

Health Grade 11 COVER

Content Area: **Sample Content Area**
Course(s):
Time Period: **3rd Marking Period**
Length: **10 weeks**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

11TH GRADE HEALTH

1.25 CREDITS

1/4 YEAR (1 MARKING PERIOD)

TABLE OF CONTENTS

Unit 1: Nutrition and Body Composition

Unit 2: Alcohol

Unit 3: Noncommunicable Diseases and Disabilities

Unit 4: Rescue Procedures - CPR and First Aid

Summary of the Course:

The course of study is designed to expose students to real-world challenges that they will

currently be facing as well as challenges that they will be encountering in the near future. It's important because students have the opportunity to grow, learn and develop as healthy individuals. As a result of this curriculum, students will learn concepts, skills, and strategies about wellness, physical fitness, nutrition, growth, development, and body systems. These topics will help students to deal with their health challenges effectively in the future.

Our Health Educational program is designed to mesh in-class instruction with actual hands-on orientation in activities driven to apply concepts and ideas to health and wellness activities. Not only will students be able to learn through these hands-on activities the 'how' students will also learn the 'why' behind such health and wellness activities. This explanation and instruction of health and wellness issues are designed to allow our students to develop a broader understanding of their physical, emotional, and mental wellness while, at the same time, providing them with practical knowledge and skills in order to take control of their own health and wellness.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allows the students the ability to take the information gained in the classroom and put it in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Unit 1: Nutrition and Your Health

Content Area: **Sample Content Area**
Course(s):
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Published**

Summary of the Unit

This chapter will identify the elements necessary for proper nutrition and explain how students can make healthful choices. Good nutrition supplies the body with the calories and nutrients needed for maximum energy and wellness. To function properly, the human body needs nutrients in food. Information on food labels can help people make wise food choices.

Enduring Understandings

Explain the relationship between nutrition, quality of life and disease.

Evaluate various influences on food choices.

Demonstrate knowledge of nutrients in a variety of food.

Examine the effects of healthful eating behaviors on body systems.

Develop specific eating plans to meet changing nutritional requirements, such as special needs and food allergies.

Essential Questions

Give examples of how your family has influenced your food choices.

What are the benefits of eating a variety of fruits and vegetables?

How does healthy eating habits enhance personal health throughout one's life?

How does focusing on your body composition help with maintaining your overall health?

Summative Assessment and/or Summative Criteria

Class participation

Homework, reading assignments and preliminary exercises

Written tests and quizzes

Performance tests

Instructor assigned and student initiated projects

Cooperative activities

Skills application

Resources

www.health.glencoe.com

Glencoe Heath Textbook

Chrome Books

Handouts

www.youtube.com (approved by Sayreville K 12)

<https://kidshealth.org/>

<https://classroom.kidshealth.org/classroom/>

<https://everfi.com/k-12/>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
4 Days Nutrition During the Teen Years	<p>Explain the relationship between nutrition, quality of life and disease.</p> <p>Evaluate various influences on food choices.</p> <p>Explain the immediate and long-term benefits of nutrition on body systems.</p>	<p>Have the students complete their Do Now.</p> <p>Quick Start activity (Textbook pg. 110)</p> <p>Exploring Issues Assignment. (Textbook pg. 112)</p> <p>Cooperative Learning Activity. Body image and the media. (Textbook pg. 112)</p> <p>Reteaching Activity 16.</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have a couple of volunteers take turns leading a discussion regarding those vocab words.</p> <p>Have students answer the 2 questions and then lead them in a debate style discussion regarding the 2 questions.</p> <p>2 panels will be formed to talk more about how to avoid falling into the media trap.</p>	<p>HE.9-12.2.2.12.N.1</p> <p>HE.9-12.2.2.12.N.2</p> <p>HE.9-12.2.2.12.N.3</p> <p>HE.9-12.2.2.12.N.4</p> <p>HE.9-12.2.2.12.N.5</p>
3 Days Nutrients	<p>Describe the functions of the six basic nutrients in maintaining health.</p> <p>Demonstrate knowledge of nutrients in a variety of foods.</p> <p>Analyze the relationship among good nutrition, health promotion and disease prevention.</p>	<p>Have the students complete their Do Now.</p> <p>Nutrients video. (Youtube) https://www.youtube.com/watch?v=inEPIZZ_SfA</p> <p>More about activity.....Read about the types of cholesterol. (text book pg. 118)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>In your opinion, what are the 3 most important nutrients?</p> <p>Have the students work in groups to create power points and a poster that explains the impacts of cholesterol.</p>	<p>HE.9-12.2.2.12.N.1</p> <p>HE.9-12.2.2.12.N.2</p> <p>HE.9-12.2.2.12.N.3</p> <p>HE.9-12.2.2.12.N.4</p> <p>HE.9-12.2.2.12.N.5</p>
4 Days Guidelines for Healthful Eating	<p>Evaluate the concepts of balance, variety, and</p>	<p>Have the students complete their Do Now.</p> <p>Guided Reading Activities 18. (Workbook)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p>	<p>HE.9-12.2.2.12.N.1</p> <p>HE.9-12.2.2.12.N.2</p>

	moderation, using the Food Guide Pyramid and national dietary guidelines.	Real Life Application activity. (textbook pg. 127)	The students will create health eating goals.	HE.9-12.2.2.12.N.3 HE.9-12.2.2.12.N.4
Food and Healthy Living	Utilize the information on food labels. Develop specific eating plans to meet changing nutritional requirements Develop and analyze strategies related to the prevention of foodborne illness.	Have the students complete their Do Now. Reteaching activity 17. Nutrients label info https://www.youtube.com/watch?v=R-o-83k8dP0 More About...Cross-Contamination (textbook pg. 136)	The students will take turns coming to the front and leading a discussion from each Do Now. Have a class discussion regarding the reteaching activity topics. Have the students create their own food labels. One for each of the food groups. Have the students discuss within their small groups and find 3-5 reliable online sources that talk more about was to prevent cross contamination.	HE.9-12.2.2.12.N.1 HE.9-12.2.2.12.N.2 HE.9-12.2.2.12.N.3 HE.9-12.2.2.12.N.4 HE.9-12.2.2.12.N.5

HE.9-12.2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
HE.9-12.2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
HE.9-12.2.2.12.N.5	Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
HE.9-12.2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
HE.9-12.2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: 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.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

Unit 2: Alcohol

Content Area: **Sample Content Area**
Course(s):
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Published**

Summary of the Unit

Students will identify factors, such as the media, that influence decisions about alcohol use related to one's own health. They will discuss the risks alcohol poses to all three aspects of the health triangle. Students will demonstrate refusal strategies regarding alcohol use & the benefits of choosing to be alcohol free.

Enduring Understandings

The students will analyze the physical, mental, social, & legal consequences of alcohol use.

Analyze the relationship between alcohol use by adolescents & the role alcohol plays in unsafe situations.

Examine the short and long-term effects of alcohol use.

Students will apply responsible decision making by associating the risks & consequences of drinking & driving.

Examine the effects of alcohol use on body systems & the risk of disease caused by alcohol use.

Essential Questions

What are the benefits of choosing to be alcohol free?

What are some of the negative social consequences of alcohol use by teens?

How can peer pressure have an impact on a teen's decision to use alcohol?

Summative Assessment and/or Summative Criteria

Class participation

Homework, reading assignments and preliminary exercises

Written tests and quizzes

Performance tests

Instructor assigned and student initiated projects

Cooperative activities

Skills application

Resources

www.health.glencoe.com

Glencoe Health Textbook

Chrome Books

Handouts

www.youtube.com (approved by Sayreville K 12)

<https://kidshealth.org/>

<https://classroom.kidshealth.org/classroom/>

<https://everfi.com/k-12/>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p>3 Days Choosing to be alcohol free</p>	<p>Identify factors, such as the media, that influence decisions about alcohol use & your health.</p> <p>Analyze the physical, mental, social, & legal consequences of alcohol use</p> <p>Develop strategies for preventing the use of alcohol.</p>	<p>Have the students complete their Do Now. Concept Mapping Activity 80. (Workbook) Effects of Alcohol on the body video. https://www.youtube.com/watch?v=6q1RH8A3O3c Did you know activity. (Textbook pg. 563) Refusal Skills Video https://www.youtube.com/watch?v=_NUo_52vkkg Health Skills Activity (Textbook pg. 566)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have the students create lists of what effects are most hurtful.</p> <p>Have the students complete the critical thinking activity and answer the questions in a two sided panel format. (Textbook pg. 563)</p> <p>Have the students work in groups and make power point presentations regarding the refusal skills</p> <p>After reading through the activity and answering the questions, have the students complete the applying health skills advocacy pamphlet activity. (Textbook pg. 567)</p>	<p>HE.9-12.2.3.12.AT D.1 HE.9-12.2.3.12.AT D.2 HE.9-12.2.3.12.AT D.3</p>

<p>3 Days Harmful effects of alcohol use</p>	<p>Examine the short-term effects of alcohol use.</p> <p>Associate risk taking with consequences such as drinking & driving.</p>	<p>Have the students complete their Do Now. Quick Start (Textbook pg. 568) Guided Reading Activity 81 (Workbook)</p> <ul style="list-style-type: none"> - Cooperative Learning Activity 569 - Concept Map 81 - Guided Reading 81 	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have the students make a word web regarding the organs affected by alcohol use.</p> <p>Have the students complete the hands on health activity and then create a school wide anti drinking and driving initiative.</p> <p>Have the students answer the thinking critically questions 4 & 5 and then turn in answers for quiz grade.</p>	<p>HE.9-12.2.3.12.AT D.1 HE.9-12.2.3.12.AT D.2 HE.9-12.2.3.12.AT D.3</p>
<p>4 Days Alcohol, the individual, & society</p>	<p>Examine the effects of alcohol use on body systems & the risk of disease caused by alcohol use.</p> <p>Analyze the harmful effects of alcohol on a fetus</p> <p>Identify and assess available health related services in the community for the prevention and treatment of alcoholism and alcohol use.</p>	<p>Have the students complete their Do Now. Quick Start Activity. (Textbook pg. 574) FAS video. https://www.youtube.com/watch?v=xd3yRKfzI0Y Reteaching Activity 82. (Workbook)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have a few volunteers take turns talking about their labels to the class.</p> <p>Have a class discussion about the video and then have the students write a 2 paragraph essay about the importance of maternal health.</p> <p>Have groups of students work together to develop a Jeopardy style game show with questions based on the facts about alcohol. Test grade.</p>	<p>HE.9-12.2.3.12.AT D.1 HE.9-12.2.3.12.AT D.2 HE.9-12.2.3.12.AT D.3</p>

HE.9-12.2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
HE.9-12.2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
HE.9-12.2.3.12.ATD.2	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).

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: 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.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career plan and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

Unit 3: Noncommunicable Diseases and Disabilities

Content Area: **Sample Content Area**
Course(s):
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Published**

Summary of the Unit

This chapter discusses the symptoms, causes, symptoms, and treatments of various cardiovascular diseases. Prevention is best achieved through lifestyle behaviors. Cancers constitute abnormal, uncontrolled cell growth. It will also describe the causes, symptoms, treatment, and prevention of allergies, asthma, diabetes, and arthritis.

Enduring Understandings

Examine different types of cardiovascular diseases, cancers
Recognize the importance of early detection and warning signs of noncommunicable diseases and disabilities
Identify risk behaviors and risk factors for cardiovascular disease
Develop, analyze, and apply strategies related to the prevention of noncommunicable diseases

Essential Questions

What strategies should be taken to try to prevent noncommunicable diseases and disabilities?
What are some laws to help integrate people with disabilities into society?
How does having a healthy lifestyle help to prevent and/or treat noncommunicable diseases and disabilities?

Summative Assessment and/or Summative Criteria

Class participation
Homework, reading assignments and preliminary exercises
Written tests and quizzes
Performance tests
Instructor assigned and student initiated projects
Cooperative activities
Skills application

Resources

www.health.glencoe.com
Glencoe Heath Textbook
Chrome Books
Handouts
www.youtube.com (approved by Sayreville K 12)
<https://kidshealth.org/>
<https://classroom.kidshealth.org/classroom/>
<https://everfi.com/k-12/>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p>3 Days Cardiovascular Diseases</p>	<p>Examine different types of cardiovascular diseases</p> <p>Recognize the importance of early detection and warning signs.</p> <p>Identify risk behaviors and risk factors for cardiovascular diseases</p>	<p>Have the students complete their Do Now. Noncommunicable Diseases video. https://www.youtube.com/watch?v=fK1_SH3X2ek</p> <p>Quick Start Activity. (Textbook pg. 674) Health Minute Activity. Heart Attack Warnings. (Textbook pg. 677) Thinking critically questions 4 & 5 (Textbook pg. 680) Reteaching Activity 96 (Workbook)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>After brainstorming a list of health habits, the students will be put into groups to create posters regarding those health habits.</p> <p>Have the students work with a partner and complete the critical thinking, health minute and service learning. They will turn in all their work as a quiz grade. (Textbook pg. 677)</p> <p>After discussing the 2 questions, have the students take Lesson Quiz 96 (Workbook)</p> <p>Have the students work in groups and complete the Applying Health Skills Activity. Practicing healthful behaviors. (Textbook pg. 680)</p>	<p>HE.9-12.2.3.12.HC DM.1 HE.9-12.2.3.12.HC DM.2 HE.9-12.2.3.12.HC DM.3 HE.9-12.2.3.12.HC DM.6</p>

<p>2 Days Cancers</p>	<p>Examine the causes and types of cancer and the treatments for cancer.</p> <p>Relate the importance of early detection and warning signs of cancer that prompt individuals to seek health care.</p> <p>Develop, analyze, and apply strategies related to the prevention of noncommunicable diseases such as cancer.</p>	<p>Have the students complete their Do Now. Guided Reading Activity 96. (Workbook) Cooperative Learning Activity. Sun Smarts for All Seasons. (Textbook pg. 685) Skin Cancer prevention tips video. Youtube https://www.youtube.com/watch?v=qtdIC5LQnU0 Applying Health Skills Advocacy assignment. (Textbook pg. 687)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>After activity 96, have the students create a PowerPoint presentation in their assigned group regarding the factors and behaviors that can put a person at risk for developing cancer.</p> <p>Have the students work with their small groups to create booklets explaining dangers of sun exposure.</p> <p>Have the students take turns talking about anything in particular they do to protect their skin.</p> <p>For a test grade, the students will create booklets that analyze healthful strategies to reduce cancer.</p>	<p>HE.9-12.2.3.12.HC DM.1 HE.9-12.2.3.12.HC DM.2 HE.9-12.2.3.12.HC DM.3 HE.9-12.2.3.12.HC DM.6</p>
<p>3 Days Allergies, Asthma, Diabetes, and Arthritis</p>	<p>Explain the characteristic, symptoms, and treatments of noncommunicable diseases.</p> <p>Describe the importance of taking responsibility of establishing and implementing health maintenance to prevent or manage noncommunicable diseases.</p>	<p>Have the students complete their Do Now. Concept Mapping Activity 97. (Workbook) Health Minute (Textbook pg. 691)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have the students create their own concept maps regarding their families and the disease they have had to deal with.</p> <p>For a quiz grade, have the students complete the health minute activity and the cooperative learning activity.</p>	<p>HE.9-12.2.3.12.HC DM.1 HE.9-12.2.3.12.HC DM.2 HE.9-12.2.3.12.HC DM.3 HE.9-12.2.3.12.HC DM.6</p>

<p>3 Days Physical and Mental Challenges</p>	<p>Identify and recognize the challenges of individuals with disabilities.</p> <p>Analyze the influence of laws, policies, and practices of health-related issues, including those related to individuals with disabilities</p>	<p>Have the students complete their Do Now.</p> <p>Applying Health Skills 98 (Workbook)</p> <p>Community Project Assignment. (Textbook pg. 698)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>After reviewing with the class the health skills, have the students work with partner to work on the focus quick start. (Textbook pg. 695)</p> <p>For a text grade, Have the students get in small groups and find out what the community does to meet the special needs of its citizen. In their power point presentations, have them include how they can get involved too.</p>	<p>HE.9-12.2.3.12.HC DM.1</p> <p>HE.9-12.2.3.12.HC DM.2</p> <p>HE.9-12.2.3.12.HC DM.3</p> <p>HE.9-12.2.3.12.HC DM.6</p>
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HE.9-12.2.3.12.HCDM.1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
HE.9-12.2.3.12.HCDM.2	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.
HE.9-12.2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
HE.9-12.2.3.12.HCDM.6	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
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- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
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- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.

- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12 Educational Technology: 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.

TECH.8.1.12.A Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.E Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.A.CS1 Understand and use technology systems.

TECH.8.1.12.A.CS2 Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans.

CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

CAEP.9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

CAEP.9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CAEP.9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

CAEP.9.2.12.C Career Preparation

Unit 4: First Aid and Emergencies

Content Area: **Sample Content Area**
Course(s):
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Published**

Summary of the Unit

This chapter presents first-aid techniques to use during common medical emergencies. First aid is the immediate, temporary care given to a person who has become ill or who has been injured. CPR is a lifesaving procedure that can be administered to a person whose breathing and heartbeat have stopped.

Enduring Understandings

Describe the importance of CPR as a first response

Demonstrate and perform CPR

Understand differences in administering CPR to infant, child, adult

Analyze steps for conscious and unconscious choking for infant, child and adult

Demonstrate and perform rescue breathing for infant, child and adult

Essential Questions

What is the Good Samaritan Law

What is the importance of timely response of CPR in an emergency?

What are the steps of infant, child and adult CPR?

What are the steps of conscious and unconscious choking for infant, child, and adult?

What are the steps for rescue breathing for infant, child, and adult?

Summative Assessment and/or Summative Criteria

Class participation

Homework, reading assignments and preliminary exercises

Written tests and quizzes

Performance tests

Instructor assigned and student initiated projects

Cooperative activities

Skills application

Resources

www.health.glencoe.com

Glencoe Heath Textbook

Chrome Books

Handouts

www.youtube.com (approved by Sayreville K 12)

<https://kidshealth.org/>

<https://classroom.kidshealth.org/classroom/>

<https://everfi.com/k-12/>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p>3 Days Providing First Aid</p>	<p>Relate the nation's goals and objectives to individual, family, and community health and appropriate first-aid procedures.</p> <p>Analyze strategies for responding to injuries.</p>	<p>Have the students complete their Do Now. Guided Reading Activity 103. (Workbook)</p> <p>First Aid/Emergency video - YouTube. https://www.youtube.com/watch?v=IH3Th8KpA0w</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have the students take turns talking about the importance of learning first-aid procedures. (Textbook. pg. 736 Quick Start)</p> <p>Have the students get in groups and explain and demonstrate how to handle a puncture wound. Health Skills Activity. (Textbook pg. 739)</p>	<p>HE.9-12.2.1.12.CHS S.2</p> <p>HE.9-12.2.1.12.CHS S.3</p> <p>HE.9-12.2.1.12.CHS S.6</p>

<p>4 Days CPR and First Aid for Shock and Choking</p>	<p>Identify the appropriate steps for responding to life-threatening emergencies.</p> <p>Analyze strategies for responding to an emergency situation requiring CPR.</p> <p>Analyze strategies for responding to a shock or choking victim.</p>	<p>Have the students complete their Do Now. Reteaching Activity 104. (Workbook) Adult, child and infant CPR video. YouTube. https://www.youtube.com/watch?v=OaSovqEimyA https://www.youtube.com/watch?v=c7Q1s7ppSwc https://www.youtube.com/watch?v=ksLwSIUljP4 Exploring Issues Activity. Should school require teens to take a CPR course? (Textbook pg. 745) Reteaching Activity 105 (Workbook) Applying Health Skills. Advocacy (Textbook pg. 748)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have the students read about and demonstrate the ABCs of Adult, Child and Infant CPR.</p> <p>Split the class into 2 groups and have a debate about the topic. Afterward, have the students write a short essay supporting their side.</p> <p>Have the students make a video encouraging teens to learn basic first aid techniques.</p>	<p>HE.9-12.2.1.12.CHS S.2 HE.9-12.2.1.12.CHS S.3 HE.9-12.2.1.12.CHS S.6</p>
<p>4 Days Responding to Common Emergencies</p>	<p>Analyze strategies for responding to accidental muscle, joint and bone injuries.</p> <p>Analyze strategies for responding to accidental injuries resulting in unconsciousness.</p>	<p>Have the students complete their Do Now. Quick Start Activity (Textbook pg. 749) Concept Mapping Activity 105 (Workbook) Character Check Activity. Citizenship (Textbook pg. 751)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have the students get into groups based on their top responses and discuss further with their groups.</p> <p>Have the students review pictures of X-rays to see how bones look under the skin.</p> <p>Have the students take part in a group discussion about the importance of being responsible to members of their communities when someone is in need.</p>	<p>HE.9-12.2.1.12.CHS S.2 HE.9-12.2.1.12.CHS S.3 HE.9-12.2.1.12.CHS S.6</p>

<p>3 Days Treatment for accidental injuries and Poisonings</p>	<p>Analyze strategies for responding to accidental injuries such as poisonings.</p>	<p>Have the students complete their Do Now. Reteaching Activity 106 (Workbook) Real life applications. Contacting a poison control center. (Textbook pg. 757)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>After taking part in the activity, have the students get into small groups and come up real life situation they have experienced or might have to experience.</p> <p>For a quiz grade, have the students turn in their answers for 4 & 5. Then have them create a pamphlet that shows the first aid procedures they learned about and will now use.</p>	<p>HE.9-12.2.1.12.CHS S.2 HE.9-12.2.1.12.CHS S.3 HE.9-12.2.1.12.CHS S.6</p>
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HE.9-12.2.1.12.CHSS.3

Explain the purpose of the Safe Haven Law and identify locations in your community.

HE.9-12.2.1.12.CHSS.6

Evaluate the validity of health information, resources, services, in school, home and in the community.

HE.9-12.2.1.12.CHSS.2

Develop an advocacy plan for a health issue and share this information with others who can benefit.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: 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.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared car goals.
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CAEP.9.2.12.C	Career Preparation