

Unit 3 Health 3 (2022)

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

This is a required course that the NJ Legislature passed where school districts must have an automated external defibrillator (AED) on site in a place that is accessible and easy to locate. It also requires that students be trained in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). The primary purpose of this unit is to help participants recognize and respond appropriately to cardiac, breathing and first aid emergencies. The courses in this program teach participants the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. This program offers CPR and AED courses to meet the various training needs of a diverse audience.

Essential Questions:

- How does one respond in an emergency?
- How does one check a responsive adult?
- How does one check a person that appear unresponsive?
- What are the signs and symptoms of a heart attack?
- How does one care for someone experiencing a heart attack?
- What is cardiac arrest and how does it differ from a heart attack?
- What are the steps to Cardiopulmonary Resuscitation (CPR)?
- What is an AED and how does it work?
- How does one care for a conscious choking person?
- How does one care for an unconscious choking person?

Enduring Understandings:

- The three C's in responding to an emergency are Check, Call, Care.
- S.A.M.P.L.E. is used when checking a responsive adult - Signs and Symptoms, Allergies, Medications, Pertinent Medical History, Last food or drink, and Events leading up to the incident.
- When checking an unresponsive person, one should shout "Are you okay", tap the shoulder, and finally check for breathing no less than 5 seconds and no more than 10 seconds.
- The signs and symptoms of a heart attack vary from person to person, but common signs are chest pains, pressure, and discomfort. The universal sign of a heart attack is someone holding their chest. A victim may have trouble breathing, become dizzy, nauseous, anxious, and/or tired.
- How to help someone experiencing a heart attack includes calling 9-1-1 or the designated emergency number immediately, being prepared to give CPR and use an AED if the person becomes unresponsive and stops breathing. If you are trained in giving CPR and using an AED, help the person to rest in a comfortable position, and loosen any tight clothing. Many people find it easier to breathe when sitting. If the person takes a prescribed medication for chest pain (e.g., nitroglycerin), offer to get the medication for the person and assist him or her with taking it.

- Cardiac arrest occurs when the heart stops beating or beats too ineffectively to circulate blood to the brain and other vital organs. Unlike a heart attack, cardiac arrest shows NO signs or symptoms and a person in cardiac arrest is ALWAYS nonresponsive.
- Performing CPR requires 30 chest compressions and 2 rescue breaths.
- Defibrillation is the electrical shock delivered by an Automated External Defibrillator (AED).
- When caring for a conscious choking person, one must perform 5 back blows and 5 abdominal thrusts for a child and adult (5 chest thrusts for an infant).
- When caring for an unconscious choking person, one must perform a finger sweep and begin CPR.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.9-12.2.1.12.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).
HE.9-12.2.3.12.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,).

Lesson Titles:

- Responding to an Emergency
- Checking a Responsive Adult
- Checking an Unresponsive Adult
- Heart Attack and Cardiac Arrest
- Cardiopulmonary Resuscitation (CPR) - Adult, Child, Infant
- How to use Automatic External Defibrillator (AED)
- Choking Adult/Child/Infant Unconscious/Conscious
- Hands-On Practical

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.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.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

There are strategies to improve one's professional value and marketability.

Inter-Disciplinary Connections:

MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
MA.S-MD	Using Probability to Make Decisions
MA.S-MD.A	Calculate expected values and use them to solve problems
LA.SL.11-12	Speaking and Listening Comprehension and Collaboration
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Jewish Aid and Rescue During the Holocaust

Materials Used:

<https://encyclopedia.ushmm.org/content/en/article/jewish-aid-and-rescue>

Addresses the Following Component of the Mandate: Analyzes ways that first aid and rescue was given to the Jewish population during the Holocaust era.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Adapted First Aid Training for Disabled People

Materials Used: <https://www.redcross.ca/blog/2021/10/adapted-first-aid-training-an-inclusive-red-cross-experience>

Addresses the Following Component of the Mandate: Adapted training methods for individuals with disabilities is essential because they could be put in situations where they need to know how to perform acts of first aid in case of an emergency.

- Social

Climate Change

Topic: First Aid Response Due to Climate Change and Disasters

<https://www.redcross.org/about-us/news-and-events/press-release/2021/national-preparedness-month-2021.html>

With climate change and disasters on the rise, the American Red Cross is providing people with information on how they can stay prepared with first aid techniques during times of need.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Spotlight a First Aid Member Within the Asian American Pacific Islander Community

Materials Used: <https://www.redcross.org/local/new-york/greater-new-york/volunteer/asian-american-pacific-islander-heritage-month.html>

Addresses the Following Component of the Mandate: Madeline Liongson - Specifically teaching kindergartners Disaster Prevention Skills to show them basic ways of staying safe.

- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Benchmark
- CPR and Choking Practical
- Unit Assessment

Resources & Materials:

- American Red Cross CPR Certification Materials and Tests
- CPR Dummies (Adult, Child, Infant)
- Online Resources that provide a global view of CPR
- Trainer AED(s)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Analyzing Statistics
- Guided Discussions
- Hands On Practical Training
- Practicing Situational Awareness

Formative Assessment:

- Anticipatory Set
- Closure
- Do Now
- Exit Ticket
- Fact or Fiction Worksheet
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions

- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting

- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

- American Red Cross Resources (Videos and Handouts)
- AnswerGarden
- Character Strong
- Google Classroom
- Google Slides, Forms, Docs
- Jamboard
- Pear Deck

Computer Science and Design Thinking Standards

CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.EC	<p>Ethics & Culture</p> <p>The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.</p>

