

Orange Public Schools

Office of Innovation

First Aid (Grade 12)



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First Aid Grade 12

Course Description:

The American Red Cross standard course is taught. Emphasis is on safety, prevention of further injury and cardio-pulmonary resuscitation, and AED use.

Scope and Sequence

Timeline	Concepts
Week 1 Week 2 - 3	Before Giving Care (5 Class Periods) Checking an Injured or Ill Person (10 Class Periods)
Week 4 - 5	Cardiac Emergencies (10 Class Periods)
Week 6 Week 7	Choking (5 Class Periods) Sudden Illnesses (5 Class Periods)
Week 8 Week 9 - 10	Traumatic Injuries (5 Class Periods) Environmental Injuries and Illnesses (7 - 10 Class Periods)

Unit I	First Aid Basics	Grade(s)	12
Unit Plan Title:	Before Giving Care		
Overview/Rationale			
The unit focus is on providing knowledgeable and skilled first aid which can help you make the workplace, home, and community a safer place.			
New Jersey Student Learning 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.			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan			
9.4.2.CT.3: Use a variety of types of thinking to solve problems			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools			
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts			
CRP.1: Act as a responsible and contributing community members and employees			
CRP.2: Attend to financial well-being			
CRP.3: Consider the environmental, social and economic impacts of decisions			
CRP.4: Demonstrate creativity and innovation			
CRP.5:Utilize critical thinking to make sense of problems and persevere in solving them			
CRP.6:Model integrity, ethical leadership and effective management			
CRP.7:Plan education and career paths aligned to personal goals			
CRP.8:Use technology to enhance productivity increase collaboration and communicate effectively			
CRP.9: Work productively in teams while using cultural/global competence			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.		NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.		NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
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.		NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse	
8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs,			

benefits, trade-offs, and risks related to the use of the innovation.		partners, building on others’ ideas and expressing their own clearly and persuasively.	
21 st Century Skills: Check all that apply			
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:
Essential Question(s)			
How can you prepare for emergencies? How would you explain your role in the EMS system? How do you activate the EMS system?			
Enduring Understandings			
Recognizing medical emergencies and safely providing help requires a level of knowledge and skill in assessing the need and providing appropriate assistance. Identifying that a medical emergency exists and following the EMS system could make a difference between life and death for the person who needs help. Determining when to activate the EMS system is based upon assessing the emergency situation and conditions.			
Student Learning Targets/Objectives			
List the items that should be in a first aid kit and its use Explain your role in the EMS system Describe how you would gain consent from an injured or ill person Demonstrate ways for lowering your risk for an infection			
Assessments			
Pre and Formative- Do Now, Exit Ticket, First Aid/CPR/AED Participant Manual Chapter 1: Before Giving Care Summative- Project: Create a Google slides presentation on bloodborne and airborne illnesses (HIV, Hepatitis and Tuberculosis) and ways to limit your exposure to these pathogens (PPE and handwashing). Authentic- Performance Task: Demonstrate the removal of latex-free disposable gloves			
Teaching and Learning Actions			
<i>Instructional Strategies and Modifications (G/T, SE, and ELL differentiation)</i>		Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context. Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.	

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.

Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.

Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.

Instructional Strategies:

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

Modifications:

English Language Learners (ELL) Students:

- Snap and read Google extension addition to read content to the student
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

Special Education Students:

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSLA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

At Risk of Failure Students:

	<ul style="list-style-type: none"> ● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit ● Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction ● Constant parental contact along with tutoring appointments ● Academic Contracts <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. ● Individualized Project Based Learning <p>Students With A 504:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and attend to any health concerns stated in the 504 plan.
<p><i>Learning Activities</i></p>	<p>American Red Cross First Aid Manual, pgs. 2 - 22</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quiz at the end of the unit. Reading topics in this unit include:</p> <ul style="list-style-type: none"> ● Preparing for Emergencies <ul style="list-style-type: none"> ○ Components of a First Aid Kit ○ Steps to Make EMS Response Easier ● Understanding Your Role in the EMS (Emergency Medical System) <ul style="list-style-type: none"> ○ Defining the EMS Roles and Responsibilities ○ Signs of an Emergency ○ Good Samaritan Laws ○ When to Activate the EMS System ● Obtaining Consent to Help ● Lower the Risk of Infection <ul style="list-style-type: none"> ○ Bloodborne & Airborne Illnesses ○ Personal Protective Equipment (PPE) ○ Cleaning, Disinfecting, Handling an Exposure Incident ● Taking Action: The Emergency Action Steps <ul style="list-style-type: none"> ○ Check the Scene, Check the Person, Call, and Care

	Emergency Preparedness Kit Video How To Handle An Emergency Article
Experiences (virtual and live field trips)	Guest speaker: Invite Orange Fire Department to discuss their role in the EMS system.
Resources	
American Red Cross: First Aid/CPR/AED participants manual, Chapter 1 https://www.redcross.org/ https://www.brainpop.com/health/diseasesinjuriesandconditions/firstaid/ Airborne Illness Video Airborne Illness Quizlet Blood Illness Video	
Pacing/ Time Frame:	1 Week (5 class periods)

Unit I	First Aid Basics	Grade(s)	12
Unit Plan Title:	Checking an Injured or Ill Person		
Overview/Rationale			
The unit focus is on making observations that will help you gather information about the emergency and provide appropriate, effective care.			
New Jersey Student Learning 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.			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan			
9.4.2.CT.3: Use a variety of types of thinking to solve problems			
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CRP.1: Act as a responsible and contributing community members and employees			
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CRP.3: Consider the environmental, social and economic impacts of decisions			
CRP.4: Demonstrate creativity and innovation			
CRP.5:Utilize critical thinking to make sense of problems and persevere in solving them			
CRP.6:Model integrity, ethical leadership and effective management			
CRP.7:Plan education and career paths aligned to personal goals			
CRP.8:Use technology to enhance productivity increase collaboration and communicate effectively			
CRP.9: Work productively in teams while using cultural/global competence			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.		NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
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8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.		partners, building on others’ ideas and expressing their own clearly and persuasively.	
21 st Century Skills: Check all that apply			
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:
Essential Question(s)			
How do you check a responsive person? How would you check the person from head to toe? How do you check a person who appears to be unresponsive?			
Enduring Understandings			
Evaluating a responsive person and safely providing help requires tailoring your approach to the age of the person, as well as to any special circumstances. A methodical head to toe check requires observation of signs or symptoms of an illness or injury while continuing to watch for any changes in a person’s condition and determining when additional care is needed. It is important to determine if a person is responsive and breathing and then follow the EMS system while safely providing care.			
Student Learning Targets/Objectives			
List strategies for gathering personal health information effectively Explain how to use “SAMPLE” to interview a person Describe how to check a responsive person from head to toe Describe how to check a person who appears to be unresponsive			
Assessments			
Pre and Formative- Do Now, Exit Ticket, First Aid/CPR/AED Participant Manual Chapter 2: Checking An Injured Or Ill Person Summative- Oral Project: Create a skit about checking a responsive person. You should have a skit designated for preschoolers, school-aged children and older adults Authentic- Performance Task: Demonstrate the check of a person who appears to be unresponsive			
Teaching and Learning Actions			

*Instructional Strategies
and Modifications (G/T,
SE, and ELL differentiation)*

Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.

Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.

Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.

Instructional Strategies:

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

Modifications:

English Language Learners (ELL) Students:

- Snap and read Google extension addition to read content to the student
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

Special Education Students:

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSLA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website

	<p>(Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</p> <ul style="list-style-type: none"> • Utilize Snap-n-Read and Co-Writer <p>At Risk of Failure Students:</p> <ul style="list-style-type: none"> • Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with tutoring appointments • Academic Contracts <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. • Individualized Project Based Learning <p>Students With A 504:</p> <ul style="list-style-type: none"> • Adhere to all modifications and attend to any health concerns stated in the 504 plan.
<i>Learning Activities</i>	<p>American Red Cross First Aid Manual, pgs. 23-32</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quiz at the end of the unit. Reading topics in this unit include:</p> <ul style="list-style-type: none"> • Checking A Responsive Person <ul style="list-style-type: none"> ○ Strategies for gathering information from a child, older person, has a disability or speaks a different language ○ Using SAMPLE to interview a person ○ Checking from head to toe • Checking A Person Who Appears To Be Unresponsive <ul style="list-style-type: none"> ○ Signs of a responsive and an unresponsive person ○ Recovery positions ○ Ways to check an unresponsive person <p>Checking A Responsive Person (Child) Video</p> <p>Checking A Responsive Person (Adult) Video</p>
Experiences (virtual and live field trips)	<p>Guest Speaker: Have Orange police or fire department come in to speak to students about handling responsive and unresponsive individuals. Provide their experiences and what are some things we should be looking for when helping.</p>

Resources

American Red Cross: First Aid/CPR/AED participants manual Chapter 2

<https://www.redcross.org/>

[Unresponsive Victim Quiz](#)

Pacing/ Time Frame:

2 weeks (10 class periods)

Unit II	First Aid for Cardiac Emergencies and Choking	Grade(s)	12
Unit Plan Title:	Cardiac Emergencies		
Overview/Rationale			
The unit focus is on responding to cardiac emergencies by providing appropriate care until EMS personnel arrive and take over.			
New Jersey Student Learning 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.			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan			
9.4.2.CT.3: Use a variety of types of thinking to solve problems			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools			
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts			
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CRP.2: Attend to financial well-being			
CRP.3: Consider the environmental, social and economic impacts of decisions			
CRP.4: Demonstrate creativity and innovation			
CRP.5:Utilize critical thinking to make sense of problems and persevere in solving them			
CRP.6:Model integrity, ethical leadership and effective management			
CRP.7:Plan education and career paths aligned to personal goals			
CRP.8:Use technology to enhance productivity increase collaboration and communicate effectively			
CRP.9: Work productively in teams while using cultural/global competence			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.		NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.		NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
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.		NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse	

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

How does a heart attack occur?

How is a heart attack and cardiac arrest different?

How is CPR performed?

Enduring Understandings

A heart attack occurs when blood flow to part of the heart muscle is blocked causing permanent damage to the heart muscle. Immediately seeking advanced medical care can minimize the damage to the heart and may save the person's life.

Cardiac arrest is not the same as a heart attack which occurs when blood flow to part of the heart muscle is blocked while cardiac arrest occurs when the heart stops beating or beats too ineffectively to circulate blood to the brain.

Executing the lifesaving skill of CPR is used when a person is in cardiac arrest to keep oxygenated blood moving to the brain and other vital organs until advanced medical help arrives.

Student Learning Targets/Objectives

Identify the signs and symptoms of a heart attack.

Distinguish the difference between male and female heart attack signs/symptoms.

Identify the purpose of taking aspirin for a heart attack.

Identify the signs and symptoms of cardiac arrest.

Show the correct way to give CPR on an adult, child, and infant.
Show the correct way to use an AED on an adult, child, and infant

Assessments

Pre and Formative- Do Now, Exit Ticket, First Aid/CPR/AED Participant Manual Chapter 3: Cardiac Emergencies

Summative- Test: Cardiac Emergencies

Quiz: CPR (Adult/Infant/Child)

Authentic- Essay/Fill-in-the-Blank: Complete Chapter3: Cardiac Emergencies -Participant's Manual worksheet

Teaching and Learning Actions

*Instructional Strategies
and Modifications (G/T,
SE, and ELL differentiation)*

Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.

Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.

Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.

Instructional Strategies:

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

Modifications:

English Language Learners (ELL) Students:

- Snap and read Google extension addition to read content to the student

	<ul style="list-style-type: none"> ● Use visuals whenever possible to support classroom instruction and classroom activities. ● Teacher modeling and written instructions for every assignment <p>Special Education Students:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and health concerns stated in each IEP. ● Use the NEWSOLA software, which can revise the reading lexile level to meet students at current reading level ● Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines ● Utilize Snap-n-Read and Co-Writer <p>At Risk of Failure Students:</p> <ul style="list-style-type: none"> ● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit ● Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction ● Constant parental contact along with tutoring appointments ● Academic Contracts <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. ● Individualized Project Based Learning <p>Students With A 504:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and attend to any health concerns stated in the 504 plan.
<p><i>Learning Activities</i></p>	<p>American Red Cross First Aid Manual, pgs. 35-49</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quiz at the end of the unit. Reading topics in this unit include:</p> <ul style="list-style-type: none"> ● Heart Attack <ul style="list-style-type: none"> ○ Signs and symptoms of a heart attack ○ First Aid care for a heart attack ○ Checking from head to toe ○ Administering aspirin for a heart attack ● Cardiac Arrest <ul style="list-style-type: none"> ○ Define cardiac arrest

	<ul style="list-style-type: none"> ○ Signs and symptoms for cardiac arrest ○ First Aid care for cardiac arrest ○ Understanding the adult and pediatric cardiac chain of survival ○ Define CPR ○ Define AED <ul style="list-style-type: none"> ● Giving CPR <ul style="list-style-type: none"> ○ Providing CPR to an adult, child and infant ○ Define tracheostomy ○ Special situations that require rescue breathing ● Using and AED <ul style="list-style-type: none"> ○ Using an AED on an adult, child and infant ○ Maintenance checks for an AED ○ Considerations for safe and effective AED use ○ Ways to provide care with a team <p>What Causes A Heart Attack Video</p> <p>Giving CPR Video</p> <p>Teen's Mall Trip Article</p>
Experiences (virtual and live field trips)	Certification: Have the Red Cross come in to certify students in CPR and AED use.
Resources	
<p>American Red Cross: First Aid/CPR/AED participants manual Chapter 3</p> <p>https://www.redcross.org/</p> <p>https://www.brainpop.com/health/personalhealth/cpr/</p> <p>Cardiac Emergencies Test</p> <p>CPR Quiz</p> <p>Adult CPR Video</p> <p>CPR Article</p>	
Pacing/ Time Frame:	2 Weeks (10 class periods)

Unit II	First Aid for Cardiac Emergencies and Choking	Grade(s)	12
Unit Plan Title:	Choking		
Overview/Rationale			
The unit focus is on partially or completely blocked airways due to a foreign object, such as a piece of food or small toy; by swelling in the mouth or throat; or by fluids; such as vomit or bleeding thus leading to a choking emergency.			
New Jersey Student Learning 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.			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan			
9.4.2.CT.3: Use a variety of types of thinking to solve problems			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools			
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts			
CRP.1: Act as a responsible and contributing community members and employees			
CRP.2: Attend to financial well-being			
CRP.3: Consider the environmental, social and economic impacts of decisions			
CRP.4: Demonstrate creativity and innovation			
CRP.5:Utilize critical thinking to make sense of problems and persevere in solving them			
CRP.6:Model integrity, ethical leadership and effective management			
CRP.7:Plan education and career paths aligned to personal goals			
CRP.8:Use technology to enhance productivity increase collaboration and communicate effectively			
CRP.9: Work productively in teams while using cultural/global competence			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.		NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.			

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.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

How are children younger than 5 years old at a higher risk of choking?

How do you care for a child or adult who is choking?

How do you care for an infant who is choking?

Enduring Understandings

Children younger than 5 years are at particularly high risk for choking especially infants and toddlers who explore by putting objects or food in their mouths and often try to just swallow them whole which can cause choking.

When an adult or child is choking, administering a combination of 5 back blows followed by 5 abdominal thrusts will help to force the object out of the airway, allowing the person to breathe.

When an infant is choking, administering a combination of 5 back blows followed by 5 chest thrusts will help to force the object out of the airway, allowing the infant to breathe.

Student Learning Targets/Objectives

List choking hazards for children under 4 years of age.
 Explain the signs and symptoms of choking
 Describe how you would provide first aid for a choking victim
 Describe the difference in providing first aid for a child and infant

Assessments

Pre and Formative- Do Now, Exit Ticket, First Aid/CPR/AED Participant Manual Chapter 4: Choking

Summative- Test: Read First Aid Article #5 Choking. Answer the following question in a 5-paragraph response.

“Choking can be a life-threatening emergency; describe signs, standard rescue procedures, and prevention by using evidence from the text to support your writing.” [Choking Article Link](#)

Authentic- Performance Task: Demonstrate the care you provide an adult/child and infant that is choking

Teaching and Learning Actions

*Instructional Strategies
and Modifications (G/T,
SE, and ELL differentiation)*

Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.

Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.

Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.

Instructional Strategies:

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning

the curriculum in their comfort level and challenging themselves for growth.

Modifications:

English Language Learners (ELL) Students:

- Snap and read Google extension addition to read content to the student
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

Special Education Students:

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

At Risk of Failure Students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Individualized Project Based Learning

Students With A 504:

- Adhere to all modifications and attend to any health concerns stated in the 504 plan.

<p><i>Learning Activities</i></p>	<p>American Red Cross First Aid Manual, pgs. 61-72</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quiz at the end of the unit. Reading topics in this unit include:</p> <ul style="list-style-type: none"> ● Risk Factors for Choking <ul style="list-style-type: none"> ○ Choking hazards for children younger than 4 ● Sign and Symptoms of Choking ● First Aid for Choking <ul style="list-style-type: none"> ○ Caring for an adult or child who is choking ○ Define back blows and abdominal thrusts ○ Special situations for a choking adult or child ○ Caring for an infant who is choking ○ Caring for a person who has become unresponsive as a result of choking <p>9 year old Heimlich Article</p> <p>Volunteer Save Boy Video</p> <p>Caring For A Conscious Choking Victim Video</p> <p>Caring For An Unconscious Choking Victim Video</p>
<p>Experiences (virtual and live field trips)</p>	<p>VR Glasses: Use virtual reality glasses and programs to navigate how choking affects our airways and other vital organs.</p> <p>Guest Speaker: Invite a nurse from RWJ Barnabas Hospital to discuss ways to avoid choking hazards for children.</p>
<p>Resources</p>	
<p>American Red Cross: First Aid/CPR/AED participants manual</p> <p>https://www.redcross.org/</p> <p>http://kidshealth.org/en/parents/choking.html?WT.ac=ctg#</p> <p>First Aid Article #5 Choking</p> <p>Choking (Child) Video</p> <p>Choking Quiz</p>	
<p>Pacing/ Time Frame:</p>	<p>1 Week (5 class periods)</p>

Unit III	First Aid For Common Illnesses and Injuries	Grade(s)	12
Unit Plan Title:	Sudden Illnesses		
Overview/Rationale			
The unit focus is on providing appropriate first aid care when a person becomes suddenly ill.			
New Jersey Student Learning 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.			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan			
9.4.2.CT.3: Use a variety of types of thinking to solve problems			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools			
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts			
CRP.1: Act as a responsible and contributing community members and employees			
CRP.2: Attend to financial well-being			
CRP.3: Consider the environmental, social and economic impacts of decisions			
CRP.4: Demonstrate creativity and innovation			
CRP.5:Utilize critical thinking to make sense of problems and persevere in solving them			
CRP.6:Model integrity, ethical leadership and effective management			
CRP.7:Plan education and career paths aligned to personal goals			
CRP.8:Use technology to enhance productivity increase collaboration and communicate effectively			
CRP.9: Work productively in teams while using cultural/global competence			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.		NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.		NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
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.			

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

How would you explain respiratory distress?
 How are allergic reactions and anaphylaxis different?
 How are diabetic emergencies treated?
 How do seizures occur?
 How is fainting and a stroke different?

Enduring Understandings

Respiratory distress is evidenced by signs and symptoms such as shortness of breath, gasping for breath, hyperventilation or respiratory arrest and that by providing appropriate first aid care can save the person's life.

An allergic reaction can range from mild to very severe and a person who is having a severe, life-threatening allergic reaction called anaphylaxis may develop symptoms within seconds or minutes of coming into contact with the allergen.

Seizures occur due to abnormal electrical activity in the brain which leads to temporary and involuntary changes in body movement, and they last only a few minutes which a person usually recovers from fully without any complications.

Student Learning Targets/Objectives

List signs and symptoms of sudden illnesses.
 Explain the cause of respiratory distress.
 Describe signs and symptoms of respiratory distress.
 Describe how you would check a person who appears to be unresponsive.
 Demonstrate what occurs during an asthma attack.
 Differentiate between allergic reactions and anaphylaxis.
 Explain how an EpiPen is used.
 Indicate the difference between hypoglycemia and hyperglycemia.
 Explain the first aid care for seizures.
 Discuss what occurs when a person faints.
 Discuss what occurs when a person has a stroke.

Assessments

Pre and Formative- Do Now, Exit Ticket, First Aid/CPR/AED Participant Manual Chapter 5: Sudden Illnesses

Summative- Quiz: Complete "Sudden Illness Quiz"

Authentic- Writing Sample: Read an article on Anaphylaxis and construct a 4 paragraph response to the following question: "Describe what anaphylaxis is and how it can be triggered. What are ways you can prevent this reaction from happening? What are the first aid procedures for anaphylaxis?"

Teaching and Learning Actions

Instructional Strategies and Modifications (G/T, SE, and ELL differentiation)

Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.

Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.

Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.

Instructional Strategies:

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

Modifications:

English Language Learners (ELL) Students:

- Snap and read Google extension addition to read content to the student
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

Special Education Students:

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSLA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

At Risk of Failure Students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Individualized Project Based Learning

Students With A 504:

	<ul style="list-style-type: none"> ● Adhere to all modifications and attend to any health concerns stated in the 504 plan.
<i>Learning Activities</i>	<p>American Red Cross First Aid Manual, pgs. 76-91</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quiz at the end of the unit. Reading topics in this unit include:</p> <ul style="list-style-type: none"> ● General Approach to Sudden Illnesses <ul style="list-style-type: none"> ○ Define acute and chronic illness ○ Signs and symptoms of sudden illnesses ○ First aid care for sudden illnesses ● Respiratory Distress <ul style="list-style-type: none"> ○ Define respiratory distress, hyperventilation and respiratory arrest ○ Causes of respiratory distress ○ Signs and symptoms of respiratory distress ○ First aid care for respiratory distress ● Asthma <ul style="list-style-type: none"> ○ Define asthma and triggers ○ Using long term control medications and quick relief (rescue) medications ○ Types of asthma inhalers and nebulizers ○ Signs and symptoms of an asthma attack ○ First aid care for an asthma attack ● Allergic Reactions and Anaphylaxis <ul style="list-style-type: none"> ○ Define anaphylaxis, epinephrine, epinephrine auto injector and antihistamine ○ Signs and symptoms of allergic reactions and anaphylaxis ○ First aid care for allergic reactions and anaphylaxis ● Diabetic Emergencies <ul style="list-style-type: none"> ○ Define diabetes, insulin, hypoglycemia and hyperglycemia ○ Signs and symptoms of a diabetic emergency ○ First aid care for a diabetic emergency ● Seizures <ul style="list-style-type: none"> ○ Define seizures, epilepsy, convulsions and aura ○ Signs and symptoms of seizures

	<ul style="list-style-type: none"> ○ First aid care for a seizure ● Fainting <ul style="list-style-type: none"> ○ Signs and symptoms of fainting ○ First aid care for fainting ● Stroke <ul style="list-style-type: none"> ○ Define stroke and transient ischemic attacks ○ Signs and symptoms of a stroke ○ First aid care for a stroke <p>Food Allergies Article</p> <p>Diabetic Emergency Video</p> <p>Seizure Video</p> <p>Asthma Article</p> <p>Strokes Article</p>
Experiences (virtual and live field trips)	VR Glasses: Use virtual reality glasses and programs to navigate how the body responds to sudden illness; including anaphylaxis, asthma and diabetic emergencies.
Resources	
<p>American Red Cross: First Aid/CPR/AED participants manual</p> <p>https://www.redcross.org/</p> <p>https://www.brainpop.com/health/diseasesinjuriesandconditions/asthma/</p> <p>https://www.cprcertified.com/blog/first-aid-for-serious-allergies</p> <p>Sudden Illness Quiz</p> <p>Anaphylaxis Article</p>	
Pacing/ Time Frame:	1 Week (5 class periods)

Unit III	First Aid For Common Illnesses and Injuries	Grade(s)	12
Unit Plan Title:	Traumatic Injuries		
Overview/Rationale			
The unit focus is on providing appropriate first aid when a person is injured which can help speed recovery and may even save the person’s life.			
New Jersey Student Learning 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.			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan			
9.4.2.CT.3: Use a variety of types of thinking to solve problems			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools			
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts			
CRP.1: Act as a responsible and contributing community members and employees			
CRP.2: Attend to financial well-being			
CRP.3: Consider the environmental, social and economic impacts of decisions			
CRP.4: Demonstrate creativity and innovation			
CRP.5:Utilize critical thinking to make sense of problems and persevere in solving them			
CRP.6:Model integrity, ethical leadership and effective management			
CRP.7:Plan education and career paths aligned to personal goals			
CRP.8:Use technology to enhance productivity increase collaboration and communicate effectively			
CRP.9: Work productively in teams while using cultural/global competence			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.		NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.			

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.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

How would you provide first aid care for shock?

How would you differentiate between internal bleeding, blunt trauma and penetrating trauma?

How are closed wounds treated?

How is a tourniquet applied?

How are degrees of burns diagnosed?

How do you differentiate between muscle, bone and joint injuries?

How are head, neck and spinal injuries treated?

Enduring Understandings

A person who has been injured or is ill shows signs and symptoms of shock, call 9-1-1 or the designated emergency number immediately, this cannot be managed effectively by first aid alone, so it is important to get the person emergency medical care as soon as possible.

A type of closed wound is a bruise, and it can be treated by applying a cold pack to the bruised area can help to decrease the bleeding and reduce pain and swelling.

A burn is a traumatic injury to the skin caused by contact with extreme heat, chemicals, radiation or electricity and can range in severity from minor to critical. When evaluating a burn, you consider factors such as: depth of the burn, percentage of the body's surface burned, location of burn, age of the person and cause of the burn before providing first aid or contacting the designated emergency number.

Student Learning Targets/Objectives

List signs and symptoms of shock.

Explain the cause of different types of internal bleeding.

Describe the differences between open and closed wounds.

Indicate the steps used to apply a tourniquet.

Analyze the burn severity from minor to critical.

Differentiate between a sprain, strain, dislocation and fracture.

Explain how RICE is used for muscle, bone and joint injuries.

Indicate how splinting is used to prevent movement of an injured bone or joint.

Explain spinal cord injuries.

Evaluate for a concussion.

Demonstrate first aid for a pelvic injury.

Assessments

Pre and Formative- Do Now, Exit Ticket, First Aid/CPR/AED Participant Manual Chapter 6: Traumatic Injuries

Summative- Quiz: Complete "Injuries Quiz"

Authentic- Performance Task: Use Photo Card #2 from the Scene Size Up and Initial Impression Activity. Have students evaluate the picture and then answer the corresponding questions labeled on the card.

Teaching and Learning Actions

Instructional Strategies and Modifications (G/T, SE, and ELL differentiation)

Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.

Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.

Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.

Instructional Strategies:

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

Modifications:

English Language Learners (ELL) Students:

- Snap and read Google extension addition to read content to the student
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

Special Education Students:

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

At Risk of Failure Students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.

	<ul style="list-style-type: none"> ● Individualized Project Based Learning <p>Students With A 504:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and attend to any health concerns stated in the 504 plan.
<i>Learning Activities</i>	<p>American Red Cross First Aid Manual, pgs. 93-117</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quiz at the end of the unit. Reading topics in this unit include:</p> <ul style="list-style-type: none"> ● Shock <ul style="list-style-type: none"> ○ Define shock ○ Signs and symptoms of shock ○ First aid care for shock ● Internal Bleeding <ul style="list-style-type: none"> ○ Define internal, blunt and penetrating trauma ○ Sign and symptom of internal bleeding ○ First aid for internal bleeding ● Wounds <ul style="list-style-type: none"> ○ Define wound, closed wound and bruise (contusion) ○ Sign and symptoms of closed wounds ○ First aid care for closed wounds ○ Define open wounds, external bleeding, abrasion, laceration, avulsion and puncture wound ○ First aid care for open wounds and minor wounds ○ Use of tetanus and placement of stitches ○ Use of dressing and bandages ○ Applying a tourniquet ○ Using homeostatic dressings ○ Handling open wounds with embedded objects ○ Traumatic amputations ● Burns <ul style="list-style-type: none"> ○ Define burns ○ Describe burn severity from minor to severe ○ Signs and symptoms of burns ○ First aid care for burns ○ Differentiate between types chemical burns (dry and liquid) ○ Describe electrical burns

- **Muscle, Bone and Joint Injuries**

- Define strain, sprain, fracture and dislocation
- Signs and symptoms of muscle, bone and joint injuries
- First aid care for muscle, bone and joint injuries
- RICE method
- Splinting

- **Head, Neck and Spinal Injuries**

- Define spinal injuries, paralysis, paraplegia, quadriplegia, brain injuries, concussion, brain contusion, brain hematoma and diffuse axonal injury
- Causes of head, neck and spinal injuries
- Signs and symptoms of a concussion
- Signs and symptoms for head, neck and spinal injuries
- First aid for head, neck and spinal injuries

- **Nose and mouth injuries**

- **Chest Injuries**

- Define rib fracture, flail chest, lung contusion, sucking chest wounds and pneumothorax
- Signs and symptom of chest injuries
- First aid care for chest injuries

- **Abdominal Injuries**

- Signs and symptoms of abdominal injuries
- First aid care for abdominal injuries

- **Pelvic Injuries**

- Signs and symptoms of a pelvic injury
- First aid care for pelvic injuries

[Shock Treatment Video](#)

[External and Internal Bleeding Video](#)

[Burn Scars Articles](#)

[Head Injuries Article](#)

[Severe Bleeding Video](#)

[Splinting Video](#)

Experiences (virtual and live field trips)	Guest Speaker: Invite the OHS Athletic Trainer into class. Have her discuss different injuries she has helped provide aid for. Ask her to demonstrate the way she treats bone, muscle, and joint injuries as well as how she checks for concussions.
Resources	
American Red Cross: First Aid/CPR/AED participants manual https://www.redcross.org/ Photo Card #2 Injuries Quiz Knee Injury Video Treating Bleeding Video Burns Quizlet	
Pacing/ Time Frame:	1 Week (5 class periods)

Unit III	First Aid For Common Illnesses and Injuries	Grade(s)	12
Unit Plan Title:	Environmental Injuries and Illnesses		
Overview/Rationale			
The unit focus is on providing knowledge of signs and symptoms of environmentally caused illness and injuries which will allow you to make life saving choices for yourself or others.			
New Jersey Student Learning 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.			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan			
9.4.2.CT.3: Use a variety of types of thinking to solve problems			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools			
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts			
CRP.1: Act as a responsible and contributing community members and employees			
CRP.2: Attend to financial well-being			
CRP.3: Consider the environmental, social and economic impacts of decisions			
CRP.4: Demonstrate creativity and innovation			
CRP.5:Utilize critical thinking to make sense of problems and persevere in solving them			
CRP.6:Model integrity, ethical leadership and effective management			
CRP.7:Plan education and career paths aligned to personal goals			
CRP.8:Use technology to enhance productivity increase collaboration and communicate effectively			
CRP.9: Work productively in teams while using cultural/global competence			
Computer Science and Design Thinking		Interdisciplinary Standards	

8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.

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.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

How would you differentiate between heat cramps, heat exhaustion and heat stroke?

How is frostbite treated?

How do you lower the risk for unintentional poisonings?

How is drug overdose determined?
 How do you differentiate animal bites and stings?
 How are animal bites treated?
 How are stings treated?
 How are rashes from plants treated?

Enduring Understandings

If a household contains members who are at high risk for unintentional poisoning, keeping all medications and household products well out of reach of children or confused older adults, will help to keep them safe.
 Animal bites may result in bruising or breaks in the skin, therefore, evaluate the wound depth, amount of bleeding, provide first aid to control external bleeding and call 9-1-1 or the designated emergency number.

Student Learning Targets/Objectives

Explain who is more susceptible to thermoregulation.
 Differentiate between heat cramps, heat exhaustion and heat stroke.
 Compare hypothermia and frostbite.
 Identify ways to lower your risk of unintentional poisoning
 Describe signs and symptoms of lethal poisoning.
 Explain first aid care for an animal bite. (i.e., snake, spider, tick)
 Explain first aid care for an insect or marine life sting.
 Differentiate the signs and symptoms of rash-causing plants.
 Evaluate for a lightning strike injury.

Assessments

Pre and Formative- Do Now, Exit Ticket, First Aid/CPR/AED Participant Manual Chapter 7: Environmental Injuries and Illnesses Treated

Summative- Project: Complete “Injuries Project”

Authentic- Essay: Read article “What Every American Needs to Know about Puerto Rico’s hurricane disaster” and then answer the corresponding questions in a minimum of three paragraphs. [Hurricane Article Link](#)

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	<p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. • Individualized Project Based Learning <p>Students With A 504:</p> <ul style="list-style-type: none"> • Adhere to all modifications and attend to any health concerns stated in the 504 plan.
<p><i>Learning Activities</i></p>	<p>American Red Cross First Aid Manual, pgs. 118-139</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quiz at the end of the unit. Reading topics in this unit include:</p> <ul style="list-style-type: none"> • Exposure Illnesses and Injuries <ul style="list-style-type: none"> ○ Define thermoregulation, heat cramps, heat exhaustion, heat stroke, hypothermia and frostbite ○ Explain heat related illnesses ○ Signs and symptoms of heat exhaustion, heat stroke, hypothermia and frostbite ○ First aid care for heat exhaustion, heat stroke, hypothermia and frostbite • Poisoning <ul style="list-style-type: none"> ○ Types of household poisons ○ Lowering the risk of unintentional poisoning ○ Types of lethal poisoning ○ Signs and symptoms of poisoning ○ First aid care for poisoning ○ Poison control centers • Bites and Stings <ul style="list-style-type: none"> ○ Define animal bites ○ Signs and symptoms of animal bites ○ First aid care for animal bites ○ Define rabies ○ Sign and symptoms of venomous snake bites, spider bites, tick bites, insect stings, scorpion stings and marine life stings ○ First aid care for venomous snake bites, spider bites, tick bites, insect stings, scorpion stings and marine life stings • Rash-Causing Plants

	<ul style="list-style-type: none"> ○ Define urushiol ○ Types of rash-causing plants <ul style="list-style-type: none"> ● Lightning-Strike Injuries <ul style="list-style-type: none"> ○ Signs and symptoms of lightning-strike injuries ○ First aid care for lightning-strike injuries ○ Avoiding lightning-strike injuries <p>First Aid For Heat Emergencies Video</p> <p>Household Poisoning Article</p> <p>Bug Bites and Stings Article</p> <p>Rash-Causing Plant Video</p> <p>Lightning Strike Injury Video</p>
Experiences (virtual and live field trips)	Field Trip: Have students go on a hiking field trip at Eagle Rock Reservation. Allow the tour guide to prep the students in case of any environmental injuries that may happen on a hike. Have students prep a first aid bag in case of need.
Resources	
<p>American Red Cross: First Aid/CPR/AED participants manual</p> <p>https://www.redcross.org/</p> <p>Injury Project Guidelines</p> <p>Writing Prompt: Hurricane</p> <p>Poison Ivy Video</p> <p>Wasp Sting Video</p> <p>Bites and Stings Quizlet</p>	
Pacing/ Time Frame:	1-2 Weeks (7-10 class periods)

