

Unit: CPR and First Aid: 5 Classes

Overview -

Students will be able to recognize and respond appropriately to cardiac, breathing and first aid emergencies. Students will be given the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed.

I Can Statements

We will describe how to recognize an emergency and form an initial impression.

We will explain how to activate and work with the emergency medical services system.

We will explain the legal concepts as they apply to lay responders, including consent and the purpose of Good Samaritan Laws.

We will identify how to reduce the risk of disease transmission when giving care.

We will demonstrate how to check a person who is responsive for life-threatening and non-life-threatening conditions.

We will explain how to check an injured or ill person who appears to be unresponsive.

We will recognize the signs and symptoms of a heart attack, and describe appropriate first aid care for a person who is showing these signs and symptoms.

We will demonstrate CPR and use of an automated external defibrillator for a person who is in cardiac arrest.

We will demonstrate first aid care for a person who is choking.

We will recognize the signs and symptoms of, and describe appropriate first aid care for the following sudden illnesses: breathing emergencies, diabetic emergencies, anaphylaxis, and stroke.

We will recognize the signs and symptoms of, and describe appropriate first aid care for the following environmental injuries and illnesses: heat-related illnesses, cold-related illnesses, poisoning, and dehydration.

Essential Questions

- Why is it important to respond to emergencies?

Learning Progressions

The students will be learning CPR and First Aid for the first time in Barrington Public Schools.

Vocabulary - Essential terms for the unit

Heart Attack, Cardiac Arrest, Automated External Defibrillator, Choking, Stroke, Shock, Diabetic Emergencies, Allergic Reactions, Asthma, Anaphylaxis, Sudden Illnesses, Life-Threatening Bleeding, Hypothermia, Heat Stroke, Burns, Head Injuries, Concussion, Compressions, Autoinjector, Inhaler, Compression, Responsive, Unresponsive, Opioid Overdose, Tourniquet, Back Blow, Abdominal Thrust.

Texts and Resources for the Unit

American Red Cross Adult First Aid, CPR, AED 2021

Technology Integration Strategies and Resources

American Red Cross CPR, AED, First Aid Course Presentation including videos and powerpoint slides, Kahoot review

Learning Plan/Deep Learning Competencies:

Deep Learning Competencies: Role play scenarios using CPR, AED trainers, and EpiPen trainer techniques: Critical Thinking, Creativity, Communication, Collaboration

The students will follow along with the American Red Cross course presentation and videos. The students will be given an opportunity to practice CPR on manikins and use an AED trainer. Students will also be able to practice with an epi-pen trainer. The students will be shown pictures and videos of real-life emergencies and learn about how to respond.

Common Assessment

First Aid/CPR/AED Test:

<https://docs.google.com/a/barringtonschools.org/document/d/1wdT0MarBna3HqLSIDzqnFInyqFm-IVRYZu42d7fdf1w/edit?usp=sharing>

Formative Assessment

Kahoot

Differentiation for Struggling Learners

Extended Time, Help after school, Consultation with special education teachers and case managers.

Differentiation for ELL learners

ELL consultations, Use of translators on chromebooks.

Differentiation for Students who have already mastered the content

Students who have already mastered content will assist other students with technique. Students will also share their experiences with the class.

Common Misconceptions

The procedure for choking is not just the heimlich maneuver. You cannot get sued for helping someone. Breaths are still included in CPR.

Standards

National SHAPE America Health Education Standards: 1.12.3, 1.12.4, 1.12.6, 4.12.3, 4.12.4, 4.12.6, 4.12.7, 4.12.10, 5.12.2, 5.12.3, 5.12.4, 5.12.6, 8.12.7

Unit: Abstinence and Contraception: 2 Classes

Overview -

Through the use of a PowerPoint presentation and discussion, the students will learn about the risks of sexual activity, several types of contraception, how they work and how effective they are at preventing pregnancy and sexually transmitted infections.

I Can Statements

We will identify the risks of sexual activity.

We will define contraception and the common methods (barrier and hormonal) of preventing pregnancy.

We will identify some reasons why we learn about contraception in high school.

We will identify various types of hormonal contraception and the facts about each along with their respective effectiveness rates.

We will understand the importance of communication in healthy relationships.

We will discuss why it is important to speak with your doctor about your sexual health.

Essential Questions

- Why is it important to learn about abstinence along with ways to lessen the risks related to sexual activity?
- Why is it important to learn the effectiveness rates of various types of hormonal contraception?

Learning Progressions

The students will come in already having been taught effective communication skills. Students will have learned how to be assertive and this will help in the learning progression pertaining to abstinence, and practicing safer sex. The students have also spent time during sophomore health learning about the barrier methods of contraception and how they lower the risk of STD/STI transmission.

Vocabulary - Essential terms for the unit

abstinence, contraception, hormonal methods, barrier methods, tubal ligation, vasectomy, sterilization, ovulation, cervical fluid, fertilization, PrEP

Texts and Resources for the Unit

PowerPoint Presentation, specific teacher examples of various types of birth control to be shown as a visual for the students. "Get Real" Planned Parenthood curriculum materials.

Technology Integration Strategies and Resources:

Learning Plan/Deep Learning Competencies:

Deep Learning Competencies: Turn and Talk discussions to label and compare the various methods of contraception. Critical Thinking, Collaboration, Communication.

The students will be listening to facts presented pertaining to abstinence, the negatives of sexual activity and the importance of learning about contraception in high school. Students will learn about hormonal types of birth control (the pill, shot, ring, implant, patch and IUD.) Students will also learn about the barrier methods of birth control (male and female condoms). Students will also learn about sterilization procedures (vasectomy and tubal ligation). Students will be exposed to the facts of each type and be shown physical examples. Students will complete a template of notes that will be provided to them that goes along with the PowerPoint presentation. They will also be able to see and touch display props of various contraceptive methods.

Common Misconceptions

Some common misconceptions of this information are the effectiveness rates of the various methods of contraception. It is also often thought that all students are sexually active at a particular age.

Standards

5.1.4, 5.2.3, 5.3.1, 5.3.3, 5.5.1, 5.6.1, 5.7.3

Unit: Dating Violence: 3 Classes

Overview - what will the students know and be able to do as a result of this lesson?

Students will learn about dating sexual abuse and how to prevent it from happening. Students will learn about sexual assault laws and that force isn't just physical. Students will see the importance of free, willing, and ongoing consent. Students will also learn how to develop and use a safety plan.

I Can Statements

We will understand that victims of dating sexual abuse are never to blame.

We will understand that rape is always unacceptable.

We will explain and interpret "no" cues correctly.

We will explain how to protect ourselves in potentially dangerous situations.

We will understand the importance of stating sexual boundaries clearly to dating partners.

We will list dating tips to decrease chances of being a victim of sexual assault or abuse.

We can identify date rape drugs.

We can list community resources for victims of domestic violence.

We can develop and use a safety plan.

We can explain the legal definitions of the 3 degrees of sexual assault and sexual harassment in RI.

Essential Questions

- Where can people go to get help if they are in an abusive relationship?
- Why is it important to plan ahead/create a safety plan for dating situations?
- What are the consequences for the victim and for the perpetrator in a date rape situation?

Learning Progressions

The students will come in with knowledge of the 5 types of dating violence/relationship abuse.

This unit will focus on one type of abuse, sexual abuse.

Next year, students will continue to learn about sexual assault and consent. They will also learn how to help a friend in abusive relationships.

Vocabulary - Essential terms for the unit

Sexual Assault, Rape, Date Rape, Statutory Rape, Child Pornography, Sexting, Sexual Harassment, Voyeurism, Exhibitionism, Acquaintance Rape, Rohypnol, GHB, Ketamine, Ecstasy, Statute of Limitations.

Texts and Resources for the Unit

Safe Dates Curriculum: Session 9

The Teen Relationship Workbook (Safety Plan)

School Resource Officer

Technology Integration Strategies and Resources

Kahoot,

Learning Plan/Deep Learning Competencies:

Deep Learning Competencies: Turn and Talk discussions, Role play with responding to scripts and scenarios, Critical Thinking, Collaboration, Communication, Citizenship,

Students will follow along while listening and responding to information from the "Safe Dates" curriculum. They will be given a paper packet of information including community resources and a template for a domestic violence safety plan.

Common Assessment

Final Test:

<https://docs.google.com/a/barringtonschools.org/document/d/1uP26cWdvg1HjBQI-dy3oXqfu27NZXioXPRVXxvNgTLU/edit?usp=sharing>

Formative Assessment

Role Play Activity

Differentiation for Struggling Learners

Extended Time, Help after school, Consultation with special education teachers and case managers.

Differentiation for ELL learners

ELL consultations, Use of translators on chromebooks.

Differentiation for Students who have already mastered the content

Common Misconceptions

Only females can be raped. Sexual assault usually occurs because people cannot control their wild and spontaneous passions. Rapists are easy to identify. Rapes are committed by strangers. If a girl gets a guy sexually excited, then it isn't rape if he forces her to have sex. Forced sexual activity isn't a crime if two people have been dating for a long time and have had sex before. Girls who try to resist rape are likely to get injured badly.

Standards

2.1.2, 2.2.3, 2.3.2, 2.5.2, 3.4.1, 3.6.1, 5.1.4, 5.2.3, 5.3.1, 5.3.2, 5.5.2

Unit: E-Cigarettes and Vaping: 2 classes

Overview -

The students will obtain accurate information about how e-cigarettes and vape pens work and how they affect the body. They will be able to identify the health risks involved with these devices and understand that long-term effects have not been studied because they are so new.

I Can Statements

We will identify the health risks involved in e-cigarette/vape pen use.

We will understand that there is limited information about the effects of e-cigarette/vape pen use because the devices and liquids are so new and unregulated.

We will describe how e-cigarettes/vape pens work and how the chemicals are absorbed into the body.

We will understand that the product of e-cigarettes/vape pens is not harmless water vapor. It is an aerosol that leaves harmful chemicals behind.

We will describe how nicotine affects the body.

Essential Questions

- Why is it important not to start using e-cigarettes/vape pens?

Learning Progressions

Students should know about nicotine and nicotine addiction. They should also come in knowing about the harmful effects that tobacco and marijuana have on the body. The students will be introduced to e-cigarettes/vape pens for the first time in school. They will learn about the devices and the health risks involved.

Vocabulary - Essential terms for the unit

E-Cigarette, Vape Pen, Tobacco, Nicotine, Atomizer, E-juice/E-liquid, Aerosol, Water Vapor, Thirdhand Smoke

Texts and Resources for the Unit

Stanford University (Stanford Medicine) Tobacco Prevention Toolkit

Technology Integration Strategies and Resources

Powerpoint

Kahoot

Learning Plan/Deep Learning Competencies:

Deep Learning Competencies: Turn and Talk discussions, Critical Thinking, Collaboration, Communication, Citizenship.

Students will follow along while listening and responding to information from the powerpoint . They will compare advertising strategies between cigarettes and vaping and discuss the similarities and differences.

Standards

1.1.4, 1.3.1, 1.7.1, 6.1.1, 6.1.4, 6.1.3, 6.6.1, 7.1.1, 7.1.2, 7.1.3, 7.3.1

Unit: Behind Happy Faces Curriculum- Mental Health: 3 Classes

Overview - The goal of the curriculum is to give students the tools they need to address mental health effectively, by providing a more complete education of mental health, understanding of brain development, teaching participants about coping mechanisms, and showing the important steps to help a friend in crisis.

I Can Statements

We will state a correct definition of mental health

We will identify common reasons people don't seek help for their mental health challenges

We will identify personal barriers to seeking help, explore the sources of the barriers, and work on how to address them.

We will classify mental health challenges into five categories.

We will identify where we are on the mental health spectrum.

We will connect how mental health challenges impact where a person is on the mental health spectrum.

We will define coping.

We will differentiate between effective and ineffective coping.

We will demonstrate the steps to make coping more effective.

We will identify warning signs of someone who may be experiencing a severe mental health breakdown.

We will demonstrate how to approach a friend, family member, or partner, who needs help.

We will differentiate between what a friend can do and what can only be done by a mental health professional.

We will identify safe places and resources that are available for help for ourselves or a friend in need.

Essential Questions

- Why is it so important for people to seek help for their mental health challenges and why is it hard for people to do so?

Learning Progressions

Students should already be able to identify several mental health challenges. They have learned about depression and the signs of suicide, during freshman health class. Students will be evaluating their own mental health, identifying ineffective coping mechanisms that they already use, and developing ways to cope more effectively. They will also be learning how to help a friend in crisis and what to do when a friend is suicidal. Next year, during senior health classes, students will be learning about stress reduction.

Vocabulary - Essential terms for the unit

Mental Health, Developmental Disability, Coping, Stress, Bipolar Disorder, Anxiety Disorders, Self-Esteem, Autism, Schizophrenia, Depression, Eating Disorder, Borderline Personality Disorder, Addiction, Psychologist, Suicide

Texts and Resources for the Unit

The Human Power Project- Behind Happy Faces Curriculum, humanpowerproject.com
Szabo, Ross. *Behind Happy Faces: Taking Charge of your Mental Health, a guide for young adults*. Los Angeles: Volt Press, 2007

Technology Integration Strategies and Resources

Powerpoint

Video Clips

Learning Plan/Deep Learning Competencies:

Deep Learning Competencies: Turn and Talk discussions, Role play, Critical Thinking, Collaboration, Communication, Citizenship

Video Clips to introduce each lesson, Lecture, Powerpoint, Group work activities. Students will break out into small groups and brainstorm about mental health. Their ideas will go on poster paper for other groups to see. Groups will work together to organize mental health challenges into categories posted on the walls with velcro. Students will turn and talk with partners about coping strategies.

Common Assessment

Assessment will be uploaded when finalized

Formative Assessment**Differentiation for Struggling Learners**

Extended Time, Help after school, Consultation with special education teachers and case managers.

Differentiation for ELL learners

ELL consultations, Use of translators on chromebooks.

Differentiation for Students who have already mastered the content

Have them facilitate class discussions

Common Misconceptions

People are either mentally ill or mentally healthy. There is no in between. Mental illness is a sign of weakness. You can't prevent mental health problems. "I'm depressed" is the same as saying "I am sad." Depression is the same for everyone. Depression is a women's issue. Anxiety and panic disorders are the same. Mental illness only affects the mind. Only some people have mental health. Physical health problems are worse than mental health problems. You can't recover from mental illness. Mental health problems are rare.

Standards

1.1.1, 1.1.2, 1.7.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.3, 2.6.1, 2.6.2, 2.6.3, 2.7.1, 2.7.2, 2.7.3,

Unit: Becoming an Ally- LGBTQ+: 1 Class

Overview -

The students will learn LGBTQ+ terminology and discuss ways that they can increase ally behavior in the school community.

I Can Statements

We will define ally.

We will understand the differences between the common terms: sex assigned at birth, gender identity, gender expression, and sexual orientation.

We will use "Stop it, Name it, Claim it" to respond to anti-LGBTQ language and behaviors.

Essential Questions

- Why is it important to become an ally?

Learning Progressions/Deep Learning

This is the first time that the students will be exposed to this topic in a school setting. They will come in knowing some of the terminology but may not be able to define the terms appropriately. The students were exposed to the "Stop it, Name it, Claim it" strategy in middle school. The students will become more familiar with LGBTQ+ terminology during this lesson and be able to use it appropriately in everyday life.

Vocabulary - Essential terms for the unit

Ally, Sex assigned at birth, Gender identity, Gender expression, Sexual orientation, Gender Binary, LGBTQ, Lesbian, Gay, Bisexual, Transgender, Questioning, Homophobia/Transphobia

Texts and Resources for the Unit

Creating Safe Space for GLBTQ Youth: a Toolkit

Youth Pride Inc.

BHS Gay/Straight Alliance

Technology Integration Strategies and Resources

Powerpoint

Learning Plan/Deep Learning Competencies:

Deep Learning Competencies: Turn and Talk discussions, Classroom Discussions, Guided Imagery, Introduction to terms using powerpoint, Role play, Critical Thinking, Collaboration, Communication, Citizenship

Students will be introduced to common terms through a powerpoint presentation and have class discussions on how to be an ally. There will be a guided imagery exercise, where students see the world from different perspectives.

Common Assessment

No Assessment

Formative Assessment

No Assessment

Differentiation for Struggling Learners

Extended Time, Help after school, Consultation with special education teachers and case managers.

Differentiation for ELL learners

ELL consultations, Use of translators on chromebooks.

Differentiation for Students who have already mastered the content

Have them facilitate class discussions

Common Misconceptions

Sex assigned at birth, gender identity, sexual orientation, and gender expression are all independent variables. Gender does not exist in only two forms.

Standards

1.1.2, 1.3.1, 1.5.1, 2.1.2, 5.1.1, 5.2.1, 5.2.3, 5.4.1, 5.7.3, 5.7.4