

**Winslow Township School District**

**12<sup>th</sup> Grade Health**

**Safety and First Aid- Soft Tissue Injuries & Muscle, Bone & Joint Injuries**

**Overview:** The purpose of this unit is to teach students the different types of soft tissue injuries and muscle, bone and joint injuries. Students will learn how to identify the different types of injuries and the skills needed to care for each type of injury. Students will also learn how to control external bleeding.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"><li>● <b>Muscle Bone and Joint Injuries</b></li></ul>	<ul style="list-style-type: none"><li>● 2.1.12.CH SS5</li><li>● 2.3.12.HC DM.3</li><li>● WIDA 1</li></ul>	Demonstrate first-aid procedures including open and closed wounds, caring for head trauma, bone and joint emergencies and how to control external bleeding.	<ol style="list-style-type: none"><li>1. What is the difference between an open wound and a closed wound?</li><li>2. What are the four different sources for burns?</li><li>3. What is a common head injury in young individuals and athletes?</li></ol>
<i>Enduring Understandings</i>	<ul style="list-style-type: none"><li>● Skins surface is broken vs. skins surface not broken</li><li>● Thermal, Radiation, Chemical, Electrical burns</li><li>● Concussion Warning signs and treatment</li></ul>		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> <li><b>Muscle Bone and Joint Injuries</b></li> </ul>	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).	3	8
	2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)	3	
	Assessment, Re-teach and Extension		2	

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<b>Grade 12</b>		
<b>Core Idea</b>	<b>Indicator #</b>	<b>Performance Expectations</b>
Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.	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).
Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.	2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)

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**Safety and First Aid**

**Assessment Plan**

- Assess student's knowledge in the form of a written test.
- Survey student's knowledge through a K-W-L-A chart
- Teacher observation of skills
- Self-evaluation
- Peer evaluation
- Current Event Article Summary
- Questioning Strategies
- Polls/Surveys
- Exit Tickets
- Student Demonstrations
- Individual, partner or group work

Alternative Assessments:

Videos with discussion/enrichment

Written Rubrics on identified activities

Worksheets/Packets

Guided Notes from PowerPoint presentation

Warm up Questions

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Resources	Activities
<ul style="list-style-type: none"><li>● Text book</li><li>● Chapter PowerPoints</li><li>● Study Guides</li></ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ol style="list-style-type: none"><li>1. Identify the signs and symptoms of soft tissue and musculoskeletal injuries</li><li>2. Describe how to care for various soft tissue and musculoskeletal injuries</li><li>3. Describe and demonstrate how to control external bleeding</li><li>4. Identify signals to head, neck and spinal injuries</li><li>5. Explain how to care for muscle, bone, joint injuries</li><li>6. Explain how to care for head, neck and spinal injuries</li><li>7. Define bleeding emergencies: internal and external Discuss how to care for external bleeding emergencies and the symptoms of internal bleeding emergencies</li><li>9. Define shock</li><li>10. Identify the symptoms of shock</li><li>11. Tell ways in which you can reduce the risk of shock</li><li>8. Describe the care for a victim in shock.</li></ol>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"><li>1. Identifying similarities and differences</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Nonlinguistic representations</li></ol>	<ol style="list-style-type: none"><li>6. Cooperative learning</li><li>7. Setting objectives and providing feedback</li><li>8. Generating and testing hypotheses</li><li>9. Cues, questions, and advance organizers</li><li>10. Manage response rates</li></ol>

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Modifications for Special Education/504**

**Students with special needs:** Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Equipment size	Modified rules
Pictures	Preferential Seating
Spacing / distance	Modifications to Equipment
Peer partnering	Study guides/notes
Larger print	Modifications of assignments
Relaxed rules	Modifications of due dates
Safe environment	Modified Tests/Quizzes

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
  - Listening  Speaking
  - Reading  Writing
  - Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in health practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

**Modifications for Gifted Students**

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction

❖ [Gifted Programming Standards](#)

❖ [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)

❖ [REVISED Bloom's Taxonomy Action Verbs](#)

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**Interdisciplinary Connections**

**ELA**  
**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  
**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Interdisciplinary Standards

**RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**  
**RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.**

**Computer Science and Design Thinking**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices  
8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).  
8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.  
8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.