

**Winslow Township School District**  
**12<sup>th</sup> Grade Health**  
**Safety and First Aid- Before Giving Care**

**Overview:** The purpose of this unit is to help students recognize and respond appropriately to cardiac, breathing, and first aid emergencies. The lessons in this unit teach skills that students need to know to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over.

This unit will also provide students with the foundational knowledge to quickly and safely respond in an emergency. The unit will give students the confidence they need in an emergency by addressing common barriers to action. Students will identify the steps for activating the EMS system, checking a conscious person and identifying life threatening conditions. Ways in which to move injured or ill persons will be addressed and how to place someone in recovery position is also demonstrated and discussed.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> <li>● Before Giving Care</li> <li>● Checking an Injured or Ill Person</li> </ul>	2.1.12.CHSS5  2.3.12.HCDM.3  WIDA 1	Students will identify and recognize different types of emergencies and use the four steps of the emergency medical system and basic first aid information to decide the actions to take so they can recognize and respond to any type of emergency appropriately. Students will describe how to check an ill or injured victim for life-threatening and non-life-threatening conditions and will be able to demonstrate proper and appropriate procedures to provide care.	<ul style="list-style-type: none"> <li>● What is the difference between a life threatening emergency and a non- life-threatening emergency?</li> <li>● What are the emergency action steps and why are they in that order?</li> <li>● What is the purpose of the Good Samaritan Laws?</li> <li>● What are the four life threatening conditions?</li> <li>● How can you reduce your risk of disease transmission when responding to an emergency?</li> </ul>
<i>Enduring Understandings</i>	<ol style="list-style-type: none"> <li>1. A life threatening emergency is an illness or injury that impairs a victim’s ability to circulate oxygenated blood to all parts of his or her body and a non-life threatening emergency does not have an immediate impact on a victim’s ability to circulate oxygenated blood but still requires medical attention.</li> <li>2. The emergency action steps are Check, Call, Care. Check the scene for safety first then the victim for life threatening conditions. Call 911 and give all information. Provide proper care until more advanced medical personnel arrive on the scene.</li> <li>3. The Good Samaritan Laws help protect people who voluntarily give care.</li> <li>4. Unconsciousness, no breathing (trouble breathing), No Signs of Life, Severe Bleeding</li> <li>5. You can protect yourself using a barrier, such as gloves or a breathing mask, avoid direct contact with bodily fluids</li> </ol>		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> <li>● <b>Before Giving Care</b></li> <li>● <b>Checking an Ill or Injured Person</b></li> </ul>	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).	5	13
	2.3.12.HCDM .3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)	5	
	Assessment, Re-teach and Extension		3	

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Grade 12		
Core Idea	Indicator #	Performance Expectations
Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.	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).
Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.	2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)

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**Safety and First Aid**

**Assessment Plan**

- Assess student's knowledge in the form of a written test.
- Survey student's knowledge through a K-W-L-A chart
- Teacher observation of skills
- Self-evaluation
- Peer evaluation
- Current Event Article Summary
- Questioning Strategies
- Polls/Surveys
- Exit Tickets
- Student Demonstrations
- Individual, partner or group work

Alternative Assessments:

Videos with discussion/enrichment

Written Rubrics on identified activities

Worksheets/Packets

Guided Notes from PowerPoint presentation

Warm up Questions

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Resources	Activities
<ul style="list-style-type: none"><li>● Text book</li><li>● Chapter PowerPoints</li><li>● Study Guides</li></ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ol style="list-style-type: none"><li>1. Define the various types of emergencies (life threatening and non-life-threatening)</li><li>2. Describe the responder's role in an emergency situation using the four basic steps of the emergency medical system</li><li>3. The steps in the 'CHECK' step of the emergency action steps.</li><li>4. Identify the difference between call first and care first</li><li>5. Describe each technique used to transport a victim and the situations in which each is used.</li><li>6. Proper glove removal</li><li>7. Identify questions you would ask a victim or bystanders in an emergency situation.</li><li>8. Explain SAMPLE and how to check a conscious victim</li><li>9. Explain the technique used for the head-tilt/chin-lift</li><li>10. Describe the recovery position</li><li>11. Explain the steps used for checking an unconscious person</li></ol>

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**Instructional Best Practices and Exemplars**

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| <ol style="list-style-type: none"><li>1. Identifying similarities and differences</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Nonlinguistic representations</li></ol> | <ol style="list-style-type: none"><li>6. Cooperative learning</li><li>7. Setting objectives and providing feedback</li><li>8. Generating and testing hypotheses</li><li>9. Cues, questions, and advance organizers</li><li>10. Manage response rates</li></ol> |
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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

**Students with special needs:** Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Equipment size	Modified rules
Pictures	Preferential Seating
Spacing / distance	Modifications to Equipment
Peer partnering	Study guides/notes
Larger print	Modifications of assignments
Relaxed rules	Modifications of due dates
Safe environment	Modified Tests/Quizzes

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>● Relate to and identify commonalities in health practices in students home country</li> <li>● Speak and display terminology and movement</li> <li>● Teacher Modeling</li> <li>● Peer Modeling</li> </ul> <p>Label Classroom Materials - Word Walls</p>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>● Students can complete extend research outside of the classroom</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Project Based Learning</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>ELA</b></p> <p><b>NJSLSA.SL1</b> 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.</p> <p><b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Interdisciplinary Standards</p> <p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	



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**Computer Science and Design Thinking**

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

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).

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.