

Original Adoption:	January 2018
Created by:	Manasquan Public School District
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Content Area: Health and Physical Education	
Course Title: Heart Saver CPR & First Aid	
Grade Level: 11th	
Unit Title	Pacing Guide in Days
CPR & AED (adult, child, infant)	30 days
Conscious and Unconscious Choking (adult, child, infant)	5 days
Basic First Aid	10 days

New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs
<p>Math – research heart attack and stroke statistics (Making Inferences and Justifying Conclusions S-IC; S-ID)</p> <p>ELA – research assignment on the Good Samaritan Law (NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.)</p>
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
<ul style="list-style-type: none"> 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. 9.1.12. FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
New Jersey Student Learning Standards: Computer Science and Design Thinking
<ul style="list-style-type: none"> 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

- 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.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

General Considerations for Diverse Learners

Students with Disabilities/504 Plans

Accommodations:

- Adjust seating arrangements as needed to minimize distraction and help with focus
- Seat near helpful peers
- Extra learning resources for home use (copies of books, etc.)
- Allow for handwritten or typed responses depending on need
- Directions read aloud on assessments
- Extended time as needed on both writing and objective assessments

Modifications:

- Student needs will be addressed on an individual and grade level basis according to their specific IEP/504 plan using a variety of learning modalities
- Key words highlighted, simplified vocabulary
- Graphic organizers for writing tasks
- Rewrite and editing opportunities for writing assignments
- Information to differentiate/personalize instruction, and/or reinforce instruction
- Access copies of class notes
- Study guides for tests
- Key phrases highlighted
- Restate, reread, clarify directions
- Teacher modeling and examples for reference
- Assignments/questions formatted clearly according to need
- Number of choices for multiple choice responses reduced (4 to 3; 5 to 4)
- Additional information and resources made available on Canvass to differentiate instruction, and/or reinforce instruction

English Language Learners

- Use of graphic organizers for notes and writing/ visual representation of information
- Use of icons/ clip art on worksheets/ digital assignments
- Skeletal notes/ Cloze notes (fill in the blank)
- Directions read aloud and posted on the board/ on paper
- Highlight and define key vocabulary
- Access to bilingual dictionary
- Use of simplified vocabulary
- Students present answers orally rather than in writing
- Access to audiobook to aid in comprehension when reading independently

Students at Risk of School Failure

- Communication with home/ counselors
- Use of organizers for assignments
- Allow students to retake assessments based on need
- Personalized instruction one-one-one based on student's learning style (outside of class)
- Use of digital reminders (Canvas calendar)
- Ask students to restate information, directions, and assignments
- Choice of medium for responses, assignments, and presentations
- Study guides for tests
- Modified pacing/ due dates

Gifted & Talented Students

- Allow opportunities for students to assist other students
- Provide extension activities
- Develop a question, investigate, and propose a solution
- Connect learning to historical background to increase understanding of content
- Elevate writing requirements on open ended assignments/ assessments

UNIT TITLE or GRADE: 11 th Grade - CPR & First Aid		PACING: 45 days
Unit Skills & Understandings		
<u>Pre-Requisite Skills/Content</u>	<u>New Skills/Content</u>	
<ul style="list-style-type: none">• General knowledge of circulatory and respiratory systems• Knowledge of EMS system• Contacting EMS• Recognizing an Emergency	<ul style="list-style-type: none">• Seeking help for oneself or others• Checking vital signs• Performing Chest Compressions• Abdominal Thrust technique for choking victims• Proper use of an AED	
Essential Questions		
<ul style="list-style-type: none">• How do you identify a life-threatening emergency?• Why is it essential to work as a team in a life-threatening emergency?• How do you prioritize the degree of urgency of care?		
Unit Goals		
<ul style="list-style-type: none">• How can one identify a life-threatening emergency?• Why is it sometimes critical to utilize teamwork in an emergency situation?• What is the best way to provide effective first aid, CPR and AED skills in an emergency situation?		

- How can emergencies and life-threatening health issues be prevented?

Objectives

- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.
- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
- 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
- 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.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).
- 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
- 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).
- 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness.
- 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

Tasks/Activities/Strategies	Assessments/Performance Tasks
<p><i>The following are tasks, activities, or strategies that will be used during instruction of the unit.</i></p> <ul style="list-style-type: none"> • Watch "Life is Why" - video – share "Whys" [CRP5] • Student workbook – follow along • Watch "Chain of Survival" - video • Watch "Scene Safety" - video • Practice scene safety and assessment [CRP2] [CRP8] 2.1.12.CHSS.2 	<p><i>The following are assessments that will be used by the teacher to evaluate students' progress towards meeting the unit expectations and using student strategies.</i></p> <ul style="list-style-type: none"> • Teacher Observation • Exit Tickets by topic throughout the Unit • Class discussion/review • Skills test: CPR (for adult, child, and infant) • Skills test: AED (for adult and child)

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| <ul style="list-style-type: none"> • Watch “Chest Compressions - video (for adult, child, and infant) • Practice while watching: chest compressions (for adult, child, and infant) [CRP2] [CRP8] • Watch “Giving Breaths” video: mouth-to-mouth and with mask (for adult, child, and infant) • Practice while watching: giving breaths mouth-to-mouth and with mask (for adult, child, and infant) [CRP2] [CRP8] • Watch “AED and Special Considerations” - video • AED review • Practice AED [CRP2] [CRP8] • Watch “Putting it Together” - video (CPR and AED) (adult and child) • Practice putting it all together (CPR and AED) • Class discussion (what are steps for assessment, for calling 911 and getting AED, characteristics of high -quality CPR4) • Watch “Choking” - video (for adult, child, and infant) • Class discussion (Ask - What is difference b/w mild and severe airway block, universal sign for choking, where to give thrusts?) [CRP4] • Practice while watching: choking (for adult, child, and infant) [CRP2] [CRP8] • Watch “Duties, Roles and Responsibilities of First Aid Rescuers” - video • Do Phone for help worksheet • Watch “Universal Precautions and Exposure to Blood” - video • Watch “Removing Protective Gloves” – video • Practice: removing protective gloves [CRP2] [CRP8] • Watch “Finding the Problem” – video • Practice: finding the problem [CRP2] [CRP8] • Watch “Optimal Position for an Injured Person” – video • Do First Aid Basics: Review Questions – worksheet [CRP5] • Watch “First Aid Basics Summary” – video • Class discussion (ask - what to wear when providing first aid, how long to stay online with dispatcher, how long to wash hands?) • Watch “Breathing Problems” – video • Practice: using an epinephrine pen [CRP2] [CRP8] • Watch “Heart Attack, Fainting, Diabetes and Low Blood Sugar” – video • Watch “Stroke, Seizure” – video • Watch “Medical Emergencies Summary” – video • Class discussion (Ask - typical signs of heart attack, signs of low blood sugar, warning signs of stroke?) [CRP5] | <ul style="list-style-type: none"> • Quizzes (for scene safety and initial assessment, adult, child, and infant CPR & AED) • Remediation if necessary • Skills test: basic first aid skills • Final Exam - comprehensive |
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- Watch “External Bleeding, Controlling Bleeding and Bandaging” – video
- Practice: controlling bleeding and bandaging [CRP2] [CRP8]
- Watch “External Bleeding, cont.”. – video
- Watch “Internal Bleeding, Head, Neck and Spine Injuries, and Broken Bones and Sprains” – video
- Practice: splinting [CRP2] [CRP8]
- Power Point project – good Samaritan laws [CRP11]

RESOURCES

The following resources are being used as a source of activities and/or assessments for the unit

- Canvas – assignments, discussions, resource files
- American Heart Association – Heart Saver Student Workbook – online file
- American Heart Association – Heart Saver CPR, AED, First Aid Video
- American Heart Association – Heart Saver Skills Testing Checklists
- American Heart Association
<http://www.heart.org>
- The Mayo Clinic
<http://www.mayoclinic.com>
- Kids Health
<http://www.kidshealth.org>
- Kahoot.com
- Kahn Academy - <https://www.khanacademy.org/test-prep/mcat/behavior/social-psychology/v/bystander-effect>