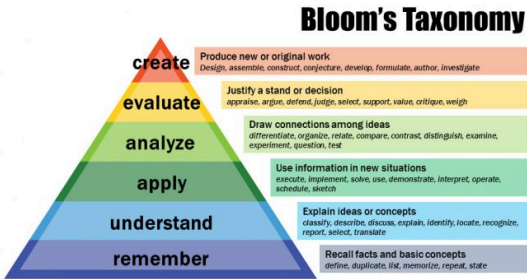


**Health Education Middle School
Canterbury Public Schools**

Subject	Health Education
Grade Level	Middle School Grades 5 -8
Unit Title	Safety and Injury Prevention
Unit Goals	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Demonstrate how to provide basic First Aid in a variety of emergency situations. ● Demonstrate knowledge of and define Digital Wellness, and its impact on personal health. ● Identify dangerous hazards in basic situations and environments. ● Describe ways to reduce risk in or on a motor vehicle. ● Explain the importance of safety gear for biking, riding a scooter, skateboarding and inline skating. ● Describe ways to reduce risk of injury at home, in school and in the community. <p>Grade 7 and 8</p> <p>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade</p> <ul style="list-style-type: none"> ● Demonstrate how to provide CPR and utilize an AED in a variety of emergency situations. ● Identify dangerous hazards in a wide variety of situations and environments. ● Identify and practice with precautions one must take during severe weather and natural disasters. ● Determine ways to reduce risk of injury from falls, bodies of water and fire. ● Understand the importance of climate-related personal safety when relating injuries to heat exhaustion, sunburn, heat stroke, hypothermia etc. ● Describe ways to reduce risk of injury from a firearm. <p><u>Skill-Based Standards to Develop:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze influences <input type="checkbox"/> Access valid information <input type="checkbox"/> Demonstrate interpersonal communication skills <input type="checkbox"/> Build decision making skills <input type="checkbox"/> Build goal setting skills <input type="checkbox"/> Practice health-enhancing behaviors <input type="checkbox"/> Advocate
Pacing (# of weeks)	2 weeks
Standards and	SIP 1.1.8 Demonstrate how to provide basic First Aid and CPR in a variety of

<p>Indicators</p>	<p>emergency situations. SIP 1.2.8 Define Digital Wellness and its impact on overall health. SIP 1.3.8 Identify the potential for injury in a variety of situations and environments. SIP 1.4.8 Describe ways to reduce risk of injuries while riding in or on a motor vehicle. SIP 1.5.8 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. SIP 1.6.8 Identify actions to take to prevent injuries during severe weather. SIP 1.7.8 Describe ways to reduce risk of injuries from falls, around water and in case of fire. SIP 1.8.8 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. SIP 1.9.8 Describe ways to reduce risk of injuries as a pedestrian. SIP 1.10.8 Describe actions to change unsafe situations at home, in school and in the community. SIP 1.11.8 Describe ways to reduce risk of injuries from firearms.</p>
<p>Content/Conceptual Knowledge (know)</p>	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Demonstrate how to provide basic First Aid in a variety of emergency situations. ● Demonstrate knowledge of and define Digital Wellness, and its impact on personal health. ● Identify dangerous hazards in basic situations and environments. ● Describe ways to reduce risk in or on a motor vehicle. ● Explain the importance of safety gear for biking, riding a scooter, skateboarding and inline skating. ● Describe ways to reduce risk of injury at home, in school and in the community. <p>Grade 7 and 8</p> <p>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade</p> <ul style="list-style-type: none"> ● Demonstrate how to provide CPR and utilize an AED in a variety of emergency situations. ● Identify dangerous hazards in a wide variety of situations and environments. ● Identify and practice with precautions one must take during severe weather and natural disasters. ● Determine ways to reduce risk of injury from falls, bodies of water and fire. ● Understand the importance of climate-related personal safety when relating injuries to heat exhaustion, sunburn, heat stroke, hypothermia etc. ● Describe ways to reduce risk of injury from a firearm.
<p>Skills (be able to do)</p>	<p><u>Skill-Based Standards to Develop:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze influences <input type="checkbox"/> Access valid information <input type="checkbox"/> Demonstrate interpersonal communication skills

	<ul style="list-style-type: none"> <input type="checkbox"/> Build decision making skills <input type="checkbox"/> Build goal setting skills <input type="checkbox"/> Practice health-enhancing behaviors <input type="checkbox"/> Advocate
<p>Enduring Understandings</p>	<p>Students will be able to understand...</p> <ul style="list-style-type: none"> ● That decisions made now, at the middle school level, may affect life altering outcomes beyond their middle school years. ● How to develop long-term and short-term goals that are achievable, realistic and meaningful. ● That being safe and making positive decisions, based on valid and reliable information, is crucial to the development of their health lifestyles. ● How to confidently communicate with others, based on their personal beliefs.
<p>Assessments</p>	<ul style="list-style-type: none"> ● Skill checks ● Stations checks ● Knowledge checks ● Peer assessments ● Project based “playbooks”, or cumulative “checklists” that students can use as future references. <p>** In addition, students will be assessed daily on their understanding and proficiency level of class warm-ups or “Do Nows”. This assessment will be based off a written rubric.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● Healthy and Balance Living Curriculum Framework - 2022 Addition ● Ted Talks
<p>Strategies</p>	<ul style="list-style-type: none"> ● Skill - based learning activities ● Project - based learning <p><u>Teaching Models Utilized</u></p> <ul style="list-style-type: none"> ● Direct Instruction ● Peer Teaching <ul style="list-style-type: none"> ○ Jigsaw Classroom ● Student Directed Instruction ● Guided Discovery <p><u>Bloom’s Taxonomy</u></p>  <p>Bloom's Taxonomy</p> <p>create Produce new or original work Design, assemble, construct, conjecture, develop, formulate, author, invent/gate</p> <p>evaluate Justify a stand or decision appraise, argue, defend, judge, select, support, value, critique, weigh</p> <p>analyze Draw connections among ideas differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test</p> <p>apply Use information in new situations execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch</p> <p>understand Explain ideas or concepts classify, describe, discuss, explain, identify, locate, recognize, report, select, translate</p> <p>remember Recall facts and basic concepts define, duplicate, list, memorize, repeat, state</p> <p><small>Vanderbilt University Center for Teaching</small></p>

Behaviors

Students will learn to...

- Access
- Analyze
- Goal Set
- Communicate
- Advocate
- Create
- Make Healthy Decisions
- Evaluate
- Apply
- Manage Personal Health