

# Unit IV: CPR and First Aid

Content Area: **Physical Education and Health**  
Course(s):  
Time Period:  
Length: **17 Days**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

---

### State Mandated Topics Addressed in this Unit

**Instruction on CPR/ AED (N.J.S.A. 18A:35-4.28-4.29)** Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

## Unit Summary

---

The purpose of this unit is to help participants recognize and respond appropriately to cardiac, breathing and first aid emergencies, to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over.

## Learning Objectives

---

- How can you recognize an emergency?.
- How can you tell if a scene is safe?
- How do you prioritize care for injuries and sudden illnesses?
- How do you reduce the risk of disease transmission when giving care?
- What are the steps for first aid for fractures, sprains, strains, and the Heimlich maneuver?
- What are the steps of treatment for a heart attack victim?
- What are the steps that should be taken during an emergency?
- What are the steps to rescue breathing and CPR for adults and children?
- What is the difference between (expressed) consent and implied consent?
- What is the difference between heat exhaustion and a heat stroke?
- What is the purpose of Good Samaritan laws?

## Essential Skills

---

- Demonstrate how to perform CPR

- Describe how to care for a heart attack
- Describe how to prioritize care for injuries and sudden illnesses
- Describe how to recognize an emergency.
- Describe the dangers of acting (responding) without thinking
- Describe the purpose of Good Samaritan laws
- Determine how you can tell if a person is suffering from heat exhaustion or whether he is suffering a heat stroke
- Discuss what types of wounds might require emergency treatment to stop bleeding?
- Explain Emergency action plan
- Explain how to activate and work the EMS system.
- Explain the role of CPR in cardiac arrest
- Explain when to move an injured or ill person from a dangerous scene.
- Identify equipment needed to properly respond to a breathing emergency
- Identify how to reduce the risk of disease transmission when giving care.
- Identify the correct sequence in caring for a blocked airway
- Identify the difference between (expressed) consent and implied consent.
- Identify the links in the cardiac chain of survival
- Identify the tools used in an initial assessment
- List the causes of cardiac arrest
- Perform a basic vital sign check
- Perform a practical assessment
- Perform and write down the steps for first aid for fractures, sprains, strains, and the Heimlich maneuver
- Perform and write down the steps to rescue breathing and CPR for adults and children
- Recognize the signals of a cardiac emergency

## Standards

---

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.

## Enduring Understanding

---

- In a cardiac arrest emergency, every second counts. If performed immediately, CPR can double or triple a person's chance of survival. Empowering all youth with CPR and AED training in school will dramatically increase the number of first responders in communities each year and save lives.

## **Instructional Tasks/Activities**

---

- Constructed response
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- Graphic organizers or models
- Guided discussion within small groups
- Guided practice
- Individual, small, and large group work
- Quizzes
- Review Activity
- Section Review Questions
- Tests

## **Recommended Technology Activities**

---

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

---

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

---

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

---

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

---

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating

- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Assessment Procedure**

---

Student progress will be measured by formative and summative assessments. Either formally or informally artists' progress will be assessed weekly in order to maximize student understanding of current and cumulative topics. This unit is sequenced to begin with scene safety and universal procedures for protecting oneself against disease transmission. Next first aid is taught. Followed by breathing emergencies including choking and lastly CPR is discussed.

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Flashcards and/or drill and practice
- Forced Choice Activities
- Group Projects
- Inquiry based activities with reflective discussion
- Journal / Student Reflection
- Kahoot
- Lecture with note taking or guided notes
- Other named in lesson
- Peer Review
- Performance
- PowerPoint presentations
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Whole and small group discussions
- Worksheet

## **Honors Modifications**

---

## Resources

---

- The Red Cross: <https://www.redcross.org/>