

**Summit Public Schools
Summit, New Jersey**

Grade Level: 11

**Content Area: Junior Health - First Aid/CPR/AED/Emergency
Response**

Written by: Dave Field

Length of Course: One marking period

Overview:

This course offers students the opportunity to access information that will increase their level of confidence and competence in responding to emergencies. Upon completion of this course, students will be able to understand the concepts and skills needed to recognize emergency situations and respond appropriately until advanced medical personnel arrive and take over. All students will be able to identify when an emergency has occurred, understand the roles in an emergency, follow the emergency action steps, provide basic care for injury and/or illness and follow the Cardiac Chain of Survival. In addition, this course emphasizes the value of a safe and healthy lifestyle. It attempts to alert students to behaviors and situations that contribute to their risk of injury and/or illness and motivate them to make healthy decisions that decrease that risk. Upon completion of this course, students may choose to become certified in Adult and Child First Aid/CPR/AED, by the American Red Cross, however, certification is not required to assist in an emergency situation.

Unit 1: Before Giving Care

Big Ideas: *Course Objectives/ Content Statement(s)*

- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
- Understanding your role in an emergency scene.
- Understanding the barriers that exist that could limit your ability to aid in an emergency situation.
- Knowing and understanding the emergency action steps and how it relates to an emergency situation.
- Understanding how disease is spread and knowing the protocols to mitigate disease spread.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What types of emergencies are there?
- What is a “life-threatening” emergency?
- What is your role in an emergency as a “citizen responder”?
- What situations will prevent you from helping someone in an emergency?
- What is the EMS system?
- How can you be prepared for an emergency?
- What are the emergency action steps?
- What is the difference between a “call first” and a “care first” emergency?
- What conditions must be present for disease to be spread?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Understand the difference between sudden illness and injury.
- Understand the differences between life and non-life threatening emergencies.
- Understand what and how the EMS System works.
- Understand the four primary roles of a citizen responder.
- Understand and Identify the five “Barriers to Action” in every emergency.
- Understand how to be prepared, both physically and mentally, in any emergency.

● Why is it important to obtain consent prior to helping an ill/injured person? ● What are Good Samaritan Laws? ● What is the “Safe-Harmless Law”? ● What should you look out for when responding to an emergency situation? ● How can you safely move an ill/injured person safely?	● Identify and describe the three emergency action steps. ● Understand when to care first or call first in an emergency when you are by yourself. ● Understand the four conditions that must be present for disease to be spread. ● Understand what “standard precautions” are and how to protect yourself when responding to an emergency. ● Understand how to obtain consent, prior to giving aid to an ill/injured person. ● Describe the importance of the “Good Samaritan Laws”. ● Understand the “Safe Harmless Law” as it pertains to drug/alcohol related emergencies. ● Understand the situations when you will need to move an ill/injured person. ● Describe the difference between actual consent and implied consent. ● Describe how to check for life-threatening conditions for an adult or child ● Identify and explain questions you should ask the victim or bystanders in an interview. ● Explain how and when to call poison control. ● Identify the general guidelines to care for any poisoning emergency. ● Describe how to check for non-life-threatening conditions for an adult or child. ● Identify the proper emergency & non-emergency moves to move a victim.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Personal Safety <i>Core Idea:</i> The environment can impact personal health and safety in different ways. ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	Lesson 1: ● <i>The Red Cross Emergency Test (Video)</i> Lesson 2: ● <i>If not you, who?</i> Lesson 3: ● <i>Taking Action</i>

Core Idea: Potential hazards exist in personal space, in the school, in the community, and globally.

- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- • 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

Core Idea: People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Core Idea: Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

Lesson 4:

- *Before Giving Care*

CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections ● Reading Current Events from newspaper, magazine and on-line articles. ● Write a summary of the current event that includes what happened, who responded to the emergency and what preventative measures could have been taken. Technology Integration ● View YouTube videos as they relate to responding to emergencies ● View the <i>First Aid/CPR/AED Instructor's Corner – Digital Materials (emergency scenarios and skill training videos) using a laptop and projector</i> ● Web based articles & sites ● Current media sources ● Use of Google docs, sheets, forms, slides and classroom for peer collaboration. Media Literacy Integration ● Develop presentations that reflect real world situations as they relate to emergency response. ● Utilizing websites that contribute to the understanding of material by the learners.	Formative Assessments: ● Do now assignments relating to new/old material ● Ready reference card ● Fact/Fiction Questions ● Role playing ● Exit tickets, assessing what was learned. Summative Assessments, Projects, and Celebrations: ● Pre-assessment ● Google Form Test and Quizzes ● Red Cross Exam ● Peer assessment ● Teacher observation

Global Perspectives

- Understand that all people from diverse backgrounds and cultures are vulnerable to injury and can benefit from first-aid, CPR and AED awareness.
- Understand that people of varying backgrounds and cultures may respond to emergencies in different ways.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g.	Differentiated materials

	directions, checks for understanding, feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Unit 2: Respiratory and Cardiac Emergencies	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> - Understanding the body systems and their role with quality health - Recognizing signs and symptoms of respiratory emergencies - Understanding protocols in assessing an ill person related to breathing - Recognizing signs and symptoms of cardiac emergencies - Understanding protocols in assessing an ill person related to the heart - Applying first aid procedures related to emergency response	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- What are the different body systems and how do they work together? - What are the causes of respiratory and cardiac emergencies? - What is the difference between respiratory distress and arrest? - What conditions can cause respiratory distress?	Students will understand that: - Understanding the body systems and how they relate and work with each other. - Understanding the procedures for responding to someone in respiratory or cardiac emergencies. - Identify the causes of respiratory and cardiac emergencies and how to respond effectively.

● What are the signs and symptoms of respiratory distress/arrest? ● How do you care for someone in respiratory distress? ● What are the differences in treating children and adults pertaining to respiratory distress/arrest? ● What is conscious choking? ● What is unconscious choking? ● What are the causes of conscious and unconscious choking? ● How can you help someone who is choking? ● What is CPR and how is it performed? ● What is cardiovascular disease? ● What are the causes of cardiovascular disease? ● How can you treat someone who is having a heart attack? ● What is the difference between a heart attack and cardiac arrest? ● What is fibrillation? ● How do you care for someone having a heart attack or if they are in cardiac arrest? ● What is an AED?	● Understanding how to treat someone experiencing respiratory and/or cardiac emergencies. ● Knowing the CPR skills needed to save a life. ● Identify common causes of choking for adults and children and the required care for such a victim. ● Understanding the signs/symptoms of conscious and unconscious choking. ● Knowing the skills needed to perform back blows/abdominal thrusts for conscious choking. ● Knowing the skills needed to perform modified CPR for unconscious choking. ● Understanding the signs/symptoms of someone in respiratory and/or cardiac emergencies. ● Knowing the different types of cardiac emergencies (V-Fib, V-Tach, A-fib, Myocardial Infarction, Angina Pectoris) ● Knowing and understanding the “Cardiac Chain of Survival”. ● Understanding and practicing the skills required to perform CPR (Cardio-Pulmonary Resuscitation). ● Understanding and practicing the skills required to use an AED (Automated External Defibrillator) device.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons

Students will:

Core Idea: Feedback impacts and improves the learning of movement skills and concepts.

- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

Core Idea: The environment can impact personal health and safety in different ways.

- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

Core Idea: Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

Core Idea: There are actions that individuals can take to help prevent diseases and stay healthy.

- 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)

Core Idea: Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

Core Idea: The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

- 2.3.8.HCDM.6: Explain how the immune system fights disease.

Core Idea: Public health policies are created to influence health promotion and disease prevention and can have global impact.

Lesson 5:

- *Body Systems*

Lesson 6:

- *Respiratory Emergencies*

Lesson 7:

- *Cardiac Emergencies*
- *CPR skill practice & evaluation*
- *Conscious and Unconscious Choking*
- *AED*
- *AED skill practice & evaluation*

● 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,). Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections ● Reading Current Events from newspaper, magazine and on-line articles. ● Write a summary of the current event that includes what happened, who responded to the emergency and what preventative measures could have been taken. Technology Integration ● View YouTube videos as they relate to responding to emergencies	Formative Assessments: ● Do now assignments relating to new/old material ● Exit tickets, assessing what was learned. ● Fact/Fiction Worksheet ● Ready reference card ● Fact/Fiction Questions ● Role playing ● Peer evaluations ● Skill work Summative Assessments, Projects, and Celebrations: ● Pre-assessment ● Google Form Test and Quizzes

- View the *First Aid/CPR/AED Instructor's Corner – Digital Materials (emergency scenarios and skill training videos)* using a laptop and projector
- Web based articles & sites
- Current media sources
- Use of Google docs, sheets, forms, slides and classroom for peer collaboration.
- Kahoot

Media Literacy Integration

- Develop presentations that reflect real world situations as they relate to emergency response.
- Utilizing websites that contribute to the understanding of material by the learners.

Global Perspectives

- Understand that all people from diverse backgrounds and cultures are vulnerable to injury and can benefit from first-aid, CPR and AED awareness.
- Understand that people of varying backgrounds and cultures may respond to emergencies in different ways.

- Red Cross Exams
- Kahoot Review
- Peer (skill) assessment
- Teacher observation

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Videos & Film		In the home language																		
Broadcasts		With mentors																		
Models & Figures																				
<table border="1"> <thead> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> </thead> <tbody> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </tbody> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Intervention Strategies																				
Accommodations	Interventions	Modifications																		
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations																		
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials																		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need																		
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading																		

Unit 3: Sudden Illness
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> ● Understanding the different forms that sudden illness can take on. ● Recognizing signs and symptoms of the various illnesses.. ● Understanding protocols in assessing an ill person related to sudden illness. ● Applying first aid procedures related to emergency response for conscious and unconscious individuals who are suffering from sudden illness.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● What is shock? ● What is asthma and how do you aid someone who is having an attack? ● What is anaphylaxis? ● How do you treat someone who is having an allergic reaction to food, insects, objects, etc.? ● What is diabetes and how do you treat it? ● What is a seizure and how can you aid someone having an episode? ● What is a stroke? ● What are the signs/symptoms of stroke?	Students will understand that: ● Understanding how shock can affect someone. ● List conditions that can result in shock and the various signals and types of shock and the required care for such a victim. ● Understanding the warning signs of an asthma attack and how you will treat and/or assist them. ● Understanding how anaphylaxis affects different individuals. ● Identify signals of the most common types of bites and stings and the required care for such a victim. ● Understanding how to assist someone in anaphylaxis using an epipen. ● Understanding how to recognize someone who is going into diabetic shock. ● Understanding and knowing how to assist someone who is experiencing a diabetic emergency. ● Understanding who is at risk of having a seizure. ● Understanding the first aid protocols for assisting someone having a seizure. ● Understanding the principles for aiding someone having a stroke. ● Knowing the acronym “F.A.S.T” as it relates to assisting someone having a stroke.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: <i>Core Idea:</i> Feedback impacts and improves the learning of movement skills and concepts. 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. <i>Core Idea:</i> Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). <i>Core Idea:</i> Public health policies are created to influence health promotion and disease prevention and can have global impact. 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,). Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being.	Lesson 8: <i>Asthma</i> Lesson 9: <i>Anaphylaxis</i> <i>Skill practice (epipen)</i> Lesson 10: <i>Diabetes</i> Lesson 11: <i>Seizure</i> Lesson 12: <i>Stroke</i>

CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections ● Reading Current Events from newspaper, magazine and on-line articles. ● Write a summary of the current event that includes what happened, who responded to the emergency and what preventative measures could have been taken. Technology Integration ● View YouTube videos as they relate to responding to emergencies ● View the <i>First Aid/CPR/AED Instructor's Corner – Digital Materials (emergency scenarios and skill training videos) using a laptop and projector</i> ● Web based articles & sites ● Current media sources ● Use of Google docs, sheets, forms, slides and classroom for peer collaboration. ● Kahoot Media Literacy Integration ● Develop presentations that reflect real world situations as they relate to emergency response.	Formative Assessments: ● Do now assignments relating to new/old material ● Exit tickets, assessing what was learned. ● Fact/Fiction Worksheet ● Ready reference card ● Fact/Fiction Questions ● Role playing ● Peer evaluations ● Skill work Summative Assessments, Projects, and Celebrations: ● Google Form Test and Quizzes ● Red Cross Exams ● Kahoot Review ● Peer (skill) assessment ● Teacher observation

- Utilizing websites that contribute to the understanding of material by the learners.

Global Perspectives

- Understand that all people from diverse backgrounds and cultures are vulnerable to injury and can benefit from first-aid, CPR and AED awareness.
- Understand that people of varying backgrounds and cultures may respond to emergencies in different ways.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Unit 4: First Aid	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> - Evaluating an individual's health as it relates to bleeding and treatment. - Evaluating injuries as they relate to the body (bones, muscles, ligaments, tendons). - Applying first-aid procedures to assess and treat individuals experiencing physical trauma. - Identifying signs/symptoms of someone experiencing a heat or cold emergency.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- How do you treat someone who is bleeding? - How do you treat someone you suspect of having a head, neck or spinal injury? - What type of burns can someone have? - What types of muscle, bone and joint injuries are there? - How do you immobilize an injured area on the body? - How do you treat a burn?	Students will understand that: - Explain why severe bleeding must be controlled immediately and describe ways to minimize the risk of disease transmission when giving care in a situation that involves visible blood. - Identify when to use a tourniquet on the extremities of someone bleeding. - Identify two signals of life-threatening external

- What is a “heat” emergency?
- How do you help someone who is having a heat stroke?
- What is a “cold” emergency?
- How do you help someone who is experiencing hypothermia?

bleeding and the required care for such a victim.

- List the general guidelines for caring for someone who you suspect may have a head, neck or back injury and is in the water and the required care for such a victim.
- Identify the different types of burns.
- List signals of closed and open wounds, various types of burns and the required care for such a victim.
- List signals of a serious musculoskeletal injury and the required care of such a victim.
- List purposes for immobilizing a musculoskeletal injury and the principles of splinting.
- Describe how to care for injuries to the body’s extremities.
- Identify the most common causes of head, neck and back injuries and the signals and situations that might indicate such injuries.
- Describe how to care for specific injuries to the head, face, neck and lower back.
- Describe injuries to the chest, abdomen and pelvis and the required care for such a victim.
- Identify signals of heat and cold related emergencies and the required care for such a victim.
- List the general guidelines for caring for someone who you suspect may have a head, neck or back injury and is in the water and the required care for such a victim.
- List the general guidelines for caring for someone who you suspect may have a head, neck or back injury and is in the water and the required care for such a victim.
- Describe considerations for checking people with special needs and the required care for such a victim.
- Identify symptoms for individuals experiencing a heat or cold emergency.
- Understand how to treat someone experiencing a heat or cold related emergency.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: <i>Core Idea:</i> The environment can impact personal health and safety in different ways ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. <i>Core Idea:</i> Potential hazards exist in personal space, in the school, in the community, and globally. ● 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). ● 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community <i>Core Idea:</i> Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). <i>Core Idea:</i> There are actions that individuals can take to help prevent diseases and stay healthy. ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.1.12.D.1: Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. 2.1.12.D.6: Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation (AED), caring for head trauma, bone and joint emergency, caring for cold and heat injuries, and responding to medical emergencies.	Lesson 13: ● <i>Bleeding</i> Lesson 14: ● <i>Head, Neck and Spinal Injuries</i> Lesson 15: ● <i>Muscle, Bone and Joint Injuries</i> Lesson 16: ● <i>Hot and Cold Emergencies</i>

Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections ● Reading Current Events from newspaper, magazine and on-line articles. ● Write a summary of the current event that includes what happened, who responded to the emergency and what preventative measures could have been taken. ● Prepare an oral presentation of the current event that allows for a Q & A opportunity with peers. ● Prepare a video presentation of an emergency situation that allows for a Q & A opportunity with peers	Formative Assessments: ● Do now assignments relating to new/old material ● Exit tickets, assessing what was learned. ● Ready reference card ● Fact/Fiction Questions ● Role playing ● Peer evaluation of skill scenarios. Summative Assessments, Projects, and Celebrations: ● Google Form Test and Quizzes ● Red Cross Exams ● Kahoot Review ● Peer (skill) assessment ● Teacher observation

- Simulate practice scenarios in which students can demonstrate learned first-aid, CPR and AED procedures and skills.

Technology Integration

- View YouTube videos as they relate to responding to emergencies
- View the *First Aid/CPR/AED Instructor's Corner – Digital Materials (emergency scenarios and skill training videos) using a laptop and projector*
- Practice using an AED training device on manikins
- Web based articles
- Current media sources
- View student designed movies using iMovie, WE Video or similar.
- Use of Google docs, sheets, forms, slides and classroom for peer collaboration.

Media Literacy Integration

- Develop presentations that reflect real world situations as they relate to emergency response.
- Utilizing websites that contribute to the understanding of material by the learners.

Global Perspectives

- Understand that all people from diverse backgrounds and cultures are vulnerable to injury and can benefit from first-aid, CPR and AED awareness.
- Understand that people of varying backgrounds and cultures may respond to emergencies in different ways.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small

		groups																		
Pictures	Tables	In a whole group																		
Illustrations, diagrams & drawings	Graphs	Using cooperative group																		
Magazines & Newspapers	Timelines	Structures																		
Physical activities	Number lines	Internet / Software support																		
Videos & Film		In the home language																		
Broadcasts		With mentors																		
Models & Figures																				
<table border="1"> <thead> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> </thead> <tbody> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback)</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </tbody> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Intervention Strategies																				
Accommodations	Interventions	Modifications																		
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations																		
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials																		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need																		
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading																		

Unit 5: Effective Communication

Big Ideas: *Course Objectives/ Content Statement(s)*

- Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How does effective interpersonal communication aid in one's ability to act as a citizen responder?
- How does diversity play a role in responding?
- How does current technology play a role in saving lives?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Students will understand that effective communication and decision-making skills can assist in reducing potential hazards.
 - Students will understand that acquiring knowledge and implementing such skills can increase one's ability to act effectively in first-aid, CPR (Cardio-Pulmonary Resuscitation) & AED (Automated External Defibrillator) as they relate to emergency response situations.
 - Students will understand that through the use of proper technology, they can access additional assistance while potentially stabilizing emergency situations.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Core Idea: Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.

- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully

Lessons

- To identify current trends among various populations that will help students effectively communicate within a diverse society.
- To provide students with opportunities to practice response skills and coping strategies while in the presence of others.
- To identify the proper usage of current technology as it relates to communication.

<i>Core Idea:</i> Public health policies are created to influence health promotion and disease prevention and can have global impact. 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). Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	To provide students with current health statistics as they relate to different backgrounds and cultures
Differentiation	Assessments
Interdisciplinary Connections - Reading Current Events from newspaper, magazine and on-line articles. - Write a summary of the current event that includes what happened, who responded to the emergency and what preventative measures could have been taken.	Formative Assessments: - Do now assignments relating to new/old material - Exit tickets, assessing what was learned. - Ready reference card - Role playing

- Prepare an oral presentation of the current event that allows for a Q & A opportunity with peers.
- Prepare a video presentation of an emergency situation that allows for a Q & A opportunity with peers
- Simulate practice scenarios in which students can demonstrate learned first-aid, CPR and AED procedures and skills.

Technology Integration

- View YouTube videos as they relate to responding to emergencies
- View the *First Aid/ CPR/ AED Instructor's Corner – Digital Materials (emergency scenarios and skill training videos) using a laptop and projector*
- Practice using an AED training device on manikins
- Web based articles
- Current media sources
- View student designed movies using iMovie, WE Video or similar.
- Use of Google docs, sheets, forms, slides and classroom for peer collaboration.

Media Literacy Integration

- Develop presentations that reflect real world situations as they relate to emergency response.
- Utilizing websites that contribute to the understanding of material by the learners.

Global Perspectives

- Understand that all people from diverse backgrounds and cultures are vulnerable to injury and can benefit from first-aid, CPR and AED awareness.
- Understand that people of varying backgrounds and cultures may respond to emergencies in different ways.

Supports for English Language Learners

Summative Assessments, Projects, and Celebrations:

- Google Form Test and Quizzes
- Red Cross Exams
- Kahoot Review
- Peer (skill) assessment
- Teacher observation

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic	Modified assessment grading

	mapping		
--	---------	--	--

Unit 6: Health Advocacy			
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.			
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>		Enduring Understandings <i>What will students understand about the big ideas?</i>	
- What defines an advocate? - What are current health or social issues? - How do we access support when developing and implementing a plan? - How do we motivate others to take action?		Students will understand that: - Students will understand that an advocate is one that publicly supports or recommends a particular cause or policy. - Students will understand that health and social issues are continually evolving based on the demographics of a particular area. - Students will understand that the American Red Cross and other philanthropic organizations are available to assist in developing plans for health/social action. - Students will understand that through research and interaction, students can empower others to take action. - Students will understand the importance of organ donation and the wide scope of those who can benefit.	
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Lessons	
Students will: <i>Core Idea:</i> 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		- Facilitate class discussions about advocacy and leadership. - Provide opportunities for online research about current health and social trends. - Provide information about the American Red Cross philosophy, standards and guidelines and available support.	

support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

Core Idea: Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.

- 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).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Provide students with examples of how actions can positively and negatively impact others.
- Provide students with information about the importance of organ donation and how to register.

Differentiation	Assessments
Interdisciplinary Connections ● Reading Current Events from newspaper, magazine and on-line articles. ● Write a summary of the current event that includes what happened, who responded to the emergency and what preventative measures could have been taken. ● Prepare an oral presentation of the current event that allows for a Q & A opportunity with peers. ● Prepare a video presentation of an emergency situation that allows for a Q & A opportunity with peers ● Simulate practice scenarios in which students can demonstrate learned first-aid, CPR and AED procedures and skills. ● Listen to guest speakers and participate in active discussions. ● View current media sources that discuss relative material. ● Verbally offer suggestions for empowering their peer group and the greater society. Technology Integration ● View YouTube videos as they relate to responding to emergencies ● View the <i>First Aid/CPR/AED Instructor's Corner – Digital Materials (emergency scenarios and skill training videos) using a laptop and projector</i> ● Practice using an AED training device on manikins ● Web based articles ● Current media sources ● View student designed movies using iMovie, WE Video or similar. ● Use of Google docs, sheets, forms, slides and classroom for peer collaboration. Media Literacy Integration ● Develop presentations that reflect real world situations as they relate to emergency response.	Formative Assessments: ● Do now assignments relating to new/old material ● Exit tickets, assessing what was learned. ● Role playing ● Classroom participation (verbal or written) ● PowerPoint Presentations (content and presentation) ● Group/individual projects Summative Assessments, Projects, and Celebrations: ● Google Form Test and Quizzes ● Red Cross Exams ● Kahoot Review ● Peer (skill) assessment ● Teacher observation ● Rubrics

- Utilizing websites that contribute to the understanding of material by the learners.

Global Perspectives

- Understand that all people from diverse backgrounds and cultures are vulnerable to injury and can benefit from first-aid, CPR and AED awareness.
- Understand that people of varying backgrounds and cultures may respond to emergencies in different ways.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal	Multi-sensory	Modified

responses	techniques	tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

First Aid – Responding to Emergencies (American Red Cross – DVD)

First Aid/CPR/AED (American Red Cross – Instructor’s Manual)

First Aid/CPR/AED (American Red Cross – Participant’s Manual)

American Red Cross Training Website - <http://www.instructorscorner.org/>

American Red Cross - Learning Center - <https://classes.redcross.org>

Padlet - <https://padlet.com/>

Sutori - [Sutori](https://sutori.net/)

Formative - [Formative \(goformative.com\)](https://goformative.com/)

Parlay - [Summit Public Schools - Launch Page](#) | [Parlay Ideas](#)

Centers for Disease Control and Prevention - <http://www.cdc.gov/>

Youtube - <https://www.youtube.com/>

Kahoot - [Kahoot!](#) | [Learning games](#) | [Make learning awesome!](#)

New Jersey State Department of Education. (2020). *Core curriculum content standards in comprehensive health and physical education*. On-line:

<http://www.nj.gov/education/aps/cccs/chpe/standards.htm>