| ***Health Grade 12 Unit 11: Injury Prevention and Treatment***  ***February*** | | | | | |
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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.  • 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).  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).  • 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.  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**  Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.  • 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).  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).   |  | | | | --- | --- | --- | |  | | | |  | | | |  | | | |  |  | |  |  | |  | | | |  |  | |  |  |  |  | | | | --- | --- | --- | |  | | | |  |  | | | | | | |
| Rationale and Transfer Goals:  Students will be able to identify and care for basic injuries. Use of common materials to immobilize and stabilize injured body parts and controlling bleeding are major parts of helping injured victims. | | | | | |
| Enduring Understandings:  The difference in wounds and how to care for them.  Using disposable materials when dealing with wounds.  How to apply various forms of splints.  How to treat burns.  Know a fire escape plan in your home | | | | | |
| Essential Questions:  What can you do to make your home safer?  Why is it important to use disposable gloves and properly dispose of biohazard materials?  How can splints aid in treating someone?  How can Ice aid in healing injuries? | | | | | |
| **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*** |
| How to evaluate an injury?  What’s in your first aid kit?  Soft tissue injuries; cuts-scrapes-bruises  Burns  Injuries to muscle-bones-joints. | Demonstrate how to evaluate injuries.  Demonstrate how to apply the 4 types of splints.  Demonstrate proper disposal of gloves and materials. | | First AID kit; students will list what they would include in a first aid kit and why each item is important.  Demonstration; applying anatomic, soft, rigid splints and a sling and binder.  how to care for burns | | Participation  Summative: Sample Assessment Item  Students will be graded on participation in class demonstrations and use of practice time.  Test and quizzes  Formative: Written Test  Students will be given a written test on injuries and treatments. |
| **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  Gauze Wrap  Splints  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 | | | | | |