

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

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Engaging Students, Fostering Achievement, Inspiring Excellence

JUNIOR HEALTH COURSE SYLLABUS

Course Description:

This course is designed to teach a basic First Aid and Safety curriculum that corresponds with the American Red Cross curriculum. This course will stress the importance of first aid and how to handle emergency situations, assess the degree of injuries and administer First Aid with confidence. Topics to be covered and discussed include checking the victim, calling for help, treating wounds, burns, bone and joint injuries, shock, poisoning, heat stroke, sudden illness and CPR.

Health is a **state requirement for graduation**. Excessive absences can result in the student being placed on No-Credit Status regardless of the final grade.

Goals and Objectives:

- **Explain how the EMS system works and the citizen responder's role in the EMS system, including how and when to call EMS personnel.** 2.1.12.A.1; 2.2.12.A.1
- **Identify the signs and symptoms of breathing emergencies and demonstrate how to provide rescue breathing and first aid for choking.** 2.1.12.D.6
- **Identify the major risk factors for cardiovascular disease and describe how to minimize them.** 2.1.12.D.6
- **Recognize the signs and symptoms of a possible heart attack and describe how to care for someone who is experiencing chest pain.** 2.1.12.D.6
- **Identify the signs of cardiac arrest and demonstrate how to provide cardiopulmonary resuscitation until emergency personnel arrive.** 2.1.12.D.6
- **Identify life-threatening bleeding and demonstrate how to minimize it.** 2.1.12.D.6
- **Identify the signs and symptoms of shock and describe how to minimize its effects.** 2.1.12.D.6;
- **Identify the signs and symptoms of various soft tissue and musculoskeletal injuries and demonstrate how to care for them.** 2.1.12.D.6; 2.1.12.D.2
- **Identify the signs and symptoms of sudden illness including poisoning, bites, stings, heat and cold emergencies, and describe how to care for them.** 2.1.12.D.6; 2.1.12.D.2
- **Understand the risks of contracting blood borne pathogens.** 2.1.12.C.1; 2.1.12.C.2; 2.1.12.C.3
- **Identify signs of an unhealthy relationship.** 2.3.12.B.4; 2.1.12.E.1; 2.1.12.E.2; 2.1.12.E.3; 2.1.12.E.4; 2.2.12.A.2; 2.2.12.A.2; 2.2.12.A.3; 2.4.12.A.5; 2.4.12.A.6
- **Understand and analyze how new technology (social media) may positively or negatively impact relationships.** 2.1.12.A.2; 2.2.12.D.1
- **Understand the use of life-saving advances and technology.** 2.2.12.E.1; 2.2.12.E.2

- **Understand the importance of Healthcare for everybody.** 2.1.12.E.2
- **Locate self help and support programs for unhealthy relationships.** 2.1.12.D.2
- **Identify signs, symptoms and health issues related to steroids and other illegal drugs.** 2.3.12.B.1; 2.3.12.B.2; 2.3.12.B.3; 2.3.12.B.4; 2.3.12.B.5; 2.3.12.C.1; 2.3.12.C.2; 2.3.12.C.3; 2.3.12.A.1; 2.3.12.A.2; 2.3.12.A.3
- **Understand the risks of contracting blood borne pathogens.** 2.1.12.C.1; 2.1.12.C.2; 2.1.12.C.3
- **Recognize there are services available to assist in helping with recovery from illegal drugs.** 2.1.12.A.2; 2.1.12.E.3; 2.1.12.E.4; 2.2.12.A.2; 2.2.12.A.3

Rules and Behavior:

1. Enter the classroom and be in assigned seat before the bell rings.
2. Must have your health notebook (with a folder) and pen/pencil every day.
3. Attendance will be recorded daily.
4. All work is due on the assigned date (late work will be penalized).
5. If you are absent, you have 1 week to make up the missed work.
6. If you are caught cutting class or sleeping, missed work cannot be made up (ZERO).
7. Cheating will not be tolerated and will result in a ZERO.
8. Be respectful of yourself, classmates and the teacher.
9. Cell phones can only be used for EDUCATIONAL purposes at the teacher's discretion.

Grading:

A final Marking Period grade will be as follows:

- 20% Skills
- 30% Tests & Quizzes
- 20% Projects
- 30% Classwork/Homework

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Health III

Course Number: 000301

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Safety and First Aid	Unit Summary: This unit will provide the students with the knowledge and skills necessary in an emergency to help sustain life and minimize pain and the consequences of injury or sudden illness until medical help arrives. Also, this unit will emphasize prevention of injuries and illness with a focus on personal safety and health.
Grade Level(s): 11	
Essential Question(s): What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves and others? How do you know whether or not health information is accurate? How can you inspire others to address health issues? How do I determine whether or not a medication will be effective? To what extent can we keep ourselves disease free?	Enduring Understanding(s): Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. Making good health decisions requires the ability to access and evaluate reliable resources.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS:
1. Explain how the EMS system works and the citizen responder's role in the EMS system, including how and when to call EMS personnel.	1. 2.1.12.A.1; 2.2.12.A.1
2. Identify the signs and symptoms of breathing emergencies and demonstrate how to provide rescue breathing and first aid for choking.	2. 2.1.12.D.6
3. Identify the major risk factors for cardiovascular disease and describe how to minimize them.	3. 2.1.12.D.6
4. Recognize the signs and symptoms of a possible heart attack and describe how to care for someone who is experiencing chest pain.	4. 2.1.12.D.6
5. Identify the signs of cardiac arrest and demonstrate how to provide cardiopulmonary resuscitation until emergency personnel arrive.	5. 2.1.12.D.6
6. Identify life-threatening bleeding and demonstrate how to minimize it.	6. 2.1.12.D.6
7. Identify the signs and symptoms of shock and describe how to minimize its effects.	7. 2.1.12.D.6;
8. Identify the signs and symptoms of various soft tissue and musculoskeletal injuries and demonstrate how to care for them.	8. 2.1.12.D.6; 2.1.12.D.2
9. Identify the signs and symptoms of sudden illness including poisoning, bites, stings, heat and cold emergencies, and describe how to care for them.	9. 2.1.12.D.6; 2.1.12.D.2
10. Understanding the risks of contracting blood borne pathogens.	10. 2.1.12.C.1; 2.1.12.C.2; 2.1.12.C.3

Inter-Disciplinary Connections:

LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LA.9-10.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system

TECH.8.1.12 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will engage with the following text:

First Aid, CPR, AED for Schools: Participants Manual

Students will write:

- **Students are required to complete a warm-up question and answer using complete sentences.**
- **Students are given scenarios and are required to reflect and write how they would respond to the scenarios.**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

- **Material and Supplies**
- **Google Slide Presentations: EMS System, EMS personnel, Breathing Emergencies, Rescue Breathing, Choking, Cardiovascular Disease, Heart Attacks, Cardiac Arrest, CPR, Bleeding, Shock, Musculoskeletal injuries, Sudden Illnesses, Blood Borne Pathogens, Disease Transmission.**
- **Class Assignments-Current Events, First Aid Projects, Google Slide Presentations**

- Practical skills (Practical work and Assessments (Controlling Bleeding, Conscious/Unconscious Choking, AED, Adult, Child and Infant CPR).

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quizzes
- Do Now
- Questioning
- Interactive class discussion
- Current Events (daily discussion) (Current events that have to do with a new medicine or an act of Good Samaritans).

Accommodations/Modifications:

- Use graphic organizers
- Provide a study guide for all assessments
- Chunking assignments
- Extended time on assessment
- Repeat/clarify directions
- Retest failures after meeting and completing previous assignments in a timely manner

Summative Assessments:

Benchmarks/tests and final assessment

Accommodations/Modifications:

- Chunking assignments
- Extended time on assessment
- Repeat/clarify directions
- Retest failures after meeting and completing previous assignments in a timely manner

Performance Assessments:

Practical work and Assessments (Controlling Bleeding, Conscious/Unconscious Choking, AED, Adult, Child and Infant CPR).

Accommodations/Modifications:

- Use rubrics
- Provide a study guide for all assessments
- Extended time on assessment
- Repeat/clarify directions
- Retest failures after meeting and completing previous assignments in a timely manner

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Health III

Course Number: 000301

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Healthy Relationships</p>	<p>Unit Summary: Students will develop an understanding of how to determine if the relationship they are in is healthy. Students will also develop skills to help remove themselves from unhealthy relationships, and learn of services available to them. In addition to those services, students will develop an understanding of the current healthcare system and different types of family/relationship counseling services that may be offered.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <p>How do we know when we are making appropriate decisions to maintain a healthy relationship?</p> <p>How can one person become addicted to another?</p> <p>How do I learn to stand for my beliefs?</p> <p>How do I overcome negative influences when making decisions about my personal health?</p> <p>How can you learn to like yourself and others?</p> <p>How do we learn to understand and respect diversity in relationships?</p> <p>How do we know when a relationship is not worth saving?</p> <p>Where can I go to get support for being in an unhealthy relationship?</p>	<p>Enduring Understanding(s):</p> <p>Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</p> <p>Reliable personnel and professional resources are available to assist with relationship problems.</p> <p>Effective communication enhances a person's ability to defend their beliefs.</p> <p>Decision-making can be affected by a variety of influences that may not be in a person's best interest.</p> <p>Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</p> <p>Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.</p> <p>Research internet and local dating violence support groups.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Identify signs of an unhealthy relationship.	1. 2.3.12.B.4;
2. Understand and analyze how new technology (social media) may positively or negatively impact relationships.	2.1.12.E.1; 2.1.12.E.2; 2.1.12.E.3; 2.1.12.E.4;
3. Understanding the use of life-saving advances and technology.	2.2.12.A.2; 2.2.12.A.2; 2.2.12.A.3; 2.4.12.A.5; 2.4.12.A.6
4. Understand the importance of Healthcare for everybody.	2. 2.1.12.A.2; 2.2.12.D.1
5. Locating self help and support programs for unhealthy relationships.	3. 2.2.12.E.1; 2.2.12.E.2
	4. 2.1.12.E.2
	5. 2.1.12.D.2

Inter-Disciplinary Connections:

LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system

TECH.8.1.12 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will engage with the following text:

First Aid, CPR, AED for Schools: Participants Manual

Students will write:

- Students are required to complete a warm-up question and answer using complete sentences.
- Students are given scenarios and are required to reflect and write how they would respond to the scenarios.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Material and supplies

- Google Slide presentations
- Class Assignments- First Aid Kit, Google Slide Presentation (Drugs), Etc.
- Informational Videos- Heart Attacks and Prevention, American Red Cross Videos to Supplement Topics Discussed
- Guest Speaker- Dating Violence/Sexting/Organ/Tissue Donation

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM’S LEVELS.**



Formative Assessments:

- Quizzes
- Do Now
- Questioning
- Interactive class discussion
- Current Events (daily discussion)

Accommodations/Modifications:

- Use graphic organizers
- Provide a study guide for all assessments
- Chunking assignments
- Extended time on assessment
- Repeat/clarify directions
- Retest failures after meeting and completing previous assignments in a timely manner

Summative Assessments:

Benchmarks/tests and final assessment

Accommodations/Modifications:

- Chunk assignments
- Extended time on assessment
- Repeat/clarify directions
- Retest failures after meeting and completing previous assignments in a timely manner

Performance Assessments:

- Projects (First Aid Kit)
- Presentations (Google Slide)

Accommodations/Modifications:

- Use rubrics
- Provide a study guide for all assessments
- Extended time on assessment
- Repeat/clarify directions
- Retest failures after meeting and completing previous assignments in a timely manner

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Health III

Course Number: 000301

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Drugs	Unit Summary: Students will learn the signs, symptoms, and health risks associated with the use of prescription and illegal drugs. Students will also recognize the services available to people who become addicted to the prescription and illegal drugs.
Grade Level(s): 11	
Essential Question(s): What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves and others? How do I determine whether or not a medication will be effective? Why do people choose to use alcohol, tobacco and other drugs when they are aware of the effects? Why does one person become an addict and another does not? How do I make the “right” decisions in the face of peer, media and other pressures?	Enduring Understanding(s): Medicines must be used correctly in order to be safe and have the maximum benefit. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than before. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. There are common indicators, stages and influencing factors of chemical dependency. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<p>1. Identify signs, symptoms and health issues related to steroids and other illegal drugs.</p> <p>2. Understanding the risks of contracting blood borne pathogens.</p> <p>3. Recognize there are services available to assist in helping with recovery from illegal drugs</p>	<p>1. 2.3.12.B.1; 2.3.12.B.2; 2.3.12.B.3; 2.3.12.B.4; 2.3.12.B.5; 2.3.12.C.1; 2.3.12.C.2; 2.3.12.C.3; 2.3.12.A.1; 2.3.12.A.2; 2.3.12.A.3</p> <p>2. 2.1.12.C.1; 2.1.12.C.2; 2.1.12.C.3</p> <p>3. 2.1.12.A.2; 2.1.12.E.3; 2.1.12.E.4; 2.2.12.A.2; 2.2.12.A.3</p>

Inter-Disciplinary Connections:

<p>LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system</p> <p>TECH.8.1.12 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>

Students will engage with the following text:

First Aid, CPR, AED for Schools: Participants Manual

Students will write:

- Students are required to complete a warm-up question and answer using complete sentences.
- Students are given scenarios and are required to reflect and write how they would respond to the scenarios.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

- Material and supplies
- Google Slide presentations
- Class Assignments
- Informational Videos

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quizzes
- Do Now
- Questioning
- Interactive class discussion
- Current Events (daily discussion)

Accommodations/Modifications:

- Use graphic organizers
- Provide a study guide for all assessments
- Chunking assignments
- Extended time on assessment
- Repeat/clarify directions
- Retest failures after meeting and completing previous assignments in a timely manner

Summative Assessments:

Benchmarks/tests and final assessment

Accommodations/Modifications:

- Chunking assignments
- Extended time on assessment
- Repeat/clarify directions
- Retest failures after meeting and completing previous assignments in a timely manner

Performance Assessments:

- Projects
- Presentations (Google Slide)

Accommodations/Modifications:

- Use rubrics
- Provide a study guide for all assessments
- Extended time on assessment
- Repeat/clarify directions
- Retest failures after meeting and completing previous assignments in a timely manner