

Health I: Self Management/ Safety & Injury Prevention

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - CDCP.1 comprehend concepts related to health promotion and disease prevention to enhance health - CDCP.7 demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - common injuries can be prevented by following proper safety precautions and wearing protective gear. - a quick response in an emergency and early recognition of signs and symptoms of illness can give a person the best chance of survival.	ESSENTIAL QUESTIONS How does injury prevention and emergency preparedness benefit an individual's health?
	Acquisition	
	<i>Students will know...</i> - the universal precautions (infection control procedures). - the check, call, care steps in an emergency. - the steps for CPR and AED use. - techniques for the conscious and unconscious choking. - the signs and symptoms for severe injuries, e.g., bleeding, broken bones, burns, sudden illnesses, concussions, strains/sprains, anaphylaxis, stroke. - the first aid steps for severe injuries, e.g., bleeding, broken bones, burns, sudden illnesses, concussions, strains/sprains, anaphylaxis, stroke. - the causes, signs and symptoms of cardiac emergencies. - the basic injury prevention strategies for common emergencies (road safety, pedestrian safety, off road vehicles, occupational settings). - that the Good Samaritan Law protects those who give care responsibly and to the best of their training to encourage people to help in	<i>Students will be skilled at...</i> - performing CPR and using an AED - performing first aid for a variety of injuries/emergencies. - identifying ways to increase safety and prevent injury in a variety of settings. - demonstrating steps of check, call, care appropriately for a variety of situations. - asking for consent and determining when it is implied. - assessing emergency situations.

	emergencies. <u>vocabulary:</u> AED, CPR, cardiac emergencies, anaphylaxis, RICE, stroke, seizures, shock, concussion, consent, universal precautions, Good Samaritan Law.	
Content Area Literacy Standards		21st Century Skills
• RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. • RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• <i>reason effectively</i> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
1.12.1 Predict how healthy behaviors can affect health status. 1.12.3 Analyze how environment and personal health are interrelated. 1.12.5 Propose ways to reduce or prevent injuries and health problems. 1.12.6 Analyze the relationship between access to health care and health status. 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 7.12.1 Analyze the role of individual responsibility for enhancing health. 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	Mathematics Integration
1.OA.1 Use	1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	