

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

FIRST AID, FITNESS AND NUTRITION

Length of Course: Semester

Elective/Required: Elective

School: High Schools

Student Eligibility: Grades 9-12

Credit Value: 2.5

Date Approved: 8/24/15

FIRST AID, FITNESS AND NUTRITION

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Modifications will be made to accommodate IEP Mandates for classified students.

STATEMENT OF PURPOSE

The purpose of this elective course is to provide an opportunity for interested students to study First Aid, Fitness, and Nutrition in greater depth than what is possible in their required health education program. Students will demonstrate an understanding of the importance of accident prevention as a facet of first aid and personal safety. Opportunity to acquire first aid knowledge beyond basic emergency procedures will be provided, as well as certification in Adult, Child, and Infant CPR, along with AED certification. Students will gain an understanding of the need and importance for physical fitness and how to develop, measure, and evaluate their own personal fitness program. Students will demonstrate an understanding of the relationship between physical fitness and nutrition, and the role of nutrition and its importance to fitness, health, disease prevention and everyday functioning.

Course Objectives

Students will be able to understand that recognizing the signs and symptoms, and knowing the causes and proper treatment steps of cardiac and breathing emergencies, can help prevent serious emergencies and save lives.

Students will be able to understand how to use different techniques based on availability.

Students will be able to understand that wounds and bleeding are common injuries that must be handled with a sense of urgency.

Students will be able to understand that Shock is life threatening and symptoms can appear with any type of injury or illness.

The students will be able to understand the causes, signs, symptoms, and treatment of musculoskeletal, soft tissue and all other injuries to extremities and other areas of the body.

Students will be able to understand that these illnesses can happen to anyone at any time, and they must be knowledgeable and aware of the potential symptoms and care.

Students will be able to understand that certain situations can be avoided through knowledge and education. Students will be able to understand that stabilizing a situation is a very important part of first aid.

Students will be able to understand how to recognize and treat extreme heat/cold emergencies.

Students will be able to understand the severity of making the proper decision in moving and transporting an injured person.

Students will be able to understand that people with disabilities present a separate group of challenges when applying first aid procedures.

Students will be able to understand that Physical Fitness is measured through both health-related and motor components, and it creates valuable side effects that will impact every part of their lives.

Timeline

First Unit:	Basic First Aid and CPR	10 - 12 days
	Basic first aid	
	CPR	
	- Proper technique	
	- AED	
	- Choking emergencies	
	- Avoiding danger	
Second Unit:	Bleeding Emergencies, burns and Shock	12 - 15 days
	Bleeding emergencies	
	- Recognizing and dealing with	
	- Types of open wounds	
	- Internal bleeding	
	- Dressing wounds	
	Burns	
	- Types of burns	
	- How to deal with them	
	Shock	
	- Causes	
	- Care	
Third Unit:	All Types of Injuries	3 - 5 days
	- Soft tissue	
	- Back injuries	
Fourth Unit:	Sudden Illness, Poisoning and bites/stings	3 - 5 days
	- Fainting and diabetic issues	
	- Poisoning	
	- Bites and stings	
Fifth Unit:	Childbirth Safety	2 - 4 days
	Recognizing issues	
	What to do until help arrive	
Sixth Unit:	Other issues	3 - 5 days
	Recognizing drug abuse emergencies	
	Moving a victim safely	
	Treating victims with disabilities, elderly and language barriers	
Seventh Unit:	Fitness aspects and assessments	12 - 15 days
	What fitness means	
	Health-related and motor components	
	Factors that affect fitness	
	Different assessments	
	Health-related positive side effects	
	Motor components and the importance of them	

Eighth Unit: Fitness training and goals	8 - 10 days
How to set goals	
How to design a program based on needs	
Proper training techniques	
How to train and improve fitness levels	
Ninth Unit: Nutrition	12 - 15 days
Understanding basic nutrition	
How to read food labels	
Sources of different nutrients	
How nutrients work with your body	
Food pyramid and food plates	
Organic and non-organic foods	
Different countries food intake	
Tenth Unit: Diet and Digestive systems	10 - 12 days
How to plan a diet	
How diet and exercise positive relationship	
Metabolism	
How people gain and lose weight	
Understanding fad diets	
Different dietary needs for different types of people	
Function of digestive and excretory systems	
Digestive disorders	

FIRST AID – General Information, Cardiac and Breathing Emergencies

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. **Standard 2.2 Integrated Skills** – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Unit Objectives/Enduring Understandings: Students will be able to understand that recognizing the signs and symptoms, and knowing the causes and proper treatment steps of cardiac and breathing emergencies, can help prevent serious emergencies and save lives. Students will be able to understand how to use different techniques based on availability.

Essential Questions: What are the proper steps to follow when confronted with emergency situations? Why is it important to know basic first aid procedures? How can you avoid becoming a victim while trying to help?

Unit Assessment: Teacher Observation, Written/Oral Assessment, Q and A, Projects/Presentations, Final Essay/Tests

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.2.12.A.1 – Employ skills for communicating with family, peers, and people with other backgrounds and cultures that may impact the health of oneself and others. 9.12.A.39 - Identify response techniques to create a disaster and/or emergency response plan.	-Recognize risk factors for breathing and cardiac emergencies -Signs, symptoms and treatment of cardiac and breathing emergencies -Proper procedures for implementing CPR -Proper procedures for using the AED machine -Proper procedures for choking, etc.	-Safely administer CPR in an emergency situation -Safely administer and use the AED machine in an emergency situation -Safely administer the Heimlich Maneuver in an emergency situation		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	

FIRST AID – Bleeding Emergencies, Wounds, Burns and Shock

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. **Standard 2.2 Integrated Skills** – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Unit Objectives/Enduring Understandings: Students will be able to understand that wounds and bleeding are common injuries that must be handled with a sense of urgency. Students will be able to understand that Shock is life threatening and symptoms can appear with any type of injury or illness.

Essential Questions: What are the proper steps for controlling a bleeding emergency? How do you determine if a victim is exhibiting signs of shock? How do you deal with different burns?

Unit Assessment: Teacher Observation, Written/Oral Assessment, Q and A, Projects/Presentations, Final Essay/Tests

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.D.1 – Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults, and proper preventive strategies. 2.1.12.D.6 – Demonstrate first aid procedures, including basic life support and external fibrillation, caring for head trauma, bone/joint emergencies, caring for cold/heat injuries, and responding to medical emergencies.	-Blood Components -Blood Vessels -Signs of Life Threatening Bleeding -How to Control External Bleeding -Signs/Symptoms of Internal Bleeding -Care for Internal Bleeding -Types of Open Wounds -Signs/Symptoms of Infection -Dressings and Bandages -Types/Degrees of Burns -Care for Burns -Cause of Shock -Signs/Symptoms of Shock -Care for Shock Victims	-Recognize the signs of severe bleeding -Follow the proper steps to control bleeding -Identify symptoms of internal bleeding -Apply the proper techniques to control bleeding -Apply the proper bandages to wounds -Determine if a wound is infected -Apply proper dressings and bandages to fellow students or manikins -Determine potentially dangerous situations or activities that can cause wounds or burns -Treat a person who is suffering the symptoms of shock -Get a potentially dangerous situation under control	Lecture Diagrams Labeling Role Play Bulletin Boards Posters Cooperative Activities Guest Speakers Class Discussion Student Presentations Internet Research Videos/DVDs Whiteboards Journal Writing Group Work Power Points Practice on Manikins	Pre-Assessment Worksheets Class Discussion Homework Quiz/Tests Projects Posters Oral Presentations Q and A Teacher Lecture Reports Research Practical Application

FIRST AID – Bleeding Emergencies, Wounds, Burns and Shock (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.2.12.A.1 – Employ skills for communicating with family, peers, and people with other backgrounds and cultures that may impact the health of oneself and others.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	

FIRST AID – All Types of Injuries (Musculoskeletal, Soft Tissue, Extremities, etc.)

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. **Standard 2.2 Integrated Skills** – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Unit Objectives/Enduring Understandings: The students will be able to understand the causes, signs, symptoms, and treatment of Musculoskeletal, soft tissue and all other injuries to extremities and other areas of the body. The students will be able to understand how to safely deal with a possible back injury.

Essential Questions: Faced with having to treat a serious injury, how to do you determine the proper treatment and whether or not to transport the victim? How do you stabilize someone until help arrives?

Unit Assessment: Teacher Observation, Written/Oral Assessment, Q and A, Projects/Presentations, Final Essay/Tests

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.D.1 – Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults, and proper preventive strategies. 2.1.12.D.6 – Demonstrate first aid procedures, including basic life support and external defibrillation, caring for head trauma, bone/joint emergencies, caring for cold/heat injuries, and responding to medical emergencies.	-Types of Soft Tissue Injury -Treatment of Soft Tissue injury -Review of Musculoskeletal System -Types of Injury to the Musculoskeletal System (fractures, sprains, etc.) -Signs/Symptoms of Musculoskeletal Injuries -Treatment of Musculoskeletal Injuries -Immobilization and Consideration for Transporting -Upper Extremity Injuries - signs and treatment -Lower Extremity Injuries – signs and treatment -Head, Neck and Back Injuries – signs and treatment -Chest, Abdomen, and Pelvis Injuries – signs and treatment	-Recognize and treat a soft tissue injury -Label the various parts of the Musculoskeletal System -Determine and treat various Musculoskeletal injuries -Recognize the signs to immobilize an injury -Determine when it is proper procedure to transport a victim -Recognize the signs and treat upper extremity injuries -Recognize the signs and treat lower extremity injuries -Recognize the signs and treat head, neck and back injuries -recognize the signs and treat chest, abdomen, and pelvis injuries	Lecture Diagrams Labeling Role Play Bulletin Boards Posters Cooperative Activities Guest Speakers Class Discussion Student Presentations Internet Research Videos/DVDs Whiteboards Journal Writing Group Work Power Points Practice on Manikins	Pre-Assessment Worksheets Class Discussion Homework Quiz/Tests Projects Posters Oral Presentations Q and A Teacher Lecture Reports Research Practical Application

FIRST AID – All Types of Injuries (Musculoskeletal, Soft Tissue, Extremities, etc.) (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.2.12.A.1 – Employ skills for communicating with family, peers, and people with other backgrounds and cultures that may impact the health of oneself and others. 9.12.A.39 - Identify response techniques to create a disaster and/or emergency response plan.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	

FIRST AID – Sudden Illness, Poisoning, Bites/Stings

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. **Standard 2.2 Integrated Skills** – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Unit Objectives/Enduring Understandings: Students will be able to understand that these illnesses can happen to anyone at any time, and they must be knowledgeable and aware of the potential symptoms and care. Students will be able to understand that their reaction time as a first aider is of extreme importance for a successful outcome.

Essential Questions: How can knowing the causes of sudden illnesses help to avoid their occurrences in the first place? Why is it important to react quickly to these emergencies?

Unit Assessment: Teacher Observation, Written/Oral Assessment, Q and A, Projects/Presentations, Final Essay/Tests

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.D.1 – Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults, and proper preventive strategies. 2.1.12.D.6 – Demonstrate first aid procedures, including basic life support and external defibrillation, caring for head trauma, bone/joint emergencies, caring for cold/heat injuries, and responding to medical emergencies.	-Signs and Treatment for Fainting -Signs and Treatment for Diabetic Emergencies -Signs and Treatment for Seizures -Signs and Treatment for Stroke -What constitutes a Poison -How Poisons enter the Body -Signs, Symptoms and Treatment of Poisoning -Signs, Symptoms and Treatment for Bites and Stings, including Lyme’s Disease	-Recognize the signs and symptoms of a Fainting victim -Properly treat a fainting victim -Recognize the signs and symptoms of a Diabetic Emergency -Properly treat a person suffering from a diabetic emergency -Recognize the signs and symptoms of a poisoning emergency -Properly treat many different types of poisoning emergencies. -Recognize the signs and symptoms of various different types of bites and stings -Properly treat bites and stings -Recognize the signs and symptoms of Lyme’s Disease	Lecture Diagrams Labeling Role Play Bulletin Boards Posters Cooperative Activities Guest Speakers Class Discussion Student Presentations Internet Research Videos/DVDs Whiteboards Journal Writing Group Work Power Points Practice on Manikins	Pre-Assessment Worksheets Class Discussion Homework Quiz/Tests Projects Posters Oral Presentations Q and A Teacher Lecture Reports Research Practical Application

FIRST AID – Sudden Illness, Poisoning, Bites/Stings (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.2.12.A.1 – Employ skills for communicating with family, peers, and people with other backgrounds and cultures that may impact the health of oneself and others. 9.12.A.39 - Identify response techniques to create a disaster and/or emergency response plan.		-Properly treat and get the proper care for someone suffering from Lyme's Disease -Recognize potential hazardous substances to avoid poisoning -Recognize potential hazardous insects and animals in regards to bites and stings		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	

FIRST AID – Childbirth, Safety, When Help is Delayed

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. **Standard 2.2 Integrated Skills** – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Unit Objectives/Enduring Understandings: Students will be able to understand that certain situations can be avoided through knowledge and education. Students will be able to understand that stabilizing a situation is a very important part of first aid.

Essential Questions: What things in your own life (at work, play, home, etc.) can you change so that you are more properly prepared to deal with emergency situations? What could go wrong during childbirth that may cause a medical emergency? How would you deal with that emergency?

Unit Assessment: Teacher Observation, Written/Oral Assessment, Q and A, Projects/Presentations, Final Essay/Tests

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.D.1 – Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults, and proper preventive strategies. 2.1.12.D.6 – Demonstrate first aid procedures, including basic life support and external defibrillation, caring for head trauma, bone/joint emergencies, caring for cold/heat injuries, and responding to medical emergencies.	-What Pregnancy Means -The Birth Process -Preparing for Labor -How to Assist with a Delivery -How to Care for the Newborn -How to Care for the Mother -How to Deal with Complications in the Birthing Process -How to Deal with Emergencies When Help is Delayed in Rural Areas, Wilderness, and Other Environments -How to Apply Emergency Action Steps -How to Care for the Victim -How to Handle Difficult Decisions -How to Protect the Victim from Further Harm -How to Live Safer and Healthier	-Recognize a pregnancy and know the proper steps to assist in a birth -Follow the proper treatment steps for the baby and the mother in assisting in a childbirth -Recognize that help will be delayed and how to properly stabilize the situation until help arrives -Successfully apply the Emergency Action Steps for all situations -Make tough decisions in treating a victim -Protect victims from further harm -Live a safer and happier life by knowing and recognizing potentially dangerous situations, and being better prepared for emergencies.	Lecture Diagrams Labeling Role Play Bulletin Boards Posters Cooperative Activities Guest Speakers Class Discussion Student Presentations Internet Research Videos/DVDs Whiteboards Journal Writing Group Work Power Points Practice on Manikins	Pre-Assessment Worksheets Class Discussion Homework Quiz/Tests Projects Posters Oral Presentations Q and A Teacher Lecture Reports Research Practical Application

FIRST AID – Childbirth, Safety, When Help is Delayed (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.2.12.A.1 – Employ skills for communicating with family, peers, and people with other backgrounds and cultures that may impact the health of oneself and others. 9.12.A.39 - Identify response techniques to create a disaster and/or emergency response plan.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	

FIRST AID – Substance Abuse, Heat/Cold Exposure, Reaching/Moving Victims, Persons with Disabilities

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. **Standard 2.2 Integrated Skills** – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Unit Objectives/Enduring Understandings: Students will be able to understand that any and all substances can be abused and misused. Students will be able to understand how to recognize and treat extreme heat/cold emergencies. Students will be able to understand the severity of making the proper decision in moving and transporting an injured person. Students will be able to understand that people with disabilities present a separate group of challenges when applying first aid procedures.

Essential Questions: What are the factors that will determine whether or not a victim should be moved when applying first aid procedures? What obstacles will you face as a first aider when treating a person with disabilities ?

Unit Assessment: Teacher Observation, Written/Oral Assessment, Q and A, Projects/Presentations, Final Essay/Tests

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.D.1 – Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults, and proper preventive strategies. 2.1.12.D.6 – Demonstrate first aid procedures, including basic life support and external defibrillation, caring for head trauma, bone/joint emergencies, caring for cold/heat injuries, and responding to medical emergencies.	-Definition of Substance Abuse and Misuse -The Meaning of Drug, Dependency, Tolerance, Overdose, and Withdrawal -The Common Misused and Abused Substances -Signs and Symptoms of Substance Misuse and Abuse -Care and Treatment of Substance Misuse and Abuse -Preventing Substance Misuse and Abuse -Signs and Symptoms of Heat and Cold Emergencies -Treatment of Heat and Cold Emergencies -Preventing Heat and Cold Emergencies -How to Reach, Treat and Move Victims on Land and in Water	-Recognize Substance Abuse -Properly treat victims of substance abuse -Recognize the signs and symptoms of heat/cold exposure -Apply the proper first aid procedures for heat/cold exposure -Consider the proper first aid procedures for moving a victim from hazardous situations -Perform the proper first aid procedures for people with handicaps and disabilities -Perform the proper procedures for dealing with the elderly and people with language barriers -Prevent potentially dangerous situations from escalating into more severe situations	Lecture Diagrams Labeling Role Play Bulletin Boards Posters Cooperative Activities Guest Speakers Class Discussion Student Presentations Internet Research Videos/DVDs Whiteboards Journal Writing Group Work Power Points Practice on Manikins	Pre-Assessment Worksheets Class Discussion Homework Quiz/Tests Projects Posters Oral Presentations Q and A Teacher Lecture Reports Research Practical Application

FIRST AID – Substance Abuse, Heat/Cold Exposure, Reaching/Moving Victims, Persons with Disabilities (Con’t)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.2.12.A.1 – Employ skills for communicating with family, peers, and people with other backgrounds and cultures that may impact the health of oneself and others. 2.2.12.C.2 - Judge how individual or group adherence, or lack of adherence to core ethical values impacts the local, national and worldwide community. 2.2.12.C.3 - Analyze current issues facing the disability community and make recommendations to address those issues. 9.12.A.39 - Identify response techniques to create a disaster and/or emergency response plan.	-How to Treat Spinal Injuries -How to Handle Ice Rescues -How to treat Infants and Children -How to Treat People with Handicaps and disabilities -How to Deal with Language Barriers and the Elderly			
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	

PHYSICAL FITNESS – Intro, Health/ Motor Components, Value and Assessing Fitness Levels

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. **Standard 2.2 Integrated Skills** – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. **Standard 2.6 Fitness** – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Unit Objectives/Enduring Understandings: Students will be able to understand that Physical Fitness is measured through both health-related and motor components, and it creates valuable side effects that will impact every part of their lives.

Essential Questions: What does physical fitness mean? What do you need to include to create a fitness plan for yourself?

Unit Assessment: Teacher Observation, Q and A, Written/Oral Assessment, Physical Skills Test, Projects/Presentations, Final Tests/Essays

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.2.12.A.1 – Employ skills for communicating with family, peers, and people with other backgrounds and cultures that may impact the health of oneself and others. 2.6.12.A.1 – Compare the short and long-term impact on wellness associated with physical inactivity 2.6.12.A.2 – Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles	-Definition of Physical Fitness -The Components of Health-Related Physical Fitness -The Motor Components of Physical Fitness The Value of Physical Fitness -Factors that Affect Fitness -How to Assess Cardiovascular Fitness -How to Assess Muscular Strength -How to Assess Muscular Endurance -How to Assess Flexibility -How to Assess Body Composition -Physical Fitness Creates Valuable Side Effects -There are 4 Basic Measures of Health – Related Fitness: Cardiovascular Fitness, Muscular Strength, Muscular Endurance, and Flexibility	-Explain what fitness means -Identify the Motor components of physical fitness -Perform various physical exercises that will help them improve their fitness levels -Identify the factors that influence fitness levels -Use a skin fold caliper to assess body composition -Perform various flexibility exercises to increase their range of motion -Assess their own fitness levels by completing various fitness routines -Plan an exercise routine that fits their lifestyle	Lecture Diagrams Labeling Role Play Bulletin Boards Posters Cooperative Activities Guest Speakers Class Discussion Student Presentations Internet Research Videos/DVDs Whiteboards Journal Writing Group Work Power Points	Pre-Assessment Worksheets Class Discussion Homework Quiz/Tests Projects Posters Oral Presentations Q and A Teacher Lecture Reports Research Practical Application Physical Tests

PHYSICAL FITNESS – Intro, Health/ Motor Components, Value and Assessing Fitness Levels (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.6.12.A.4 – Compare and contrast the impact of health-related fitness components as a measure of fitness and health. CRP1 - Act as a responsible and contributing citizen and employee.	-Motor Components Include Power, Balance, Agility, Speed, Coordination, and Reaction Time			
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	

PHYSICAL FITNESS – Principles of Training, Fitness Programs

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. **Standard 2.2 Integrated Skills** – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. **Standard 2.6 Fitness** – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Unit Objectives/Enduring Understandings: The students will understand that fitness training can be adjusted based on need. The students will be able to create a fitness program for themselves.

Essential Questions: What does overload mean when talking about training? What is one thing that can be done to improve overall fitness?

Unit Assessment: Teacher Observation, Q and A, Written/Oral Assessment, Physical Skills Test, Projects/Presentations, Final Tests/Essays

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.6.12.A.4 – Compare and contrast the impact of health-related fitness components as a measure of fitness and health. CRP1 - Act as a responsible and contributing citizen and employee.	-You should always set realistic goals in any program -Programs should be designed to fit your needs -The function of the cardiovascular System -The function of the Muscular System -How to train and improve the cardiovascular and muscular systems -How to increase flexibility			
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	

NUTRITION – Basic Nutrients, Calories, Food Shopping

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Unit Objectives/Enduring Understandings: Students will be able to understand that eating habits and diet will have life-long effects on numerous health issues that will have a major impact on their futures.

Essential Questions: What things would you change in your diet to help maintain a healthy weight for your future years? Why do so many other countries have less health problems than we do in U.S. related to weight issues? Why do we in the U.S. have more food and poorer diets than most civilized nations?

Unit Assessment: Teacher Observation, Written/Oral Assessment, Q and A, Projects/Presentations, Final Essay/Tests

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.B.1 – Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 – Compare and contrast the dietary needs and eating habits of adolescents and young adults in the U.S. and other countries. 2.1.12.B.3 – Analyze the unique contributions of each nutrient class (fats, carbohydrates, proteins, water, vitamins, and minerals).	-There are six basic nutrients -Water is an important and essential nutrient -Food labels provide information on the type and quantity of nutrients in each item -Food additives provide color and flavor, retard spoilage, and add nutrients -Sources of the different nutrients -The various nutrients function in the body -Basic components of the Food Pyramid and My Plate -How to shop for healthy foods based on nutrient information, etc. -How to be a better consumer in food shopping -How to differentiate between good and bad food additives -Food companies package their products to sell	-Label the different areas of the Food Pyramid -Understand the function of each nutrient -Read a food label and understand all of its' components -Identify which food additives are healthy and which ones are not healthy -Compare and contrast different brands based on their label content and nutrient information -Compare and contrast different prices for the same foods among different brands -Select foods based on healthy and unhealthy additives and content -Demonstrate an understanding that packaging has an influence on the purchasing of certain foods.	Lecture Diagrams Labeling Role Play Bulletin Boards Posters Cooperative Activities Guest Speakers Class Discussion Student Presentations Internet Research Videos/DVDs Whiteboards Journal Writing Group Work Power Points	Pre-Assessment Worksheets Class Discussion Homework Quiz/Tests Projects Posters Oral Presentations Q and A Teacher Lecture Reports Research Practical Application

NUTRITION – Basic Nutrients, Calories, Food Shopping (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CPR1 - Act as a responsible and contributing citizen and employee.	-The difference between organic and non-organic foods -Different countries have different foods as part of their regular diets -Product dating and unit pricing	-Research nutrients, foods, food labels, etc. on the internet -Research foods of other countries -Compare and contrast unit pricing and packaging		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	

NUTRITION – Healthy Diet, Digestive and Excretory Systems

Targeted State Standards: Standard 2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Unit Objectives/Enduring Understandings: Students will be able to understand that Physical Fitness and good nutrition have a positive relationship, and a healthy diet alone is not enough to maintain proper weight and fitness levels.

Essential Questions: What are the components of a healthy diet, and what changes would you make in your own diet to maintain proper weight and health for your future?

Unit Assessment: Teacher Observation, Written/Oral Assessment, Q and A, Projects/Presentations, Final Essay/Tests

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.B.1 – Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 – Compare and contrast the dietary needs and eating habits of adolescents and young adults in the U.S. and other countries. 2.1.12.B.3 – Analyze the unique contributions of each nutrient class (fats, carbohydrates, proteins, water, vitamins, and minerals).	-The USDA guidelines can be used in planning a nutritious diet -Physical Fitness and nutrition have a positive relationship -How to plan a healthy diet -How to determine caloric needs -The explanation of metabolism and how it effects activity and inactivity, and its effects on weight loss and gain -How people gain and lose weight -The many different types of diets, including “Fad” diets -The types, causes, and treatment of eating disorders -That people of special populations, like pregnant women, athletes, diabetics, etc., have different dietary needs. -The different parts and functions of the digestive and excretory systems	-Plan a nutritious diet -Examine their own diet, evaluate it, and determine where it is “good” and where it is “bad” -Explore the diets of different groups of people (other countries, various religions, diabetics, vegetarians, athletes, etc.) -Identify the different parts of the digestive and excretory systems -Research “Fad” diets and analyze which ones are healthy and which ones are not -Keep a log or journal of your eating and exercise habits, and evaluate it -Understand the function of the digestive and excretory systems	Lecture Diagrams Labeling Role Play Bulletin Boards Posters Cooperative Activities Guest Speakers Class Discussion Student Presentations Internet Research Videos/DVDs Whiteboards Journal Writing Group Work Power Points	Pre-Assessment Worksheets Class Discussion Homework Quiz/Tests Projects Posters Oral Presentations Q and A Teacher Lecture Reports Research Practical Application

NUTRITION – Healthy Diet, Digestive and Excretory Systems (Con’t)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CRP1 - Act as a responsible and contributing citizen and employee.	-The causes of the different types of digestive disorders, and how to recognize the symptoms and get the proper treatment			
Resources: Essential Materials, Supplementary Materials, Links to Best Practices NJ Core Curriculum Content Standards 2014 Best Practices Internet Supportive DVDs/Videos American Red Cross AAPAR – American Association for Physical Activity and Recreation American Heart Association www.americanheart.org American Stroke Association www.strokeassociation.org www.discoveryeducation.org			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Study Guides Utilize Peer Tutors Assign Specific Roles for Group Work Consult and Follow IEPs and 504 Plans Modify Curriculum to Suit Individual Needs Differentiate Instruction Based on Individual Needs Adapt Lessons to Accommodate Multiple Intelligences	