

# Health

# Grade 9

**Prepared by:**

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*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

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## Grade 9 HEALTH EDUCATION

### Course Description:

First Aid is a one semester course required for all 9th grade students. The course will provide students with the knowledge and skills necessary to recognize an emergency, call for help, prevent disease transmission, provide care, and minimize consequences of injury or illness until Emergency Medical Services arrive. Students will be able to perform skills necessary to act as the first link in the EMS system chain of survival. The content and activities included in this course will prepare participants to recognize emergencies and make appropriate decisions regarding care. The course also provides information on prevention of injury and illness, with a focus on personal safety. Students will be given the opportunity to earn American Red Cross Certification. This course will include drugs & alcohol, unhealthy relationships, disease prevention and suicide prevention instruction.

### Course Sequence:

Unit	Topic	Duration
1	Before Giving Care	1 Week
2	Cardiac Emergencies & CPR	2 Weeks
3	AED & Health Careers	1 Week
4	Breathing Emergencies	2 Weeks
5	Sudden Illnesses	1 Week
6	Environmental Emergencies	1 Week
7	Soft Tissue Injuries	2 Weeks

8	<b>Injuries to Muscle, Bones and Joints</b>	<b>1 Week</b>
9	<b>Special Situations and Circumstances</b>	<b>1 Week</b>

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10	<b>Asthma / Anaphylaxis and Epinephrine Auto-Injectors</b>	<b>1 Week</b>
11	<b>Injury Prevention</b>	<b>2 Weeks</b>
12	<b>Emergency Preparedness</b>	<b>1 Week</b>
13	<b>Fire Safety</b>	<b>1 Week</b>
14	<b>Drugs &amp; Alcohol</b>	<b>1 Week</b>
15	<b>Suicide Prevention</b>	<b>1 Week</b>
16	<b>Personal Wellness</b>	<b>1 Week</b>

**Prerequisite: 8th Grade Health**

**Unit #1****Content Area: Health****Unit Title: Before Giving Care and Checking and Injured or Ill Person****Grade Level: 9**

**Core Ideas:** Students will learn how to deal with emergencies. We will explore our roles in the EMS system, purpose of Good Samaritan laws, how to gain consent, and how to reduce your risk of disease transmission while giving care.

**Unit #1 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

2.3.12.HCDM.4:

Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).

2.3.12.HCDM.5

Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

2.3.12.ATD.3

Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

**Career Readiness, Life Literacies, and Key Skills**

9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6:

Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CT.1:

Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2:

Explain the potential benefits of collaborating to enhance critical thinking and problem solving

**Computer Science and Design Thinking**

8.2.12.ITH.2

Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3:

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**Intercultural Statements (Amistad, Holocaust, LGBT, etc...)**

AAPI

To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have

	contributed to the field include: Abraham Verghese, Katherine Luzuriaga, David Ho, Haing S. Ngor)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history ( Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)
<b>Interdisciplinary Connection</b>	
6.2.12.HistoryUP.2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.HistoryCC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)

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WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3- 4), (HS-PS3-5)
<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and

to display information flexibly and dynamically.

**Unit Essential Question(s):**

- Why is it important to understand basic first aid procedures?
- What are the basic safety precautions to be taken in emergency situations
- What is Chain of Survival and how is EMS system activated?
- How does organ and tissue donation benefit the health and well being of society?

**Unit Enduring Understandings:**

- First aid and safety guidelines are extensive, yet important to help maintain personal wellness as well as to keep safe in emergency situations
- Organ Donation is a gift of a lifetime

**Evidence of Learning**

**Formative Assessments:** • Teacher observation - minimizing shock • In Class Discussion • Written Quiz • 3 Things: Good Samaritan Laws • One Word Summary: Abstinence

**Summative/Benchmark Assessment(s):** • Skill Check : Checking A Victim

**Alternative Assessments:** Worksheets • Journal reflection

**Resources/Materials:**

**Textbook: First Aid/CPR/AED Manual, American Red Cross**  
[https://www.redcross.org/content/dam/redcross/atg/PH/SS\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PH/SS_UX_Content/FA-CPR-AED-Part-Manual.pdf)  
**Masters of Disaster Educator’s Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross**

**Key Vocabulary:**

- Shock
- Good Samaritan Laws
- Checking a Victim

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Describe your role in an emergency situation	Your Role in EMS / Recognizing Emergencies	1/2 day
2.	Explain common barriers to action that May prevent people from responding to emergencies	Deciding to Act	1/2 day
3.	Discuss when and how to call 911	Activating EMS	1/2 day
4.	Explain how protective barriers can help reduce the risk of infection while giving care and the importance of Abstinence	Prevention of Disease Transmission	1/2 day
5.	Describe how to check for life threatening conditions	Taking Action	1/2 day

6.	Describe six situations in which moving a victim is necessary	Rescues	1/2 day
7.	Demonstrate how to Check a Conscious Person	Checking a Conscious Person	1/3 day
8.	Explain how to treat a person in shock	Shock	1/3 day
9.	Demonstrate how to Check an unconscious person	Checking an Unconscious Person	1/3 day
10.	Explain how to help injured person with special situations	Special Situations with CPR	1/2 day
11.	Explain what incident stress is and how to overcome it. Explain the importance of Organ Donation	Incident Stress/ Organ Donation	1/2 day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

	Modified assessments/assignments, as needed • Allow spelling errors			
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**Unit #2**

**Content Area: Health**

**Unit Title: Cardiac Emergencies and CPR**

**Grade Level: 9**

**Core Ideas:** Students will learn what signals to look for if one suspects a person is having a heart attack or has gone into cardiac arrest. This unit will also explore how to care for a person having a heart attack and how to perform CPR.

**Unit # - Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
2.1.12.CHSS.5:	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.1.12.CHSS.6:	Evaluate the validity of health information, resources, services, in school, home and in the community.

**Career Readiness, Life Literacies, and Key Skills**

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving



<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have contributed to the field include: Abraham Verghese, Katherine Luzuriaga, David Ho, Haing S. Ngor)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history ( Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)

<b>Interdisciplinary Connection</b>
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6.2.12.History UP. 2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC. 2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
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<b>Companion Standards</b>
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RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Unit Essential Question(s):**

- What are the basic steps of CPR? • What are the implications of not knowing how to correctly perform CPR? • What can you do to prevent heart disease?

**Unit Enduring Understandings:**

- Recognizing life-threatening condition is essential to a victim's survival • Even though there is a heredity connection for heart disease, people can actively work to prevent it through an active, healthy lifestyle.

**Evidence of Learning**

**Formative Assessments:** Teacher observation CPR Skills Practice • Discussion • 3-2-1 : Heart Attack/CPR • Exit Card CPR

**Summative/Benchmark Assessment(s):** • Project : CPR Skill Test

**Alternative Assessments:** • Worksheets • Journal reflection • Peer Observation AED

**Resources/Materials:**

Textbook: First Aid/CPR/AED Manual, American Red Cross  
[https://www.redcross.org/content/dam/redcross/atg/PHSS\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf) Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross

**Key Vocabulary:**

- Check Call Care
- CPR
- AED
- Heart Disease

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 9 Days
1.	Diagram the components of the heart and explain function of each	Anatomy of the heart	1 Day

2.	Recognize signals of a heart attack and demonstrate how to care for a heart attack victim	Heart Attack	1 Day
3.	Discuss risk factors for heart disease, and ways to reduce risk for heart disease	Coronary Heart Disease	1 Day
4.	Explain the Cardiac Chain of Survival	Cardiac Arrest	1 Day
5.	Demonstrate through skill practice how to perform CPR for an adult , infant or child in cardiac arrest	CPR	3 Days
6.	Explain the purpose of an advanced directive, how they work , and their limitations	Advance Directives	1 Day
7.	Demonstrate how to perform CPR for an adult , infant or child in cardiac arrest during skills test	CPR Skill Testing	1 Day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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**Unit #3**

**Content Area: Health**

**Unit Title: AED & Careers Related to First Aid**

**Grade Level: 9**

**Core Ideas:** This unit teaches how important early defibrillation is and how the automated external defibrillator works in the case of life-threatening abnormal electrical activity of the heart. Students will also learn about the proper procedures when using an AED.

**Unit #3 - Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSLS)**

2.3.12.HCD  
M. 4:

Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCD  
M. 5

Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

2.3.12.ATD.3

Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

**Career Readiness, Life Literacies, and Key Skills**

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**Computer Science and Design Thinking**

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<b>Interdisciplinary Connection</b>	
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RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
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**Companion Standards**

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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>Why is it important to know and practice AED skills?</li> </ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Knowing how and when to use an AED could save a person's life</li> </ul>	

**Evidence of Learning**

**Formative Assessments:** • Teacher observation AED Skill practice • Discussion • 3-2-1 AED use • Answer Essential Question - AED

**Summative/Benchmark Assessment(s):** • AED Skills Test • Written Test - AED

**Alternative Assessments:** • Peer AED Observation

**Resources/Materials:**

Textbook: First Aid/CPR/AED Manual, American Red Cross  
[https://www.redcross.org/content/dam/redcross/atg/PHSS\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf) Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross

**Key Vocabulary:**

- Check Call Care
- AED
- SIDs
- Defibrillation

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Discuss components and functions of the electrical components of the heart	Heart's Electrical System	1/2 Day
2.	Demonstrate how to use an AED on an adult victim	AED & Adults	1/2 Day
3.	Demonstrate how to use an AED on children and infants	AED – Children and Infants	1/2 day
4.	List the precautions for the use of an AED and how to adjust to special situations	Special AED Situations	1/2 Day

5.	Demonstrate through skill practice how to use an AED to care for an adult , infant or child in cardiac arrest	AED Skills Practice	1 Day
6.	Demonstrate skill of how to use an AED to care for an adult , infant or child in cardiac arrest during AED skill tests	AED Skills Test	1 Day
7.	Research careers within the 16 Career Clusters and determine attributes of career success.	Research Careers Related to First Aid and CPR	1 Day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

<b>Content Area: Health</b>	
<b>Unit Title: – Breathing Emergencies</b>	
<b>Grade Level: 9</b>	
<b>Core Ideas:</b> This unit explains the various types of breathing injuries, such as choking, respiratory distress, and respiratory arrest. In breathing emergencies, seconds count so students must learn to react at once. This unit discusses how to recognize and care for breathing emergencies.	
<b>Unit #4 - Standards</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLS)</b>	
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have contributed to the field include: Abraham Verghese, Katherine Luzuriaga, David Ho, Haing S. Ngor)



Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history ( Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)

<b>Interdisciplinary Connection</b>	
6.2.12.History UP .2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC .2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas

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RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to

display information flexibly and dynamically.

**Unit Essential Question(s):**

- What are the steps necessary to assist a responsive or unresponsive victim?
- How do I know if someone is choking
- What are the limitations of the Heimlich maneuver?

**Unit Enduring Understandings:**

- Being able to recognize and properly treat for breathing emergencies could save a life

**Evidence of Learning**

**Formative Assessments:** • Teacher observation - Heimlich Maneuver practice • Discussion • Breathing Emergencies Quiz • 3 Things- Common Misunderstandings: Heimlich  
**Summative/Benchmark Assessment(s):** • Project - Choking Handout  
**Alternative Assessments:** • Journal reflection • Peer observation for choking

**Resources/Materials:**

Textbook: First Aid/CPR/AED Manual, American Red Cross  
[https://www.redcross.org/content/dam/redcross/atg/PHSS\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf) Masters of Disaster Educator’s Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross

**Key Vocabulary:**

- Check Call Care
- Heimlich
- Back Blows
- Abdominal thrusts
- COPD

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 11 Days
1.	Identify the causes of breathing emergencies Identify conditions that cause respiratory distress & respiratory arrest, and signals of each.	Respiratory Distress and Arrest	1 Day
2.	Describe the signals and the care for a person having an asthma attack	Asthma, COPD & Emphysema	1 Day
3.	Describe the signals and the care for a person with Bronchitis, Croup, Hyperventilation	Bronchitis, Croup, Hyperventilation	1 Day

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4.	Describe the signals and the care for a person who is experiencing an allergic reaction	Allergic Reaction & Epiglottitis	1 Day
5.	Demonstrate how to care for a person who is choking	Choking	1 Day

6.	Explain why a first aider might use chest thrusts? Demonstrate how to care for yourself if you were alone and choking	Special Situations with Choking	1 Day
7.	Demonstrate how to care for a person who is conscious and choking	Conscious Choking Adult & Child	1 Day
8.	Demonstrate how to care for a person who is conscious and choking	Conscious Choking Infant	1 Day
9.	Demonstrate how to care for a person who is unconscious and choking	Unconscious Choking Adult & Child	1 Day
10.	Demonstrate how to care for a person who is unconscious and choking	Unconscious Choking Infant	1 Day
11.	Demonstrate how to care for a person who is choking during skills test	Choking Skills test	1 Day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

	Modified assessments/assignments, as needed <ul style="list-style-type: none"> <li>• Allow spelling errors</li> </ul>			
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**Unit #5**

**Content Area: Health**

**Unit Title: Sudden Illnesses**

**Grade Level: 9**

**Core Ideas:** This unit focuses on various types of sudden illnesses. Students will learn how to recognize signals of fainting, seizures, stroke, diabetic emergencies, allergic reactions, poisoning and substance abuse. During this unit we will learn how to care for specific illness, even if the exact cause is not known.

**Unit #5 - Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

**Career Readiness, Life Literacies, and Key Skills**

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

**Computer Science and Design Thinking**

8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
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<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	In Health, we discuss the scientific contributions made by Dr. David Ho (Taiwanese-American). Dr. Ho has been engaged in HIV/AIDS research since the beginning of the pandemic, and pioneered the foundation for their pioneering effort to treat HIV early with the use of antiretroviral therapy. Dr. Ho has developed strategies to prevent HIV transmission.
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history ( Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)

<b>Interdisciplinary Connection</b>	
6.2.12.History UP .2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

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6.2.12.History CC .2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as

	inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Unit Essential Question(s):**

- Why is it important to treat injuries in a timely manner as well as take all injuries seriously?
- How can knowing the causes of sudden illnesses help avoid them coming in the first place?

**Unit Enduring Understandings:**

- Injuries that initially appear minor can often be more serious
- Illnesses can happen anytime; one must be knowledgeable and aware of the potential symptoms

**Evidence of Learning**

**Formative Assessments:** • Teacher observation Skill practice for Sudden Illnesses • Discussion • Quiz: Sudden Illness • Debriefing : Sudden Illnesses

**Summative/Benchmark Assessment(s):** • Project: Skill Test : Sudden Illnesses

**Alternative Assessments:** • Worksheets • Journal reflection

**Resources/Materials:**

Textbook: First Aid/CPR/AED Manual, American Red Cross  
[https://www.redcross.org/content/dam/redcross/atg/PHS\\_S\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf) Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross

**Key Vocabulary:**

- Check Call Care
- Seizured
- Stroke
- **F.A.S.T**

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Recognize the signals of common illnesses Describe how to care for common sudden illnesses	General Sudden Illness	1/2 Day
2.	Recognize and respond to a person who fainted or experiencing a seizure	Fainting & Seizures	1/2 Day

3.	Recognize and respond to a person having a stroke Explain the BE FAST acronym	Stroke	1 Day
4.	Recognize and respond to a person having a diabetic emergency	Diabetic Emergencies	1 Day
5.	Recognize and respond to a person having an allergic reaction	Allergic Reactions	1 Day
6.	Identify signals, care for and types of poisoning	Poisoning	1 Day

**Teacher Notes:**

**Additional Resources:** [www.dcmp.org](http://www.dcmp.org) [www.discoveryeducation.com](http://www.discoveryeducation.com)

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> <li>● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Give instructions/directions in writing and orally, as needed ● Use of translation dictionaries to locate words in native language ● Modified assessments/assignments, as needed ● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

**Unit #6****Content Area: Health****Unit Title: Environmental Emergencies****Grade Level: 9**

**Core Ideas:** This unit introduces various environmental emergencies including heat and cold related emergencies, bites and stings, and poisonous plants. Students will also learn how to avoid being struck by lightning.

**Unit #6 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

2.3.12.HCDM.4

Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCDM.5

Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

2.3.12.ATD.3

Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

**Career Readiness, Life Literacies, and Key Skills**

9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6

Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving

**Computer Science and Design Thinking**

8.2.12.ITH.2

Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3:

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**Intercultural Statements (Amistad, Holocaust, LGBT, etc...)**



AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have contributed to the field include: Abraham Verghese, Katherine Luzuriaga, David Ho, Haing S. Ngor)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history (Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)

<b>Interdisciplinary Connection</b>	
6.2.12.History UP .2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC .2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas

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RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

**Companion Standards**

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How do I overcome negative influences when making decisions about my personal health?</li> <li>• Why might educated people make poor health decisions?</li> <li>• Why is it important to set goals in life?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• Making good health decisions requires the ability to access and evaluate reliable sources.</li> <li>• Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching these goals.</li> </ul>
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**Evidence of Learning**

<b>Formative Assessments:</b> • Teacher observation Skills practice • Discussion • 3 minute pause: Lyme Disease • Jigsaw Groups: Various Illnesses <b>Summative/Benchmark Assessment(s):</b> • Project -How to remove a tick <b>Alternative Assessments:</b> • Worksheets • Journal reflection
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<b>Resources/Materials:</b> Textbook: First Aid/CPR/AED Manual, American Red Cross <a href="https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf">https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf</a> Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>- Check Call Care</li> <li>- Lyme Disease</li> </ul>
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Identify the signals and describe how to care for Heat-related emergencies	Heat Related Illnesses	1 Day
2.	Identify the signals and describe how to care for Cold-related emergencies	Cold Related Illnesses	1 Day
3.	Explain signals, treatment and how to reduce your risk of getting Lyme disease	Lyme Disease	1/2 day

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	Explain how to prevent getting bug bites and demonstrate how to remove		
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	a tick		
4.	Explain signals, treatment and how to reduce your risk of getting West Nile Virus	West Nile Virus	1/3 Day
5.	Discuss care for spider and snake bites	Spider & Snake Bites	1/3 Days
6.	Discuss care for animal bites and marine life stings	Animal Bites & Marine Life	1/3 Day
7.	Identify the common poisonous plants and explain how to treat it's effects	Poisonous Plants	1 Day
8.	Explain how to prevent and care for lightning injuries	Lightning	1/2 Day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

**Unit #7****Content Area: Health****Unit Title: Soft Tissue Injuries****Grade Level: 9**

**Core Ideas:** This unit teaches soft tissue injuries, including closed wounds, open wounds, and burns. We will explore the differences between major and minor wounds and between different types of burns.

**Unit #7 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

**Career Readiness, Life Literacies, and Key Skills**

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

**Computer Science and Design Thinking**

8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**Intercultural Statements (Amistad, Holocaust, LGBT, etc...)**

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have contributed to the field include: Abraham Verghese, Katherine Luzuriaga, David Ho, Haing S. Ngor)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history ( Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)

<b>Interdisciplinary Connection</b>	
6.2.12.History U P.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History C C.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas

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RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)

**Companion Standards**

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What are the proper steps for controlling a bleeding emergency?</li> <li>• How do you determine if the victim is exhibiting signs of shock?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Students will be able to understand that wounds and bleeding are common injuries that must be handled with a sense of urgency</li> <li>• Shock is a life threatening emergency that can occur with any type of injury or illness</li> </ul>
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**Evidence of Learning**

<b>Formative Assessments:</b> • Teacher observation • Discussion • 2 Roses & A Thorn: Special Situations • Exit Card Burns <b>Summative/Benchmark Assessment(s):</b> • Project - Bandaging Burns <b>Alternative Assessments:</b> • Worksheets • Journal reflection • Peer Evaluation: Treating Burns
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<b>Resources/Materials:</b> Textbook: First Aid/CPR/AED Manual, American Red Cross <a href="https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf">https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf</a> Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>- Check Call Care</li> <li>- Tourniquets</li> <li>- Burns</li> <li>- Closed/Open Wounds</li> </ul>
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days
1.	Describe the signals of severe closed wound, and how to treat a closed wound	Closed Wounds	1 Day
2.	Describe the signals a care for an open wound Demonstrate how to control external bleeding using direct pressure	Open Wounds	1 Day
3.	Describe how to prevent infection in an open wound	Preventing Infection	1 Day

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4.	Demonstrate how to bandage an open wound	Bandaging	1 Day
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5.	Explain when a commercial tourniquet should be used, demonstrate the basic principles of using a tourniquet	Tourniquets	1 Day
6.	Categorize types of burns and discuss how to care for various burns	Burns	1 Day
7.	Recognize and respond to Chemical & Electrical Burns	Chemical & Electrical Burns	1 Day
8.	Explain how to prevent and care for lightning injuries	Special Wounds	1 Day
9.	Discuss signals and care for chest and abdominal injuries	Chest & Abdominal Wounds	1 Day
10.	Investigate how to safely spend time in the sun.	Fun in the Sun	1 Day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

	Allow spelling errors			
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**Unit #8**

**Content Area: Health**

**Unit Title: Injuries to Muscles, Bones, and Joints**

**Grade Level: 9**

**Core Ideas:** In this unit we will explore the signals of muscle, bone and joint injuries and how to care for these injuries. We will also learn how to recognize and treat head, neck and spinal injuries.

**Unit #8 - Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSLs)**

2.3.12.HCDM.4

Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).

2.3.12.HCDM.5

Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

2.3.12.ATD.3

Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

**Career Readiness, Life Literacies, and Key Skills**

9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6

Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving

**Computer Science and Design Thinking**

8.2.12.ITH.2

Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3:

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.



<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have contributed to the field include: Abraham Verghese, Katherine Luzuriaga, David Ho, Haing S. Ngor)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history ( Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)

<b>Interdisciplinary Connection</b>	
6.2.12.History UP .2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC .2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas

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RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How do you determine proper treatment for a musculoskeletal injury?</li> <li>• What are the basic first aid procedures for people sustaining a head, neck or back injury?</li> <li>• How do you determine whether or not to transport the victim?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Understanding how to treat musculoskeletal injury could have a major impact on the severity of the injury and the rehabilitation process</li> </ul>
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**Evidence of Learning**

**Formative Assessments:** • Teacher observation: Splinting skill practice • Discussion • Show of Hands • 3 Minute Pause: Musculoskeletal Injuries  
**Summative/Benchmark Assessment(s):** • Research Concussions Project  
**Alternative Assessments:** • Worksheets • Journal reflection • Peer Evaluation: Splinting

<b>Resources/Materials:</b> Textbook: First Aid/CPR/AED Manual, American Red Cross <a href="https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf">https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf</a> Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>- Check Call Care</li> <li>- Splinting</li> <li>- RICE</li> <li>- Osteoporosis</li> </ul>
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Identify the 4 major types of musculoskeletal injuries and how to care for each	Fractures, Dislocations & Sprains	1 Day
2.	Research the causes, signals, and prevention of Osteoporosis	Osteoporosis	1/2 Day
3.	Demonstrate the RICE method for treating injuries – Rest, Ice, Comfortable support, Elevation.	RICE	1/2 Day

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4.	Demonstrate the proper technique of splinting	Splinting an Injury	1 Day
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5.	List the signals of head neck and back injuries, and describe how to care for specific injuries Demonstrate how to effectively minimize movement of the person's head, neck & spine	Head , Neck & Spinal Injuries	1/2 Day
6.	Assess the state's concussion rules, by analyzing current data	Concussions	1 Day
7.	Discuss signals and care for chest and pelvic injuries	Chest and Pelvic Injuries	1/2 Day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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<b>Content Area: Health</b>	
<b>Unit Title: – Special Situations and Circumstances</b>	
<b>Grade Level: 9</b>	
<b>Core Ideas:</b> In this unit we students will explore ways to recognize and respond to special situations, such as helping children and people with disabilities, and childhood illnesses. This information will help students better understand the nature of the emergency and how to give appropriate and effective care.	
<b>Unit #9 - Standards</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLS)</b>	
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

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RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)

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WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
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<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to

display information flexibly and dynamically.

**Unit Essential Question(s):**

- How do I know when to seek professional care when a child is sick?
- How can I prevent my child from getting SIDS?
- How can I better help children and disabled people?

**Unit Enduring Understandings:**

- Proper preparation, knowledge and good communication will enable a first aider to effectively treat an injured person
- Vaccinations have pro's and con's

**Evidence of Learning**

- Formative Assessments:** • Teacher observation • Discussion • 1 Minute Essay: treating different people • Muddiest: Childhood Illnesses • Exit Card: Treating a Fever
- Summative/Benchmark Assessment(s):** • Project: Research Meningitis at Colleges
- Alternative Assessments:** • Worksheets • Journal reflection

**Resources/Materials:**

Textbook: First Aid/CPR/AED Manual, American Red Cross  
[https://www.redcross.org/content/dam/redcross/atg/PHS\\_S\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf) Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross

**Key Vocabulary:**

- Check Call Care
- SIDS

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Explain how to communicate with children in an emergency effectively	Communication with Children and Parents	1 Day
2.	Describe the signals and care for common childhood illnesses	Common childhood Illnesses	1 Day
3.	Explain causes and care for meningitis Investigate the causes of SIDS	Meningitis & SIDS	1 Day
4.	Describe how to care for common injuries and illnesses in older adults	Common Injuries in Older Adults	1 Day
5.	Discuss how to assist an injured person with a physical or mental impairment	People & Disabilities	1 Day

**Teacher Notes:**

Additional Resources:				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

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<b>Unit #10</b>
<b>Content Area: Health</b>
<b>Unit Title: – Asthma &amp; Anaphylactic Shock</b>
<b>Grade Level: 9</b>
<b>Core Ideas:</b> In this unit students will learn how to identify the signals of an asthma attack, which includes helping the person use an inhaler to administer quick relief medication. The students will also discuss how to identify the signals of anaphylaxis. They will also learn what care to give to a person in anaphylactic shock, which may include helping the person use an epinephrine auto-injector.
<b>Unit #10 - Standards</b>
<b>Standards (Content and Technology):</b>

<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLS)</b>	
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have contributed to the field include: Abraham Verghese, Katherine Luzuriaga, David Ho, Haing S. Ngor)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history ( Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)



<b>Interdisciplinary Connection</b>	
6.2.12.History UP .2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC .2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas

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RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

**Companion Standards**

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Unit Essential Question(s):**

- How can I help a person experiencing an asthma attack?
- How can I help a person who goes into anaphylactic shock?

**Unit Enduring Understandings:**

- Knowing the signs and proper care for an asthma attack will enable a first aider to effectively treat people with asthma
- If anaphylaxis is recognized immediately and cared for quickly, the person has a better chance of survival

**Evidence of Learning**

**Formative Assessments:** Teacher observation ; using an inhaler to administer quick relief medication • Discussion : Triggers • Chalkboard Splash : Facts regarding Asthma • Misconception Check : Allergic Reaction  
**Summative/Benchmark Assessment(s):** • Project : Skill test administering epinephrine auto-injector  
**Alternative Assessments:** • Worksheets • Journal reflection

**Resources/Materials:**  
 Textbook: First Aid/CPR/AED Manual, American Red Cross  
[https://www.redcross.org/content/dam/redcross/atg/PHS\\_S\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf) Masters of Disaster Educator’s Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross

**Key Vocabulary:**  
 - Check Call Care  
 - Asthma  
 - Anaphylaxis  
 - Epinephrine  
 - Epi-pen

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Recognize triggers and signals of an asthma attack	Triggers for Asthma	1 Day
2.	Demonstrate how to help a person experiencing an asthma attack use an inhaler to administer quick relief medication	Medications to Control Asthma	2 Days
3.	Identify the signals and common allergens of anaphylaxis	Allergic Reaction	1 Day

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4.	Describe what care to give to a person in anaphylactic shock Demonstrate how to help a person administer epinephrine auto-injector	Assisting with an epinephrine autoinjector	1 Day
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**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
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<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>
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<b>Unit #11</b>	
<b>Content Area: Health</b>	
<b>Unit Title: – Injury Prevention</b>	
<b>Grade Level: 9</b>	
<b>Core Ideas:</b> Being that accidents are the leading cause of injury and deaths; students will investigate how to create a safer environment for themselves and family members.	
<b>Unit #11 - Standards</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ

	systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<b>Interdisciplinary Connection</b>	
6.2.12.Histor yU P.2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.Histor yC C.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)
<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
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<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● How do you keep yourself from danger, when participating in recreational activities?</li> <li>● Who is more susceptible to accidents?</li> <li>● How can learning first aid lead to a happy, healthy and successful lifestyle now and in the future?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Learning first aid will allow an individual to take responsibility for their own choices, which is an essential step for developing and maintaining a healthy lifestyle</li> </ul>
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**Evidence of Learning**

<p><b>Formative Assessments:</b> ● Teacher observation ● Discussion ● Chalkboard Splash : Accident in Home/School ● Exit Card : Warning Labels ● Write It Down : How to Prevent Injuries</p> <p><b>Summative/Benchmark Assessment(s):</b> ● Project : Develop a safety hazards checklist for the home</p> <p><b>Alternative Assessments:</b> ● Worksheets ● Journal reflection ● Show &amp; Tell : Personal Home Safety</p>
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<b>Resources/Materials:</b> Textbook: First Aid/CPR/AED Manual, American Red Cross <a href="https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf">https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf</a> Masters of Disaster Educator’s Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross	<b>Key Vocabulary:</b> - Check Call Care
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days
1.	Investigate home and school accident statistics and research the impact on our society	Research Accident Statistics	2 Days
2.	Demonstrate the ability to make informed choices about prevention of injury	Identify hazards in the Home & School	2 Days
3.	Discuss why it is important to read and respect warning labels	Warning Labels	2 Days
4.	Identify and perform first response procedures in trauma related	Responsibilities for Staying Safe	2 Days

	procedures		
5.	Explore what they need to do to stay safe when visiting new places	Vacation Safety	1 Day
6.	Research the topics of breast and testicular cancer, environment, and modifiable risk factors	Cancer Prevention	1 Day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions</li> <li>Provide one-on-one</li> </ul>	<ul style="list-style-type: none"> <li>Assign a buddy, same language or English speaking</li> <li>Allow errors in speaking</li> <li>Rephrase questions, directions, and explanations</li> </ul>	<ul style="list-style-type: none"> <li>Provide extension activities</li> <li>Build on students' intrinsic motivations</li> <li>Consult with parents to accommodate</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>Consult with</li> </ul>	<ul style="list-style-type: none"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions</li> <li>Provide one-on-one</li> </ul>

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<ul style="list-style-type: none"> <li>assistance</li> <li>Accept participation at any level</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>Allow extended time to answer questions</li> <li>Give instructions/directions in writing and orally, as needed</li> <li>Use of translation dictionaries to locate words in native language</li> <li>Modified assessments/assignments, as needed</li> <li>Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>classroom teacher(s) for specific behavior interventions</li> <li>Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>assistance</li> <li>Accept participation at any level</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>
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**Unit #12****Content Area: Health****Unit Title: -- Emergency Preparedness****Grade Level: 9**

**Core Ideas:** The most important element in protecting yourself is knowing what to do before, during and after a disaster. Students will learn how to prepare for natural disasters such hurricanes, tornadoes, floods, fires and earthquakes

**Unit #12 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLS)**

2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

**Career Readiness, Life Literacies, and Key Skills**

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

**Computer Science and Design Thinking**

8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**Intercultural Statements (Amistad, Holocaust, LGBT, etc...)**

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have contributed to the field include: Abraham Verghese, Katherine Luzuriaga, David Ho, Haing S. Ngor)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history ( Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)

<b>Interdisciplinary Connection</b>	
6.2.12.History U P.2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History C C.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)

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WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)

<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
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W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience



W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
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<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What can I do to prepare for a natural disaster</li> <li>• Can you actually prepare for a power outage?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Families can have a positive impact on the effect of disasters</li> <li>• Knowing how to respond in an emergency is essential to staying safe</li> </ul>
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**Evidence of Learning**

<b>Formative Assessments:</b> • Teacher observation • Discussion • Think-Pair-Share : Preparing for an Emergency • Debriefing : Power Outages <b>Summative/Benchmark Assessment(s):</b> • Project : Research how to deal with natural disasters <b>Alternative Assessments:</b> • Worksheets • Posters : Emergency Preparedness • Group Work : Build a First Aid Kit
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<b>Resources/Materials:</b> Textbook: First Aid/CPR/AED Manual, American Red Cross <a href="https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf">https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf</a> Masters of Disaster Educator’s Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>- Emergency Preparedness</li> <li>- Power outages</li> </ul>
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Explain what actions students and their families know what actions can be taken during a natural disaster to minimize injuries	Hurricanes, tornadoes, earthquakes and flood safety	1 Day
2.	Discuss the need of being prepared in case of an emergency	Preparing for an Emergency	1 Day
3.	Discuss and demonstrate how to build a First Aid Kit	Emergency/First Aid Kits	1 Day
4.	Research how to prepare and react with a power outage	Power Outages	1/2 Day

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5.	Investigate ways people and their communities recover after a disaster, and become stronger & better prepared	Recovery from disasters	1/2 Day
6.	Discuss & debate improving	MPHS’s emergency safety drills	1 Day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

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**Unit #13**

**Content Area: Health**

**Unit Title: – Fire Safety- Emergency Preparedness**

**Grade Level: 9**

**Core Ideas:** In this unit students will learn that fire safety in the home and school is essential. Students will be taught how to prevent fires and what to do in case of a fire.

**Unit #13 - Standards**

<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLS)</b>	
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have contributed to the field include: Abraham Verghese, Katherine Luzuriaga, David Ho, Haing S. Ngor)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history ( Medical Doctors that have contributed to the field include: James McCune Smith, Patricia Bath, Vivien Thomas and the research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	Inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend, Ayesha Verrall, Margaret Chung, Lawrence D. Mass.)

<b>Interdisciplinary Connection</b>	
6.2.12.History UP .2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC .2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)

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WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

**Companion Standards**

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Unit Essential Question(s):**

- How can I prevent fires?
- What should I do if a fire occurs?

**Unit Enduring Understandings:**

- Being educated in fire safety, protecting your property, and developing a fire safety plan will reduce one's chances from being injured by a fire.

**Evidence of Learning**

**Formative Assessments:** • Teacher observation • Discussion • Chalkboard Splash: Fire Safety • 1 Minute Essay : How to Reduce Fire Hazards • Teacher observation • Discussion • Think-Pair-Share : Preparing for an Emergency • Debriefing : Power Outages  
**Summative/Benchmark Assessment(s):** • Project: Develop a home fire safety plan  
**Alternative Assessments:** • Worksheets • Journal reflection

**Resources/Materials:**

Textbook: First Aid/CPR/AED Manual, American Red Cross  
[https://www.redcross.org/content/dam/redcross/atg/PHS\\_S\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf) Masters of Disaster Educator’s Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross

**Key Vocabulary:**

- Fire Safety
- Fire Hazards

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Develop a checklist of fire readiness and safety	Checklist	1 Day
2.	Develop an individual fire safety plan	Fire safety plan	2 Days
3.	Evaluate the ways their families reduces the risk of fire hazards	Home inspection	1 Day
4.	Investigate product warning labels and fire safety	Product warning labels	1 Day

**Teacher Notes:**

**Additional Resources:**

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**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students

<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>
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**Unit #14**

**Content Area: Health**

**Unit Title: – Drugs & Alcohol**

**Grade Level: 9**

**Core Ideas:** This unit provides students in grades 9 social and emotional skills necessary to make healthy decisions and resist the pressure to use drugs. This comprehensive drug prevention curriculum incorporates lessons that address communication, decision-making, risk reduction, problem solving and goal setting to empower high school students to avoid drug use. In this class students gain a scientific understanding of the known hazards and potential risks of electronic cigarettes

**Unit #14 - Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

2.3.12.HCDM.4

Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Talk about how alcohol companies have used athletes to market their products like Dwayne Johnson.)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Talk about how alcohol companies have used athletes to market their products like Dwayne Wade.)
LGBTQ	An inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Talk about how alcohol companies have used athletes to market their products like Gus Kenworthy.)
<b>Interdisciplinary Connection</b>	
6.2.12.Histor yU P.2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.Histor yC C.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)

WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)
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<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What health risks do e-cigarettes pose?</li> <li>• Are all OTC drugs safe?</li> <li>• Why might someone who mixes alcohol with an illicit drug end up in a hospital?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• It is important that scientists continue studying health effects of various drugs</li> <li>• It is important to check the ingredients of OTC medication before taking them</li> </ul>
<b>Evidence of Learning</b>	
<b>Formative Assessments:</b> • Teacher observation • Discussion • Misconception Check : E-Cigarettes • Drugs Doodle Map • Opioid Exit Slip • Addiction Muddiest Point • Think-Pair-Share Mixing Drugs <b>Summative/Benchmark Assessment(s):</b> • Project : Research a drug <b>Alternative Assessments:</b> • Worksheets • Journal reflection	



**Resources/Materials:**

Textbook: First Aid/CPR/AED Manual, American Red Cross  
[https://www.redcross.org/content/dam/redcross/atg/PHSS\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf) Masters of Disaster Educator's Kit, American Red Cross  
 Family Guide to First Aid and Emergency Preparedness, American Red Cross  
 DVD: First Aid/CPR/AED Manual, American Red Cross  
<https://couragetospeak.org/the-courage-to-speak-foundation-high-school-drug-prevention-curriculum-grades-9-12/>  
[https://docs.google.com/document/d/1IkP2TmoFq6O\\_1pR\\_KjLzDcJu6\\_zm8JIsiN8bVs7RrLEw/edit](https://docs.google.com/document/d/1IkP2TmoFq6O_1pR_KjLzDcJu6_zm8JIsiN8bVs7RrLEw/edit)  
<https://static1.squarespace.com/static/5759add08a65e2dfe9ee213c/t/59de0ce8a803bb88cf8c7ba1/1507724521199/E-cigarette+Lesson+Plan.pdf>  
[http://headsup.scholastic.com/sites/default/files/NIDA17-INS2\\_Action\\_TE\\_508.pdf](http://headsup.scholastic.com/sites/default/files/NIDA17-INS2_Action_TE_508.pdf)  
<https://teens.drugabuse.gov/teachers/lessonplans/dangerous-mix>  
[http://headsup.scholastic.com/sites/default/files/NIDA17-INS3\\_TE.pdf](http://headsup.scholastic.com/sites/default/files/NIDA17-INS3_TE.pdf)  
<https://teach.genetics.utah.edu/content/addiction/>  
<https://teach.genetics.utah.edu/content/addiction/lessonplans/>  
<http://www.scholastic.com/browse/article.jsp?id=3757744>  
<http://www.scholastic.com/browse/article.jsp?id=3757743>

**Key Vocabulary:**

- Opioid
- Vapes
- E-Cigarettes

**Suggested Pacing Guide**

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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Identify key ingredients in e-cigarettes and how they affect the body	Vaping	1 Day
2.	Explain why it is important to fully understand the effects of their OTC drugs	Over the Counter Drugs	1 Day
3.	Understand the unexpected and potentially dangerous effects associated with mixing medications and OTC drugs	Dangerous Mix	1 Day

4.	Understand the effects of opioid use, and steps to fighting the addiction	Opioids & Addiction	1 Day
5.	Understand the effects of repeated drug use	Addiction	1 Day

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> <li>● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Give instructions/directions in writing and orally, as needed ● Use of translation dictionaries to locate words in native language ● Modified assessments/assignments, as needed ● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

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**Unit #15**

**Content Area: Health**

**Unit Title: Suicide Prevention**

**Grade Level: 9**

**Core Ideas:** Current statistics state that 4,400 teenagers commit suicide every year, in the U.S. and it's the third leading cause of death in young people. Part of the high youth suicide figures can be attributed to the fact that many people are unaware of the warning signs regarding suicide. Another issue is that people don't always know how to apply mental health first aid to help someone who is suicidal. In this unit we will discuss warning signs regarding suicide, to discern myths of suicide, and understand how to help someone who is suicidal.

### **Unit #15 - Standards**

#### **Standards (Content and Technology):**

**CPI#:**

**Statement:**

#### **Performance Expectations (NJSLs)**

2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

#### **Career Readiness, Life Literacies, and Key Skills**

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

#### **Computer Science and Design Thinking**

8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

#### **Intercultural Statements (Amistad, Holocaust, LGBT, etc...)**

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how personal wellness has helped athletes struggling with mental health like Chloe Kim)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how personal wellness has helped athletes struggling with mental health like Imani Boyette)
LGBTQ	An inclusive curriculum benefits all students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Explain how personal wellness has

	helped athletes struggling with mental health like Ryan O’Callaghan)
<b>Interdisciplinary Connection</b>	
6.2.12.History P.2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History C.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)

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<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What are the warning signs of suicidal teens? • What do I do if a friend is suicidal? • Demonstrate the ability to access valid health information and health promoting products and services. • Students will demonstrate an ability to practice valid health enhancing behaviors and reduce health risks.</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Suicide is a permanent solution to a temporary problem • Suicide is preventable. • Suicidal people do not want to die, they want their problems to end. • Suicide doesn’t discriminate.</li> </ul>
<b>Evidence of Learning</b>	

**Formative Assessments:** ● Teacher observation ● Discussion ● Think-Write-Pair- Share : Decreasing Risk Factors  
 ● Answer Essential Questions ● One Word Summary : Responding to someone who may need help

**Summative/Benchmark Assessment(s):** ● Project : Spot the Change

**Alternative Assessments:** ● Journal reflection : Suicide ● Role Playing : Red Flags

**Resources/Materials:**

Textbook: First Aid/CPR/AED Manual, American Red Cross  
[https://www.redcross.org/content/dam/redcross/atg/PHS\\_S\\_UX\\_Content/FA-CPR-AED-Part-Manual.pdf](https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-Part-Manual.pdf) Masters of Disaster Educator’s Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross  
<https://www.georgetownbehavioral.com/blog/suicide-awareness-and-prevention>  
<http://www.pbs.org/inthemix/educators/lessons/depression2/>  
<https://blogs.biomedcentral.com/bmcseriesblog/2015/05/29/suicide-prevention-everybodys-business/>

**Key Vocabulary:**

- LGBTQ
- Suicide

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	Understand suicidal statistics that affect high school students Discuss why LGBTQ is a high risk group for suicide.	Facts vs. Myths on Suicide	1 Day
2.	Understand how they can help to decrease risk factors in their community	Decreasing Risk Factors	1 Day
3.	Identify a trusted adult they will turn to for support	Responding to someone who may need help	1 Day
4.	Understand how to recognize warning signs of suicidal behaviors	Spot the Change	1 Day

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5.	Understand how they can help to decrease risk factors in their community	Scenarios & Red Flags	1 Day
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**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

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<b>Unit #16</b>	
<b>Content Area: Health</b>	
<b>Unit Title: – Personal Wellness</b>	
<b>Grade Level: 9</b>	
<b>Core Ideas:</b> In this unit students will discuss how to access valid information, products and services about sexual abuse and assault prevention awareness. Develop an understanding of the concept of active consent.	
<b>Unit #16 - Standards</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks,

	cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how personal wellness has helped athletes struggling with mental health like Chloe Kim)
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<b>Interdisciplinary Connection</b>	
6.2.12.Histor yU P.2.a:	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.Histor yC C.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)

WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)
<b>Companion Standards</b>	

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RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Unit Essential Question(s):**

- How and where do I find valid sexual health information and resources?
- What can I do to raise my awareness of and help to prevent sexual abuse & assault?
- What interpersonal communication skills do I need in order to have a positive effect on my sexual health?
- Why do people follow the crowd?

**Unit Enduring Understandings:**

- Resources are available for abuse victims
- Bullying is detrimental to one's wellness
- It is important to resist joining a gang

**Evidence of Learning**

- Formative Assessments:** ● Teacher observation ● Discussion ● Think-Pair-Share resources available to abuse ● One Minute Essay : Domestic Violence ● 3 Minute Pause : Abuse ● Debriefing ; Bullying
- Summative/Benchmark Assessment(s):** ● Project : Resource brochure
- Alternative Assessments:** Worksheets ● Journal reflection Healthy Relationships



<p><b>Resources/Materials: Textbook:</b>  <a href="https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-PartManual.pdf">https://www.redcross.org/content/dam/redcross/atg/PHS_S_UX_Content/FA-CPR-AED-PartManual.pdf</a>  <a href="https://idvsa.org/wp-content/uploads/2013/01/Sexual-Assault-Advocacy-Curriculum.pdf">https://idvsa.org/wp-content/uploads/2013/01/Sexual-Assault-Advocacy-Curriculum.pdf</a>  <a href="https://portal.ct.gov/SDE/Publications/Statewide-K12--Sexual-Assault-Abuse--Prevention-Awareness--Program-Guidelines/Section-3-Sexual-Assault-Abuse-Prevention-Awareness-Curriculum-Framework">https://portal.ct.gov/SDE/Publications/Statewide-K12--Sexual-Assault-Abuse--Prevention-Awareness--Program-Guidelines/Section-3-Sexual-Assault-Abuse-Prevention-Awareness-Curriculum-Framework</a>  <a href="http://www.bullyingawareness.ca/teacher-resources/lesson-plans">http://www.bullyingawareness.ca/teacher-resources/lesson-plans</a>  <a href="https://www.psychologytoday.com/us/blog/after-service/201705/the-science-behind-why-people-follow-the-crowd">https://www.psychologytoday.com/us/blog/after-service/201705/the-science-behind-why-people-follow-the-crowd</a></p>	<p><b>Key Vocabulary:</b>  - Domestic Violence  - Bullying  - Gang Awareness</p>
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1.	<ul style="list-style-type: none"> <li>● Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.</li> <li>● Identify warning signs of an unhealthy relationship and how to avoid dating violence</li> </ul>	Healthy Relationships	1 Day
2.	<ul style="list-style-type: none"> <li>● Analyze and apply strategies for avoiding violence within the family</li> <li>● Understand the resources that are available for abuse victims</li> </ul>	Domestic Violence Child Abuse	1 Day

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3.	<ul style="list-style-type: none"> <li>● Understanding of the concept of active consent</li> <li>● Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger</li> </ul>	Sexual Assault	1 Day
4.	<ul style="list-style-type: none"> <li>● Learn about bullying, different forms of bullying, and several strategies to utilize when resolving bullying incidents.</li> </ul>	Bullying	1 Day
5.	<ul style="list-style-type: none"> <li>● Discuss group mentality</li> <li>● Explain why gangs exist and the recruitment process</li> <li>● Discuss laws regarding gangs</li> </ul>	Gang Awareness	1 Day

**Teacher Notes:**

**Additional Resources:****Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
<ul style="list-style-type: none"> <li>● Allow errors ●</li> <li>Rephrase questions, directions, and explanations ●</li> <li>Allow extended time to answer questions ●</li> <li>● Provide one-on-one assistance ●</li> <li>Accept participation at any level ●</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>Allow errors in speaking ●</li> <li>Rephrase questions, directions, and explanations ●</li> <li>Allow extended time to answer questions ●</li> <li>Give instructions/directions in writing and orally, as needed ●</li> <li>Use of translation dictionaries to locate words in native language ●</li> <li>Modified assessments/assignments, as needed ●</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations ●</li> <li>Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks ●</li> <li>Consult with Guidance Counselors and follow I&amp;RS procedures/action plans ●</li> <li>Consult with classroom teacher(s) for specific behavior interventions ●</li> <li>Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors ●</li> <li>Rephrase questions, directions, and explanations ●</li> <li>Allow extended time to answer questions ●</li> <li>● Provide one-on-one assistance ●</li> <li>Accept participation at any level ●</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>