

01_Unit 1: CPR/First Aid

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **2 1/2 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Overall wellness is framed around a balanced lifestyle. Individuals need to understand the importance of mental health, physical fitness, and nutrition as it relates to weight management and the prevention of diseases and illness. Preventing injury and knowing how to react in life threatening situations is also crucial. Students will gain knowledge in CPR/AED skills and learn how to implement them correctly. Students will also explore various health related careers and coaching principles to enhance personal goal setting and real life skill sets for the future.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit 1 - First Aid - 2 Weeks - 10-12 Classes

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves. Students learn to carry out appropriate CPR/First Aid through AHA Curriculum.

Essential Questions:

What ways can you recognize a medical emergency and how do you respond?

How do you survey the scene in an emergency situation?

What clues might you look for that might give you a better idea of what happened, so you can better handle the emergency?

Why is it important to have a basic understanding with following emergency action steps?

Why is it essential to make the right decision in an emergency?

What is the biology of various tick species?

What diseases are transmitted by ticks?

What preventative measures can one take and what protection can be utilized for the prevention of tick bites?

Enduring Understandings

EMS should be contacted immediately in life threatening situations.

Stay calm and act immediately following safety precautions.

Make sure the situation is safe for all parties involved before taking measures.

The Good Samaritan Law will protect you from getting sued as long as you do not act negligently.

Making the right decision in an emergency situation and staying calm can save lives.

In the United States and nearly 5,900 cases of Lyme disease were reported in 2022.

Ticks live in/near grassy or wooded areas. Stay on trails and cleared land in the sun.

Symptoms of Lyme Disease and other Tickborne illnesses include: skin rash, flu-like symptoms, fever, fatigue, stiff neck, joint pain, muscle aches, tiredness, and dizziness.

CONTENT AREA STANDARDS

NJSLS-Comprehensive Health and Physical Education

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

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,).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

STUDENT LEARNING TARGETS

Recognize when an emergency has occurred and understand actions to take.

Survey scene for hazards to self and others.

Understand steps to take when you encounter a medical emergency.
Provide basic care for injury and or sudden illness until the victim can receive professional medical help.
Identify ways to prevent injury and/or illness.

Responding to a medical emergency; Steps to take and universal precautions; Information needed when calling 911; Understanding the ABCs; CPR/AED; Video
Treating shock, Choking, Wounds and bleeding, Heat and Cold emergencies, Bone, joint and muscle injuries, Treating burns, Poisoning, bites, and stings.

Provide CPR and AED Care

Completion of First Aid Project and Class Quizzes

Possible certification for CPR/First Aid.

Understand where ticks are found, the diseases they spread, and how to protect yourself from getting bit.

Ticks can cause Lyme Disease, which can be spread 36-48 hours after being bitten by an infected tick.

Declarative Knowledge

Procedural Knowledge

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Student discussion/reflection

Worksheets

Participation in Training Modules

Summative Assessments

CPR Skills Test

First Aid Project

RESOURCES (Instructional, Supplemental, Intervention Materials)

AHA CPR/First Aid Curriculum

Teacher Created First Aid Project

[CDC-Tickborne Diseases](#)

[Tick Safety Handout](#)

[Tick Toolkit](#)

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.