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Cliffside Park Public Schools

GRADE:11 **SUBJECT: Health**

<p>Unit Name: First Aid and Safety</p> <p>Duration: Nine Weeks</p>		
<p>Essential Questions:</p>	<p>*What are the different types of burns one could get?</p> <p>*What are the differences in degrees of burns?</p> <p>*What are the different types of heat related emergencies?</p> <p>*What are the different types of cold related emergencies?</p> <p>*What are the types and ways that being poisoned can occur?</p> <p>*What are the 2 types of wounds?</p> <p>*What is rescue breathing and how does one perform it?</p> <p>*What are the steps for infant, child and adult CPR?</p> <p>*What are the steps for rescue breathing for infants, children and adults?</p>	<p>*What is First Aid and how and when would you use first aid?</p> <p>*When is safety an issue?</p> <p>*What types of things are harmful; to your body?</p> <p>*What law protects us or aids us in helping one in need of first aid?</p> <p>*How do health and safety issues relate to emergency issues?</p> <p>*What are the 2 rules of thumb for someone in need of first aid?</p> <p>*What is the first aid and treatment for any sudden illness?</p> <p>*What are some first aid skills used to control different emergency situations?</p> <p>*When should you use an AED?</p>
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • 1st, 2nd & 3rd Degree Burns • Heat Related 	<ul style="list-style-type: none"> • First Aid procedures • Safety procedures • Guidelines for minimizing risks



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	<p>Emergencies (e.g. Heat cramps, Heat exhaustion and Heat Stroke)</p> <ul style="list-style-type: none"> • Cold Related <p>Emergencies (e.g. Hypothermia, FrostBite and FrostNip)</p> <ul style="list-style-type: none"> • Poison(eg.swallowed,inhaled and injected) • Poison Ivy, <p>Poison Oak and Poison Sumac</p> <ul style="list-style-type: none"> • Bites and Stings • Identify Open and Closed Wounds • Signs and Symptoms of respiratory distress • Obstructed Airways • Recognizing Respiratory Conditions from (eg. Electrocution,shock,heart attack,injuries to chest and lungs) • Allergic Reactions • Drugs and Poisoning • Steps for Rescue Breathing • Universal sign for choking 	<ul style="list-style-type: none"> • Communicate info related to health and safety • Demonstrate and perform basic first aid • Good Samaritan Law • Emergency room procedures • Phone numbers for emergency situations • Arriving at the scene of an accident • CHECK-CALL-CARE • Sudden illness(eg.Heart Attack,Stroke,Asthma,Hyperventilation,Bleeding,Shock,Wounds, Fractures,Sprains,Strains,Contusions, • Concussions and Dislocations • Skills contributing to the comparison and contrast of CPR and AED techniques. • Research legislation regarding the use of AED'S in public places.
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- Performing the Heimlich Maneuver

Relevant Standards

- 2.1 Students will learn health promotion and disease prevention concepts and behaviors
- 2.2 Students will learn health enhancing personal and interpersonal life skills
- 2.3 Students will learn physical, mental, emotional and social effects of use/abuse of alcohol and drugs
- 2.4 Students will learn biological, social, cultural and psychological aspects of human sexuality

Interdisciplinary Connections : ELA, History, Math, Literacy, Science

SCIENCE: LS1A Structure & Function

2.3A Medicine

2.3B Alcohol, Tobacco & Other Drugs

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine



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2.3B Alcohol, Tobacco & Other Drugs

2.4B Sexuality

2.4C Pregnancy & Parenting

SCIENCE: LSIC Organization for Matter & Energy Flow in Organisms

2.1B Nutrition

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, (2.2E) health services and (2.4A) relationships.

LANGUAGE ARTS LITERACY

Students in physical education and health classrooms are provided with the opportunity to address CCSS in literacy, specifically “Grades 6-12 Literacy in History/Social Studies, Science and Technical Subjects” with a focus on analysis of non-fiction text and writing.



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CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



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CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES 1 and 2

Make sense of problems and reason abstractly during physical education classes and health data analysis goal setting.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

Tier 2 Vocabulary: Demonstrate, Analyze, Application, Perform, Recall

Tier 3 Vocabulary:

**Core Instructional Materials/Resources/Digital Tools: Guest speakers from local EMT, hospitals, Trainer, School Nurse
YouTube videos**

21st Century Themes and Skills:

To apply the standards that apply copy and paste from the link.



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<p>(CRP Standards)</p>	<p>12 Career Ready Practices follow the link below.</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.state.nj.us/education/cccs/2014/tech/8.pdf 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review</p> <div data-bbox="716 1127 932 1195" style="border: 1px solid black; height: 42px; width: 103px; margin-top: 10px;"></div>



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<p>Assessments and Performance Tasks:</p>	<p>Projects, written and/or oral responses, self-assessments, multi-media presentations.</p> <p>Each student will present power point on a Various First Aid topic approved by teacher.</p> <p>All students will perform State required hands on CPR and AED</p>
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p>	<p>Modifications for Classroom</p> <p>Modifications for Homework/Assignments</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p>



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<p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the</p>	<p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct</p>
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<p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and</p>	<p>spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>
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		<p>check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>	<p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex</p>
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		<p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom</p>	<p>assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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		<p>tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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