

## Pine Hill Public Schools Curriculum

Content Area:		<b>Health Education</b>	
Course Title/ Grade Level:		First Aid – Grade 12	
Unit 1:	<b>First Aid Part 1</b>	# Days:	<b>11 days</b>
Unit 2:	<b>First Aid Part 2</b>	# Days:	<b>12 Days</b>
Unit 3:	<b>Alcohol and Drugs</b>	# Days:	<b>6 Days</b>
Unit 4:	<b>Diseases and Health Conditions</b>	# Days:	<b>6 Days</b>
Unit 5:	<b>Health services and information</b>	# Days:	<b>5 Days</b>
Date Created or Revised:		June 2012 D. Anari/ S. Smith	
BOE Approval Date:		07/17/2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> First Aid Part 1:		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> Grade 12		<b>Length of Time:</b> 11 days
<b>Pacing</b>	Day: 1-2: Before giving care and Checking an Injured or Ill person, 3-5: Cardiac emergencies and CPR 6: AED 7-8 Breathing emergencies 9-11: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What should I do if I encounter a medical emergency?</li> <li>• How do you know if someone needs CPR?</li> <li>• Can I get in trouble if I provide first aid to a stranger?</li> <li>• What do I do if I find someone who is unconscious?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• EMS system – Recognizing emergencies</li> <li>• Disease transmission and prevention</li> <li>• Checking a conscious/unconscious victim</li> <li>• Glove removal</li> <li>• Heart attack</li> <li>• When and how to move a victim</li> </ul>	<ul style="list-style-type: none"> <li>• Cardiac arrest</li> <li>• CPR adult/child/infant</li> <li>• Using an AED – Adults/children/infants</li> <li>• Respiratory Distress and Respiratory Arrest</li> <li>• Choking – conscious and unconscious</li> <li>• Good Samaritan law and implied consent</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe how to recognize and respond to an emergency.</li> <li>• Define the Good Samaritan law.</li> <li>• Identify when and how to call 911.</li> <li>• List the signs of a cardiac emergency and a breathing emergency.</li> <li>• Demonstrate how to minimize the risk of disease transmission when giving care.</li> <li>• Critique other students CPR skills.</li> <li>• Explain the difference between adult care and child care when using an AED.</li> <li>• Compare respiratory distress and respiratory arrest.</li> <li>• Summarize the procedures used for choking victims.</li> </ul>	
<b>Assessments</b>	<u>Formative</u> <ul style="list-style-type: none"> <li>• Skill test (physical and written)</li> <li>• Cooperative activities</li> <li>• Graphic organizers</li> <li>• Class discussion/participation</li> <li>• Teacher observation</li> <li>• Worksheets, skill sheets</li> <li>• Quizzes</li> <li>• Homework</li> </ul> <u>Summative</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Skill tests</li> <li>• End of marking period benchmark</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Note-taking, graphic organizers and assistance</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading, comprehension</li> <li>• Biology – body systems</li> </ul>	

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>American Red Cross participant manual</li> <li>Videos</li> <li>Topic related websites</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard: Wellness: All students will acquire health promotion concepts and skills that support a healthy active lifestyle.</b>							
<b>Strand(s): Safety</b>							
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>			
Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.				2.1.12.D.1			
Applying first-aid procedures can minimize injuries and save lives.				2.1.12.D.6			
<u><a href="#">21<sup>st</sup> Century Themes</a></u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u><a href="#">21<sup>st</sup> Century Skills</a></u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

**Unit Title:** First Aid Part 2

**Unit #: 2**

**Course or Grade Level: Grade 12**

**Length of Time: 12 days**

**Pacing**

Day:  
 1: Sudden illness  
 2: environmental emergencies  
 3-4: soft tissue injuries  
 5-6: Injuries to muscles bones and joints  
 7: Special Situations and circumstances  
 8: Asthma & Anaphylaxis  
 9: Injury prevention and emergency preparedness  
 10-12: Assessment

**Essential Questions**

- How can you tell if a bone is broken?
- What should you do if someone is having an asthma attack?

**Content**

- Sudden Illness- shock, fainting, seizures, stroke, diabetic emergencies, allergic reactions, poisoning
- Environmental emergencies-heat related illness, cold-related emergencies, bites and stings, animal bites, poisonous plants, lightening
- Soft tissue injuries-
  - wounds (closed and open)
  - burns (chemical, heat, electrical, radiation)
  - severed body parts
  - embedded objects
  - nose, mouth, lip, tooth and chest injuries
- Injuries to muscles bones and joints- fractures, sprains and strains, spinal injuries, concussions
- Special situations-
- Asthma
- Anaphylaxis
- Injury prevention

**Skills**

- Identify the signals of shock and describe how to minimize its effects.
- Describe how to prioritize care for injuries and sudden illness.
- Demonstrate how to control bleeding.
- Identify the signals of head, neck and back injuries.
- Determine when an injury needs to be splinted.
- Recognize the signals of an asthma attack.
- List the procedures for burn care.
- Compare sprains and strains.
- Classify various environmental dangers

**Assessments**

- Formative
- Skill test (physical and written)
  - Cooperative activities
  - Graphic organizers
  - Class discussion/participation
  - Teacher observation
  - Worksheets, skill sheets
  - Quizzes

	<ul style="list-style-type: none"> <li>• Homework</li> </ul> <u>Summative</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Skill tests</li> <li>• End of marking period benchmark</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Note-taking, graphic organizers and assistance</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading, comprehension</li> <li>• Biology – body systems</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• American Red Cross participant manual</li> <li>• Videos</li> <li>• Topic related websites</li> </ul>

**2009 NJCCCS**

**Standard: All students will acquire health promotion concepts and skills that support a healthy active lifestyle.**

**Strand(s): Safety**

**Content Statement(s):**

**CPI # / CPI(s):**

Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

2.1.12.D.1

Applying first-aid procedures can minimize injuries and save lives.

2.1.12.D.6

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Alcohol and Drugs</b>		<b>Unit #: 3</b>
<b>Course or Grade Level: Grade 12</b>		<b>Length of Time: 6</b>
<b>Pacing</b>	Day: 1-3: Drug education introduction 4-5: Research interventions and programs for substance abuse 6: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the consequences of substance abuse?</li> <li>• Where can you go for help if you or someone you know has a substance abuse problem?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs</li> <li>• Legal and financial consequences of drug abuse</li> <li>• Risks associated with substance abuse.</li> <li>• Substance abuse's relationship to disease</li> <li>• Dependency, addiction, intervention</li> <li>• Socioeconomic impact of substance abuse</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Compare and contrast the impact of commonly abused substances.</li> <li>• Debate the various legal and financial consequences of the use, sale and possession of illegal substances.</li> <li>• Predict the challenges that an individual may face when they increase alcohol use.</li> <li>• Correlate the use of alcohol and other drugs with date rape, sexual assault, STI's and unintended pregnancy.</li> <li>• Explain how injected drugs relate to the incidence of diseases such as HIV/AIDS and hepatitis.</li> <li>• Correlate duration of drug abuse to the incidence of drug-related injury, illness and death.</li> <li>• Formulate strategies to support an individual's ability to stop abusing drugs.</li> <li>• Discover the impact of substance abuse on individuals, families and communities.</li> </ul>	
<b>Assessments</b>	<u>Formative</u> <ul style="list-style-type: none"> <li>• Project</li> <li>• Cooperative activities</li> <li>• Graphic organizers</li> <li>• Class discussion/participation</li> <li>• Teacher observation</li> <li>• Worksheets, skill sheets</li> <li>• Quizzes</li> <li>• Homework</li> </ul> <u>Summative</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Note-taking, graphic organizers and assistance</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading, comprehension</li> <li>• Chemistry/Biology – body systems, physiology, drug interactions</li> <li>• Technology – use of computer lab</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Library</li> <li>• Videos</li> <li>• Topic related websites</li> </ul>	

2009 NJCCCS						
<b>Standard:</b>						
<b>2.3 Drugs and Medicines:</b> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.						
<b>Strand(s):</b>						
B. Alcohol, Tobacco and Other Drugs C. Dependency, Addiction and Treatment						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
There are immediate and long-term consequences of risky behavior associated with substance abuse.				2.3.12.B.1 2.3.12.B.2 2.3.12.B.3 2.3.12.B.4 2.3.12.B.5		
The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.				2.3.12.C.1 2.3.12.C.2 2.3.12.C.3		
<u>21<sup>st</sup> Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X Health Literacy
<u>21<sup>st</sup> Century Skills</u>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Diseases and Health Conditions		<b>Unit #: 4</b>
<b>Course or Grade Level: Grade 12</b>		<b>Length of Time: 6 Days</b>
<b>Pacing</b>	Day: 1-2: Disease diagnosis, transmission, prevention 3-4: Research 5-6: presentations and assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can I prevent disease transmission?</li> <li>• What diseases may I encounter throughout my lifespan?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Disease transmission</li> <li>• Disease prevention</li> <li>• Diagnosis</li> <li>• Advances in medicine.</li> <li>• Mental illness</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze family history to predict possible future health problems.</li> <li>• Design prevention and treatment strategies based on family history.</li> <li>• Relate lifestyle choices to the risk of disease transmission.</li> <li>• Summarize public health efforts that prevent and control disease transmission.</li> <li>• Identify resources for the diagnosis and treatment of mental illness.</li> </ul>	
<b>Assessments</b>	<u>Formative</u> <ul style="list-style-type: none"> <li>• Project</li> <li>• Graphic organizers</li> <li>• Class discussion/participation</li> <li>• Teacher observation</li> <li>• Worksheets, skill sheets</li> <li>• Homework</li> </ul> <u>Summative</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Note-taking, graphic organizers and assistance</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading, comprehension</li> <li>• Chemistry/Biology – body systems, physiology, drug interactions</li> <li>• Technology – use of computer lab</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Library</li> <li>• Topic related websites</li> </ul>	



**Standard:**

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand(s): Diseases and Health Conditions

**Content Statement(s):**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

**CPI # / CPI(s):**

2.1.12.C.1  
2.1.12.C.2  
2.1.12.C.3

21<sup>st</sup> Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21<sup>st</sup> Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
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<b>Unit Title: Health services and information</b>		<b>Unit #: 5</b>
<b>Course or Grade Level: Grade 12</b>		<b>Length of Time: 5</b>
<b>Pacing</b>	Day: 1: Accessibility and affordability of health care 2-3: Research and develop advocacy strategy. 4-5: Present findings	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What does it mean to be an advocate?</li> <li>• Why is having access to healthcare important?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Advocacy for health or social issues.</li> <li>• Healthcare accessibility and affordability</li> <li>• Organ tissue donation</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Classify different healthcare options available to Americans.</li> <li>• Determine the effect of accessibility and affordability of healthcare on family, community and global health.</li> <li>• Research advocacy groups.</li> </ul>	
<b>Assessments</b>	<u>Formative</u> <ul style="list-style-type: none"> <li>• Project</li> <li>• Class discussion/participation</li> <li>• Teacher observation</li> <li>• Homework</li> </ul> <u>Summative</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Note-taking, graphic organizers and assistance</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading, comprehension</li> <li>• Technology – use of computer lab</li> <li>• Consumer science – healthcare</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Library</li> <li>• Topic related websites</li> </ul>	

**2009 NJCCCS**

**Standard:**

2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Strand(s):**

- D. Advocacy and Service
- E. Health Services and Information

**Content Statement(s):**

**CPI # / CPI(s):**

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue

2.2.12.D.1

Potential solutions to health issues are dependent on health literacy and available resources.

2.2.12.E.1

Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

2.2.12.E.2

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		