

Winslow Township School District
12th Grade Health
Safety and First Aid- CPR, AED & Breathing Emergencies

Overview: This unit provides the knowledge and skills necessary for students to safely identify and give appropriate care, regardless of the type of emergency. This unit stresses the basic steps to follow, beginning with the most important step, deciding to act, and will help students confront their fears of getting involved and giving care.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> ● CPR ● AED ● Breathing Emergencies 	<p>2.1.12.CHSS5</p> <p>2.3.12.HCDM.3</p> <p>WIDA 1</p>	<p>Students will be able to identify life threatening emergencies and utilize skills used in Basic Life Support and automatic external defibrillation. They will be able to demonstrate the appropriate techniques used to care for a victim experiencing a heart attack, cardiac arrest, conscious choking and unconscious choking.</p>	<ul style="list-style-type: none"> ● What are the signals of a cardiac emergency? ● Who was the AED designed for? ● What are the signals of a breathing emergency?
<p><i>Enduring Understandings</i></p>	<ol style="list-style-type: none"> 1. The signals of a cardiac emergency are chest pain, discomfort or pressure; discomfort in other areas of the upper body in addition to the chest; trouble breathing; pale, bluish, ashen skin; sweating; and light headed, dizzy. 2. The AED was designed for the citizen responder to be able to give the victim defibrillation as soon as possible. The sooner an AED is used the victim has a greater chance of survival. 3. The signals of a breathing emergency include trouble breathing or no breathing; slow or rapid breathing; unusually deep or shallow breathing; gasping for breath; wheezing, gurgling, or high pitched noises; unusually moist or cool skin; flushed, pale, ashen, or bluish skin; shortness of breath; dizziness or light headed; pain in the chest or tingling in the hands, feet or lips; and apprehensive or fearful feelings. 		

Winslow Township School District
12th Grade Health
Safety and First Aid- CPR, AED & Breathing Emergencies

Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> ● CPR ● AED ● Breathing Emergencies 	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).	7	20
	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)	10	
	Assessment, Re-teach and Extension		3	

Winslow Township School District
12th Grade Health
Safety and First Aid- CPR, AED & Breathing Emergencies

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)

Winslow Township School District
12th Grade Health
Safety and First Aid- CPR, AED & Breathing Emergencies

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

Winslow Township School District
12th Grade Health
Safety and First Aid- CPR, AED & Breathing Emergencies

Resources	Activities
<ul style="list-style-type: none"> ● Text book ● Chapter PowerPoints ● Study Guides <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ol style="list-style-type: none"> 1. Describe coronary heart disease 2. Identify signals of a heart attack 3. Describe care for a victim of heart attack 4. Define cardiac arrest and the causes and signals of cardiac arrest 5. Explain the cardiac chain of survival 6. Recall the steps in the care for someone in cardiac arrest and the differences between adult, infant and child care 7. Demonstrate the skill of CPR on the manikin 8. Discuss when to stop giving care 9. Discuss how the use of an AED is crucial in the care of a victim of cardiac arrest if available for use 10. Define breathing emergencies 11. Differentiate between respiratory distress and respiratory arrest 12. Discuss conditions which may cause a breathing emergency 13. Discuss common causes of choking and the care for this emergency 14. Discuss the difference between conscious choking adult/child and conscious choking infant 15. Explain the difference between conscious choking and unconscious choking care 16. Explain the causes and care for asthma and anaphylaxis

Winslow Township School District
12th Grade Health
Safety and First Aid- CPR, AED & Breathing Emergencies

Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>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.</p> <p>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/</p>	

Winslow Township School District
12th Grade Health
Safety and First Aid- CPR, AED & Breathing Emergencies

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

Winslow Township School District
12th Grade Health
Safety and First Aid- CPR, AED & Breathing Emergencies

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

Winslow Township School District
12th Grade Health
Safety and First Aid- CPR, AED & Breathing Emergencies

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.