

# Unit 1 - First Aid, CPR, Personal Health

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **11 blocks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

The Kinnelon School District Grade 11 Health Education Curriculum was designed with the goal of helping students to attain Health Literacy as they move forward through the complexities of the 21st century. “Healthy students are learners who are knowledgeable, productive, emotionally healthy, motivated, socially engaged and ready for the world beyond their own borders. As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness” (NJSL; CHPE; ASCD 2004).

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

### **Over-arching Goal:**

Students will be able to analyze emergency situations, employ life saving techniques and respond to an emergency with confidence, teamwork and appropriate communication skills.

### **Objectives:**

- Evaluate the potential for injury prior to engaging in unhealthy/risky behaviors
- Apply first-aid procedures to minimize injury and save lives

### **Essential Questions:**

- What factors make a given situation unsafe?
- How can individuals take steps to eliminate or reduce risk in a situation?
- Why is it important to know and practice first-aid and CPR procedures?
- What are individual roles in emergency situations?

### **Enduring Understanding:**

First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and/or promote recovery. It includes initial intervention in a serious condition prior to professional medical help being available, such as performing CPR while awaiting an ambulance, as well as the complete treatment of minor conditions, such as applying a plaster to a cut. First

aid is generally performed by the layperson, with many people trained in providing basic levels of first aid, and others willing to do so from acquired knowledge.

## **CONTENT AREA STANDARDS**

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HE.9-12.2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
HE.9-12.2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
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	<p>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).</p> <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p> <p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p>

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

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## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand:

- Identify local, state, national and global health organizations and their role in public health advocacy.
- Recognize the key elements of a health care plan
- Health emergencies and life threatening situations require immediate action.
- The various causes and outcomes of intentional and unintentional injuries and how to care for such victims.
- General guidelines for caring for someone who has sustained various types of injuries or is a victim of sudden illness (breathing emergencies, choking, cardiac arrest, bleeding, types of shock, musculoskeletal, neck/back, etc.).
- Basic life support techniques/procedures and automatic external defibrillation
- The current guidelines and standards for first-aid, CPR and AED as outlined by the American Red Cross.

## **Procedural Knowledge**

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Students will be able to:

- Analyze health products and services based on cost, accessibility, benefits, etc.
- Evaluate the validity of health information and resources.
- Demonstrate understanding the 3 P's of first aid?—Preserve life, Prevent deterioration and Promote recovery.
- Demonstrate knowledge and skill necessary to attain American Red Cross Certification.
- Demonstrate knowledge and skill necessary to perform CPR.
- Demonstrate knowledge and skill necessary to utilize an AED device.
- Demonstrate knowledge and skill necessary to render aid to a person suffering from alcohol poisoning and drug overdosing.
- Demonstrate knowledge and understanding of Good Samaritan Laws.
- Demonstrate knowledge and understanding of information relative to organ donation.
- Evaluate opportunities within the Kinnelon community, for both volunteer and paid positions, for individuals who possess American Red Cross, CPR and AED knowledge and certifications.

## **EVIDENCE OF LEARNING**

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## **Formative Assessments**

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- Role play emergency response scenarios
- Exit Tickets
- Notebook check
- Journal Prompts
- Partner Q & A
- Small Group Q & A

## **Summative Assessments**

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Quizzes, Tests, Projects, Poster Displays, Small Group Presentations

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **Suggested Activities:**

- Create 4 - 6 different First Aid scenarios and record each scenario on an index card. Assign small groups a scenario (card). Allow each group ample time to plan how they will enact or role play the scenario to the class. The scenario should include both the injury and response for help and first aid.
- Invite Kinnelon Fire Department members, First Aid Squads and EMT's to give presentations and demonstrations.
- Invite local medical professionals (Chilton Medical Center) to present information related to Organ and Tissue Donation.
- Invite members of a Kinnelon legal office to present information related to Good Samaritan Laws.

<http://www.cpr.heart.org>

### **American Red Cross School Programs**

<http://www.https://nhcps.com/>

<http://www.redcross.org>

<http://www.organtransplants.org>

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.