Think again! Try our tips to save you money and time. heart.org/healthytips
- 27% I live a heart-healthy lifestyle. Great job! Learn more about preventing heart disease at any age. heart.org/atanyage
- 18% Don't want to stop eating foods they like. Then Don't! Just find healthy ways to prepare them here. heart.org/recipes
- 14% Don't like exercising. Keep trying! Find some kind of activity that you enjoy. Try these easy tips to get started. heart.org/getactive
- 12% Too busy taking care of others to take care of myself. To do the best for our loved ones, we must make an effort to be in the best possible health ourselves. heart.org/caregiver
- 17% Don't have time to exercise regularly. Don't worry, 10 minutes, 3 times a day is all it takes. heart.org/take10
- 7% I don't really know how to take care of my heart. You're in luck! We have all the heart health information you need. heart.org/conditions

Start here: heart.org/makinganeffort

An infographic displaying the risk factors and prevention tips for heart disease.

4. Assessment Activity

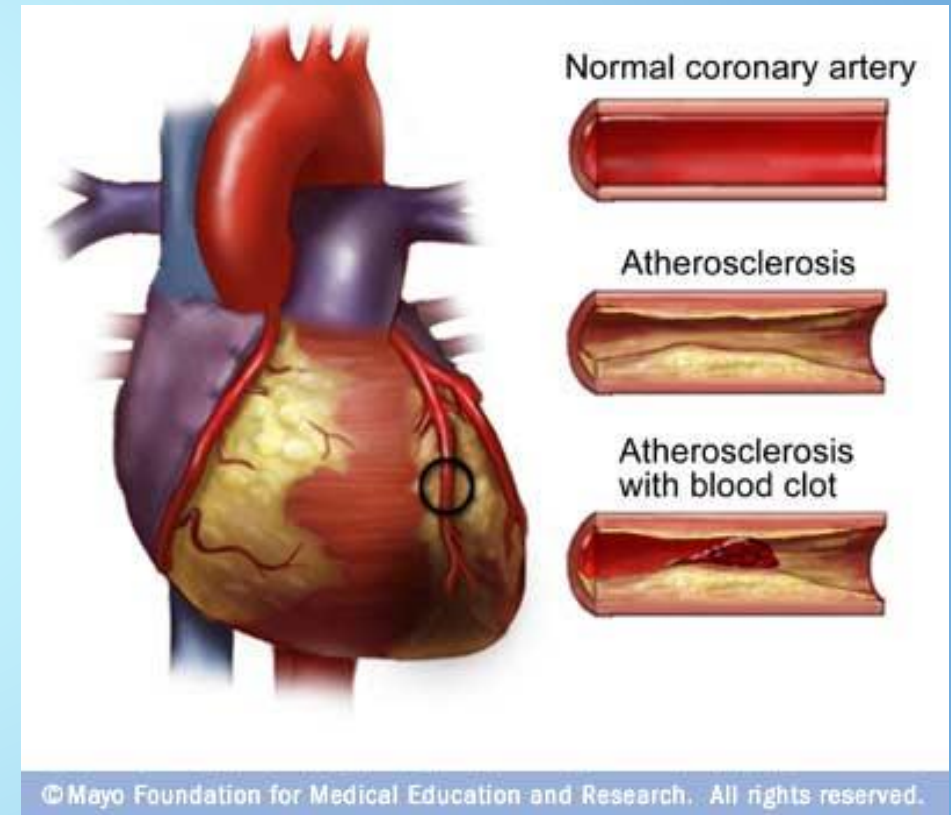
How can you prevent Heart Disease?

Using the information you have gathered from the resources in this lesson, work with a partner to create a Public Service Announcement (PSA) about Heart Disease:

Your PSA should include:

- Three (3) ways to prevent heart disease
- An explanation of why it is important to prevent heart disease
- Meaningful statistics to support why it is important to prevent heart disease

Please review the [rubric](#) as you complete your PSA.



5. Enrichment Activities

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Image Source: illuminatedliving.com

February is American Heart Month!

As a new healthy heart expert, become an ambassador for your school by developing a proposal for how your school can promote healthy activities during the month of February. For example, heart healthy social media posts, hashtags, and posting images could be included in your activities.

View a [Map of the Human Heart!](#)

The [heart](#) is just a small, but important part of the body's [circulatory system](#).

6. Teacher Resources

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Learning Standards Alignment

Content Learning Standards

- 1.8.1 Analyze the relationship between healthy behaviors and personal health
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors

MCCR ELA Standards for Grades 6-8

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grade 6-8 Health: Disease Awareness

Objective: Students will conduct brief, focused research about the different types of cardiovascular disease in order to describe behaviors that reduce the risk.

Time Frame: Two 45-minute class periods or 1 90-minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)

Last updated: July 2022 Report broken links to BCPS Library Media Programs & Digital Resources 443-809-4035 or use this [form](#)

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