

Winslow Township School District

12th Grade Health

Safety and First Aid- Medical Emergencies and Special Situations

Overview: The purpose of this unit is to teach students to recognize the common signals of sudden illnesses, environmental emergencies. Students will learn the skills needed to respond appropriately to environmental emergencies and how to give care to a suddenly injured or ill person until more advanced medical personnel arrive and take over.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> ● Medical Emergencies ● Special Situations 	2.1.12.CHSS5 2.3.12.HCDM.2 2.3.12.HCDM.3 WIDA 1	Students will identify the signals for sudden illness, environmental emergencies and recall the proper first aid procedure to provide care.	<ol style="list-style-type: none"> 1. What sudden illness is caused by a blockage of blood flow to the brain? 2. What should you do if you recognize the signal of a sudden illness or environmental injury? 3. What are the warning signs of a head injury?
<i>Enduring Understandings</i>	<ul style="list-style-type: none"> ● Warning signs of stroke ● Call 9-1-1 immediately and begin caring for the victim, including watching for signs of shock. ● The warning signals of a head injury are: confusion, headache, repeated questioning about what happened, temporary memory loss, brief loss of consciousness, nausea and vomiting, speech problems, blurred vision or light sensitivity, 		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> ● Medical Emergencies ● Special Situations 	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).	4	14
	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.	4	
	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)	3	
	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.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.
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">• 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. Identify the signals of common sudden illness2. Describe how to care for common sudden illness3. Describe how to care for someone who is having a seizure4. Describe how to care for someone who is fainting5. Describe how to care for someone who is having a diabetic emergency6. Describe how to care for someone who is having a stroke7. Identify the signals of heat-related illnesses and cold-related emergencies8. Describe how to care for heat-related illnesses and cold-related emergencies.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations	<ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates

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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: 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"> • 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>	

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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.