

CPR Course Overview

Content Area: **Health**
Course(s): **CPR CERTIFICATION/TEEN STRESS MANAGEMENT SKILLS**
Time Period:
Length: **Quarter**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade-

Course Number:1706

BOARD OF EDUCATION

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Course Adoption: 1/16/1990

Curriculum Adoption:

Course Overview

Safety and First Aid courses provide specialized instruction in first aid techniques, cardiopulmonary resuscitation (CPR), relief of obstructed airways, and general safety procedures and behaviors. These courses may include such topics as an overview of community agencies and hotlines providing emergency care and information and opportunities for first aid and CPR certification.

Textbooks and Other Resources

COURSE RESOURCES

TEXTBOOKS:

Webb, De Bruyne; Making Life Choices. Glencoe/McGraw Hill. All rights reserved. Published 2010 U.S.A.

American Heart Association: - Heartsaver First Aid/CPR/AED (Guidelines 2015 CPR & ECC)

AHA DVD - Heartsaver First Aid/CPR/AED (Guidelines 2015 CPR & ECC)

Web MD

ChooseMyPlate.gov

CDC.gov

Google Classroom

Kahoot.com

Media Center Databases

Standards

HPE.2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
HPE.2.1.8.E.CS2	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

HPE.2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Other Pacing Guide References	Proficiency (Summative/Formative Assessments)
UNIT I: <u>CPR Certification</u> Essential THEME: The Big Picture: Students will be certified by the AHA in Adult, Child, Infant and AED usage. Essential Question: Who needs CPR? What is the purpose of CPR? What is the difference between Adult, Child and Infant CPR? How does one respond in a cardiac emergency? What is an AED?	2.1.6.D.1 (R) 2.1.6.D.4 (R) 2.1.8.D.1 (R) 2.1.8.D.2 (R) 2.1.8.D.4 (R) 2.1.12.D.1 (R) 2.1.12.D.6 (R) TECH.K-12.3.a TECH.K-12.3.b TECH.K-12.3.c TECH.K-12.3.d TECH.K-12.6.b TECH.K-12.6.d TECH.K-12.7.b TECH.K-12.7.c	27 days	SKILLS Testing: Adult, Child, Infant and AED -Adult/AED Written Test -Child/Infant Written Test -Project
UNIT II: <u>Nutrition</u> Essential THEME: The Big Picture: Understand	2.1.12.A.2 (R) 2.1.8.B.1 (R)	9 days	-Research Project

<p>Essential Question:</p>	<p>the lifelong benefits of healthy eating patterns and exercise. Identify the global obesity issue that is impacting both the young and older generations.</p> <p>Understanding the dangers of unhealthy eating patterns associated with overweight and obesity.</p> <p>What are some controlled and uncontrolled risk factors for Cardiovascular Disease?</p> <p>What are the current overweight and obese statistics on both a national and global level? What are some early and developed behaviors of eating disorders? What can we do as individuals and nations to help deal with these problems?</p>	<p>2.1.8.B.2 (R) 2.1.8.B.3 (R) 2.1.12.B.1 (A) 2.1.12.B.2 (A) 2.1.12.B.3 (A) 2.1.8.C.2 (R) 2.1.12.C.1 (A) 2.1.12.C.2 (A) 2.1.12.C.3 (A) 2.1.12.C.4 (A) 2.2.12.B.1 (A) 2.2.12.B.2 (A)</p>		
<p>UNIT III: <u>Teen Mental Health /Stress</u></p> <p>Essential THEME:</p> <p>Essential Question:</p>	<p>The Big Picture: Identify some stressors (distress and eustress) that are impacting teenage lives. Have students examine the specific stresses that they can relate to. Also have students understand the impact of stress on a healthy immune and cardiovascular system.</p> <p>What are some negative stresses in our lives? Where do we get positive stress from? What are some healthy and unhealthy coping mechanisms? Where can you seek resources and counseling in the area?</p>	<p>2.1.8.A.2 (R) 2.1.8.A.4 (R) 2.1.6.E.3 (R) 2.1.8.E.2(R) 2.1.8.E.3 (R) 2.1.8.E.4 (R) 2.1.12.E.1 (A) 2.1.12.C.1 (A) 2.1.12.C.2 (A) 2.1.12.C.3 (A) 2.1.12.C.4 (A) 2.1.12.E.1 (A) 2.1.12.E.2 (A) 2.1.12.E.4 (A) 2.2.12.A.1 (A) 2.2.12.A.2 (A) 2.2.12.A.3 (A) 2.2.12.B.1 (A) 2.2.12.B.2 (A) SCI.9-12.B.3.4.1 SCI.9- 12.APS.2.1.1 SCI.9-</p>	<p>9 days</p>	<p>-Project</p>

	12.APS.2.1.2 SCI.9- 12.APS.2.1.3 SCI.9- 12.APS.2.1.4		
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Grading and Evaluation Guidelines

GRADING PROCEDURES

Grading procedures must be described in sufficient detail so that a pupil will understand, the minimal to advanced proficiency, expected of him/her as the outcome of each unit, for the marking period and for the course as a whole. Benchmark level assessments associated with the course also need to be identified. While assessments of proficiency levels must be valid and reliable they do not need be the same for all students.

Other criteria to be considered in grading must be identified and the degree to which such criteria will be considered in a grade. Each pupil must receive a copy of the grading procedures, proficiencies and criteria for each unit and/or marking period.

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent Advanced Proficient
- B Good Above Average Proficient
- C Fair Proficient
- D Poor Minimally proficient
- F Failing Partially Proficient

Unit assessments, delineated for each unit, will include such measures as:

Written and Performance Measures of proficiency objectives

Records of oral participation in classroom discussions related to unit objectives

Records of achievement of lesson objectives (i.e. quizzes, relevant homework)

CPR skills testing for each adult, child and infant with AED

Other Details

CONTENT FOCUS AREA AND COURSE NAME

CPR/Teen Stress Management

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1706	50	S	10-12	1.25	210	R	01/16/1990

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLS Standard		NJSLS Standard		NJSLS Standard	
1. Visual and Performing Arts		5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy	S		