

Health II

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CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>CEQ:</p> <ul style="list-style-type: none"> ● WHAT IS HEALTHY LIVING? ● HOW CAN I MY REDUCE RISK FACTORS AND INCREASE LONGEVITY? <p>UEQ:</p> <ul style="list-style-type: none"> ● <i>How do you recognize a person is injured or ill?</i> ● <i>How do you provide the necessary care for an injury or illness before more advanced medical</i> 	<p>First Aid/Cardiopulmonary Resuscitation</p> <p>1. List the four first aid steps.</p> <ul style="list-style-type: none"> - Prevent - Be Safe - Call 911 - Act <p>2. Identify and demonstrate proper care for Medical Emergencies.</p> <ul style="list-style-type: none"> - Allergic reactions - Heart attack - Fainting - Diabetes and low blood sugar - Stroke 	<p>First Aid/Cardiopulmonary Resuscitation</p> <p>LT1. I can list ways to create a safer environment and how to prevent common accidents and injuries.</p> <p>LT2. I can define PPE.</p> <p>LT3. I can perform the steps to finding a problem.</p> <p>LT5. I can determine when to call 9-1-1</p> <p>LT7. I can list ways to prevent a variety of different illnesses and injuries.</p> <p>LT8. I can recognize basic symptoms for a variety of different</p>	<p>First Aid/Cardiopulmonary Resuscitation</p> <p>10.1.2</p> <p>10.1.4</p> <p>10.3.2</p> <p>10.4.1</p>	<p>First Aid/Cardiopulmonary Resuscitation</p> <p>CSA = First Aid/Breathing Emergencies Written Test</p> <p>CSA = Breathing Emergencies Skills Test</p>	<p>First Aid/Cardiopulmonary Resuscitation</p> <p>Heartsaver Pediatric First Aid CPR AED Workbook and DVD</p> <p>CPR/choking/AED Powerpoint presentations</p> <p>“If not you, who?” reading First Aid/CPR/AED for Schools and Communities pages 1-9.</p> <p>“My Teammate Saved My Life” Choices magazine Fernandez, Sandy M.</p>

<p><i>personnel are available?</i></p> <ul style="list-style-type: none"> • <i>What are strategies for preventing illnesses and injuries?</i> <p>First Aid/Cardiopulmonary Resuscitation</p> <ol style="list-style-type: none"> 1. Basic First Aid Steps 2. Medical Emergencies 3. Injury Emergencies 4. Environmental Emergencies 5. CPR 6. Choking 7. AED 	<ul style="list-style-type: none"> - Seizure <p>3. Identify and demonstrate proper care for Injury Emergencies.</p> <ul style="list-style-type: none"> - nosebleeds - bleeding from mouth - permanent tooth loss - eye injury - puncture - amputation - Internal Bleeding - Head, Neck, and Spine Injuries - Broken Bones and Strains - Splinting - Burns <p>4. Identify and demonstrate proper care for Environmental Emergencies.</p> <ul style="list-style-type: none"> - Bites and 	<p>injuries and illnesses.</p> <p>LT9. I can demonstrate proper first aid steps to treat a variety of injuries and illnesses.</p> <p>LT10. I can demonstrate CPR on the adult, child, and infant.</p> <p>LT11. I can demonstrate conscious and unconscious choking.</p> <p>LT12. I can identify how to use an AED.</p>			
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Stings

- Heat-related emergencies
- Cold-related emergencies
- Poison emergencies

5a. Recognize when CPR is needed.

5b. Demonstrate CPR on the adult, child, and infant.

6a. Identify signs of moderate and severe choking.

6b. Demonstrate when and how to perform choking for conscious and unconscious victims.

7. Demonstrate when and how to use an AED.

<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What causes diseases?</i> • <i>How can I reduce my risk of developing diseases?</i> • <i>What diseases am I genetically prone to based on my family history?</i> <p>Diseases and Disorders</p> <ol style="list-style-type: none"> 1. Infectious Diseases 2. Lifestyle Diseases 3. Genealogy + In-depth Study 	<p>Diseases and Disorders</p> <p>1a. Identify agents that cause infectious diseases and how they are spread.</p> <p>1b. Identify how to prevent and treat infectious diseases.</p> <p>1c. Analyze the benefits and side effects of vaccines.</p> <p>2a. Identify types of lifestyle diseases.</p> <p>2b. Analyze risk factors for lifestyle diseases.</p> <p>2c. Identify how to prevent lifestyle diseases.</p> <p>3a. Gather information about personal family history.</p> <p>3b. Access various sources of information on a chosen health topic.</p> <p>3c. Conduct an interview with a family member.</p>	<p>Diseases and Disorders</p> <p>LT1. I can identify 4 different agents that can cause infectious diseases.</p> <p>LT2. I can list 4 ways that infectious diseases are spread.</p> <p>LT3. I can describe two different treatments for infectious diseases.</p> <p>LT4. I can name two ways to help prevent the development of antibiotic resistance.</p> <p>LT5. I can describe how the body fights infectious diseases.</p> <p>LT6. I can summarize five strategies a person can do to stay well.</p> <p>LT7. I can describe how immunity to a disease develops (vaccine).</p> <p>LT8. I can state three things you can do when you are sick.</p> <p>LT9. I can list three</p>	<p>Diseases and Disorders</p> <p>10.1.2</p> <p>10.1.3</p> <p>10.1.5</p> <p>10.2.1</p> <p>10.6.2</p> <p>10.7.3</p>	<p>Diseases and Disorders</p> <p>CSA = Diseases and Disorders Test</p> <p>CSA = In-depth Study</p> <p>CFA = Vaccine Controversy</p> <p>CFA = Vitality Compass</p>	<p>Diseases and Disorders</p> <p>Infectious and Lifestyle diseases powerpoints</p> <p>“A Shot of Prevention” <i>Current Health</i> article</p> <p>“When Drugs Don’t Work” <i>Choices</i> article</p> <p>“Calling the Shots” <i>PBS</i> video</p> <p>ProQuest SIRS Pros vs. Cons - Vaccines for Kids</p> <p>Blue Zones Video - “Do people who live in certain areas live longer?”</p> <p><i>The Blue Zones: 9 lessons for living longer</i>, 2nd edition Pages 167-195</p> <p>“How Healthy Are you Really?” <i>Choices</i> Bertson, Margarita</p> <p>Blue Zones Vitality Compass</p>
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	<p>3d. Analyze how to lower my risk for developing a lifestyle disease later in life.</p>	<p>strategies for preventing the spread of infectious diseases. LT10. I can describe how lifestyle can lead to diseases. LT11. I can list four controllable and uncontrollable risk factors for lifestyle diseases. LT12. I can state actions I can take now to lower my risk for developing a lifestyle disease later in life. LT13. I can describe the types of lifestyle diseases. LT14. I can describe ways to detect and treat lifestyle diseases. LT15. I can evaluate my family history and the prevalence of diseases/illnesses/disabilities.</p>			<p>Bounce Back Project Speakers</p>
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<p>UEQ:</p> <ul style="list-style-type: none"> • What is addiction? • How do addictions impact the individual, family, and friends? • What are the dangers of drug use and abuse? <p>Chemical Health</p> <ol style="list-style-type: none"> 1. Addictions 2. Impact of drugs 3. Prevention 	<p>Chemical Health</p> <ol style="list-style-type: none"> 1a. Define addiction. 1b. Analyze how addiction impacts the individual and others. 2. Identify how various drugs impact the body. 	<p>Chemical Health</p> <p>LT1. I can define addiction.</p> <p>LT2. I can analyze the impact of addiction on the individual and others.</p> <p>LT3. I can identify how various drugs impact the body.</p> <p>LT4. I can identify strategies for saying no and drug-free activities.</p>	<p>Chemical Health</p> <p>10.1.1</p> <p>10.1.2</p> <p>10.2.1</p> <p>10.8.2</p>	<p>Chemical Health</p> <p>CFA = Contract for Change</p> <p>CFA = Drug/body impact poster</p> <p>CFA = Controversial Topic Research/Socratic Seminar</p>	<p>Chemical Health</p> <p>Speakers: <i>MN Teen Challenge: "Know the Truth"</i></p> <p>Speaker: Deputy McGill, STMA SRO</p> <p>Brain Games Season 4 Episode 2: "Addiction"</p> <p>DLR - "A Prescription for Addiction"</p> <p>DLR - "Don't be Fuul'd"</p> <p>DLR - "One Deadly Night"</p> <p>DLR - "Is Pot the Next Legal Killer"</p> <p><i>From Binge to Blackout - Chapter 4</i></p> <p>ProQuest SIRS Pros vs. Cons - Underage Drinking</p> <p>ProQuest SIRS Pros vs. Cons - Marijuana Legalization</p> <p>ProQuest SIRS Pros vs. Cons - Electronic Cigarettes</p>
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