



BOE Approved 4/15

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>	<ul style="list-style-type: none"> *What are the different types of burns one could get? *What are the differences in degrees of burns? *What are the different types of heat related emergencies? *What are the different types of cold related emergencies? *What are the types and ways that being poisoned can occur? *What are the 2 types of wounds? *What is rescue breathing and how does one perform it? *What are the steps for infant, child and adult CPR? *What are the steps for rescue breathing for infants, children and adults? 	<ul style="list-style-type: none"> *What is First Aid and how and when would you use first aid? *When is safety an issue? *What types of things are harmful; to your body? *What law protects us or aids us in helping one in need of first aid? *How do health and safety issues relate to emergency issues? *What are the 2 rules of thumb for someone in need of first aid? *What is the first aid and treatment for any sudden illness? *What are some first aid skills used to control different emergency situations? *When should you use an AED?
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> ● 1st, 2nd & 3rd Degree Burns ● Heat Related Emergencies (e.g. Heat cramps, Heat exhaustion and Heat Stroke) ● Cold Related Emergencies (e.g. Hypothermia, FrostBite and FrostNip) 	<ul style="list-style-type: none"> ● First Aid procedures ● Safety procedures ● Guidelines for minimizing risks ● Communicate info related to health and safety ● Demonstrate and perform basic first aid ● Good Samaritan Law ● Emergency room procedures



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	<ul style="list-style-type: none"> ● Poison(eg.swallowed,inhaled and injected) ● Poison Ivy, Poison Oak and Poison Sumac ● 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 ● Performing the Heimlich Maneuver 	<ul style="list-style-type: none"> ● 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.
<p>Relevant Standards</p> <ul style="list-style-type: none"> ● 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 		
<p>Interdisciplinary Connections : ELA,History, Math, Literacy, Science</p> <p><i>SCIENCE: LS1A Structure & Function</i></p> <p>2.3A Medicine</p>		



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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

2.3B Alcohol, Tobacco & Other Drugs

2.4B Sexuality

2.4C Pregnancy & Parenting

SCIENCE: LS1C 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



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(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.

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.



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CCSS.ELA-LITERACY.CCRA.W.9

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

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**



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<p>21st Century Themes and Skills:</p> <p>(CRP Standards)</p>	<p><u>To apply the standards that apply copy and paste from the link.</u></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="718 1101 2003 1166" style="border: 1px solid black; height: 40px; width: 100%;"></div>
<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>



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All students will perform State required hands on CPR and AED

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>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p>	<p>Modifications for Classroom</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</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 presentations</p> <p>Ask students to restate information, directions, and assignments.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p>



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<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>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</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 spelling on assignments.</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 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>
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		<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> <p>Encourage student to proofread assignments and tests</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> <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>
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		<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 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>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 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</p>
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		<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> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>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>
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