

# Englewood Public School District

## Comprehensive Health

### Grade 11

#### Unit: Safety and Community Health Skills

**Overview:** In this unit, students will explore community health skills by focusing on how technology shapes society in light of health topics. Students will also study safety by learning about how to respond to medical emergencies and applying first aid skills.

**Time Frame:** One marking period

**Enduring Understandings:**

Technology changes how we interact with each other in positive and negative ways.  
 Technology is providing opportunities for people with disabilities that were never available before.  
 Learning basic first aid skills can be lifesaving in emergency situations.

**Essential Questions:**

How does technology effect the way we communicate with each other in light of personal wellness?  
 What are the current issues facing people with disabilities and what technologies help the disabled?  
 How do you apply first aid to a victim with head trauma? With hot or cold related injuries?  
 What conflicts arise out of our use of technology? How can technology help alleviate interpersonal conflicts?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health</u></b> 2.1.12.A.2: Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.  2.1.12.E.1: Predict the short- and long-term consequences of unresolved conflicts.  2.1.12.E.2: Analyze how new technologies (i.e. social	<b>Topics</b>  How Technology Supports Interpersonal Communication Skills Regarding Personal Wellness  Current Issues Facing the Disabled  Conflicts and Technology	Students will develop their interpersonal communication skills by completing the lesson plan “Career and Family Leadership,” which focuses on interpersonal relationships with a group dynamic.(9.1.12.A.1)(SL 11-12.1)  Students will complete the “Communication Skills	“Career and Family Leadership” lesson plan <a href="https://dese.mo.gov/sites/default/files/C.6.pdf">https://dese.mo.gov/sites/default/files/C.6.pdf</a>  “Communication Skills Lesson and Activities” lesson plan <a href="http://www.familyconsumersciences.com/2015/10/communication-skills-lesson-activities/">http://www.familyconsumersciences.com/2015/10/communication-skills-lesson-activities/</a>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Exit Tickets</li> <li>• Discussion</li> </ul> <b>Summative Assessments:</b> Written responses to social media/conflict exercise

<p>media) may positively or negatively impact the incidence of conflict or crisis.</p> <p>2.2.12.A.1: Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p> <p>2.2.12.A.2: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.2.12.A.3: Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.C.2: Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p> <p>2.2.12.C.3: Analyze current issues facing the disability community and make recommendations to address those issues.</p> <p>.</p>	<p><b>Objectives</b></p> <p>Students will analyze how technology effects our personal wellness.</p> <p>Students will develop interpersonal communication skills.</p> <p>Students will examine how technology impacts the lives of people with disabilities.</p> <p>Students will learn conflict management techniques.</p> <p>Students will interpret consequences and develop strategies for dealing with unresolved conflicts.</p> <p>Students will consider how technology influences interpersonal conflict.</p>	<p>Lesson and Activities” lesson plan to learn communication skills, especially nonverbal communication skills. Teachers can choose from several activities that can be completed to enrich students’ communication skills. (RI 11-12.2)(RI 11-12.6)</p> <p>Student will consider the advent of social media and how it influences interpersonal conflict. (6.2.12.D.5c)</p> <p>Students will respond to the questions: How can social media, specifically, help resolve conflicts? How can it aggravate conflicts? (W.11-12.6)</p> <p>Students will read “Types of Interpersonal Conflict” to understand the different ways that interpersonal conflict might occur.(RI 11-12.2)</p> <p>Students will explore the interactive “History of Assistive Technology Timeline” to understand the historical precedent of</p>	<p>“7 Tech Breakthroughs That Empower People With Disabilities”  <a href="https://mashable.com/2011/10/05/tech-disabled/#t5niQfx5eSqw">https://mashable.com/2011/10/05/tech-disabled/#t5niQfx5eSqw</a></p> <p>“History of Assistive Technology Timeline”  <a href="https://www.timetoast.com/timelines/history-of-assistive-technology">https://www.timetoast.com/timelines/history-of-assistive-technology</a></p> <p>“Types of Interpersonal Conflict”  <a href="http://oureverydaylife.com/types-interpersonal-conflict-5552016.html">http://oureverydaylife.com/types-interpersonal-conflict-5552016.html</a></p>	<p>Disabilities and technology presentation</p> <p>Mock inventions of assistive technology presentation and display</p> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Journal entries</li> <li>• Peer Assessment</li> </ul>
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assistive technology today. (8.2.12.C.2)

Students will select a disability to research what technologies are helping alleviate some of the challenges inherent in those disabilities.(8.2.12.C.3) (W 11-12.6)

Students will create a multimedia presentation to discuss their findings.(8.1.12.A.2)(W 11-12.6)

Students will consider a disability that hasn't been addressed by current technology and invent a mock device or software that helps alleviate that disability. (8.1.12.C.1)

### **Comprehensive Health**

2.1.12.A.2: Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

2.2.12.C.3: Analyze current issues facing the disability community and make recommendations to address those issues.

#### **Topics**

New Technologies in Emergency Response

First Aid: AED, CPR, Head Trauma, Hot/Cold Injuries

#### **Objectives**

Students will research a new technology used in emergency response (EMS or disaster relief) and develop a presentation that describes what the technology is, how it's used, and where and how often it has been/is being used.(9.1.12.B.3)(W 11-12.6)

“How to Perform CPR” video  
<https://www.youtube.com/watch?v=cosVBV96E2g>

“What Is an Automated External Defibrillator?”  
<https://www.heart.org/idc/groups/heart-public/@wcm/@hcm/document>

#### **Formative Assessments:**

- Do Nows
- Exit Tickets
- Feedback on performance of first aid techniques

#### **Summative Assessments:**

<p>Students will identify new technologies used in emergence response and determine their effectiveness.</p> <p>Students will demonstrate proper first aid skills.</p> <p>Students will review CPR and learn about AED.</p> <p>Students will know how to apply first aid to head trauma and hot/cold injuries.</p>	<p>After watching “How to Perform CPR” and a teacher demonstration, students will practice a supervised CPR procedure. Students and the teacher will discuss the anatomy that is effected by CPR and what the procedure does. (SL.11-12.1)</p>	<p><a href="https://www.mayoclinic.org/first-aid/first-aid-head-trauma/basics/art-20056626">ents/downloadable/ucm_300340.pdf</a></p>	<ul style="list-style-type: none"> <li>• Student presentations on emergency technology</li> <li>• Students will demonstrate CPR.</li> <li>• Students will demonstrate how to use an AED.</li> <li>• Students will demonstrate how to treat a victim with head trauma.</li> <li>• Students will demonstrate how to treat a victim with hot/cold injuries.</li> </ul>
	<p>Students will read “What Is an Automated External Defibrillator?” and watch a demonstration by the teacher on how to use an AED device.(RI.11-12.3)</p>	<p>“Head Trauma: First Aid” <a href="http://www.mayoclinic.org/first-aid/first-aid-head-trauma/basics/art-20056626">http://www.mayoclinic.org/first-aid/first-aid-head-trauma/basics/art-20056626</a></p>	
	<p>Students will read “Heatstroke and Home Remedies”</p>	<p><a href="http://www.mayoclinic.org/diseases-conditions/heat-stroke/basics/lifestyle-home-remedies/con-20032814">http://www.mayoclinic.org/diseases-conditions/heat-stroke/basics/lifestyle-home-remedies/con-20032814</a></p>	
	<p>Students will read “Frostbite: First Aid” and watch the teacher demonstrate how to apply first aid to various forms of head trauma (cuts, concussions, etc.). Students will then conduct the procedures with their classmates. (9.1.8.D.3)</p> <p>Students will read about home remedies for heatstroke and know when to call 911 for complications. (RI.11-12.3)</p>	<p>“Frostbite: First Aid” <a href="http://www.mayoclinic.org/first-aid/first-aid-frostbite/basics/art-20056653">http://www.mayoclinic.org/first-aid/first-aid-frostbite/basics/art-20056653</a></p> <p>“Hypothermia: First Aid” <a href="http://www.mayoclinic.org/first-aid/first-aid-hypothermia/basics/art-20056624">http://www.mayoclinic.org/first-aid/first-aid-hypothermia/basics/art-20056624</a></p>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Oral description of how to treat emergencies</li> <li>• Illustrate a step-by-step “How To” brochure</li> </ul>

Students will read  
“Frostbite: First Aid” and  
“Hypothermia: First Aid”  
and demonstrate how to  
apply the skills they  
learned in the articles.  
(RI.11-12.7)

### **Key Vocabulary:**

**Interpersonal communication** – The process by which people exchange information, feelings, and meaning through verbal and non-verbal messages.

**AED** – A device that automatically analyzes the heart rhythm and that if it detects a problem that may respond to an electrical shock delivers a shock to restore a normal heart rhythm.

**CPR** – An emergency procedure in which the heart and lungs are made to work by compressing the chest overlying the heart and forcing air into the lungs.

**EMS (Emergency Medical Services)** – Treatment and transport of people in crisis health situations that may be life threatening.

**Emergency situations** – An unforeseen or sudden occurrence, especially of a danger demanding immediate remedy or action.

**Emerging technologies** – New technologies that are currently developing or will be developed over the next five to ten years, and which will substantially alter the business and social environment.

**First aid** – Help given to a sick or injured person until full medical treatment is available.

**Procedures** – An established or official way of doing something.

**Physical trauma** – A serious injury to the body.

**Heatstroke** – A condition marked by fever and often by unconsciousness, caused by failure of the body’s temperature-regulating mechanism when exposed to excessively high temperatures.

### **Integration of 21st Century Standards NJSL 9:**

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

### **Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in

reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Employ individual, paired, or small group projects or activities</li> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Using advance organizers</li> <li>● Brainstorming/webbing</li> <li>● Modeling</li> <li>● Employing KWL Chart</li> <li>● Predicting</li> <li>● Pre-Teach Vocabulary</li> <li>● Pre-Teaching or Reviewing</li> <li>● Allow take-home tests</li> </ul>	<ul style="list-style-type: none"> <li>● Employ individual, paired, or small group projects or activities</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Previewing information/materials</li> <li>● Provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Peer Support</li> <li>● Provide extended time</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Learner will work at own pace</li> <li>● Give shorter assignments/more frequently</li> <li>● Employ individual, paired, or small group projects or activities</li> </ul>	<ul style="list-style-type: none"> <li>● Employ individual, paired, or small group projects or activities</li> <li>● Use visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Provide extended time</li> <li>● Previewing information/materials</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as</li> </ul>	<ul style="list-style-type: none"> <li>● Act as peer support</li> <li>● Students will present research to a different audience</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>

	<ul style="list-style-type: none"> <li>Allow take-home tests</li> </ul>	needed.	
<b>Interdisciplinary Connections:</b> ELA - NJSLS/ELA: Reading RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  Writing: W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  Speaking and Listening: SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  Social Studies:  6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.			
<b>Integration of Technology Standards NJSLS 8:</b> 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. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.			
<b>Career Ready Practices:</b> <b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills.			

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.