

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 PHYSICAL EDUCATION DEPARTMENT  
 FIRST AID GRADE 11  
First Aid & CPR Curriculum Guide

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| <p><b>Pacing Guide:</b><br/> <b>Grade 11 First Aid and CPR is a marking period course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</b></p> | <p>First Aid &amp; CPR – (1 Marking Period)</p> <p>Unit 1 – Introduction to First Aid &amp; Shock (2 weeks)</p> <p>Unit 2 – Breathing Emergencies, CPR, &amp; AED (3 weeks)</p> <p>Unit 3 – Wounds &amp; Burns (2 weeks)</p> <p>Unit 4 – Bone/Joint Injuries &amp; Poisons (2 weeks)</p> <p>Unit 5– Suicide, Bullying, Drugs, &amp; Organ Donation (2 weeks)</p>  |
| <p><b>Interdisciplinary Standards</b></p>   | <p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

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| <p><b>Technology Standards:</b><br/>       8.1 Educational Technology</p> <p>8.2. Technology Education, Engineering, Design, and Computational Thinking-Programming</p> | <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial</p> <p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world</p> |
| <p><b>21st Century Skills Standards:</b><br/>       9.1 Personal Financial Literacy<br/>       9.2 Career Awareness, Exploration, and Preparation</p>                   | <p>9.1.12.A.3 - Analyze the relationship between various careers and personal earning goals.</p> <p>9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p>  |
| <p><b>Career Ready Practices:</b></p>   | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>  |

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**Differentiation/Accommodations/Modifications**

| <b>Gifted and Talented</b>  | <b>English Language Learners</b>   | <b>Students with Disabilities</b>  | <b>Students at Risk of School Failure</b>   |
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| <p><i>(content, process, product and learning environment)</i></p> <ul style="list-style-type: none"> <li>• Multi-Sensory Approach</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Encourage the Use of Creativity</li> <li>• Opportunities for Open-Ended Activities</li> <li>• Competitive and Collaborative Projects</li> </ul> | <p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Internet bilingual dictionaries during class and assignments</li> <li>• Word banks for tests</li> <li>• Extended time for all assignments</li> <li>• Internet text translators</li> <li>• Modified requirements</li> <li>• Print out PowerPoint notes</li> </ul> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> <li>• Assigned seating</li> <li>• Modified Assignments</li> <li>• Modified Tests</li> <li>• Print out power point notes</li> <li>• Extended times for tests and assignments</li> <li>• Repeat instructions</li> <li>• Teacher/Parent Communications</li> </ul> | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> <li>• Teacher/Parent Communications</li> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers</li> <li>• Extended time for assignments</li> <li>• Assign peer helper in class</li> <li>• Preferential seating</li> <li>• Provide copy of class notes</li> </ul> |

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| <b>CONTENT: First Aid &amp; CPR</b>   |   |   |  |
| <b>Theme:</b> Introduction to First Aid & Shock   |   |   |  |
| <b>Essential Questions:</b><br>How can you identify an emergency situation?<br>How will general first aid procedures assist you in an emergency situation?  |   |   |  |
| <p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Introduction to First Aid</li> <li>• Definition of First Aid</li> <li>• Who uses first aid</li> <li>• Why is first aid being taught to high school students?</li> <li>• Identifying an emergency situation</li> <li>• 4 general directions for giving first aid</li> <li>• Definition of Shock</li> <li>• What can cause someone to go into shock?</li> <li>• Signs/Symptoms of Shock</li> <li>• How to Treat Shock</li> <li>• Different Types of Shock</li> <li>• Epi Pen</li> </ul> | <p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Students will be able to define first aid and understand the importance of knowing first aid procedures for various emergency situations by class discussions and power point presentations.</li> <li>• Students will be able to identify an emergency situation through unusual sounds, odors, sites, and smell by class discussions.</li> <li>• Students will be able to identify the four “general” directions for giving first aid by observing power point presentations.</li> <li>• Students will be able to define shock and the most common types of shock by observing power point presentations.</li> <li>• Students will be able to identify the signs and symptoms of early and later stages of shock by class discussions and power point presentations.</li> <li>• Students will be able to explain</li> </ul> | <p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Review Game</li> <li>• Test</li> <li>• Mid-Term/Final Exams</li> </ul> | <p><b>Standards:</b><br/>                 2.1.12.A.1<br/>                 2.1.12.D.1<br/>                 2.1.12.D.6</p>   |
|   |   |   | <p><b>Time Frame:</b><br/>                 2 Weeks</p>   |
|   |   |   | <p><b>Materials:</b><br/>                 Syllabus<br/>                 White Board<br/>                 LCD Projector<br/>                 Laptop<br/>                 Epi-Pen (Practice)<br/>                 Work Sheets<br/>                 Index Cards<br/>                 Test</p> |

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|  | <p>how to treat shock by observing power point presentations.</p> <ul style="list-style-type: none"><li>• Students will be able to understand what epinephrine is and how it helps treat someone who is in shock by class discussions.</li><li>• Students will be able to explain and demonstrate how to use an Epi Pen by using a practice Epi-Pen.</li><li>• Students will be able to demonstrate their knowledge on general first aid and shock information by participating in a review game.</li><li>• Students will be able to demonstrate their knowledge on general first aid and shock information by completing a test at the end of the unit.</li></ul> |  |  |
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| <b>CONTENT: First Aid &amp; CPR</b>  |  |   |   |
| <b>Theme:</b> Breathing Emergencies, CPR, & AED  |  |   |   |
| <b>Essential Questions:</b><br>What are the correct procedures that should be taken during specific breathing emergency situations?<br>Why is it important that we teach our youth the correct procedures to use for each breathing emergency?   |  |   |   |
| <b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• Breathing Emergencies</li> <li>• Rescue Breathing</li> <li>• CPR</li> <li>• Choking/ Heimlich Maneuver</li> <li>• AED</li> <li>• “Good Samaritan Laws”</li> </ul> | <b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Students will be able to identify a breathing emergency by class discussions.</li> <li>• Students will be able to understand the “Good Samaritan Laws” by class discussions.</li> <li>• Students will be able to distinguish the difference between rescue breathing, CPR, and choking procedures by class discussions and power point presentations.</li> <li>• Students will be able to explain how to perform rescue breathing by class discussions and demonstrating on Annie Dolls.</li> <li>• Students will be able to explain how to perform CPR by demonstrating on Annie Dolls.</li> <li>• Students will be able to explain how to perform the Heimlich Maneuver by demonstrating on Annie Dolls.</li> <li>• Students will be able to demonstrate their knowledge on all breathing emergency</li> </ul> | <b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)<br><br><ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Review Game</li> <li>• Tests</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Group Video Project</li> <li>• Mid-Term/Final Exams</li> </ul> | <b>Standards:</b><br>2.1.12.D.1<br>2.1.12.D.6<br><br><b>Time Frame:</b><br>3 Weeks<br><br><b>Materials:</b><br>White Board<br>Markers<br>LCD Projector<br>Laptop<br>Annie Dolls<br>Face Shields<br>AED Trainer<br>Handouts<br>Index Cards<br>Test |

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|  | <p>procedures by completing a test.</p> <ul style="list-style-type: none"><li>• Students will be able to demonstrate how to use an AED by practicing on an AED Trainer.</li><li>• Students will be able to demonstrate their knowledge of how to use an AED by completing a test.</li><li>• Students will be able to demonstrate their knowledge on a breathing emergency and the specific first aid procedures that need to be taken by completing a group video project.</li></ul> |  |  |
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| <b>CONTENT: First Aid &amp; CPR</b>  |  |  |   |  |  |  |
| <b>Theme:</b> Wounds & Burns   |  |  |   |  |  |  |
| <b>Essential Questions:</b><br>What first aid procedures should be provided by a Samaritan in order to assist a wound or burn?<br>What preventions should we take to avoid wounds and burns?   |  |  |   |  |  |  |
| <b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• Open Wounds</li> <li>• Infections</li> <li>• Closed Wounds</li> <li>• Degrees of Burns</li> <li>• Different Types of Burns</li> </ul> | <b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Students will be able to distinguish the difference between an open and closed wound by class discussions and power point presentations.</li> <li>• Students will be able to explain the different types of open wounds and how to care for them by observing power point presentations.</li> <li>• Students will be able to identify an infection, signs and symptoms of an infection, and how to care for an infection by observing power point presentations.</li> <li>• Students will be able to explain how to get a closed wound, signs and symptoms of a closed wound, and how to treat a closed wound by observing power point presentations and class discussions.</li> <li>• Students will be able to distinguish the difference between a 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> degree burn by class discussions.</li> </ul> | <b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Review Game</li> <li>• Test</li> <li>• Mid-Term/Final Exams</li> </ul> | <b>Standards:</b><br>2.1.12.A.1<br>2.1.12.C.1<br>2.1.12.D.1<br>2.1.12.D.6 |  |  |  |
|  |  |  |   |  |  | <b>Time Frame:</b><br>2 Weeks  |
|  |  |  |   |  |  | <b>Materials:</b><br>White Board<br>LCD Projector<br>Laptop<br>Internet Resources<br>Power Point<br>Article<br>Handouts<br>Index Cards<br>Test |



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|  | <ul style="list-style-type: none"><li>• Students will be able to explain the proper first aid procedures that need to be taken when receiving a 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> degree burn by class discussions and observing a power point presentation.</li><li>• Students will be able to identify the different types of chemical burns and how to care for it by observing a power point presentation.</li><li>• Students will be able to understand that tanning salons are harmful to the skin as well as laying out in the sun without properly protecting your skin by class discussions and reading an article.</li><li>• Students will be able to demonstrate their knowledge of wounds and burns by participating in a review game.</li><li>• Students will be able to demonstrate their knowledge on wounds and burns by completing a test.</li></ul> |  |  |
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| <b>CONTENT: First Aid &amp; CPR</b>   |   |   |   |
| <b>Theme:</b> Bone/Joint Injuries & Poisons   |   |   |   |
| <b>Essential Questions:</b><br>What first aid procedures should you take to aid bone and joint injuries?<br>How can we prevent ourselves from poison?   |   |   |   |
| <p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Fractures</li> <li>• Dislocations</li> <li>• Sprains</li> <li>• Strains</li> <li>• Ligaments</li> <li>• Tendons</li> <li>• First Aid for Bone Injuries</li> <li>• Poisons</li> <li>• Bites</li> <li>• Stings</li> <li>• Lime Disease</li> </ul> | <p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Students will be able to distinguish the difference between ligaments and tendons by class discussions.</li> <li>• Students will be able to identify a fracture, the different types of fractures, and signs of and symptoms of a fracture by class discussions and observing power point presentations.</li> <li>• Students will be able to explain the proper first aid procedure that should be given for fracture by class discussions.</li> <li>• Students will be able to identify a dislocation, the different types of fractures, and signs of and symptoms of a dislocation by class discussions and observing power point presentations.</li> <li>• Students will be able to explain the proper first aid procedure that should be given for dislocation by class discussions and power point presentations.</li> <li>• Students will be able to identify a</li> </ul> | <p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Review Game</li> <li>• Test</li> <li>• Mid-Term/Final Exams</li> </ul> | <p><b>Standards:</b><br/>                 2.1.12.C.1<br/>                 2.1.12.D.1<br/>                 2.1.12.D.6</p> <hr/> <p><b>Time Frame:</b><br/>                 2 Weeks</p> <hr/> <p><b>Materials:</b><br/>                 LCD Projector<br/>                 Laptop<br/>                 Posters<br/>                 Markers<br/>                 Handouts</p> |

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|  | <p>sprain, the different types of fractures, and signs of and symptoms of a sprain by observing power point presentations.</p> <ul style="list-style-type: none"> <li>• Students will be able to explain the proper first aid procedure that should be given for sprain by observing power point presentations.</li> <li>• Students will be able to identify a strain, the different types of fractures, and signs of and symptoms of a strain by class discussions.</li> <li>• Students will be able to explain the proper first aid procedure that should be given for strain by class discussions and observing power point presentations.</li> <li>• Students will be able to determine what products are poisonous by class discussions.</li> <li>• Students will be able to understand the different types of poisons by class discussions.</li> <li>• Students will be able to explain the different types of bites and stings that are poisonous by participating in a group activity.</li> <li>• Students will be able to identify a tick and explain how it can lead to lime disease by participating in a group activity.</li> <li>• Students will be able to</li> </ul> |  |  |
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|  | <p>demonstrate their knowledge on bone/joint injuries and poisons by participating in a review game.</p> <ul style="list-style-type: none"><li>• Students will be able to demonstrate their knowledge on bone/joint injuries and poisons by completing a test.</li></ul> |  |  |
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| <b>CONTENT: First Aid &amp; CPR</b>   |  |  |   |  |
| <b>Theme:</b> Suicide, Bullying, Drugs, & Organ Donation  |  |  |   |  |
| <b>Essential Questions:</b><br>What importance does organ donation have on saving a life?<br>How is technology increasing the effects of bullying in the world?<br>What role do drugs and alcohol play in our community?                    |  |  |   |  |
| <b>Content</b> <i>(As a result of this learning segment, students will know...)</i><br><br><ul style="list-style-type: none"> <li>• Depression</li> <li>• Suicide</li> <li>• Bullying</li> <li>• Drugs</li> <li>• Organ Donation</li> </ul> | <b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i><br><br><ul style="list-style-type: none"> <li>• Students will be able to explain the different causes of suicide by participating in class discussions.</li> <li>• Students will be able to identify the different situations that could occur with drugs and alcohol once they have graduated by class discussions and watching a DVD.</li> <li>• Students will be able to determine whether or not they would like to be an organ donor by watching a DVD.</li> <li>• Students will be able to demonstrate their knowledge on organ donation by class discussions.</li> <li>• Students will be able to identify the different methods used to bully others as well as the effects of the target by class discussions and watching a DVD.</li> </ul> | <b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)<br><br><ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Mid-Term/Final Exams</li> </ul> | <b>Standards:</b><br>2.1.12.D.3<br>2.2.12.A.2<br>2.2.12.A.3<br>2.2.12.D.1<br>2.3.12.B.3<br>2.3.12.B.4<br>2.4.12.B.4<br>9.1.12.C.3<br>9.2.12.C.1<br>9.2.12.C.3 |  |
|   |  |  | <b>Time Frame:</b><br>2 Weeks   |  |
|   |  |  | <b>Materials:</b><br>Computer Resources<br>Computer<br>DVDs<br>Handouts   |  |