

Course: *Health 3*
Unit #2: *Safety First Aid and Emergency Care*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 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.
 - 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 Readiness, Life Literacies, and Key Skills NJSLs**
 - 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
 - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 - 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- **Interdisciplinary Content Standards**
 - 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
 - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
 - 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
 - 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
 - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to independently apply first aid and emergency procedures to act appropriately as a citizen responder.

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve “real world” health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

As aligned with LRHSD Long Term Learning Goals, use problem solving skills to solve “real world” health and well-being situations, analyze and evaluate health and safety situations, and foster positive social influence as educated.

Enduring Understandings

Students will understand that. . .

EU 1

- first aid practices can help keep themselves safe and help them assist others with various health conditions.

EU 2

Essential Questions

EU 1

- How can illnesses be prevented?
- How can having First Aid skills help with emergency preparedness?
- When is it worth putting yourself at risk to help someone?
- How can a medication be both helpful and harmful?

EU 2

- accident prevention and awareness can keep themselves and others safe.

- How can I both help someone in an emergency and keep myself safe?
- Can accidents be prevented?
- Does a safer environment help lead to a safer society?
- What does it mean to be safe?

Knowledge

Students will know . . .

EU 1

- the barriers to action. (2.3.12.HCDM.4)
- the difference in CPR for an infant, child, and adult.
- the correct way to administer medications in an emergency. (2.3.12.HCDM.4)
- various factors involving Lyme disease. (2.3.12.HCDM.4)
- Fire and accident prevention techniques/applications(2.1.12.CHSS.5)
- how to care for & prevent choking emergencies. (2.3.12.HCDM.4)
- AED procedures and when it should be used.(2.1.12.CHSS.5)
- External bleeding techniques/applications (2.3.12.HCDM.4)
- Recognizing and treating head trauma. (2.3.12.HCDM.4)

EU 2

- how the 6 links of survival work together. (2.1.12.CHSS.6)

Skills

Students will be able to . . .

EU 1

- distinguish the various barriers to action. (2.3.12.HCDM.4)
- administer CPR and demonstrate correct use of an AED. (2.3.12.HCDM.4)
- recognize and treat symptoms of sudden illness. (2.3.12.HCDM.4)
- recognize the signs and symptoms of lymes disease. (2.3.12.HCDM.4)
- identify hazards for accidents and fires. (2.1.12.CHSS.5)
- apply direct pressure to external bleeding. (2.3.12.HCDM.4)
- perform abdominal thrusts. (2.3.12.HCDM.4)
- demonstrate basic First Aid responses for a variety of emergency situations. (2.3.12.HCDM.4)
- administer an epipen and glucagon injection. (2.3.12.HCDM.4)

EU 2

- to recognize safe versus unsafe emergency scenes. (2.3.12.HCDM.4)

- the role of the citizen responder. (2.1.12.CHSS.6)
- how to recall the 3 C's in an emergency. (2.3.12.HCDM.4)
- the information needed when calling 911. (2.1.12.CHSS.6)
- how to prepare themselves for an emergency. (2.3.12.HCDM.4)

- recognize the order of the 6 survival links in an emergency. (2.3.12.HCDM.4)
- communicate all essential criteria to the 911 operator when calling during an emergency. (2.3.12.HCDM.4)
- create a first aid kit for preparation purposes. (2.3.12.HCDM.4)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Watch and discuss an emergency video, listing the potential dangers. **(A- EU 1, EU 2)**
- Discuss the roles of a Citizen Responder. **(A, EU 1)**
- First Responder Guest Speaker speaks to class. **(A, EU 1)**
- **Demonstrate and discuss the steps it takes to Check, Call, and Care for a victim (A, EU 1)**
- Students will write out or describe the correct responses to various accident scenarios. **(A, M, EU 1, EU 2)**
- **Working in cooperative groups; students analyze how CPR and basic First Aid has changed in the last decade. (M, EU 1)**
- **Students will role play a citizen responder's actions in various emergency situations. (M, T, EU 1)**
- Students will review their comfort levels for responding to various emergencies. **(M, T, EU 1)**

- Students will perform practical CPR, AED, and Choking on mannequins. (M, T, EU 1)
- Students will create a first aid kit. (M, T, EU 1, EU 2)
- Each student will design a First Aid brochure to teach young children about the importance of First Aid training. (M, T, EU 1)
- Demonstrate the correct procedures for safely administering emergency medications. (T, EU 1)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Components of a Healthy a Lifestyle	30
2	Safety First Aid and Emergency Care	30
3	Nutrition and its Impact on a Healthy Lifestyle	30

Instructional Materials

- *Poster Boards*
- *Google Chromebooks*
- *Manikins*
- *Practice AEDs*
- *White Boards*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.