

# Senior Health

Content Area: **Health and Physical Education**  
Course(s): **Senior Health**  
Time Period: **Marking Period 1**  
Length: **8 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester	Weeks
CPR/FA	1,2,3	3
Stress, Substance Abuse, Suicide, Death	1,2,3	3
Leadership, Careers	1,2,3	2

## Unit Overview

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CPR/FA-

Students will be able to assess the scene, begin care and continue care using basic first aid life saving skills.

Stress, Substance Abuse, Suicide, Death

Students will assess their own stress levels, connect it to outside factors and risk of substance abuse, mental health and desicion making.

Leadership, Careers

Students will research a career of their choice and present to class.

## Enduring Understandings

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### CPR/FA

Before Giving Care, Check, Call, Care. Safety Precautions, Consent, Professional attitude, Adult CPR, One and two rescuer, Cardiac Conditions, Child CPR, Infant CPR, Breathing Emergencies, Child Rescue Breathing, Choking Adult, Child, Infant, Unconscious choking victim, Pregnant Choking victim, Self Choking. • AED, AED placement, operating machine, First Aid, Bone and Joint injuries, Caring for open wounds, Caring for closed wounds, Caring for Heat and Cold emergencies, Caring for eye injuries, Caring for tooth injuries, Caring for burns, Caring for shock, Splinting and Immobilizing, Project on demonstrating a first aid scenario.

### Stress, Suicide, Death

Stress, Stressors, Eustress, Distress, Physical Symptoms, Emotional Symptoms, Medical Complications, Coping Strategies, Suicide, High risk groups, Suicidal feelings, Warning signs, Role of substance abuse, How/where to seek help, Death, Emotional response, Physical response, Coping strategies.

### Leadership, Careers

Leadership, Ethics, Morals/Values, Promoting Wellness, Preparing for college/work, Health Careers, Medical Careers, Fitness Careers.

## Essential Questions

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### CPR/FA

What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves or others? Why might educated people make poor health decisions? How do I overcome negative influences when making decisions about my personal health?

### Stress, Suicide, Death

To what extent can we keep ourselves disease free? How can you learn to like yourself and others? Why might educated people make poor health decisions?

### Leadership, Careers

How can you inspire others to address health issues? Where do I go to access information about good health and

## **New Jersey Student Learning Standards (No CCS)**

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HPE.2.1.12.A	Personal Growth and Development
HPE.2.1.12.B.CS1	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.12.D.CS2	Applying first-aid procedures can minimize injury and save lives.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
HPE.2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.3.12.B.CS1	There are immediate and long-term consequences of risky behavior associated with substance abuse.
HPE.2.3.12.C.CS1	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

## **Amistad Integration**

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N/A

## Holocaust/Genocide Education

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N/A

### Interdisciplinary Connections

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9.1.12.E.3- Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

9.1.12.D.15 - Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.

9.1.12.G.3 - Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors

PFL.9.1.12.A.8

Analyze different forms of currency and how currency is used to exchange goods and services.

### Technology Standards

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#### 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

### 21st Century Themes/Careers

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9.3

Students can choose various careers to research

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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

HPE.2.2.8.A.2

Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

## Financial Literacy Integration

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PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.

## Instructional Strategies & Learning Activities

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### CPR/FA-

Investigate the impact of health choices and behaviors on personal, family, and community wellness. • Debate the social and ethical implications of the use of technology and medical advances to support wellness. • Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries. • Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness. • Assess the short- and longterm impacts of injuries on the individual, family members, the community, and the workplace. • Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. • Demonstrate and evaluate the use of decision making skills. • Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages. • Use reliable and valid health information to assess social situations and conditions that impact health and safety. • Analyze the use of ethics and personal values when making decisions.

### Stress, Substance Abuse, Suicide, Death

Recommend behaviors to enhance and support the optimal functioning of body systems • Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions. • Discuss the relationship between signs and symptoms of disease and the functioning of the body’s immune system. • Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life. • Investigate and assess local, state, national, and international public health efforts. Investigate the impact of mental illness on personal, family, and community wellness. • Discuss psychological principles and theories of personality development. • Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior. • Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior. • Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community. • Predict how a family might cope with crisis or change and suggest ways to restore family balance and function. • Use appropriate research methodology to investigate a health problem or issue. • Employ strategies to improve communication and listening skills and assess their effectiveness. • Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television. Demonstrate and evaluate the use of decision making skills. • Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages. • Use

reliable and valid health information to assess social situations and conditions that impact health and safety. • Analyze the use of ethics and personal values when making decisions. • Critique significant health decisions and debate the choices made

## Leadership, Careers

Assess personal and group contributions and strengths that lead to the achievement of goals and tasks. • Evaluate personal participation as both a leader and follower. • Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity. • Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct. • Develop and articulate the group's goals, shared values, vision, and work plan. • Plan, implement, and evaluate activities to benefit a health organization, cause, or issue. • Assess community awareness and understanding about a local, state, national, or international health issue. • Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation. • Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals. • Compare and contrast health insurance and reimbursement plans. • Recommend behaviors to enhance and support the optimal functioning of body systems. • Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions. • Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life. • Investigate and assess local, state, national, and international public health efforts. • Use appropriate research methodology to investigate a health problem or issue. • Demonstrate and evaluate the use of decision making skills. • Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages. Date completed/revised 7/08 Reviewed 9-09 Page 1 • Use reliable and valid health information to assess social situations and conditions that impact health and safety. • Analyze the use of ethics and personal values when making decisions. • Critique significant health decisions and debate the choices made

## **Differentiated Instruction**

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- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- Mock Trial
- The Hot Seat/Role-Play

- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Flipped Classroom
- Mentoring

### **Formative Assessments**

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- Teacher Assessment of student participations
- Group participation
- Self assessment
- Homework

### **Summative Assessment**

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- Weekly article
- Health project grading rubric
- Health test
- Pre- test

### **Benchmark Assessments**

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- Pre Test

## **Alternate Assessments**

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-Health notes completion

-Kahoot

## **Resources & Technology**

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-Genesis

-Canvas

-Google Classroom

-American Red Cross Instructors Manual and Teaching Books.

-American Red Cross CPR and AED in the workplace DVD.

- American Red Cross testing materials.

-Little Annie manikins.

-Unitedstreaming Videos and clips.

-YouTube Videos.

-Various worksheets.

-Current Newspaper and Magazine articles.

## **BOE Approved Texts**

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American Red Cross Manual

## **Closure**

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- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.



- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

## **ELL**

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- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.

- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## 504

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- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork

- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking