

Black Horse Pike Regional School District

Course Name

Unit # & Name

Curriculum Date

Health 11

Unit #1 Safety and First Aid

July 2023

Unit Overview

This section describes WHAT comprises the unit in terms of content and student learning.

In this unit, students will be introduced to, and comprehend, procedures and requirements regarding basic First Aid and Safety curriculum that corresponds with the American Red Cross curriculum. The 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.

Essential Questions:

These questions establish WHY students are learning about the particular content;

- What is the difference between healthy and unhealthy risks?
- How do you survey the scene in an emergency situation?
- What ways can you recognize an emergency situation and how do you respond?
- What is the course of action when faced with an emergency situation?
- What are the best ways to prevent yourself from injury, diseases, and accidents?
- What are the best ways to treat an injury?
- What steps should be taken in an emergency situation?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.

1. Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (eg., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual)

2.1.12.CHSS.5

Students will be able to recognize a variety of health products and services that are available through the school or community

2. Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries (e.g., hepatitis, stroke, heart attacks, cancers)

Students will be able to evaluate emerging methods to diagnose and treat diseases that are common in young adults

Assessments:

This section establishes HOW student learning will be evaluated.

Formative Assessments:

- Do Nows & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Poster Projects
- Homework
- Quizzes

Summative Assessments:

- Chapter/Unit Test
- Presentations
 - First Aid and injury care
- Problem Based Projects/Tasks
 - Projects based on demonstrating first aid treatments

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

Content:

Powerpoint and google slides that highlight first aid and safety objectives
Videos that reiterate the objectives for first aid and safety

Materials and Supplies:

Powerpoint/Google Slide presentations (per teacher specific)
Worksheets (per teacher specific)
Videos which include:
Discovery Health Network and Youtube
Edpuzzle
Teacher specific Google Classroom

For additional resources:
Link to shared Drive : Junior Health 2023

Objectives and Skills Learned by using resources stated above:

- Students will be able to understand, identify, and/or demonstrate:
 - Recognizing emergencies
 - How new technology (social media) may impact first aid, emergencies and response times
 - Injury prevention

Vocabulary

Tier 2 (high-frequency words used throughout the unit)

First Aid
Consent
Good Samaritan Law
CPR
Disease precautions
EMS
Heart attack
Stroke
Shock
Choking
Epipen
Heimlich
AED
Tourniquet
RICE
Sprains
Strains
Burns
Poisoning
Bites
Stings

Tier 3 (discipline-specific words used throughout the unit)

Abandonment
Negligence
Duty to Act
Confidentiality
Levels of Consent

Accommodations & Modifications

Special Education Accommodations and Modifications for Assignments:

- Extended time if needed

- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Special Education Accommodations and Modifications for Assessments:

- Extended time if needed
- Include word banks
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ELL Accommodations and Modifications for Assignments:

1. Provide a variety of concrete examples from familiar contexts
2. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
3. Provide oral and written instructions.
4. Extended time.
5. Provide a copy of notes.
6. Chunk assignments.
7. Teacher modeling

ELL Accommodations and Modifications for Assessments:

1. Extended time.
2. Word bank
3. Shorten assessments.

G&T Accommodations and Modifications

1. Provide assignment choices that require more detail and deeper understanding.
2. Use inquiry-based practices and allow students opportunities to conduct additional research.
3. Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

- 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.
- Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
- Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.
- Career 9.3.HU-ED.7 [Standard] Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Unit Overview

This section describes WHAT comprises the unit in terms of content and student learning.

In this unit, students will learn how to identify a healthy and an unhealthy relationship. Students will develop the skills to help remove themselves from an unhealthy relationship, learn about services available to them and develop an understanding of the current healthcare system and different types of family/relationship counseling services that may be offered. Students will also be able to identify characteristics that they would look for in a potential dating and/or life partner.

Essential Questions:

These questions establish WHY students are learning about the particular content;

- What are some attributes that one might look for in a potential dating or life partner?
- Why is it important to set dating limits/boundaries?
- Where can you go to get support for being in an unhealthy relationship?
- How do we know when we are making appropriate decisions to maintain a healthy relationship?
- What are the signs of an unhealthy relationship?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.

1. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence) 2.1.12.SSH.4

Students will be able to demonstrate strategies to prevent and manage interpersonal conflicts without harm

2. Demonstrate ways to show respect for boundaries of others as they relate to intimacy and sexual behavior 2.1.12.SSH.5

Students will be able to demonstrate the ways to show respect for boundaries in relationships

3. Analyze the state and federal laws related to minors; ability to give and receive sexual consent and their association with sexually explicit behavior 2.1.12.SSH.10

Students will be able to recognize and analyze the laws as they pertain to consent and explicit behavior

4. Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence) 2.1.12.PS.5

Recognize the state and federal laws related to intimate relationships and sexual violence

5. Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, and gender-based violence 2.3.12.PS.6

Recognize the various types of abuse and provide examples of those abuse

6.Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship 2.1.12.SSH.9

Students will be able to recognize the personal and societal factors that would keep someone from leaving an unhealthy relationship

Assessments:

This section establishes HOW student learning will be evaluated.

Formative Assessments:

- Do Nows & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Poster Projects
- Homework
- WebQuest Prompts
- Quizzes

Summative Assessments:

- Unit Quiz on healthy relationships, community resources

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

Content:

*Powerpoint and Google slides presentations on Healthy and Unhealthy relationships objectives
Videos that support the healthy and unhealthy relationship objectives*

Materials and Supplies:

*Powerpoint/Google Slide presentations (per teacher specific)
Worksheets (per teacher specific)
Videos which include:
Discovery Health Network and Youtube
Edpuzzle
Teacher specific Google Classroom*

For additional resources:

Link to shared Drive : Junior Health 2023

Objectives and Skills Learned by using resources stated above:

- Students will be able to understand, identify, and/or demonstrate:
 - Signs of an unhealthy relationship
 - How new technology (social media) may positively or negatively impact relationships
 - Importance of Universal Healthcare
 - Locating self help and support programs for unhealthy relationships

Vocabulary

Tier 2 (high-frequency words used throughout the unit)

- Relationship
- Verbal abuse
- Physical abuse
- Emotional/Mental abuse
- Gender
- Dating violence
- Compatibility
- Compromise
-

Tier 3 (discipline-specific words used throughout the unit)

Isolation
Neglect
Control
Abuse

Accommodations & Modifications

Special Education Accommodations and Modifications for Assignments:

- Extended time if needed
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments visually appealing (proper amount of spaces between sections, enlarge font)
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- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

- Provide copies of PowerPoint presentations
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Special Education Accommodations and Modifications for Assessments:

- Extended time if needed
- Include word banks
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ELL Accommodations and Modifications for Assignments:

8. Provide a variety of concrete examples from familiar contexts
9. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
10. Provide oral and written instructions.
11. Extended time.
12. Provide a copy of notes.
13. Chunk assignments.
14. Teacher modeling

ELL Accommodations and Modifications for Assessments:

4. Extended time.
5. Word bank
6. Shorten assessments.

G&T Accommodations and Modifications

4. Provide assignment choices that require more detail and deeper understanding.
5. Use inquiry-based practices and allow students opportunities to conduct additional research.
6. Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

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.

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and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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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.

Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.

Career 9.3.HU-ED.7 [Standard] Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Unit Overview

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 prescription and illegal drugs. Students will be able to identify the difference between healthy and unhealthy risks.

Essential Questions:

These questions establish WHY students are learning about the particular content;

- What is the difference between healthy and unhealthy risks?
- How do I determine whether or not a medication will be effective?
- Why do some 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?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.

1. **Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12PGD.1**
Students will be able to develop a health care plan that supports an active lifestyle and mental well-being
2. **Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 2.1.12.PGD.2**
Students will predict how healthy and unhealthy behaviors can affect development of the brain and various life stages
3. **Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness) 2.1.12.EH3**
Students will be able to learn strategies to appropriately respond to various situations
4. **Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. 2.1.12.HCDM.2**
Students will be able to provide examples of how drugs and medicine can mimic the actions of certain cells
Students will be able to provide examples of how drugs and medicine can block the actions of certain cells
5. **Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. 2.1.12.CHSS.1**
Students will be able to analyze the various resources available for them through the school and community
Recognize mental health advocacies
6. **Develop an advocacy plan for health issues and share this information with others who can benefit. 2.1.12.CHSS.2**
Students will be able to develop an advocacy plan for those who can benefit from it
7. **Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (eg., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual) 2.1.12.CHSS.5**
Students will learn and analyze a variety of health products and services

- 8. Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. 2.3.12.ATD.1**
Recognize and examine the influence of drug use and misuse
- 9. Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs) 2.3.12.ATD.2**
Compare and contrast the incidence and impact of commonly abused substances
- 10. Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. 2.3.12.ATD.3**
Students will be able to recognize the relationship between individuals who abuse alcohol, tobacco and drugs with intentional and unintentional risks
- 11. Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness and academic performance. 2.3.12.DSDT.1**
Students will be able to correlate drug use and abuse with incidences of drug-related injuries and deaths
Students will be able to correlate drug use and abuse with poor academic performances
- 12. Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. 2.3.12.DSDT.2**
Students will be able to analyze personal choices and beliefs as related to substance use
- 13. Examine the drug laws, and regulations of the State of New Jersey, other states and the effects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis, CBD products, opioids.) 2.3.12.DSDT.3**
Students will be able to recognize drug laws and state regulations
- 14. Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 2.3.12.DSDT.4**
Students will be able to utilize peer support and societal norms while remaining drug free
- 15. Evaluate the effectiveness of various strategies and skills to support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support). 2.3.12.DSDT.5**
Students will be able to evaluate the effectiveness of various strategies and skills to support a drug free program

Assessments:

This section establishes HOW student learning will be evaluated.

Formative Assessments:

- Do Nows & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Poster Projects
- Homework
- WebQuest Prompts

--Quizzes

Summative Assessments

-Unit Quiz on Drugs and Alcohol Use

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

Content:

Powerpoint and google slides presentation on Alcohol and Drug use objectives

Videos on alcohol and drug use objectives

Powerpoint and google slides presentation on community resources

Materials and Supplies:

Powerpoint/Google Slide presentations (per teacher specific)

Worksheets (per teacher specific)

Videos which include:

Discovery Health Network and Youtube

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For additional resources:

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Objectives and Skills Learned by using resources stated above:

- Students will be able to understand, identify, and/or demonstrate:
 - Signs, symptoms and health issues related to steroids and other illegal drugs
 - Risk of contracting blood borne pathogens
 - Locate services available to assist with drug addictions and maintaining a drug-free lifestyle
 - Signs and symptoms of drug abuse
 - Stressors and healthy coping mechanisms .

Vocabulary

Tier 2 (high-frequency words used throughout the unit)

Illegal

Legal

Steroids

Opioids

Cannabis

CBD
Blood borne pathogens
Drug abuse
addiction
Misuse
Use
Meth
Oxycodone
Marjuana
Alcohol
BAC

Tier 3 (discipline-specific words used throughout the unit)

Overdose
Hepatitis
HIV/AIDS
Substances
Narcan

Accommodations & Modifications

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21. Teacher modeling

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7. Provide assignment choices that require more detail and deeper understanding.
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