

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. Understanding circumstances, products, and services will strengthen one's ability to react effectively and efficiently to first aid emergencies.

- *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

- Identify types of emergencies and circumstances requiring first aid treatments, including life-threatening conditions.
- Recognize a variety of health products and services that are available through the school or community.
- Identify characteristics of emergencies.
- Evaluate how social media and other technology advancements may impact first aid services, including emergency response times.

2. Reactions to situations can prevent the need for first aid and proactively minimize the traumatic effects when first aid is required.

- *Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the US and in other countries (2.3.12.HCDM.4).*
- *Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (2.3.12.HCDM.5)*

Students will be able to

- Identify how to prevent various types of injuries.
- Describe how to prevent the spread of communicable diseases, including Lyme's Disease.
- Identify how common injuries are typically treated.
- Evaluate the best ways to treat particular injuries, considering circumstances or contexts.
- Research how injuries are treated in various contexts and places throughout the world.

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](#)

Vocabulary

Tier 2 (high-frequency words used throughout the unit) : First Aid, Consent, Disease precautions, Heart attack, Stroke, Shock, Choking, Sprains, Strains, Burns, Poisoning, Bites, Stings, Negligence, Confidentiality

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

Good Samaritan Law; CPR; EMS; AED; RICE, Epipen, Heimlich, Tourniquet , Abandonment, Duty to Act, Levels of Consent

Accommodations & Modifications

Special Education and/or 504 Accommodations and Modifications for Assignments & Assessments:

- Extended time if needed
- Use of word bank and/or guided notes
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments or assessments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assignments or assessments 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

ELL Accommodations and Modifications for Assignments & Assessments:

- Provide a variety of concrete examples from familiar contexts
- Build background knowledge of content and vocabulary through familiar contexts prior to readings.
- Provide oral and written instructions.
- Word Bank with visual aids for understanding language
- Extended time, chunking of assignments.
- Provide a copy of notes with visual aids

G&T Accommodations and Modifications

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

Interdisciplinary Connections & 21st Century Themes & Skills

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

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. Recognizing what constitutes abuse empowers individuals to take actions against those who abuse.

- *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)*

Students will be able to

- Recognize the various types of abuse.
- Exemplify how various types of abuse manifest in different ways through study of common types of abusive relationships.
- Evaluate effects of abuse on an individual's physical, social, academic, and emotional well being.

2. Recognizing causes of abuse is important to preventing it and advocating against it.

- *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

- Identify and demonstrate understanding of the signs of an unhealthy relationship.
- Identify common character traits that contribute to an individual's choices when remaining in harmful relationships.
- Evaluate the impact of societal factors that contribute to unhealthy relationships.
- Analyze how new technology may positively or negatively impact feelings of self-worth and affect relationships.
- Describe ways to advocate for those who feel trapped in abusive relationships.

3. Understanding legal support and developing personal skills will empower individuals to employ proactive behaviors that help them manage personal relationships.

- *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)*
- *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).*
- *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)*

Students will be able to

- Recognize the signs of an unhealthy relationship.
- Demonstrate strategies to prevent and manage interpersonal conflicts without harm.
- Demonstrate understanding of the laws as they pertain to consent, harmful sexual behaviors, and intimate or domestic relationships.
- Identify self-help resources and local agencies or programs that offer support for managing unhealthy relationships.
- Demonstrate understanding of the state and federal laws related to intimate relationships and sexual violence.

4. Creating habits of respectful communications leads to healthier relationships and personal well being.

- *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
- Evaluate scenarios of relationships to develop skills for establishing and sustaining healthy relationships.

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

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](#)

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

- Relationship; Abuse: Verbal abuse, Physical abuse, Emotional/Mental abuse; Gender; Dating violence; Compatibility; Compromise; isolation, control; neglect

Accommodations & Modifications**Special Education and/or 504 Accommodations and Modifications for Assignments & Assessments:**

- Extended time if needed
- Use of word bank and/or guided notes
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments or assessments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assignments or assessments 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

ELL Accommodations and Modifications for Assignments & Assessments:

- Provide a variety of concrete examples from familiar contexts
- Build background knowledge of content and vocabulary through familiar contexts prior to readings.
- Provide oral and written instructions.
- Word Bank with visual aids for understanding language
- Extended time, chunking of assignments.
- Provide a copy of notes with visual aids

G&T Accommodations and Modifications

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

Interdisciplinary Connections & 21st Century Themes & Skills

- 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.

Unit Overview

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

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. Because drugs affect the brain, drug abuse has a negative impact on one's physical capacities.

- *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*
- *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*
- *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

- Identify real-life examples that illustrate the impact of drugs on a person's physical abilities.
- Identify ways in which drugs block or imitate brain cells.
- Provide examples of how drugs and medicine can block the actions of certain cells
- Demonstrate understanding of brain development and predict how healthy and unhealthy behaviors will affect the brain by providing examples of impact for people of varying ages.
- Correlate drug use and abuse with incidences of drug-related injuries and deaths.

2. The misuse and abuse of drugs affects one's social relationships, mental well-being, and achievement goals.

- *Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness and academic performance. 2.3.12.DSDT.1*
- *Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. 2.3.12.ATD.1*
- *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

- Understand and evaluate how drug abuse affects many facets of one's life.
- Correlate drug use and abuse with poor academic performance, broken personal relationships, and poor sense of self-worth.
- Correlate how drug use and abuse lead to physical harm, including accidents and tragedies.
- Evaluate choices of individuals in real-life scenarios to identify effects of those choices on various aspects of one's life.
- Analyze studies of individuals who abuse drugs and alcohol to determine how their behaviors affected their overall well-being, their inclination to take risks, and the likelihood of their injury.

3. Knowledge of one's own personal inclinations, resources, and prevention strategies will empower individuals to effectively manage their own wellness.

- *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***
- *Develop an advocacy plan for health issues and share this information with others who can benefit. **2.1.12.CHSS.2***
- *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***
- *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***
- *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***
- *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***
- *Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. **2.3.12.DSDT.4***
- *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

- Identify personal beliefs and how they correlate to predictors of substance use.
- Evaluate how trauma and daily stressors contribute to drug abuse and misuse.
- Evaluate contexts in scenarios to apply knowledge of strategies that are appropriate responses to various situations.
- Analyze the various resources available for them through the school and community
- Recognize mental health advocacy groups in their community.
- Identify personal resources that would support a healthy lifestyle.
- Research options available to manage addiction, including therapy, medical treatment, community programs, and training.
- Evaluate how access to local and state resources affects the power individuals have to manage addiction, to make healthy choices, and to
- Create a plan for personal practices and describe strategies that can support those who struggle with drug abuse or addiction.

4. Drug abuse affects individuals, groups, and communities, contributing to cultural conflicts and consequences.

- *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*
- *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*
- *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

- Evaluate resources available to various groups of people and the impact of access on their health and community culture.

5. Comprehensive understanding of laws and regulations that govern drug use promotes prevention and, thus, positively impacts our culture.

- *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

- Demonstrate understanding of drug laws and state regulations that impact those who abuse, misuse, and sell drugs.
- Evaluate the impact of education on the trends in drug abuse and use.

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
- 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

Edpuzzle

Teacher specific Google Classroom

For additional resources:

Link to shared Drive : [Junior Health](#)

Vocabulary

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

- Drug abuse; addiction; Misuse; Use; Substances; Overdose

-

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

- CBD;Blood borne pathogens; Steroids; Opioids; Cannabis; Meth;Oxycodone;Marjuana;Alcohol;BAC; Hepatitis;HIV/AIDS; Narcan

Accommodations & Modifications

Special Education and/or 504 Accommodations and Modifications for Assignments & Assessments:

- Extended time if needed
- Use of word bank and/or guided notes
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments or assessments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assignments or assessments 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

ELL Accommodations and Modifications for Assignments & Assessments:

- Provide a variety of concrete examples from familiar contexts
- Build background knowledge of content and vocabulary through familiar contexts prior to readings.
- Provide oral and written instructions.
- Word Bank with visual aids for understanding language
- Extended time, chunking of assignments.
- Provide a copy of notes with visual aids

G&T Accommodations and Modifications

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

Interdisciplinary Connections & 21st Century Themes & Skills

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.