Unit 10: Safety and the Environment

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

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the well-being of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well-being and success.

Students will learn and understand that physical activity and fitness benefits all aspects of health. Students will learn about the various activities and exercises that can help increase and maintain overall health. Students will also learn the importance of taking safety precautions when engaging in physical activity. Students will participate in various activities which will allow them to learn and apply knowledge of physical activity to personal life.

Revision Date: July 2020

Standards

2.1 Mental Health: Emotional and Social Wellness

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

Community Health Services and Support

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

2.2 Physical Wellness

Physical Fitness

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).

- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.3 Safety

Personal Safety

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Health Conditions, Diseases and Medicines

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

Interdisciplinary connections across content areas

LA.WHST.6-8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

LA.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Inclusion of the Career Ready Practice Standards

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

Integration of 21st Century Skills through NJSLS 9

CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards through the NJSLS

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Transfer

Essential Questions

steps can we take at home, in school, and in public to prevent accidental injuries?

What behaviors make adolescents susceptible to accidents, injuries, or emergencies?

In what ways can an adolescent be an effective first responder in performing first aid during an emergency?

Essential Understandings

certain behaviors can put you at risk for accident or injury.

proper preparation can help prevent an emergency during a natural disaster.

calling for help is an important part of first aid.

specific safety precautions are necessary for staying safe outdoors and in water.

Students Will Know

how to prevent accidental injuries.

how to avoid behaviors that put them at risk for danger.

Students will be skilled at applying strategies for responding to different types of injuries.

what to do in an emergency situation.

basic first aid procedures, as well as understanding the universal sign for choking.

Students Will Be Skilled At

Students will know key terms and concepts, including: accident, injury, hazard, smoke alarm, fire extinguisher, hypothermia, natural disasters, frost bite, first aid, burn degrees.

Evidence/Performance Tasks

When taking a Physical Education or Health course, students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or

absence of skill.

- participate in every class activity designed to enhance student knowledge of personal health.
- act respectfully and follow the rules.
- complete homework, group work, quizzes, tests, and projects that will evaluate understanding of proper ways to maintain personal hygiene, and what to look for when choosing personal hygiene products.
- apply knowledge of the importance of personal health and hygiene to one's own personal life.
- develop personal health goals to improve one's personal health and hygiene.
- answer the essential questions.

Learning Plan

- Introduce the unit: safety and the environment.
- Discuss key terms and concepts such as: hygiene, plaque, sunscreen, acne, dandruff, astigmatism, prescription, over the counter medication, side effects, tolerance, drug misuse.
- Apply knowledge of personal health and hygiene to personal life.
- Review all material covered as it pertains to personal health and hygiene.
- Assess understanding through class participation, class work, projects, group work, quizzes and tests that assess knowledge of the importance of maintaining personal health and hygiene.

Materials

Google classroom/ technology access

Projector

Construction paper

Markers

Course videos

Handouts

Associated web content and media sources are infused into the unit as applicable and available

In addition the materials above, the link connects to district approved textbooks and resources utilized in this course

CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environment.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1JN3XzsuRVs09JoqKayEQYWUZt4rJdwqQ3rQI5jqs5C4/edit?usp=sharing