

Unit 1: CPR/AED

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The eleventh-grade health education program is designed to develop the skills necessary to evaluate and improve a student's overall health. Throughout the course of study, students will gain an understanding of the impact that nutrition has on wellness. Through skills-based activities, students will expand their understanding of nutrition concepts and how they can affect an individual's health. Students will analyze the impact that behaviors can have on someone's overall wellness and will seek ways to improve their health by eliminating unhealthy behaviors from their lives. Students will also explore AED and CPR skills that can be applied to help someone in need.

ESSENTIAL QUESTIONS

- How do I perform CPR on a adult, child and infant?
- How do I control bleeding?
- How do I keep myself safe from infectious diseases when dealing with a victim?
- How do I give care to a victim in an emergency situation?
- How do I get certified?
- How does the health care system work?
- How do I get involved with volunteering?
- How do I hook up an AED?
- How can nutrition affect wellness?
- What is the relationship between physical activity and weight management?
- What factors contribute to noncommunicable diseases related to nutrition?
- How does an AED work?
- How can nutrition affect wellness?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 9-12 - Comprehensive Health and Physical Education (2020)

HE.9-12.2.1.12.CHSS.1

Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

HE.9-12.2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
HE.9-12.2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
HE.9-12.2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
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.9-12.2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
HE.9-12.2.1.12.CHSS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
HE.9-12.2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
HE.9-12.2.1.12.CHSS.9	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
HE.9-12.2.3.12.HCDM.1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
HE.9-12.2.3.12.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.
HE.9-12.2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
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,).
HE.9-12.2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
HE.9-12.2.3.12.HCDM.6	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

The Teacher will open each lesson by asking students about the topic that will be covered that day. This may include certain vocab words or concepts. This will serve as a baseline to determine the student's prior knowledge of the subject. The teacher will attempt to correct any information provided by the students that may not be factually correct.

Some other things that can be used are...

Worksheets

American Red Cross video

Manikin work: Conscious choking adult CPR adult mannequin

Unconscious choking adult manikin

Conscious choking child

Child rescue breathing

CPR Unconscious choking child

Conscious choking infant

Infant rescue breathing Infant

CPR Unconscious choking

infant Practice AED

Compare and contrast family genetics.

Design goals to improve nutrition and overall health.

Create a personal nutritional goal that encompasses all components to enhance health.

INSTRUCTIONAL PLAN

Student Learning Intentions (SLI) WALT: (We are learning to...)	
Student Learning Strategies	
Success Criteria	
Formative Assessment (drives instructional decisions)	
Activities and Resources	
Suggested Modifications	

[11th Health Education CAR Model Cardiac Emergencies-Lesson 2.docx](#)

[11th Health Education CAR Model AED-Lesson 3.docx](#)

[11th Health Education CAR Model Breathing Emergencies-Lesson 4.docx](#)

[11th Health Education CAR Model Sudden Illness Lesson .docx](#)

REFLECTIONS

**INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS
FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**
