

# Englewood Public School District

## Comprehensive Health

### Grade 12

#### Unit: Fighting for Health: Advocacy and First Aid

**Overview:** In this unit, students will explore safety and community health skills by exploring the work of health advocacy groups, advocating for a health condition in their city, and applying first aid skills.

**Time Frame:** One marking period

**Enduring Understandings:**

Health advocacy groups raise awareness and support research for public health concerns.

Learning how to administer basic first aid could save a person's life.

**Essential Questions:**

How do health advocacy groups promote the awareness and research of diseases and other health issues?

How do you recognize a medical emergency and how will you respond?

Why is it important to know the basics of First Aid for your personal wellness? (e.g. universal precautions)

Why is making the right decision in an emergency important?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health</u></b> 2.1.12.A.1: Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.  2.2.12.D.1: Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not	<b>Topics</b>  The Relationship between Ethical Values and Wellbeing  Health Advocates  Donor Awareness: Organs and Tissue	“Tribe:” Students will read a book review of <i>Tribe</i> , a text about the human need for belonging. (RL.11-12.1)  Then students will examine personal, communal, and global ethical values and consider how their own views compare and contrast to the values they	“Tribe: On Homecoming and Belonging – review” <a href="https://www.theguardian.com/books/2016/jun/26/tribe-homecoming-belonging-review-sebastian-junger-joanna-bourke">https://www.theguardian.com/books/2016/jun/26/tribe-homecoming-belonging-review-sebastian-junger-joanna-bourke</a>  “Understanding The Organ/Tissue Procurement Process”	<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Exit Tickets</li> <li>• Feedback on preparation and participation in the panel discussion</li> </ul>
	<b>Objectives</b>			<b>Summative Assessment:</b> Personal essay

<p>limited to, organ/tissue donation.</p>	<p>Students will examine how health advocacy groups promote their causes.</p> <p>Students will apply real-life health concerns to raise awareness and propose solutions to a public health concern they care about.</p>	<p>see in the groups they are a part of. They will write their responses as a personal essay.(W.11-12.3)</p> <p>Students will learn about the organ procurement process to prepare them for their health advocacy activities.</p> <p>Students will research groups that advocate organ/tissue donation and assess the ways in which they promote their cause. (W11-12.8)</p> <p>Create an Advocacy Group Project: Student groups will select a public health concern in their city, state, or the world and create an advocacy group. They will create public service announcements, design awareness campaigns, and act as experts on their chosen health concern. (W.11-12.6)</p> <p>Student “experts” will attend a health advocacy panel discussion.(SL.11-12.1) Students will play the roles of moderator, experts, and journalists, and students will discuss</p>	<p><a href="https://www.kidney.org/news/newsroom/fs_new/organ%26tissueprocprocess">https://www.kidney.org/news/newsroom/fs_new/organ%26tissueprocprocess</a></p> <p>“Sharing the Gift of Life: Your Role in Raising Organ Donor Awareness” <a href="https://www.ache.org/organdonation.cfm">https://www.ache.org/organdonation.cfm</a></p> <p>Links to public service announcements on organ donation: <a href="https://organdonor.gov/awareness/materials/psas.html#tv">https://organdonor.gov/awareness/materials/psas.html#tv</a></p>	<p>Create an Advocacy Group Project</p> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Alternate Assessment:</b></p> <ul style="list-style-type: none"> <li>• Reflection Journal</li> <li>• Portfolios</li> <li>• Conferencing</li> <li>• Homework Assignments</li> <li>• Daily Writing Assignments</li> <li>• Completed Research</li> </ul>
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## **Comprehensive Health**

2.1.12.D.4: Applying first-aid procedures can minimize injury and save lives.

		the findings of their research projects and ask each other questions. (SL.11-12.4)	
Topics			Formative Assessments
First Aid Skills: Choking, Heart attack, and Seizure		Students read about applying first aid skills to choking victims. (RL.11-12.2)	<ul style="list-style-type: none"><li>• Do Nows</li><li>• Exit Tickets</li><li>• Demonstrate first aid skills for choking</li><li>• Demonstrate first aid skills for heart attack</li><li>• Demonstrate first aid skills for seizure</li></ul>
Understanding Epilepsy		Teacher demonstrates proper technique of the Heimlich Maneuver.	
Fighting Epidemic Disease		Students demonstrate the skill.	
	Objectives		
Students will learn how to apply first aid skills to choking, heart attack, and seizure victims.		Students watch a video on applying first aid to seizure victims. Then students will demonstrate the skill, including how to verbal guide the victim as they are experiencing the seizure. (W11-12.8)	<b>Summative Assessment:</b> Completion of activities for the Ebola Outbreak project
Students will learn how to strategies for controlling a disease epidemic.			
		Students read about applying first aid skills to heart attack victims. Students demonstrate the steps to take. (RI.11-12.2)	
		Students will research epilepsy and create a poster or online infographic on its causes and treatments. (8.1.12.A.2)	
		Students will complete the “Ebola Outbreak” project	<b>Alternate Assessment:</b> Epilepsy posters or infographics

to learn strategies on  
controlling a virus  
outbreak. (8.1.12.C.1)

**Key Vocabulary:**

**Advocacy** – Public support for or recommendation of a particular cause or policy.

**Ebola** – An infectious and frequently fatal disease marked by fever and severe internal bleeding, spread through contact with infected body fluids by a filovirus (Ebola virus), whose normal host species is unknown.

**Epidemic** – A widespread occurrence of an infectious disease in a community at a particular time.

**Epilepsy** – A neurological disorder marked by sudden recurrent episodes of sensory disturbance, loss of consciousness, or convulsions, associated with abnormal electrical activity in the brain.

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

**Heimlich Maneuver** – A first-aid procedure for dislodging an obstruction from a person's windpipe in which a sudden strong pressure is applied on the abdomen, between the navel and the rib cage.

**Seizure** – A sudden surge of electrical activity in the brain that usually affects how a person feels or acts for a short time.

**Tachycardia** – An abnormally rapid heart rate.

**Integration of 21st Century Standards NJSLS 9:**

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

**Interdisciplinary Connections:**

ELA - NJSLS/ELA:

Reading

RL.11-12.1. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; 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.

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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style

are appropriate to task, purpose, and audience.

#### **Integration of Technology Standards NJSLS 8:**

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.

#### **Career Ready Practices:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** 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.

#### **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> <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>● 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 needed.</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>