Unit 12: Safety and Emergencies

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 how to protect themselves when at home, outdoors, during weather emergencies, and during natural disasters. Students will learn basic first aid methods to be used during emergencies. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Revision Date: July 2020

Essential Questions

- Are practicing effective refusal skills more effective than avoiding danger altogether?
- Do different dangerous situations become more likely in each stage of life?
- What relationship exists between adolescents and difficulty assessing risky behavior?

Essential Understandings

- appropriate action in an emergency situation can prevent injuries and save lives.
- safety precautions can be taken to avoid accidental injury.
- it is necessary to prepare for weather emergencies and natural disasters.
- there is a difference between a minor emergency and a life threatening emergency.
- one of the most important parts of responding to an emergency is getting help.

Students Will Know

- key terms and concepts, including: safety conscious, hazard, accidental injuries, flammable, electrical overload, smoke alarm, fire extinguisher, weather emergencies, tornado, hurricane, blizzard, hypothermia, earthquake, aftershock, first aid, fracture, dislocation, accident chain, choking, sprain, fracture, poisoning, fainting, heat cramps, heat stroke, heat exhaustion, CPR, shock

- what to do during an emergency situation.
- how to prevent accidental injuries.
- how to treat common accidental injuries.
- the universal sign for choking.
- the different kinds of life threatening emergencies and how to respond to them

Students Will Be Skilled At

- what to do during a weather emergency or natural disaster.

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.

- demonstrate the universal sign for choking.
- demonstrate knowledge of basic first aid techniques.
- create an emergency disaster plan.
- complete a written assessment on common accidental injuries, weather emergencies, natural disasters, the parts of an accident chain, basic first aid techniques.
- follow all class rules and regulations.
- answer the essential questions.

Learning Plan

- complete a written assessment on common accidental injuries, weather emergencies, natural disasters, the parts of an accident chain, basic first aid techniques.
- follow all class rules and regulations.
- answer the essential questions.

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.

Standards

By the end of Grade 8:

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.

· 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

· 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

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.

2.3 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).

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.

The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

· 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

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.

Suggested Strategies for Modifications

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