

**Carlstadt-East Rutherford Regional School District
Comprehensive Health and Physical Education Department
First Aid and CPR Curriculum**

Course Description

First Aid and CPR is a marking period course taken during Grade 11 Physical Education that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Course Overview and Pacing Guide

Unit	Topic	Time Frame
1	Introduction to First Aid & Shock, Heart Attacks	1 week
2	Breathing Emergencies, CPR & AED	2 weeks
3	First Steps in First Aid & Seizures, Heat-Related Emergencies	1 week
4	Wounds and Bone & Joint Injuries	2 weeks
5	Head, Neck, and Spine Injuries, Sudden Illnesses	1 week
6	Cold-Related Emergencies, Preventing Heat and Cold-Related Emergencies, Burns	1 week
7	Suicide, Bullying, Drugs, and Organ Donation	1 week

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Computer Science and Design Thinking (Standard 8)	
Core Idea	Performance Expectation
Core Idea: Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Career Readiness, Life Literacies, and Key Skills (Standard 9)	
Core Idea	Performance Expectation
Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
Core Idea: With a growth mindset, failure is an important part of success.	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
Interdisciplinary Connections	
<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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Modifications, Accommodations, and Differentiation			
English Language Learners	IEP / 504	At Risk Students	Gifted and Talented
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities

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Unit Name	Unit 1 - Introduction to First Aid & Shock, Heart Attacks	Time Frame - 1 week
Instructional Materials and Resources	White Board LCD Projector Epi-Pen (Practice) Teacher-prepared Worksheets American Red Cross Virtual Training	
Essential Questions	How can you identify an emergency situation? How will general first aid procedures assist you in an emergency situation? What are common signals of a heart attack? How do you care for someone experiencing a heart attack? How do you reduce the risk factors of heart disease?	

Disciplinary Concept: Personal Growth and Development	
Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.	
Core Idea	Performance Expectation (Standard)
The decisions one makes can influence an individual's growth and development in all dimensions of wellness.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

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Core Idea	Performance Expectation (Standard)
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p> <p>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</p>

Disciplinary Concept: Nutrition	
<p>Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.</p>	
Core Idea	Performance Expectation (Standard)
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<p>2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</p> <p>2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</p>

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Disciplinary Concept: Health Conditions, Diseases and Medicines	
<p>Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.</p>	
Core Idea	Performance Expectation (Standard)
Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
Public health policies are created to influence health promotion and disease prevention and can have global impact.	<p>2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</p> <p>2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</p>

Disciplinary Concept: Dependency, Substances Disorder and Treatment	
<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</p>	
Core Idea	Performance Expectation (Standard)
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

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Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
<p>-Students will learn the definition of first aid and the importance of knowing first aid procedures for various emergency situations.</p> <p>-Students will learn to identify emergency situations using their senses to recognize unusual sounds, sights, and smells.</p> <p>-Students will learn to identify the four “general” directions for giving first aid.</p>	<p>Discussions Videos</p>	<p>Tests Quizzes</p>
<p>-Students will learn about the most common types of shock and to identify the signs and symptoms of early and later stages of shock..</p> <p>-Students will learn to treat shock symptoms.</p> <p>-Students will learn what epinephrine is and how it helps treat someone in shock.</p> <p>-Students will learn to use an EpiPen by using a simulated trainer EpiPen.</p>	<p>Discussions Videos</p>	<p>Tests Quizzes</p>
<p>-Students will learn about heart attack signs and symptoms, as well as how to care for a person experiencing a heart attack.</p> <p>-Students will learn about heart attack prevention.</p>	<p>Discussions Videos</p>	<p>Tests Quizzes</p>

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Unit Name	Unit 2 - Breathing Emergencies, CPR & AED	Time Frame - 2 weeks
Instructional Materials and Resources	White Board LCD Projector CPR Mannequins Face Shields AED Trainer Teacher-prepared Worksheets American Red Cross Virtual Training	
Essential Questions	What are the correct procedures that should be taken during specific breathing emergency situations? Why is it important that we teach our youth the correct procedures to use for each breathing emergency?	

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Core Idea	Performance Expectation (Standard)
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Core Idea	Performance Expectation (Standard)
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p> <p>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</p>

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Core Idea	Performance Expectation (Standard)
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<p>2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</p> <p>2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</p>

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<ul style="list-style-type: none"> -Students will learn to identify a breathing emergency by class discussions. -Students will learn the “Good Samaritan Laws”. -Students will learn the difference between rescue breathing, CPR, and choking procedures. 	<ul style="list-style-type: none"> Discussions Videos 	<ul style="list-style-type: none"> Tests Quizzes
<ul style="list-style-type: none"> -Students will learn to perform rescue breathing on CPR mannequins. -Students will learn to perform CPR on CPR mannequins. -Students will learn to perform the Heimlich Maneuver on CPR mannequins. 	<ul style="list-style-type: none"> Discussions Videos Mannequin Practice Exercises 	<ul style="list-style-type: none"> Tests Quizzes
<ul style="list-style-type: none"> -Students will be learn to use an AED by practicing on an AED Trainer. 	<ul style="list-style-type: none"> Discussions Videos AED Trainer Practice Exercises 	<ul style="list-style-type: none"> Tests Quizzes

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Unit Name	Unit 3 - First Steps in First Aid & Seizures, Heat-Related Emergencies	Time Frame - 1 week
Instructional Materials and Resources	White Board LCD Projector Internet Resources Power Point Teacher-prepared Worksheets American Red Cross Virtual Training	
Essential Questions	What are the first steps that should be taken when applying first aid? How does one recognize and care for a person that is experiencing a seizure? What are the signs and signals of heat-related emergencies?	

Disciplinary Concept: Personal Growth and Development	
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Core Idea	Performance Expectation (Standard)
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Core Idea	Performance Expectation (Standard)
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<p>2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</p> <p>2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</p>

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Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
-Students will learn about Emergency Medical Services (EMS), including how to identify them and when to call for assistance.	Discussions Videos	Tests Quizzes
-Students will learn the four key actions when determining if and when to apply first aid. -Students will learn the S.A.M.P.L.E. acronym and how it applies to first aid procedures.	Discussions Videos	Tests Quizzes
-Students will be able to identify what a seizure is and how to care for a person experiencing a seizure.	Discussions Videos	Tests Quizzes
-Students will be able to define and explain the difference between heat cramps, heat strokes, and heat exhaustion.	Discussions Videos	Tests Quizzes

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Unit Name	Unit 4 - Wounds and Bone & Joint Injuries	Time Frame - 2 weeks
Instructional Materials and Resources	White Board LCD Projector Teacher-prepared Worksheets American Red Cross Virtual Training	
Essential Questions	What are open and closed wounds and how do you administer first aid to them? What first aid procedures should you take to aid bone and joint injuries? How can we prevent ourselves from getting poisoned?	

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Core Idea	Performance Expectation (Standard)
Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
Public health policies are created to influence health promotion and disease prevention and can have global impact.	<p>2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</p> <p>2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</p>

Disciplinary Concept: Dependency, Substances Disorder and Treatment	
<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</p>	
Core Idea	Performance Expectation (Standard)
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

**Carlstadt-East Rutherford Regional School District
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First Aid and CPR Curriculum**

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
<ul style="list-style-type: none"> -Students will learn to distinguish various types of open and closed wounds. -Students will learn the location of major arteries, such as the brachial and femoral arteries. 	<ul style="list-style-type: none"> Discussions Videos 	<ul style="list-style-type: none"> Tests Quizzes
<ul style="list-style-type: none"> -Students will learn about fractures, including types, signs, and symptoms. -Students will learn first aid procedures for fractures. 	<ul style="list-style-type: none"> Discussions Videos 	<ul style="list-style-type: none"> Tests Quizzes
<ul style="list-style-type: none"> -Students will learn about dislocations, including types, signs, and symptoms. -Students will learn first aid procedures for dislocations. 	<ul style="list-style-type: none"> Discussions Videos 	<ul style="list-style-type: none"> Tests Quizzes
<ul style="list-style-type: none"> -Students will learn about the similarities and differences between sprains and strains, including types, signs, and symptoms. -Students will learn first aid procedures for sprains and strains. -Students will learn the difference between ligaments and tendons and how it relates to sprains and strains. 	<ul style="list-style-type: none"> Discussions Videos 	<ul style="list-style-type: none"> Tests Quizzes

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Unit Name	Unit 5 - Head, Neck, and Spine Injuries, Sudden Illnesses	Time Frame - 1 week
Instructional Materials and Resources	White Board LCD Projector Teacher-prepared Worksheets American Red Cross Virtual Training	
Essential Questions	When should you suspect a head, neck, and/or spine injury? What are sudden illnesses? How can we prevent ourselves from getting poisoned?	

Disciplinary Concept: Personal Growth and Development

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Core Idea	Performance Expectation (Standard)
The decisions one makes can influence an individual's growth and development in all dimensions of wellness.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

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Disciplinary Concept: Community Health Services and Support	
<p>Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.</p>	
Core Idea	Performance Expectation (Standard)
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p> <p>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</p>

Disciplinary Concept: Nutrition	
<p>Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.</p>	
Core Idea	Performance Expectation (Standard)
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<p>2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</p> <p>2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</p>

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Disciplinary Concept: Health Conditions, Diseases and Medicines	
<p>Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.</p>	
Core Idea	Performance Expectation (Standard)
Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
Public health policies are created to influence health promotion and disease prevention and can have global impact.	<p>2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</p> <p>2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</p>

Disciplinary Concept: Dependency, Substances Disorder and Treatment	
<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</p>	
Core Idea	Performance Expectation (Standard)
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

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Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
<ul style="list-style-type: none"> -Students will learn the signs and symptoms of head, neck, and/or spine injuries. -Students will learn to differentiate between various sudden illnesses. 	<ul style="list-style-type: none"> Discussions Videos 	<ul style="list-style-type: none"> Tests Quizzes
<ul style="list-style-type: none"> -Students will learn symptoms of diabetes and know the difference between Type I and Type II diabetes. -Students will learn about seizures and how to care for a person experiencing a seizure. -Students will learn about strokes and how to care for someone who is experiencing a stroke. 	<ul style="list-style-type: none"> Discussions Videos 	<ul style="list-style-type: none"> Tests Quizzes
<ul style="list-style-type: none"> -Students will learn about various types of poisonous products and their potential effects. -Students will learn about different types of bites and stings that are poisonous. -Students will learn to identify a tick and explain how it can possibly lead to Lyme disease. 	<ul style="list-style-type: none"> Discussions Videos 	<ul style="list-style-type: none"> Tests Quizzes
<ul style="list-style-type: none"> -Students will learn about allergic reactions and how to care for someone experiencing one. 	<ul style="list-style-type: none"> Discussions Videos 	<ul style="list-style-type: none"> Tests Quizzes

**Carlstadt-East Rutherford Regional School District
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Unit Name	Unit 6 - Cold-Related Emergencies, Preventing Heat and Cold-Related Emergencies, Burns	Time Frame - 1 week
Instructional Materials and Resources	White Board LCD Projector Internet Resources Power Points Teacher-prepared Worksheets American Red Cross Virtual Training	
Essential Questions	What are the signs and signals of cold-related emergencies? How do you prevent heat and cold-related emergencies? What first-aid procedures should be provided in order to assist a burn? What prevention should we take to avoid burns? What are some ways to prevent a fire and/or carbon monoxide emergency?	

Disciplinary Concept: Personal Growth and Development	
Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.	
Core Idea	Performance Expectation (Standard)
The decisions one makes can influence an individual's growth and development in all dimensions of wellness.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

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Disciplinary Concept: Community Health Services and Support	
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Core Idea	Performance Expectation (Standard)
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p> <p>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</p>

Disciplinary Concept: Nutrition	
<p>Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.</p>	
Core Idea	Performance Expectation (Standard)
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<p>2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</p> <p>2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</p>

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Disciplinary Concept: Health Conditions, Diseases and Medicines	
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Core Idea	Performance Expectation (Standard)
Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
Public health policies are created to influence health promotion and disease prevention and can have global impact.	<p>2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</p> <p>2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</p>

Disciplinary Concept: Dependency, Substances Disorder and Treatment	
<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</p>	
Core Idea	Performance Expectation (Standard)
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

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Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
-Students will learn different ways to prevent heat and cold-related emergencies.	Discussions Videos	Tests Quizzes
-Students will learn what cold related injuries like frostbite and hypothermia are.	Discussions Videos	Tests Quizzes
-Students will learn the difference between a 1st, 2nd, and 3rd degree burns -Students will learn about chemical burns. -Students will learn about the dangers of tanning salons and other UV related burns. -Students will learn first aid procedures for the various types of burns.	Discussions Videos	Tests Quizzes
· Students will be able to explain how to identify and prevent accidents related to fire safety and carbon monoxide poisoning.	Discussions Videos	Tests Quizzes

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Unit Name	Unit 7 - Suicide, Bullying, Drugs, and Organ Donation	Time Frame - 1 week
Instructional Materials and Resources	White Board LCD Projector Teacher-prepared Worksheets American Red Cross Virtual Training	
Essential Questions	What importance does organ donation have on saving a life? How is technology increasing the effects of bullying in the world? What role do drugs and alcohol play in our community?	

Disciplinary Concept: Personal Growth and Development

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Core Idea	Performance Expectation (Standard)
The decisions one makes can influence an individual's growth and development in all dimensions of wellness.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

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Core Idea	Performance Expectation (Standard)
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p> <p>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</p>

Disciplinary Concept: Nutrition	
<p>Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.</p>	
Core Idea	Performance Expectation (Standard)
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<p>2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</p> <p>2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</p>

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Disciplinary Concept: Health Conditions, Diseases and Medicines	
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Core Idea	Performance Expectation (Standard)
Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
Public health policies are created to influence health promotion and disease prevention and can have global impact.	<p>2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</p> <p>2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</p>

Disciplinary Concept: Dependency, Substances Disorder and Treatment	
<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</p>	
Core Idea	Performance Expectation (Standard)
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

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Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
-Students will learn about causes of suicide and how to recognize suicidal ideation.	Discussions Videos	Tests Quizzes
-Students will learn about the negative effects of drugs and alcohol on health and wellness	Discussions Videos	Tests Quizzes
-Students will learn about organ donation.	Discussions Videos	Tests Quizzes
-Students will about the physical and emotional effects of sexual assault and discuss prevention. -Students will learn about the health effects of bullying and methods of prevention.	Discussions Videos	Tests Quizzes