



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

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| Course Title: | Health 11 |
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| Grade Level(s): | 11 |
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| Duration: | <i>Full Year:</i> | | <i>Semester:</i> | | <i>Marking Period:</i> | x |
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| Course Description: | <p>The Junior Health Curriculum is designed to cover topics such as CPR/AED & First Aid, as well as the use, misuse and abuse of Alcohol, Tobacco, Marijuana, and Other Drugs, including Rx and OTC Drugs. A segment of the curriculum will also be dedicated to Addiction, Co-Dependence and Treatment of Addiction. This course is designed to enable the students to make healthy, responsible choices that support and promote a healthier lifestyle. Through this course students will learn how to react to emergency situations in a responsible and prudent manner. This course will also provide a strong basis for student understanding of peer pressure and media influences. The course is structured to stimulate critical thinking, problem solving and decision making skills. Health 11 will provide the opportunity to explore current events and how these events affect the students' lives, their community and the world in general.</p> |
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| Grading Procedures: | <p>Summative: Tests, Projects, Final Exam 40%</p> <p>Formative: Quizzes, Classwork 30%</p> <p>Supportive: Classwork, HW 30%</p> |
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| Primary Resources: | <p>American Heart Association - Heartsavers First Aid CPR AED Textbooks, Instructors Manual and DVD</p> <p>New Jersey Student Learning Standards</p> <p>Goodheart – Willcox = "Comprehensive Health 2nd Edition www.g-onlinetextbooks.com</p> |
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Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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| Designed by: | Donna Headley-Behr Greg Chew Matthew Groark |
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| Under the Direction | Donna Costa |
| | Dr. Steve Gregor; Kevin Murphy (8/2022) |
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Written: January 2019

Revised: August 2022 (S. Knorr (Taraschi) & J. Tanski)

BOE Approval: _____

Unit Title: CPR and AED**Unit Description:**

This unit is designed to teach the students to recognize and respond to emergency situations requiring CPR and/or AED application. The students will gain an understanding of their role in the EMS system, when to call for help, and what to do when help arrives. By the end of the unit the students should be able to demonstrate the proper technique for Adult, Child and Infant CPR.

Unit Duration: 10 class periods

Desired Results**Standard(s):****2.1 Personal and Mental Health**

- **Community Health Services and Support**

Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions

- **Community Health Services and Support**

Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.

2.3 Safety

- **Health Conditions, Diseases and Medicines**

Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

- **Health Conditions, Diseases and Medicines**

Public health policies are created to influence health promotion and disease prevention and can have global impact

Indicators:

2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

Understandings:

Students will understand that...

- The EMS system is a network of people who work together to resolve a medical emergency which include police, fire, medical personal and you.
- In activating the EMS system, certain steps must take place so that the emergency is handled in the most effective way possible.
- The Good Samaritan Law is put in place to protect citizens who act in a reasonable and prudent manner to help or aid in an emergency situation.
- In any emergency situation one must check the scene and the person, call 911 or the local emergency number, and care for the person.
- The most urgent medical emergencies are those in which the victim is unresponsive or has stopped breathing.
- It is important to use the correct hand placement and body position when administering CPR.
- Compressions and breaths are administered in a repeated cycle to be most effective.
- Once you begin CPR, do not stop unless you notice signs of life such as breathing, an AED is available, Another responder takes over, you are too exhausted to continue or the scene becomes unsafe.
- CPR and AED go hand in hand and should be used together to give the most effective care.
- When using an AED, the proper placement of the pads and following the directive are essential.

Essential Questions:

1. Who are the key players in the EMS System?
2. What is the Good Samaritan Law?
3. At what point in an emergency situation should a person call 911?
4. What are the three C's for the Emergency Action Plan?
5. What should you do for the victim until help arrives?
6. What are the steps of checking an unconscious person?
7. Where should the hands be placed when administering CPR?
8. How do you perform CPR?
9. Where should your body placement be when giving compressions during CPR?
10. How many breaths should be given between compression?
11. At what point should you use a defibrillation device?
12. When is it time to stop administration of CPR?
12. What are the differences between Adult, Child and Infant CPR?
13. Explain what AED stands for and what this unit actually does.
14. Where should the pad be placed on the body when operating an AED unit?
15. How long should you continue giving care?
16. At what point should you use a defibrillation device?
17. Should an AED be used on a child in who is unconscious and unresponsive?

Assessment Evidence

Performance Tasks:

Summative Assessment(s)

Teacher Made Quizzes

Skill Demonstration

Written Assessment

American Heart Association Cert Exam

Other Evidence:

Formative Assessments:

Teacher Observation

Class Participation

Class Work & Assignments

Notebook

Project

Homework

Benchmarks:

Student notebooks and classwork assignments will be used as a measure of progress towards mastery of grade-level standards. Notebooks can include summative writing assignment, short-answer analyses, journal entries, etc.

Learning Plan

Learning Activities:

Adult CPR

10 - 45 Minute Periods

Students will be able to demonstrate the proper technique for Adult, Child and Infant CPR

Students will be able to demonstrate how to check an unconscious adult for signs of life threatening injuries.

Students will be able to demonstrate how to use an AED Unit for an adult or child in cardiac arrest.

Students will be able to demonstrate first-aid procedures, including Basic Life Support and Automatic External Defibrillation.

EMS System

Check / Call / Care
(Day 1)

Cardiac Emergencies & CPR

Adult / Child / Infant
(Days 2 - 10)

AED

(Days 2 - 10)

Skills & Written Assessment

(Days 4 - 10)

Resources:

American Heart Association
Heartsaver First Aid
CPR / AED
Instructor Manual

American Heart Association Basic Life Support for Healthcare Providers – Written Exam
Version A
Version B

American Heart Association
Heartsavers CPR AED Skills Sheet

American Heart Association
Heartsaver DVD
First Aid and CPR/AED for Adult, Child and Infant

YouTube
Movies

Other Internet Websites Include: www.kidshealth.org; www.drugabuse.gov , www.threantidrug.com , www.nida.nih.gov, www.health.org , www.cdc.gov , www.mayoclinic.com , monitoringthefuture.org , www.medscape.com , www.drgreene.com , www.medterms.com , www.nccam.nih.gov , www.centerwatch.com , www.my.wedmd.com , www.wedmd.com , www.drcoop.com , www.nih.gov , www.oncology.com , www.4wemedia.com , www.quackwatch.org , www.healthallies.com , www.drugstore.com , www.planetrx.com , www.familymeds.com

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard and Indicator for First-Aid, CPR and AED

2.1 Personal and Mental Health

- **Community Health Services and Support**
Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions
- **Community Health Services and Support**
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.

2.3 Safety

- **Health Conditions, Diseases and Medicines**

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| | <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p> <ul style="list-style-type: none"> • Health Conditions, Diseases and Medicines Public health policies are created to influence health promotion and disease prevention and can have global impact |
| 4.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze and design a plan to assist an individual and/or multiple victim situations to apply the essential components of First Aid and CPR. • Problem-solve circumstances where individual and environmental conditions change during life-saving situations. • Decision-making in giving and applying the proper care for medical, environmental, and injury emergencies. |
| 3.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Classify, demonstrate and integrate the essential components of First Aid and CPR by recognizing and responding to emergencies. • Apply the skills necessary for CPR and the use of an AED. • Recognize medical emergencies and the steps necessary to give assistance as a first responder. • Evaluate environmental emergencies and determine the most appropriate treatment. Assess injury emergencies and apply the proper care. |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recall some of the essential components of First Aid and CPR. • Demonstrate some of the skills necessary for CPR and the use of an AED. • Name some of the medical emergencies and some steps necessary to give assistance as a first responder. • Match the environmental emergencies with the appropriate treatment. • Recognize injury emergencies and identify the proper care. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
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| Advanced Learners | <p>Most proficient learners:</p> <ul style="list-style-type: none"> • Assign leadership role in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and video. |
| Struggling Learners | <p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. |

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| | <ul style="list-style-type: none"> • Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> ○ Log new terminology in notebook for reference. |
| English Language Learners | <p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> ○ Log new terminology in notebook for reference. |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | <p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p> |

| Interdisciplinary Connections | |
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| Lanauge Arts Lit. | R1.CCR.11-12.1; R1.CCR.11-12.2 |
| Mathematics | S.MD.5; S.MD.5.7 |
| Tech. Literacy | 8.1.8.A.1; 8.1.8.D.1; 8.1.8.D.3; 8.1.12.A.1; 8.1.12.B.1; 8.1.12.C.1 |

Integration of 21st Century Skills

Computers & Internet Use

VCR/DVD

LCD Projectors

PowerPoint

EBoard

SharePoint

Audio CD's

Turning Point

Document Camera

Computers/Net
Books

EBooks

Mobile App

Unit Title: Medical Emergencies

Unit Description:

The Medical Emergency Unit will cover the emergencies involving airway obstruction, asthma, allergic reaction, heart attack, fainting, diabetes, stroke, seizure and shock. The students will be able to identify signs indicating respiratory distress and gain a better understand of the importance and urgency of response time in such situations. The teacher will review and ensure the students know their role in the EMS system, when to call for help, how to respond to the emergency and what to do when help arrives.

Unit Duration: 5 class periods

Desired Results

Standard(s):

2.1 Personal and Mental Health

- **Community Health Services and Support**

Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions

- **Community Health Services and Support**

Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.

2.3 Safety

- **Health Conditions, Diseases and Medicines**

Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

- **Health Conditions, Diseases and Medicines**

Public health policies are created to influence health promotion and disease prevention and can have global impact

Indicators:

2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

Understandings:

Students will understand that...

- As a first aid responder there is a good chance that you could be asked to help a person with a breathing emergency caused by asthma.
- It is important to recognize the signs of a breathing emergency, react quickly and give the appropriate care.
- The most urgent medical emergencies are those in which the victim is unresponsive or has stopped breathing.
- Many people have allergic reaction, proper care may include Epi-Pen administration.

Essential Questions:

1. What is asthma?
2. What is the difference between mild and severe choking?
3. What are some causes of an allergic reaction?
4. Why is it important to respond quickly in a breathing emergency?
5. What are some reasons a person may faint?
6. Do you know anyone who has had a seizure or has a condition that may cause a seizure?
7. What are some causes of low blood sugar in a person with diabetes?

- A severe allergic reaction can be life threaten.
- It is important to disposal of Epi-pen needles correctly.
- If you learn the general signals or specific signals of a sudden illness you can give care confidently and quickly.
- Fainting is usually not harmful and the person usually recovers quickly, however in some cases it could be a signal of a more serious condition
- A seizure is abnormal electrical activity in the brain and causes temporary, involuntary change in body movement, function, sensation, awareness or behavior.
- If uncontrolled, diabetes can result in elevated blood sugar levels and can lead to stroke.
- When giving care in a medical emergency it is import to check for medical ID jewelry.
- Shock is a serious condition and can lead to death.
- People often miss the signs of a heart attack or wait too late to seek help. Knowing what to do in a cardiac emergency could save your life or someone else's.
- Stroke can be life threatening and often leads to long-term disability.

8. Why is treating for shock important when an accident victim may appear to have nothing wrong with him or her?
9. Why is it important to know the signs of a heart attack?
10. What are some factors that increase a person's risk of have a stroke?

Assessment Evidence

Performance Tasks:

Summative Assessment(s)

Teacher Made Quizzes
Health 11 Benchmark Assessment Test

Skill Demonstration

Written Assessment

Other Evidence:

Formative Assessments:

Teacher Observation

Class Participation

Class Work & Assignments

Notebook

Benchmarks:

Student notebooks and classwork assignments will be used as a measure of progress towards mastery of grade-level standards. Notebooks can include summative writing assignment, short-answer analyses, journal entries, etc.

Learning Plan**Medical Emergencies**

Students will be able to recognize a Breathing emergency and respond appropriately to the emergency.

Students will be able to demonstrate how to assemble an inhaler and respond to an emergency involving asthma

Students will be able to demonstrate how to administer an Epi-Pen in the event of an allergic reaction.

Students will be able to demonstrate how to care for a conscious and unconscious choking adult.

Student will be able to demonstrate how to care for an adult who has a pulse but is not breathing.
5 - 45 Minute Periods

Breathing Emergencies
(Days 1 & 2)

Allergic Reaction
(Days 1 & 2)

Fainting, Seizure, Diabetes
(Day 3)

Shock
(Day 4)

Heart Attack and Stroke
(Day 5)

Resources:

American Heart Association
Heartsaver First Aid
CPR / AED
Instructor Manual

American Heart Association Basic Life Support for Healthcare Providers – Written Exam
Version A
Version B

American Heart Association
Heartsavers CPR AED Skills Sheet

American Heart Association
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YouTube
Movies

Other Internet Websites Include: www.kidshealth.org; www.drugabuse.gov , www.threantidrug.com
www.nida.nih.gov , www.health.org , www.cdc.gov , www.mayoclinic.com , monitoringthefuture.org
www.medscape.com , www.drgreene.com , www.meddterms.com , www.nccam.nih.gov ,
www.centerwatch.com , www.my.wedmd.com , www.wedmd.com , www.drcoop.com ,
www.nih.gov , www.oncology.com , www.4wemedia.com , www.quackwatch.org ,
www.healthallies.com , www.drugstore.com , www.planetrx.com , www.familymeds.com

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard and Indicator for First-Aid, CPR and AED

2.1 Personal and Mental Health

- **Community Health Services and Support**

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- **Health Conditions, Diseases and Medicines**

Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

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Public health policies are created to influence health promotion and disease prevention and can have global impact

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| 4.0 | Students will be able to: <ul style="list-style-type: none">• Analyze and design a plan to assist an individual and/or multiple victim situations to apply the essential components of First Aid and CPR.• Problem-solve circumstances where individual and environmental conditions change during life-saving situations.• Decision-making in giving and applying the proper care for medical, environmental, and injury emergencies. |
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| 1.0 | <p>With help, partial success at level 2.0 content and level 3.0 content:</p> |
| 0.0 | <p>Even with help, no success</p> |

| <p style="text-align: center;">Unit Modifications for Special Population Students</p> | |
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| <p>Advanced Learners</p> | <p>Most proficient learners:</p> <ul style="list-style-type: none"> • Assign leadership role in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and video. |
| <p>Struggling Learners</p> | <p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> ○ Log new terminology in notebook for reference. |
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| Learners with a 504 | <p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p> |

| Interdisciplinary Connections |
|--|
| <p>Lanauge Arts Lit. R1.CCR.11-12.1; R1.CCR.11-12.2</p> <p>Mathematics S.MD.5; S.MD.5.7</p> <p>Tech. Literacy 8.1.8.A.1; 8.1.8.D.1; 8.1.8.D.3; 8.1.12.A.1; 8.1.12.B.1; 8.1.12.C.1</p> <p>Career Education/ Consumer, Family & Life Skills 9.1.12.A.1; 9.1.12.A.2; 9.1.12.A.3; 9.1.12.C.1; 9.1.12.C.5</p> |

| Integration of 21st Century Skills |
|---|
| <p>Computers & Internet Use</p> <p>VCR/DVD</p> <p>LCD Projectors</p> <p>PowerPoint</p> <p>EBoard</p> |

SharePoint

Audio CD's

Turning Point

Document Camera

**Computers/Net
Books**

EBooks

Mobile Apps

Unit Title: Injury Emergencies

Unit Description:

This unit will cover first aid for Injury Emergencies. The students will be able to recognize and respond to injuries involving bleeding, puncture and amputation wounds, as well as address head, neck and spine injuries. The students will also learn how to care for burns and electric injuries. The students will also review their role in the EMS system, when to call for help and what to do when help arrives.

Unit Duration: 6 class periods

Desired Results

Standard(s):

2.1 Personal and Mental Health

- **Community Health Services and Support**

Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions

- **Community Health Services and Support**

Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.

2.3 Safety

- **Health Conditions, Diseases and Medicines**

Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

- **Health Conditions, Diseases and Medicines**

Public health policies are created to influence health promotion and disease prevention and can have global impact

Indicators:

2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

Understandings:

Students will understand that...

- Providing first aid may or may not be part of your job description. However, when off duty, it is your choice or decision to provide first aid or not.
- Checking the scene for safety is the first and most important step in first aid basics.
- Following Universal Precautions for safety reduces your or someone else's risk of transmitting infections and disease.
- Immediately responding to an emergency with the appropriate first aid treatment can mean the difference between life and death
- The first priority for any wound is to stop the bleeding and prevent infection.
- An injury to soft tissue is commonly called a wound.
- Soft tissue injuries happen to all age groups and most are not serious, however some can be life-threatening.
- Being hit hard in the chest or abdomen or falling can cause bleeding inside the body. Internal bleeding can lead to

Essential Questions:

1. Why is it important to be prepared for an emergency situation?
2. If a medical emergency did occurred, where could you find the first aid kit or AED unit at your home, work place, or in a public facility?
3. Why do some people have a hard time when they see blood, or hesitate to help someone who is bleeding?
4. What are the different types of wounds and what is the properly care these wounds?
5. What are some situations that may cause bleeding that you can't see?
6. Why is it important to recognize if someone has a head, neck and/or spine injury?
7. What are some activities that may cause a broken bone or sprain?
8. What are the different types of burns and how are these burns classified?

shock and it is critical that a person with internal bleeding get professional medical care as soon as possible.

- Although head, neck and spine injuries make up only a small percentage of all injuries, these injuries may be life threatening or cause permanent life-altering damage.
- Recognizing and responding properly to head, neck and spine injuries can save lives and prevent further injury.
- Most of the time injuries to muscle, bone or soft tissue are painful often not life threatening.
- It is important to distinguish a minor burn from a serious burn, knowing the three burn classifications and the type of burn the person has received will help you determine the correct emergency care.

Assessment Evidence

Performance Tasks:

Summative Assessment(s)

Teacher Made Quizzes
Health 11 Benchmark Assessment Test

Skill Demonstration

Written Assessment

American Heart Association Cert Exam

Other Evidence:

Formative Assessments:

Teacher Observation

Class Participation

Class Work & Assignments

Notebook

Project

Homework

Benchmarks:

Student notebooks and classwork assignments will be used as a measure of progress towards mastery of grade-level standards. Notebooks can include summative writing assignment, short-answer analyses, journal entries, etc.

Injury Emergencies

The students will know how to applying first-aid procedures can minimize injury and save lives.

The students will know when recognizing a medical emergency, it is important to respond in a responsible and prudent manner.

The students will know in an injury or medical emergency it is important to get consent before you give care if the person is responsive and able to give consent.

6 - 45 Minute Periods

First Aid Basics
(Day 1)

Bleeding You Can See
(Day 2)

Bleeding You Can't See
(Day 2)

Wounds
(Day 3)

Head, Neck and Spine Injuries
(Day 4)

Broken Bones and Sprains
(Days 4 & 5)

Burns and Electrical Injuries
(Day 6)

Resources:

American Heart Association
Heartsaver First Aid
CPR / AED
Instructor Manual

American Heart Association Basic Life Support for Healthcare Providers – Written Exam
Version A
Version B

American Heart Association
Heartsavers CPR AED Skills Sheet

American Heart Association

Heartsaver DVD
First Aid and CPR/AED for Adult, Child and Infant

YouTube

Movies

Other Internet Websites Include: www.kidshealth.org; www.drugabuse.gov, www.threantidrug.com,
www.nida.nih.gov, www.health.org, www.cdc.gov, www.mayoclinic.com, monitoringthefuture.org,
www.medscape.com, www.drugreene.com, www.medterms.com, www.nccam.nih.gov,
www.centerwatch.com, www.my.wedmd.com, www.wedmd.com, www.drcoop.com,
www.nih.gov, www.oncology.com, www.4wemedia.com, www.quackwatch.org,
www.healthallies.com, www.drugstore.com, www.planetrx.com, www.familymeds.com

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard and Indicator for First-Aid, CPR and AED

2.1 Personal and Mental Health

- **Community Health Services and Support**

Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions

- **Community Health Services and Support**

Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.

2.3 Safety

- **Health Conditions, Diseases and Medicines**

Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

- **Health Conditions, Diseases and Medicines**

Public health policies are created to influence health promotion and disease prevention and can have global impact

4.0 Students will be able to:

- Analyze and design a plan to assist an individual and/or multiple victim situations to apply the essential components of First Aid and CPR.
- Problem-solve circumstances where individual and environmental conditions change during life-saving situations.
- Decision-making in giving and applying the proper care for medical, environmental, and injury emergencies.

3.0 Students will be able to:

- Classify, demonstrate and integrate the essential components of First Aid and CPR by recognizing and responding to emergencies.
- Apply the skills necessary for CPR and the use of an AED.
- Recognize medical emergencies and the steps necessary to give assistance as a first responder.
- Evaluate environmental emergencies and determine the most appropriate treatment. Assess injury emergencies and apply the proper care.

| | |
|------------|---|
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recall some of the essential components of First Aid and CPR. • Demonstrate some of the skills necessary for CPR and the use of an AED. • Name some of the medical emergencies and some steps necessary to give assistance as a first responder. • Match the environmental emergencies with the appropriate treatment. • Recognize injury emergencies and identify the proper care. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
|---|--|
| Advanced Learners | <p>Most proficient learners:</p> <ul style="list-style-type: none"> • Assign leadership role in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and video. |
| Struggling Learners | <p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> ○ Log new terminology in notebook for reference. |
| English Language Learners | <p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> ○ Log new terminology in notebook for reference. |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> |

| | |
|----------------------------|---|
| | <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

| Interdisciplinary Connections |
|--|
| <p>Lanauge Arts Lit. R1.CCR.11-12.1; R1.CCR.11-12.2</p> <p>Mathematics S.MD.5; S.MD.5.7</p> <p>Tech. Literacy 8.1.8.A.1; 8.1.8.D.1; 8.1.8.D.3; 8.1.12.A.1; 8.1.12.B.1; 8.1.12.C.1</p> <p>Career Education/ Consumer, Family & Life Skills 9.1.12.A.1; 9.1.12.A.2; 9.1.12.A.3; 9.1.12.C.1; 9.1.12.C.5</p> |

| Integration of 21st Century Skills |
|--|
| <p>Computers & Internet Use</p> <p>VCR/DVD</p> <p>LCD Projectors</p> <p>PowerPoint</p> <p>EBoard</p> <p>SharePoint</p> |

Audio CD's

Turning Point

Document Camera

**Computers/Net
Books**

EBooks

Mobile Apps

Unit Title: Environmental Emergencies

Unit Description:

Environmental Emergencies will include recognizing and caring for animal, human, insect and snake bites, heat and cold related emergencies and poison emergencies. The students will also review their role in the EMS system, when to call for help and what to do when help arrives.

Unit Duration: 3 class periods

Desired Results

Standard(s):

2.1 Personal and Mental Health

- **Community Health Services and Support**

Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions

- **Community Health Services and Support**

Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.

2.3 Safety

- **Health Conditions, Diseases and Medicines**

Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

- **Health Conditions, Diseases and Medicines**

Public health policies are created to influence health promotion and disease prevention and can have global impact

Indicator:

2.1.12.D.6

2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

Understandings:

Students will understand that...

- Human and animal bites that break the skin can become infected from the germ of the biter's mouth.
- Animals that carry rabies are cats, dogs, skunks, raccoons, fox, bats and other wild animals.
- Everyday people are stung or bitten by insects and animals, many do not cause serious problem. However, in rear cases they can cause serious illness and even death.
- Most heat related emergencies are caused by vigorous exercise.
- Heat exhaustion is a serious condition that often turns into heat stroke.
- Heat stroke is a life threatening condition and requires immediate response.
- Frostbite typically occurs outside in cold weather, but can also occur when handling cold material such as gases under pressure.
- Hypothermia is a serious condition that can cause death. A person can still develop hypothermia even if the temperature is above freezing.
- Poisoning can come from many sources including household products, alcohol, drugs, plants and food.

Essential Questions:

1. Why is it important to keep your distance from wild, strange or stray animals?
2. Why might are some people afraid of snakes, spiders and bugs/insects?
3. What are some causes of heat- related illness or emergencies?
4. Why is it important to dress appropriately for cold weather?
5. Do you know the number for your Local and/or National Poison Control Centers?

- Many substances around the house are poisonous. Read all labels of household products and keep cleaning supplies out of reach of children.
- It is important to have your Local and National Poison Control Center phone number available and easy to reach in the event of a poison emergency.

Assessment Evidence

Performance Tasks:

Summative Assessment(s)

- Teacher Made Quizzes
- Health 11 Benchmark Assessment Test
- Skill Demonstration
- Written Assessment
- American Heart Association Cert Exam

Other Evidence:

Formative Assessments:

- Teacher Observation
- Class Participation
- Class Work & Assignments
- Notebook
- Project
- Homework

Benchmarks:

Student notebooks and classwork assignments will be used as a measure of progress towards mastery of grade-level standards. Notebooks can include summative writing assignment, short-answer analyses, journal entries, etc.

Learning Plan

Environmental Emergencies

The students will know how to applying first-aid procedures can minimize injury and save lives.

The students will know the importance of having the Local and National Poison Control Center number available and in reach.

Environmental Emergencies

3 - 45 Minute Periods

Animal and Human Bites
(Day 1)

Insects and Snake Bites

(Day 1)

Heat-Related Emergencies

(Day 2)

Cold-Related Emergencies

(Day 2)

Poison Emergencies

(Day 3)

Resources:

American Heart Association

Heartsaver First Aid

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Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

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Public health policies are created to influence health promotion and disease prevention and can have global impact

| | |
|------------|---|
| 4.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze and design a plan to assist an individual and/or multiple victim situations to apply the essential components of First Aid and CPR. • Problem-solve circumstances where individual and environmental conditions change during life-saving situations. • Decision-making in giving and applying the proper care for medical, environmental, and injury emergencies. |
| 3.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Classify, demonstrate and integrate the essential components of First Aid and CPR by recognizing and responding to emergencies. • Apply the skills necessary for CPR and the use of an AED. • Recognize medical emergencies and the steps necessary to give assistance as a first responder. • Evaluate environmental emergencies and determine the most appropriate treatment. Assess injury emergencies and apply the proper care. |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recall some of the essential components of First Aid and CPR. • Demonstrate some of the skills necessary for CPR and the use of an AED. • Name some of the medical emergencies and some steps necessary to give assistance as a first responder. • Match the environmental emergencies with the appropriate treatment. • Recognize injury emergencies and identify the proper care. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|----------------------------|---|
| Advanced Learners | <p>Most proficient learners:</p> <ul style="list-style-type: none"> • Assign leadership role in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and video. |
| Struggling Learners | <p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: |

| | |
|----------------------------------|--|
| | <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. ● Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> ○ Log new terminology in notebook for reference. |
| English Language Learners | <p>Less proficient learners:</p> <ul style="list-style-type: none"> ● Locate the boldface heads in the section. ● Explain that the boldface heads divide the text by topic ● Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. ● Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> ○ Log new terminology in notebook for reference. |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> ● Variation of time: adapting the time allotted for learning, task completion, or testing ● Variation of input: adapting the way instruction is delivered ● Variation of output: adapting how a student can respond to instruction ● Variation of size: adapting the number of items the student is expected to complete ● Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | <p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p> |

Interdisciplinary Connections

Lanauge Arts Lit.

R1.CCR.11-12.1; R1.CCR.11-12.2

Mathematics

S.MD.5; S.MD.5.7

Tech. Literacy

8.1.8.A.1; 8.1.8.D.1; 8.1.8.D.3; 8.1.12.A.1; 8.1.12.B.1; 8.1.12.C.1

Career Education/ Consumer, Family & Life Skills

9.1.12.A.1; 9.1.12.A.2; 9.1.12.A.3; 9.1.12.C.1; 9.1.12.C.5

Integration of 21st Century Skills

Computers & Internet Use

VCR/DVD

LCD Projectors

PowerPoint

EBoard

SharePoint

Audio CD's

Turning Point

Document Camera

Computers/Net Books

EBooks

Mobile Apps

Unit Title: Tobacco

Unit Description:

The Tobacco Unit is designed to give the students a better understanding of how this substance affect the human body. The class will discuss tobacco use and the impact it has on the United State including the financial, social and political realms. The chemical components of tobacco will be investigated and how these chemicals affect the body and brain function. The students will also examine the controversial issues surrounding tobacco advertisement ads and public place banned of smoking.

Unit Duration: 2 class periods

Desired Results

Standard(s):

2.3 Safety

- **Alcohol, Tobacco and other Drugs**

Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

- **Dependency, Substances Disorder and Treatment**

Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

- **Dependency, Substances Disorder and Treatment**

Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery

Indicators:

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

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).

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

2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

2.3.12.DSDT.2: 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.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that 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).

| | |
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| <p>Understandings: <i>Students will understand that...</i></p> <p>The students will know tobacco use of any kind is dangerous and can cause cancer and other serious illnesses.</p> <p>The students will know that substance abuse impacts individuals from all cultural and socioeconomic backgrounds.</p> <p>The students will know the physical and financial cost of tobacco use.</p> <p>The student will know exposure to secondhand smoke is dangerous and can cause respiratory illness in children and adults.</p> <p>The students will know ways to obtain help for quitting the tobacco habit</p> | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why do people start smoking 2. What are the harmful effects of using tobacco? 3. What is the financial cost of having a tobacco habit? 4. Is chewing tobacco as harmful as smoking cigarettes? 5. Do you believe public places have the right to prohibit smoking in their facilities? 6. Will quitting reverse the damage already done? |
|---|---|

Assessment Evidence

| | |
|---|--|
| <p>Performance Tasks:</p> <p><u>Summative Assessment(s)</u></p> <p>Teacher Made Quizzes Health 11 Benchmark Assessment Test</p> <p>Skill Demonstration</p> <p>Written Assessment</p> | <p>Other Evidence:</p> <p><u>Formative Assessments:</u></p> <p>Teacher Observation</p> <p>Class Participation</p> <p>Class Work & Assignments</p> <p>Notebook</p> <p>Project</p> <p>Homework</p> |
|---|--|

Benchmarks:

Student notebooks and classwork assignments will be used as a measure of progress towards mastery of grade-level standards. Notebooks can include summative writing assignment, short-answer analyses, journal entries, etc.

Learning Plan

Tobacco

2 - 45 Minute Periods

ABC's Of Smoking

(Day 1)

Smokeless &

Chewing Tobacco

(Day 2)

Quitting

Resources:

Comprehensive Health 2nd Edition

Instructors Edition pg 256

(The Health effects of Tobacco, Why People use Tobacco, Treatment of Addiction)

YouTube

Movies

Other Internet Websites Include: www.kidshealth.org; www.drugabuse.gov , www.threantidrug.com , www.nida.nih.gov, www.health.org , www.cdc.gov , www.mayoclinic.com , monitoringthefuture.org , www.medscape.com , www.drgreene.com , www.meddterms.com , www.nccam.nih.gov , www.centerwatch.com , www.my.wedmd.com , www.wedmd.com , www.drcoop.com , www.nih.gov , www.oncology.com , www.4wemedia.com , www.quackwatch.org , www.healthallies.com , www.drugstore.com , www.planetrx.com , www.familymeds.com

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standards

2.3 Safety

- **Alcohol, Tobacco and other Drugs**

Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

- **Dependency, Substances Disorder and Treatment**

Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

- **Dependency, Substances Disorder and Treatment**

Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery

4.0 | **Students will be able to:**

| | |
|------------|---|
| | <ul style="list-style-type: none"> Analyze and design a plan to assist an individual and/or multiple victim situations to not use tobacco Problem-solve circumstances where individual and environmental conditions change during tobacco Decision-making in giving and applying the proper care for tobacco |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> Classify, demonstrate and integrate the essential components of Tobacco Apply the skills necessary for quitting tobacco Recognize medical emergencies and the steps necessary to give assistance as a first responder. Evaluate environmental factors when dealing with tobacco |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> Recall some of the essential components of Tobacco Demonstrate some of the skills necessary quitting tobacco |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
|--|---|
| Advanced Learners | Most proficient learners: <ul style="list-style-type: none"> Assign leadership role in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and video. |
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| Interdisciplinary Connections |
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| <p>Lanauge Arts Lit. R1.CCR.11-12.1; R1.CCR.11-12.2</p> <p>Mathematics S.MD.5; S.MD.5.7</p> <p>Tech. Literacy 8.1.8.A.1; 8.1.8.D.1; 8.1.8.D.3; 8.1.12.A.1; 8.1.12.B.1; 8.1.12.C.1</p> <p>Career Education/ Consumer, Family & Life Skills 9.1.12.A.1; 9.1.12.A.2; 9.1.12.A.3; 9.1.12.C.1; 9.1.12.C.5</p> |

| Integration of 21 st Century Skills |
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| <p>Computers & Internet Use</p> <p>VCR/DVD</p> <p>LCD Projectors</p> <p>PowerPoint</p> |

EBoard

SharePoint

Audio CD's

Turning Point

Document Camera

**Computers/Net
Books**

EBooks

Mobile Apps

Unit Title: Alcohol

Unit Description:

This unit will explore the physiological and behavior effects of alcohol, including blood alcohol concentration, absorption, metabolism, and the immediate and long term effects of excessive alcohol consumption on one's overall health. The students will learn strategies for drinking responsibly and coping with peer pressure to drink. The legal consequences of drinking and driving will also be discussed in this unit. Alcohol addiction and treatment will be covered as well as the ramification that alcoholism has on family, community and social life.

Unit Duration: 4 class periods

Desired Results

Standard(s):

2.3 Safety

- **Alcohol, Tobacco and other Drugs**

Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

- **Dependency, Substances Disorder and Treatment**

Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

- **Dependency, Substances Disorder and Treatment**

Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery

Indicators:

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.

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).

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

2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

2.3.12.DSDT.2: 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.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that 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).

Understandings:

Students will understand that...

Research has clearly established that alcohol and other drugs have a variety of harmful effects on the human body.

Excessive drinking is dangerous and can lead to alcohol poisoning and even possible death.

When blood alcohol concentration (BAC) increases inhibitions decrease and ultimately affect a person’s central nervous system and judgment.

Drinking and driving is not only illegal, it is dangerous for the driver as well as others on the road.

Essential Questions:

1. Why do people choose to use alcohol when they are aware of the detrimental effects?
2. Why do some people feel the effects of alcohol more quickly than others?
3. How do you make the “right” decisions when faced with of peer, media, and other pressures?
4. What are the legal consequences for drinking and driving?
5. What is Blood Alcohol Concentration and how does alcohol affect the brain at different levels of B.A.C.?

Consuming alcohol affects vision, fine motor skills and the ability to handle tasks required for driving safely.

Alcohol is a drug and if not used responsibly, can become dangerous and possibly lead to injury or even death.

Alcohol is metabolized in the liver and produces a toxic chemical that can cause nausea and vomiting as well as liver damage.

Alcohol affects brain function and acts as a depressant on the central nervous system.

Drinking while pregnant can cause Fetal Alcohol Syndrome, birth defects, mental retardation, and learning disabilities and mental impairment.

7. Why is it important that laws are followed and enforced when it comes to drinking and driving?
8. What are the harmful effects of alcohol on the body?
9. How does alcohol affect an unborn fetus?

Assessment Evidence

Performance Tasks:

Summative Assessment(s)

Teacher Made Quizzes
Health 11 Benchmark Assessment Test

Skill Demonstration

Written Assessment

Other Evidence:

Formative Assessments:

Teacher Observation

Class Participation

Class Work & Assignments

Notebook

Project

Homework

Benchmarks:

Student notebooks and classwork assignments will be used as a measure of progress towards mastery of grade-level standards. Notebooks can include summative writing assignment, short-answer analyses, journal entries, etc.

Learning Plan

Alcohol

4 - 45 Minute Periods

Alcohol B.A.C. (Day 1)

Drinking & Driving (Day 2)

At Risk Activities (Day 3)

Alcoholism and FAS (Day 4)

Resources:

Comprehensive Health 2nd Edition

Instructors Edition pg 284

(How does Alcohol impact your body; The effects of Alcohol on Health; Reasons people use and abuse; Preventing and treating abuse)

YouTube

Movies

Other Internet Websites Include: www.kidshealth.org; www.drugabuse.gov , www.threantidrug.com , www.nida.nih.gov, www.health.org , www.cdc.gov , www.mayoclinic.com , monitoringthefuture.org , www.medscape.com , www.drgreene.com , www.meddterms.com , www.nccam.nih.gov , www.centerwatch.com , www.my.wedmd.com , www.wedmd.com , www.drcoop.com , www.nih.gov , www.oncology.com , www.4wemedia.com , www.quackwatch.org , www.healthallies.com , www.drugstore.com , www.planetrx.com , www.familymeds.com

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

2.3 Safety

- **Alcohol, Tobacco and other Drugs**

Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

- **Dependency, Substances Disorder and Treatment**

Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

- **Dependency, Substances Disorder and Treatment**

Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery

4.0 Students will be able to:

- Analyze and design a plan to assist an individual who is suffering from alcohol addiction
- Problem-solve circumstances where individual and environmental conditions affect alcohol abuse

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| | <ul style="list-style-type: none"> Decision-making in the benefits to not drinking alcohol |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> List the physical, social and emotion effects of alcohol Recognize medical emergencies involving alcohol Evaluate alcohol emergencies and determine the most appropriate treatment. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> Recall some of the side effects of alcohol Name some of the alcohol emergencies and some steps necessary to give assistance |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
|---|---|
| Advanced Learners | Most proficient learners: <ul style="list-style-type: none"> Assign leadership role in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and video. |
| Struggling Learners | Less proficient learners: <ul style="list-style-type: none"> Locate the boldface heads in the section. Explain that the boldface heads divide the text by topic Reading Strategy: <ul style="list-style-type: none"> Read the boldface headings. Predict what will be covered in the a section of the text Read the text section Review their predictions Refer to guided questions and comprehension questions. Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> Log new terminology in notebook for reference. |
| English Language Learners | Less proficient learners: <ul style="list-style-type: none"> Locate the boldface heads in the section. Explain that the boldface heads divide the text by topic Reading Strategy: <ul style="list-style-type: none"> Read the boldface headings. Predict what will be covered in the a section of the text Read the text section Review their predictions Refer to guided questions and comprehension questions. Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> Log new terminology in notebook for reference. |
| Learners with an IEP | Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: |

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| | <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

| Interdisciplinary Connections |
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| <p>Lanauge Arts Lit. R1.CCR.11-12.1; R1.CCR.11-12.2</p> <p>Mathematics S.MD.5; S.MD.5.7</p> <p>Tech. Literacy 8.1.8.A.1; 8.1.8.D.1; 8.1.8.D.3; 8.1.12.A.1; 8.1.12.B.1; 8.1.12.C.1</p> <p>Career Education/ Consumer, Family & Life Skills 9.1.12.A.1; 9.1.12.A.2; 9.1.12.A.3; 9.1.12.C.1; 9.1.12.C.5</p> |

| Integration of 21st Century Skills |
|---|
| <p>Computers & Internet Use</p> <p>VCR/DVD</p> <p>LCD Projectors</p> <p>PowerPoint</p> <p>EBoard</p> <p>SharePoint</p> <p>Audio CD's</p> <p>Turning Point</p> |

Document Camera

**Computers/Net
Books**

EBooks

Mobile Apps

Unit Title: Other Drugs and Addictions

Unit Description:

This Unit will pertain to use and abuse of Prescription and Over-the-Counter Drugs as well as Steroids, Designer and Club Drugs. Students will focus on the proper application of Rx and OTC Drugs and the consequences of the misuse of these substances. The students will also learn about the effects that Designer and Club Drugs have on individuals as well as the dangers involved with the use of these substances. There will also be a section dedicated to the use of steroids. This section will highlight the misuse of steroids among athletes in competitive sports. The students will gain an understanding of how using drugs of any kind, for long or short periods, changes the brains chemistry, and has the potential to cause addiction.

Unit Duration: 6 class periods

Desired Results

Standard(s):

2.3 Safety

- **Alcohol, Tobacco and other Drugs**
Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.
- **Dependency, Substances Disorder and Treatment**
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.
- **Dependency, Substances Disorder and Treatment**
Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery

Indicators:

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

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2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that 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).

Understandings:

Students will understand that...

Medicines must be used correctly in order to be safe and have the maximum benefits.
Prescription and OTC drugs can become addictive if misused or abused.
When a person uses drugs over a long period of time their brain chemistry will change and they become dependent on that drug.
Prescription drug abuse is on the rise and has had an impact on a national level.
Caffeine is a stimulant and increases central nervous system activity.
There are benefits to using small amounts of caffeine and negative side effects when using large amounts of caffeine.
A person can develop a tolerance to caffeine and develop a caffeine addiction.

Essential Questions:

1. Why is prescription drug use on the rise?
2. How does a person determine whether or not a medication will be effective?
3. Do you perceive Rx drugs less dangerous than illicit drugs? Why or why not?
4. Why do so many people use caffeine?
5. Why is it important to monitor your caffeine intake?
6. How do you think professional athletes who use steroid or any other performance enhancers should be disciplined?
7. Why is marijuana considered a gateway drug?
8. How does the use of marijuana impact society financially?

caffeine energy drinks and alcohol should not be mixed because it causes a synergistic effect and can be dangerous.

Marijuana is the most commonly used illicit drug used in this country and is on the rise in schools and on college campuses.

Marijuana use presents clear hazards for drivers of motor vehicles and others on the road with them.

Marijuana contains more carcinogens than tobacco smoke and can cause serious health problems including respiratory illnesses.

There is great controversy over whether or not to legalize marijuana.

9. Are you in favor of or against drug testing in the work place or in educational institutions?

Assessment Evidence

Performance Tasks:

Summative Assessment(s)

Teacher Made Quizzes
Health 11 Benchmark Assessment Test

Skill Demonstration

Written Assessment

Other Evidence:

Formative Assessments:

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Unit Learning Goal and Scale

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- **Dependency, Substances Disorder and Treatment**

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| 4.0 | Students will be able to: <ul style="list-style-type: none">• Describe in great detail different drugs and substances and how they effect the body both physically and emotionally• Create and implement a plan for those seeking treatment for addictions |
| 3.0 | Students will be able to: <ul style="list-style-type: none">• List different drugs and substances and how they effect the body both physically and emotionally• Know where those seeking treatment for addictions can get help |
| 2.0 | Students will be able to: <ul style="list-style-type: none">• Recall some of the different drugs and substances• Recall some resources for rehab for addicts |

| | |
|------------|---|
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
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Integration of 21st Century Skills

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Mobile Apps