

Summit High School Summit, NJ

Grade 11 / Content Area: First Aid & CPR Length of Course: Semester

Course of Study

Course Description: 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 recognize when an emergency has occurred, follow the emergency action steps, and provide basic care for injury and/or illness. 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.

Standard 2.1.D (Safety) Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. Big Ideas:

- Evaluate the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
- Applying first-aid procedures can minimize injury and save lives.

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

Enduring Understandings What will students understand about the big ideas?

What contributes to making a situation unsafe? How can one take steps to eliminate or reduce risk in a situation? Why is it important to know and practice first-aid and CPR procedures? How have you played a role in a past emergency situation?

Students will understand ...

- Identify and describe the three emergency action steps.
- List the four conditions considered life threatening in an emergency situation.
- Explain when and how to call 9-1-1 or the local emergency number.

- Describe the purpose of Good Samaritan laws.
- Describe the difference between consent and implied consent.
- Describe the primary functions of the body systems and the conditions within each body system that require emergency care.
- 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.
- Describe how to check for non-life-threatening conditions for an adult or child.
- Identify signals and causes of breathing emergencies and the required care for such a victim.
- Identify common causes of choking for adults and children and the required care for such a victim.
- Describe how and when to use breathing barriers.
- Identify the links in the Cardiac Chain of Survival.
- List the signals of a heart attack for both men and women and the required care for such a victim.
- Describe the role of CPR in cardiac arrest.
- Describe defibrillation and the general steps for the use of an AED device, associated precautions and how each one works.
- 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 two signals of life-threatening external bleeding and the required care for such a victim.

- List conditions that can result in shock and the various signals and types of shock and the required care for such a victim.
- 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.
- List the general guidelines for giving care to a victim of a sudden illness.
- Identify the general guidelines for care for any poisoning emergency.
- Identify signals of the most common types of bites and stings and the required care for such a victim.
- Identify signals that may indicate substance misuse or abuse 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.

- Describe considerations for checking people with special needs and the required care for such a victim.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Examples, Outcomes, Assessments

Students will: Instructional Focus: 2.1.12.D.1: Determine the causes and

outcomes of intentional and unintentional

injuries in adolescents and young adults and

for such victims. propose prevention strategies.

To review the current guidelines and 2.1.12.D.6:

Demonstrate first-aid procedures,

standards for first-aid, CPR and AED as including

Basic Life Support and automatic

defibrillation (AED), caring for

emergency,

First Aid – Responding to Emergencies caring for

cold and heat injuries, and

(American Red Cross – Participant’s Manual)

responding to medical emergencies.

– Study Questions and Skill Sheets First Aid – Responding to Emergencies (American Red Cross–Instructor’s Manual) – Written Exams Role Play Current Events Classroom participation

(verbal or written) PowerPoint Presentations (content and presentation) Skill Sessions

Instructional Strategies:

Interdisciplinary Connections Reading Current Events from weekly 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. Simulated

scenarios in which students can demonstrate learned first-aid, CPR and AED procedures and

skills. Technology Integration View the First Aid – Responding to Emergencies (American Red

Cross –DVD) Segments 1-30

View the First Aid – Responding to Emergencies (American Red Cross – Instructor CD-ROM) on the TV in the Sky Practice using AED Device on manikins Web based articles Current media sources

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.

Standard 2.2.A (Interpersonal Communication) Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Big Ideas:

- 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?

Enduring Understandings What will students understand about the big ideas?

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?

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 and CPR (Cardio Pulmonary Resuscitation) 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 (Cumulative Progress Indicators)

Examples, Outcomes, Assessments

Students will: Instructional Focus: 2.2.12.A.1: Employ skills for communicating

To identify current trends among various with family, peers, and people from other populations that will help students effectively communicate within a diverse society.

To provide students with opportunities to practice response skills and coping strategies
2.2.12.A.2: Demonstrate strategies to
while in the presence of others. prevent, manage,
or resolve interpersonal

To identify the proper usage of current conflicts.
technology as it relates to communication.
2.2.12.A.3: Analyze the impact of technology

communication in

Role Play supporting wellness and a healthy
lifestyle.

Current Events Instructional Strategies:

Interdisciplinary Connections Reading Current Events from weekly newspaper, magazine and on-line articles. Write a summary of the current event that includes what happened, who responded to the emergency and how 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. Technology Integration View the First Aid – Responding to Emergencies (American Red Cross – Instructor CD ROM) – PowerPoint 1-4 on the TV in the sky Web based articles Current media sources Global Perspectives Explore similarities and differences among diverse cultures within the realm of communication.

Standard 2.2.D (Advocacy and Service) Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Big Ideas:

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

Enduring Understandings What will students understand about the big ideas?

What defines an advocate? What are current health or social issues? backgrounds and cultures that may impact the health of oneself and others.

Students will understand that an advocate is one that publicly supports or recommends a particular cause or policy.

Students How do we access support when developing

implementing a plan? will understand that health and and

do we motivate others to take action? social issues are continually evolving based How

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.

Areas of Focus: Proficiencies Examples, Outcomes, Assessments Students will:
Instructional Focus: 2.2.12.D.1: Plan and implement an advocacy

strategy to stimulate action on a state, To facilitate class discussions about advocacy

including but and leadership. national, or global health issue,

organ/tissue donation. To provide opportunities for on-line not limited to,

research about current health and social trends. To provide information about the American Red Cross philosophy, standards and guidelines and available supports. To provide students with examples of how actions can positively and negatively impact others. Sample Assessments: Classroom participation (verbal or written) PowerPoint Presentations (content and presentation) Instructional Strategies: Interdisciplinary Connections Listen to guest speakers and participate in active discussions. Read current literature that outlines particular global health issues. View current media sources that discuss relative material. Verbally offer suggestions for empowering their peer group and the greater society. Technology Integration Web based articles Current media sources Global Perspectives

Explore the state, national and global health issues and identify ways to advocate for such issues.

Texts and Resources:

First Aid – Responding to Emergencies (American Red Cross – Instructor CD ROM) First Aid – Responding to Emergencies (American Red Cross – Instructor’s Manual) First Aid – Responding to Emergencies (American Red Cross – Participant’s Manual) First Aid – Responding to Emergencies (American Red Cross – DVD) New Jersey State Department of Education. (2009). Core curriculum content standards in

comprehensive health and physical education. On-line:
<http://www.nj.gov/education/aps/cccs/chpe/standards.htm>

Summit Public Schools

Summit, New Jersey

Curricular Addendum

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.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	in the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation 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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading