

HEALTH GRADE 12: FIRST AID

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Rationale and Summary:

In today's world and economy and in conjunction with the NJ Student Learning Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

Pacing: 20- 25 Days

NJSLS for Health Education:

Personal Safety

Core Idea: Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

Health Conditions, Diseases and Medicines

Core Idea: 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).

Core Idea: 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,).

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)..

NJSLS for 21st Century Life and Careers:

Career Ready Practices

CRP 2 Apply appropriate academic and technical skills

CRP 4 Communicate clearly and effectively and with reason

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

CRP11. Use technology to enhance productivity

Career Awareness, Exploration and Preparation

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology Integration:

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Cross-Curricular Integration and Connections:

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Instructional Focus:

Enduring Understandings

- Students will learn how to recognize an emergency.
- Students will learn how to prioritize care for injuries and sudden illnesses.
- Students will learn how to reduce the risk of disease transmission when giving care.
- Students will be able to describe the purpose of the Good Samaritan Laws.
- Students will learn how to activate and work with the EMS system.
- Students will be able to determine when to move an injured or ill person from a dangerous scene.
- Students will learn how to check a responsive person. Use SAMPLE acronym.
- Students will learn how to check an unresponsive person.
- Students will learn to recognize the signs and symptoms of a heart attack.
- Students will learn to describe first aid care for a heart attack.
- Students will learn how cardiac arrest differs from heart attack.
- Students will learn some of the many causes of cardiac arrest.
- Students will learn the links in the Adult and Pediatric Cardiac Chains of Survival as outlined by the American Red Cross.
- Students will learn how to give CPR to an Adult, Infant and child, and the differences expected in each type of victim.
- Students will be able to demonstrate how to give cardiopulmonary resuscitation (CPR) for an adult, child or infant.
- Students will learn of special situations for Rescue Breathing.
- Students will learn what to do if the chest does not rise with rescue breaths.
- Students will learn how to perform compression-only CPR, and explain when it is appropriate to perform.
- Students should know what defibrillation is and the general steps for the use of an automated external defibrillator (AED) and precautions when using an AED.
- Students will learn how to recognize if an AED is needed.
- Students will learn how to use an AED.
- Students should know the difference when using an AED for an adult or child.
- Students should know when to use adult pads or pediatric pads.
- Students will learn how to recognize the signals of a breathing emergency.
- Students will be able to demonstrate how to care for a person who is choking.
- Students will learn to recognize the signs and symptoms of shock and describe appropriate care for a person in shock.
- Students will learn to recognize and respond to common sudden illnesses, including cardiovascular emergencies (heart attack and stroke), breathing emergencies (asthma and anaphylaxis), diabetic emergencies, seizures and fainting.

- Students will learn to recognize and respond to common injuries, including open wounds; burns; muscle, bone and joint injuries; and head, neck and spinal injuries.
- Students will learn when a commercial tourniquet should be used and describe the basic principles of using a tourniquet.
- Students will learn to recognize and respond to common environmental emergencies, including heat-related illnesses (heat cramps, heat exhaustion and heat stroke), cold related emergencies (hypothermia and frostbite) and poisoning.
- Students will learn general strategies for reducing the risk of injuries including vehicle safety, fire safety, and safety at work, home and play.

Essential Questions:

- What is your role in an emergency?
- What are some ways you can recognize an emergency?
- What are some barriers that may keep a person from deciding to help in an emergency?
- How does one activate the EMS system?
- How does one obtain consent to give care?
- What are the basic rules of preventing disease transmission while giving care?
- What are the three emergency action steps?
- What are the steps to check a responsive person? SAMPLE
- What are the steps to check an unresponsive person?
- How will this course help you to prevent emergency situations?
- How can CPR/AED save a life?
- How could being a trained first aider have an impact on your future and the ones you love?
- What are some causes of breathing emergencies?
- What are some causes of choking in adults?
- What are some causes of choking in children?
- What are some causes of choking in infants?
- What are the methods used to care for someone choking?
- What are the common signals of someone who looks and feels sick?
- What is epilepsy?
- What are febrile seizures?
- What are the signals of seizures?
- What is a stroke?
- What are the risk factors for stroke?
- What is a fracture?
- What is an open fracture? Closed fracture?
- What is a dislocation?

- What should you look for if you suspect a severe injury?
- What care should you provide for injuries to muscles, bones and joints (RICE)?
- What are the four types of splints?
- What are the steps for applying a splint?
- When should you suspect a head, neck or back injury?
- When should you call 911?
- What care should you provide for a head, neck or back injury?
- What is a concussion?
- What are signs of a concussion?
- What care should you provide for a concussion until help arrives?
- What are some signs of a chest injury?
- What care should you provide for a chest injury?
- What care should you provide for a pelvic injury?
- How should one care for a diabetic emergency?
- What are some signals for internal bleeding?
- How does one care for internal bleeding and external bleeding?
- How does one prevent infection?
- How does one apply dressing and bandages?
- What does one look for to determine the severity of a burn?
- How does one care for a burn?
- How does one prevent infection?
- How does one apply dressing and bandages?
- What are some signs of an allergic reaction?
- How does one care for an allergic reaction?
- Name four types of poisoning?
- How does one care for a person who has been poisoned?
- What is a Poison Control Center?
- What are some signals of heat cramps?
- How does one care for heat cramps?
- What are some signals of heat exhaustion?
- How does one care for heat exhaustion?
- What are some signals of heat stroke?
- What are 2 types of cold-related emergencies?
- What are some signals of frostbite?
- How does one care for frostbite?
- What are signals of hypothermia?
- How does one care for hypothermia?
- How does one prevent heat or cold-related illnesses?
- What is asthma?
- How do you help someone having an asthma attack?
- What is anaphylaxis?
- How do you help someone with an allergic reaction/anaphylaxis?

- How does one care for particular bites and stings?

Objectives:

Students will know:

- Recognizing emergencies
- Prioritizing injuries
- Consent to give care
- Reducing the risk of disease transmission
- Activate EMS system
- The Good Samaritan Law
- When to call 911
- What to do until help arrives
- Cardiac Chain of Survival
- Adult CPR
- Child CPR
- Infant CPR
- Cardiac arrest vs heart attack
- Automated External Defibrillation
- V-Fib
- V-Tach
- Special AED situations
- Care for conscious choking adult
- Care for unconscious adult or child
- Care for choking conscious infant
- Care for unconscious choking infant
- Concussion
- Asthma
- Anaphylaxis
- Seizures
- Poisoning
- Stroke
- Poison Control Centers
- Heat related illnesses
- Cold related illnesses
- Insect stings
- Rocky Mountain Spotted Fever
- Tick borne diseases
- Lyme Disease
- West Nile Virus

- Spider bites
- Animal bites
- Marine life stings
- Poisonous plants
- Preventing lightning injuries
- Fire Safety

Students will be able to:

- Recognize emergencies
- Size up the scene
- Interview injured person
- When to CALL first, or CARE first
- Reduce the risk of infection - hand washing, removing disposable gloves properly
- Head to toe check
- Recognize a cardiac emergency
- How to perform CPR
- How to use an AED machine
- How to care for someone who is choking
- How to care for a concussion
- How to care for someone having an allergic reaction
- How to care for someone that has asthma
- How to care for seizures
- How to care for poisoning
- How to care for stroke
- How to contact Local Poison Control Center
- Care for all heat-related illnesses
- Care for all cold-related illnesses
- Care for bites and stings
- Care for allergic reactions to bites, stings, poisonous plants
- Fire Safety
- Planning a fire escape plan

Assessments:

- Teacher observations
- Classroom Discussion
- Written assessments
- Verbal Assessment
- End of Term Assessment