| ***Health Grade 12 Unit 9: Taking Action!***  ***January*** | | | | | |
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| **Targeted Standards**  **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.1 Personal and Mental Health by the End of Grade 12**  **Community Health Services and Support**  Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.  • 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.  • 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.  • 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.  Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.  • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).  • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.  Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.  • 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).  Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.  2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.  **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.3 Safety by the End of Grade 12**  **Personal Safety**  Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.  • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).  • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.  **Health Conditions, Diseases and Medicines**  Public health policies are created to influence health promotion and disease prevention and can have global impact.  • 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).  Mental health conditions affect individuals, family members, and communities.  • 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).   |  | | | | --- | --- | --- | |  | | | |  | | | |  | | | |  |  | |  |  | |  | | | |  |  | |  |  |  |  | | | | --- | --- | --- | |  | | | | | | | | |
| **Rationale and Transfer Goals**:  Students should be able to identify factors that cause serious injury.  This will help them make their homes safe and be able to teach family members about any risks they may have in their homes.  Everyone has someone they care about; do you want to be able to save them if needed? | | | | | |
| **Enduring Understandings:**   * Getting permission before giving care. * The purpose of breathing barriers and disposable gloves in preventing disease transmission. * Why we check a person before giving care. | | | | | |
| **Essential Questions**:   * When is safety an issue? * What types of things can be harmful to someone? * How can you recognize an emergency? * How do you check a conscious/unconscious person? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * Checking the scene. * Permission to care, using materials to keep you save. * Taking action; emergency action steps. * Checking conscious victims. * Checking unconscious victims. * Signs of choking. * Care for choking victims. * Rescue breathing | * Identify guidelines for minimizing risk of accidental death or injury. * Demonstrate how to remove gloves and dispose of biohazard material. * Demonstrate how to move injured victims. * Demonstrate abdominal thrusts and back blows to choking victims. * Rescue Breathing | | * Group scenarios: students will have to determine injury and if person should be moved from the scene of accident. * Picture matching: using a page with different pictures students will describe what they think has happened and if it is a life threatening scene. * Demonstration: using disposable gloves and removal. | | **Picture description**  **Summative: Narrative Writing Assignment**  Students will describe pictures to determine what happened and how they could care for any injuries.  **Scenario**  **Summative: Dramatization**  Group activity: Students will work together to act out a scene of an injury. Students will determine what happened and how to treat any people injured.  **Choking**  **Summative: Dramatization**  Students will demonstrate how to care for a choking victim. Back blows and abdominal thrusts will be given on practice dummies.  **Participation**  **Sample Assessment Item**  Students will be graded on participating in demonstrations and class activities. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Defining what “emergencies” are. * Identifying victims * Communicating signs and symptoms of emergencies and victims * How and when to give proper care * Value of saving lives | | * Team building * Effective communication * Cooperative games * Literacy activities | | * Health literacy activities * Group scenarios * Manikin demonstrations * Performance tasks on manikin * Projects on disease and transmission | |
| **21st Century Skills:**  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health  Cross-cutting discussions of financial costs and benefits to lifelong fitness  **CRP6. Demonstrate creativity and innovation.**  Creativity in development of workout plans for variety and maintaining interest  **CRP11. Use technology to enhance productivity.**  Use of online and mobile technology to support lifetime health and fitness goals  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create, problem solve, and participate in games  **CRP4. Communicate clearly and effectively and with reason.**   * all aspects of course | | | | | |
| **Key resources:**  Red Cross Organization Participant Book.   * Picture sheet * Skills cards * Blankets * Disposable gloves * breathing barriers | | | | | |
| **Interdisciplinary Connections**  **ELA**  **NJSLSA.R1**. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  **RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.**  **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  **RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  **RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   * standards supporting written and print communication across all areas of the course   **Science**  **HS-LS1-3.** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]  **HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.  **HS-LS2-8.** Evaluate evidence for the role of group behavior on individual and species’ chances to survive and reproduce.   * Connections to study of exercise physiology and associated anatomy * Basic understanding of communicability of diseases in discussion of wellness   **Math**  **Creating Equations A -CED**  A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*  **Modeling with Geometry G-MG**  A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).  **Interpreting Categorical and Quantitative Data S-ID N-ILN**  A. Summarize, represent, and interpret data on a single count or measurement variable  1. Represent data with plots on the real number line (dot plots, histograms, and box plots).  **Making Inferences and Justifying Conclusions S-IC**  B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies   * math processes related to fitness and health data, geometry in gameplay, and quantitative representations | | | | | |