

Cedar Grove School District

Health- Grade 9

Approved by the Cedar Grove Board of Education
February 2017

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Health Grade 9

Course Description

Ninth grade Health includes instruction in currently practiced first aid techniques and the diagnosis and prevention of injuries. The course encourages safety awareness and promotes confidence in a student's ability to intervene in cases of accident, illness, and injury. Through investigation, practice of discrete skills, and performance, students develop the requisite skills enabling them to administer Adult and Pediatric First Aid/CPR/AED.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for
Comprehensive Health and Physical Education**

The standards are located at
<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>



Personal Safety and Responding to an Emergency

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

D. Safety

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

2.2 Integrated Skills

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

Enduring Understandings

Personal safety is achieved through a knowledge of the personal and physical risk factors at work in our daily lives.

The best outcomes in cases of accident and injury are possible only with swift access and efficient completion of a chain of critical events called the "chain of survival".

Essential Questions

What is safety and in what ways can it be influenced in our daily lives?

What is the role of the lay person in cases of accident and injury?

In what ways can a rescuer act to ensure the best outcome for a victim of an accidental situation or medical emergency?

Content

Skills

- A. Define and discuss the nature and incidence of accidents for specific segments of the population
- B. Factors that influence accident occurrence
- C. The importance of prevention before resorting to "procedures" necessary to treat accident victims
- D. Deciding to help
- E. The chain of survival

- A1. Identify the most common causes of accidental injury for specific populations
- B1. Define and describe the concept of "risk"
- B2. Compare personal and physical factors that influence accident occurrence
- B3. Understand that a rescuer not cognizant of personal risk may become a victim himself
- B4. Identify potential dangers that commonly face the rescuer
- C1. Recognize preventive strategies as preferable to emergency response
- C2. Devise prevention strategies based on specific categories of safety (e.g. fire and electrical safety, water safety)
- D1. Describe reasons why people choose to help, or not to help in an emergency
- D2. List the steps necessary to promptly and efficiently initiate the call for help in an emergency
- D3. Practice proper procedure to obtain help using the 911 emergency response system
- E1. Explain the importance of each of the links in the chain of survival
- E2. Conclude that a broken chain of survival effects immediate outcome and long term rehabilitation of accident victims

Stage 2: Assessment Evidence

Assessments

"How Accidental are Accidents?"

Formative: Other oral assessments

group discussion of personal and physical factors related to accident occurrence and ways to mitigate those factors

Making the Call

Formative: Dramatization

Role Play scenarios where 911 needs to be activated and practice including critical information necessary to dispatch appropriate help

Stage 3: Learning Plan

Learning Activities

- Individual article reading and analysis
- Group article discussion
- Brainstorming prevention strategies
- Graph reading and interpreting
- Demonstration/role play

Resources

Health: Making Life Choices. Webb, Frances Sizer et. al., C. 2010
Glencoe/McGraw Hill.

Heartsaver First Aid with CPR and AED. American Heart Association,
c.2007, Channing Bete Co

 article questions



Responding to Life Threatening Emergencies

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

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

C. Diseases and Health Conditions

- 2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
- 2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

D. Safety

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 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.

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.2 Technology Education, Engineering, Design, and Computational Thinking

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

- 8.2.12.D.3 Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

Enduring Understandings

There are emergency situations that require immediate intervention in order to sustain life.

Essential Questions

What kinds of emergencies represent the biggest threats to life and how can they best be addressed?

Maintaining airway, breathing and circulation is key to preservation of life in an emergency situation.

Content

- A. The importance of airway, breathing and circulation
- B. Assessing airway, breathing and circulation
- C. Intervening in cases of respiratory emergencies
- D Recognizing heart attack and stroke
- E. Cardiac arrest: The greatest threat

Skills

- A1. Understand how respiration and circulation are vital to life
- A2. Outline the structure and function of the respiratory and circulatory system
- B1. Practice procedures to promote adequate breathing
- B2. Discuss ways to evaluate circulation
- C1. Determine when a respiratory emergency is evolving and importance of rapid response
- C2. Describe the signs of an obstructed airway
- C3. Perform the Heimlich maneuver on an adult and child victim
- C4. Identify situations of possible anaphylaxis (allergic response) and recommended interventions
 - D1. Describe signs of a heart attack including chest pain, pressure or heaviness, shortness of breath, and pale moist skin.
 - D2. Recognize a possible stroke by noting slurred speech, partial or full paralysis, altered consciousness
 - E1. Identify a potential victim of cardiac arrest
 - E2. Understand the impact of time on eventual outcome
 - E3. Correctly apply the principles of cardiopulmonary resuscitation
 - E4. Acknowledge the importance of rapid defibrillation using an AED to ensure best outcomes in case of confirmed cardiac arrest.

 anaphylaxis 08.ppt

Stage 2: Assessment Evidence

Assessments

The Steps of CPR

Summative: Exhibition

Demonstrate the recommended steps of cardiopulmonary resuscitation as an examiner critiques performance

Formative: Dramatization

Stage 3: Learning Plan

Learning Activities

- Mannequin practice
- Video segments
- Text-based reading
- Class discussion

Resources

Heartsaver First Aid with CPR and AED. American Heart Association, c.2007, Channing Bete Co

Heartsaver First Aid with CPR and AED DVD/Video. American Heart Association



Injuries and their Consequences

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

C. Diseases and Health Conditions

- 2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

D. Safety

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

2.2 Integrated Skills

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

Enduring Understandings

Prompt and efficient treatment of wounds of all types can profoundly effect the threat to life represented by bleeding and the development of shock.

Essential Questions

What is a wound?
How are bleeding and shock related?
What constitutes life threatening bleeding?
How does one burn differ from another?

Content

- A. Types of wounds
- B. The treatment for minor wounds
- C. Mild versus severe bleeding
- D. Shock as a threat to life
- E. Causes and types of burn injury
- F. Treating burns

Skills

- A1. Distinguish between open and closed wounds.
- A2. Identify a variety of open wounds and severity implications of each
- B1. Recount the recommended treatment for a small wound with little bleeding
- C1. Describe severe bleeding and be able to quickly intervene to reduce it
- D1. Compare types of shock and proper procedures to minimize it
- E. Identify burns as thermal, electrical, radiant, and chemical and distinguish between the types of burns that result from each
- F. Outline treatment objectives for burns including cool the burn, cover the burn, and treat for shock in cases of severe burn.

Stage 2: Assessment Evidence

Assessments

Bandaging Practice

Formative: Self Assessment

with a partner, practice using direct pressure, pressure bandages, dressing applications, elevation, simulation of pressure points to become skilled in stopping severe bleeding

Teacher Observation

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

Class demonstration of treatment positions for shock
Skills practice: bandaging
Text-based reading
Video segments
Quizzes

Resources

Heartsaver First Aid with CPR and AED. American Heart Association, c.2007, Channing Bete Co

Heartsaver First Aid with CPR and AED DVD/Video. American Heart Association



Identifying and Responding to Medical Emergencies

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

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

C. Diseases and Health Conditions

- 2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

D. Safety

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 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.

E. Health Services and Information

- 2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

Enduring Understandings

The medically compromised person requires specific interventions to ensure quality care and optimum recovery.

Essential Questions

What constitutes a medical emergency?
How is critical care best accomplished in cases of medical emergencies?

Content

- A. Assessing the patient
- B. Breathing emergencies
- C. Cardiac emergencies
- D. Other emergent scenarios

Skills

- A1. Describe ways to determine level of consciousness
- A2. For an unconscious patient, demonstrate opening the airway using the head-tilt chin lift method
- A2. Evaluate breathing by looking, listening and feeling for breath.
- A3. Describe the appearance of a person without adequate circulation.

- A4. Emphasize the importance of addressing issues involving ABC's first.
- A5. Use the SAMPLE mnemonic to gather information relating to the victim and their condition
 - a) Signs and symptoms
 - b) allergies
 - c) medicines
 - D) past history
 - e) last food intake
 - f) events prior to symptoms or complaint
- B1. Identify signs of compromised breathing
- B2. React to breathing emergencies by maintaining airway, monitoring breathing and assisting breathing when necessary
- B3. List conditions which may be associated with breathing emergencies including, asthma, anaphylactic shock, choking, hyperventilation
- B4. Demonstrate steps for relieving an obstructed airway in a conscious and unconscious victim.
 - C1. Outline risk factors associated with heart disease
 - C2. Describe lifestyle choices which prevent heart disease.
 - C3. List signs and symptoms of heart attack and stroke
 - C4. Respond to the heart attack scenario with early EMS, early CPR and early defibrillation when indicated
 - C4. Explain the purpose of an Automated External Defibrillator and simulate correct operation of one when indicated
- D1. List signs of diabetic emergency, including signs of high and low blood sugar
 - D2. Outline steps to treat hypoglycemic reactions
 - D3. Recognize seizure activity
 - D4. List steps in providing proper treatment for seizure patients
 - D5. Respond to a fainting episode by keeping the person comfortable and safe as breathing is monitored and EMS is called.

Stage 2: Assessment Evidence

Assessments

Summative: Personal Project

First Aid scenarios With a small group, depict proper identification and treatment of two scenarios requiring first aid intervention

Teacher Observation

Formative: Other Visual Assessments

 First Aid project option B[1].doc

Stage 3: Learning Plan

Learning Activities

- Skills
- Demonstrations
- Skills practice
- Mannequin practice
- Video segments
- Worksheet review

Resources

Heartsaver First Aid with CPR and AED. American Heart Association, c.2007, Channing Bete Co



Poisons and Overdoses

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

C. Diseases and Health Conditions

- 2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
- 2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

D. Safety

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
- 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

2.3 Drugs and Medicines

B. Alcohol, Tobacco, and Other Drugs

- 2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.
- 2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
- 2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.

Enduring Understandings

The human body is endangered when chemicals and toxins are ingested, absorbed, injected or inhaled.

Drug and alcohol overdoses require prompt action including intervention by medical professionals.

Essential Questions

In what ways do scenarios involving poisoning evolve?

In what ways do poisons effect humans?

How much alcohol is too much?

Content

- A. Types of poisons
- B. Treating the victim of accidental poisoning
- C. Recognizing the dangers of drug and alcohol use

Skills

- A1. Identify four categories of poisons as ingested, injected, absorbed, and inhaled
- A2. Give examples of scenarios where accidental poisoning may evolve and suggest prevention strategies to address each

- B. Explain treatment objectives in dealing with a victim of an ingested poison, absorbed poison, injected poison and inhaled poison
- B2. Access Poison control by phone
- B3. Evaluate the potential for overdose of prescribed drugs by segments of the population including children and adults
 - a) dosage mistakes/misusing drugs
 - b) side effects of common drugs
- C1. Define binge drinking and the danger of overdose inherent in the practice
- C2. Relate information concerning blood alcohol level to risk of injury and death
- C3. Discuss emergency response to drug overdose and the most commonly abused drugs of the day

Stage 2: Assessment Evidence

Assessments

Test

Summative: Written Test

Teacher Observation

Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

Video segments
 Class discussion
 Group scenario responses
 Article reading

Resources

Heartsaver First Aid with CPR and AED. American Heart Association, c.2007, Channing Betz Co

Health, Making Life Choices. Webb, Frances Sizer et. al., @2010, Glencoe/McGraw Hill.



Identifying and Treating Musculoskeletal Injury

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

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

C. Diseases and Health Conditions

- 2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

D. Safety

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 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.

E. Health Services and Information

- 2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

Enduring Understandings

The body's tissues are subject to a variety of injuries, each of which need to be handled in specific ways.

It is important to treat an injured party in a way that causes no further harm.

Essential Questions

What kinds of situations put individuals at high risk for sustaining musculoskeletal injury?

Why is careful treatment of potential musculoskeletal injury a priority for the first aider?

Content

- A. Head, Neck and Spine Injury
- B. Defining bone, joint and muscle injury

Skills

- A1. Identify situations where head, neck and spinal injury are possible

C. Assessing and treating musculoskeletal injury

- A2. Recognize signs and symptoms of head, neck and possible spinal injury
- A3. Outline treatment steps to be utilized in the event of head, neck or spinal injury
- A4. Move a victim with a head, neck or spinal injury in a way that causes no further harm
- B1. Differentiate between three types of injury
- C1. Demonstrate a patient assessment which serves to pinpoint areas of possible trauma to bones, muscles and joints
- C2. Explain treatment objectives for each of the injuries
- C3. Practice splinting skills utilizing the guidelines to proper splinting.

Stage 2: Assessment Evidence

Assessments

Practical Skills Station

Formative: Other Visual Assessments

Student groups perform assessment and treatment of possible injury to bones and joints using checklist format followed by peer critique

Teacher Observation

Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

Teacher/student demonstration
Practical stations
Video segments
Text-based reading

Resources

Heartsaver First Aid with CPR and AED. American Heart Association, c.2007, Channing Bete Co



Environmental Emergencies

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

C. Diseases and Health Conditions

- 2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

D. Safety

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 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.
- 2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

Enduring Understandings

Treatment for effects of extreme heat or cold can mean the difference between life and death

Emergencies involving heated and cold environments can be prevented with proper knowledge and planning

Essential Questions

How can prolonged exposure to heat or cold disrupt the functioning of the human body?

Content

- A. The body's temperature regulation system
- B. Heat emergencies
- C. Cold emergencies

Skills

- A1. Explain how the human body self regulates, utilizing perspiration and the shivering response to maintain core temperature
- B1. List signs of heat emergency from the least to most severe
- B2. Explain treatment objectives for heat exhaustion
- B3. Explain treatment objectives for heat cramps
- B4. Explain treatment objectives for heat stroke
- C1. Describe signs of hypothermia
- C2. Explain treatment objectives for low body temperature
- C3. Describe signs of frostbite

C4. Explain treatment objectives for frostbite by replacing common myths with fact

Stage 2: Assessment Evidence

Assessments

Written Scenario Response

Formative: Expository Essay

Respond in writing to a scenario involving an environmental emergency. Form groups to share responses and critique each other's plan.

Teacher Observation/Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

Video segments
Text-based reading
Class discussion

Resources

Heartsaver First Aid with CPR and AED. American Heart Association, c.2007, Channing Bete Co



Personal Protection and Wellness Strategies

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

D. Safety

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
- 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
- 2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

B. Sexuality

- 2.4.12.B.1 Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
- 2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.
- 2.4.12.B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.4.12.B.5 Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 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.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Enduring Understandings

Good personal health and safety habits increase the likelihood of personal protection as an individual goes through life.

Essential Questions

In what ways can awareness be heightened to ensure an increased sense of personal safety in life's daily routines?

What strategies best lead to personal safety, whether acting as part of a group or as an individual?

Content

- A. Sexual safety is facilitated by assertive communication
- B. Sexual safety is an important consideration in personal relationships
- C. Sexual safety is compromised by use of poor judgement in use of media
- D. Maintaining personal health requires the development of preventive health care practices

Skills

- A1. develop an understanding of communication styles and how to effectively utilize the style that gets the most positive outcome
- A2. practice dialogue that assertively conveys important information to others
- B1. identify safe dating practices
- B2. describe how to handle an incidence of sexual assault
- B3. utilize proper resources to assist in reporting cases of sexual abuse and molestation
- B4. consider an abstinent lifestyle as free from risks and consequences of sexual behavior
- B5. discuss the pros and cons of barrier contraceptives
- C1. Analyze the risks and consequences of sharing and posting personal information on social networking sites
- C2. Discuss how cell phones can be a source of sexual harassment and pornography dissemination
- D1. Describe purpose and process of self evaluation for diseases which strike the reproductive organs.
- D2. Understand the importance of self advocacy when in need of health care information and screening

Stage 2: Assessment Evidence

Assessments

Pamphlet: Student Guide for the Safe Use of Technology
Formative: Other written assessments

Survivors

Formative: Personal Project

Research survivors of health crises and tell their story in a collage

 Survivors.doc

Stage 3: Learning Plan

Learning Activities

Video reviews
Class discussion
Class debates
Role plays
Article reading

Resources

Health: Making Life Choices. Webb, Frances Sizer et. al, 2010,
Glencoe/McGraw Hill.

 <http://www.sexetc.org>

 <http://www.teenhealth.org>

 <http://teenhealthfx.com>