| ***Health Grade 12 Unit 10: Poisoning and illness***  ***January – February*** | | | | | |
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| **Targeted Standards**  **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**  Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.  • 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.  • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).  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).  **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.  • 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.  **Dependency, Substances Disorder and Treatment**  Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.  • 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.  Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.  • 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).   |  | | | | --- | --- | --- | |  | | | |  | | | |  | | | |  |  |  |  | | | | --- | --- | --- | |  | | | |  |  | | | | | | |
| Rationale and Transfer Goals:  This unit will expose students to common allergies that could be deadly. These types of injuries could happen to anyone so it is important to know what the signs are and how to care for the person with symptoms. | | | | | |
| Enduring Understandings:  Know heat vs. cold related illness.  Signs of heat stroke  Special considerations | | | | | |
| Essential Questions:  Why is it important to monitor yourself and others in extreme weather?  How can minor animal bites become dangerous?  How can we prevent heat stroke?  How can we help someone that speaks another language? | | | | | |
| **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*** |
| • Sudden Illness  • Poisoning; inhaled-absorbed-swallowed  • Heat related illness  • Cold related illness  • Asthma  • Anaphylaxis | Demonstrate proper care for poisoned victims.  Demonstrate care for heat/cold related injuries.  Use of an epinephrine auto-injector | | Video on types of poisons.  R.I.C.E. Demonstration  Packet on weather related injuries | | Participation  Summative: Dramatization  Students will be graded on participating in class demonstrations and scenarios acting out care.  6 Standards Assessed  Test and quizzes  Formative: Written Test  Students will be given quizzes and tests to show knowledge of step for checking injuries, and how to care for them.  6 Standards Assessed |
| **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.  Red Cross DVD; CPR  Disposable Gloves  Ice Packs  First AID kit | | | | | |
| **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 | | | | | |