

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Health 12**

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**Grade Level: 12**

**Date of Board Approval: \_\_\_\_2018\_\_\_\_\_**

## Planned Instruction

**Title of Planned Instruction: First Aid/CPR/AED Adult/Child/Infant**

**Subject Area: Health and Physical Education Grade(s): 12**

**Course Description: This CPR/AED course is a 15-day class which is designed for 12th grade students to fulfill the senior health requirement. The course includes class work and practical hands on application in the instruction of CPR, First Aid, and the use of an AED. The students will learn about the opioid epidemic and the dangers of opioid use. The students will also learn to resist the many pressures pushing them toward sexual activity and the value of healthy relationships.**

**Time/Credit for the Course: 15 Days**

**Curriculum Writing Committee: Heather Holdredge and Kristopher Holtzer**

## Curriculum Map

### 1. Marking Period One -Overview based on 15 days:

There are no prerequisites for this class. The students will spend 15 days learning the skills for Adult, Child and Infant First Aid & CPR, and the skills for using an AED.

Marking Period One -Goals: Successful completion of skills and written test for student in First Aid/CPR/AED Adult/Child/Infant

#### Understanding of:

- Sudden Cardiac Arrest
- Respiratory and Circulatory System
- Early Defibrillation
- Chain of Survival
- CPR and AED Provider
- Legal Considerations
- Recognizing an Emergency and Deciding to Help
- Personal Safety
- EMS
- Basic CPR Skills
- Chest Compressions
- Rescue Breathing
- Primary Assessment- Unresponsive Person
- Basic Life Support Care
- Unresponsive and Breathing
- Recovery Position
- Unresponsive and Not Breathing- CPR
- Basic AED operations
- Foreign Body Airway Obstruction
- Basic care for environmental emergencies: heat and cold related
- Basic care for soft tissue injuries
- Basic care for injuries to muscles, bones, and joints.
- Basic administration of Epinephrine Auto-Injector
- Opioid Awareness

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## UNIT: First Aid/CPR/AED Adult/Child/Infant

**Big Idea # 1: Health concepts are essential for wellness and a health-enhancing lifestyle.**

### Essential Questions:

- What makes up the human respiratory and circulatory system?
- What do these systems do for the human body?
- What happens if these systems fail?
- What can you do to help a person when this system fails?

### Concepts:

- Understanding more about the respiratory and circulatory system will help a first aid provider remember the essential steps and rationale for providing care.
- Rapid response to collapse from sudden cardiac arrest increases the likelihood of a successful outcome.
- Survival from sudden cardiac arrest is dependent on early recognition and care from a bystander.

### Competencies:

- Upon completion of this course a student will be able to describe how to recognize and provide First aid treatment for sudden cardiac arrest.
- Upon completion of this course the student will be able follow the steps in the Cardiac Chain of Survival.

**Big Idea #2: Community well-being is dependent upon a balance of personal and social responsibility.**

### Essential Questions:

- What are the basic steps to CPR for an adult, child, and infant?
- What are the safety guidelines that need to be followed when giving care to an adult, child, or infant?
- How do you determine if an environment is safe?

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- What are the steps in using an AED?
- How do you do a primary assessment on a responsive adult/ unresponsive adult?
- How do you do a primary assessment on a responsive child or infant/ unresponsive child or infant?
- What are the steps that need to be taken for an adult, child, or infant with an obstruction in the airway?
- What are the signals of heat and cold related emergencies?
- How do you care for various soft tissue injuries?
- How do you care for muscle, bone, and joint injuries?
- What is the care given to a person experiencing anaphylaxis?
- What are opioids and how are they related to heroin?
- What are the side effects of overdose from opioid use?

### Concepts:

- Understanding the concepts of giving CPR or using an AED can help individuals help others in need when time is of importance.
- Understanding the concepts of CPR/AED can help individuals make good decisions in the home, school, and community.
- Understanding the concepts of basic first aid can help individuals help others in need when time is of importance.
- Understanding where the opioid use begins for people and the path that leads to heroin and overdose.

### Competencies:

- Students will be able to perform CPR on an adult, child, or infant.
- Students will be able to use an AED on an adult, child, or infant.
- Students will be able to perform the cardiac chain of survival for an adult, child, or infant.
- Students will be able to make proper assessments to a person in need of help.
- Students will be able to describe how to care for heat and cold related emergencies.

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- **Students will be able to describe how to care for various soft tissue injuries.**
- **Students will be able to explain how to care for muscle, bone, and/or joint injuries.**
- **Students will be able to describe the care given to a person experiencing anaphylaxis.**
- **Students will be able to complete the DARE Online Opioid Lesson and Quiz**
- **Students will be able to determine if the scene is safe to give care.**

## Curriculum Plan

**Unit:** First Aid/CPR/AED Adult, Child, Infant

**Time Range in Days:** 15

**Standard(s):**

**Pennsylvania Academic Standards for Health, Physical Education, and Safety National Health Education Standards**

**Standards Addressed:**

**PA Academic Standards: 10.1.12A; 10.1.12B; 10.1.6B; 10.2.12.B; 10.2.12E; 10.4.12.C; 10.3.9B; 10.5.12A; 10.3.12B; 10.1.12E**

**National Health Education Standards: 1,2,3,4,5,6,7,8**

**PACS: ELA- CC1.2.11-12A: CC.1.2-12.B. PACCS: WST- CC3.6.11-12.C;CC 3.6.11-12.D;CC 3.6.11-12.E; CC 3.6.11-12.F; CC3.6.11-12.G; CC 3.6.11-12.H PACCS: RST- CC.3.5.11-12.A; CC.3.5.11-12.B; CC.3.5.11-12.C; CC.3.5.11-12.D; CC.3.5.11-12.E; CC.3.5.11-12.F; TECHNOLOGY-15.4.8.L; 15.4.12.L**

**Overview: A person trained in First-Aid/CPR/AED must recognize when another person may need help, determine its severity, and apply proper evaluation procedures and treatment protocols.**

**Focus Question(s):**

- **What is sudden Cardiac Arrest?**
- **What is the cardiac chain of survival?**
- **What legal considerations should a person know about giving CPR?**
- **How do you know when a person is in need of help?**
- **When do you help?**
- **What personal safety measures do you need to take?**
- **What are universal precautions?**
- **What is EMS?**
- **What are the basic CPR skills for an adult, child, or infant?**

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- What is basic life support care?
- What is basic First-Aid care?
- How do you use an AED?
- What do you do for an adult, child, or infant who has an obstruction in the airway?
- Where does the opioid use start and why is it taking so many lives?
- When does an epinephrine auto-injector needed?
- What are symptoms of a heart attack?
- What is F.A.S.T. for a stroke?

### Goals:

- Students will be able to define a variety of vocabulary terms.
- Students will be able to identify the parts of the human respiratory system.
- Students will be able to explain what happens when a person goes into sudden cardiac arrest.
- Students will be able to explain the cardiac chain of survival.
- Students will be able to recognize when a person has a cardiac emergency, determine its severity, and apply proper evaluation procedures and treatment protocols.
- Students will be able to explain the signs and symptoms of an adult, child, or infant who may need emergency care, choking, having a heart attack, experiencing a stroke, anaphylaxis, overdose, may be in cardiac arrest.
- Students will be able to explain how to do rescue breathing and chest compressions on an adult, child, or infant.
- Students will be able to explain the legal considerations they need to know while providing care to a sick or injured person.
- Students will be able to describe how to care for heat or cold-related emergencies, soft tissue, muscle, bone and joint injuries.

### Objectives:

- Recognize the differences in checking a conscious/unconscious adult and a conscious/unconscious child or infant. (DOK 2)
- The students will be able to recognize and care for shock. (DOK 2)
- The students will recognize the signals of a breathing emergency and list the prevention strategies to decrease this risk. (DOK 3)



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- Demonstrate how to care for a conscious/unconscious adult, child or infant and the differences between the three. (DOK 3)
- Recognize when a person has stopped breathing and demonstrate how to perform rescue breathing. (DOK 2)
- The students will list the differences between adult rescue breathing and the infant/child rescue breathing. (DOK 3)
- The students will recognize the signals of a cardiac emergency. (DOK 2)
- The students will list the steps in caring for a heart attack victim. (DOK 2)
- The students will identify potentially hazardous conditions and give the appropriate care for each of those conditions. (DOK 2)
- The students will understand the importance of decision making in an emergency situation and the importance of acting in an emergency situation. (DOK 4)
- The students will list strategies to prevent the transmission of disease. (DOK 1)
- The students will familiarize themselves with Good Samaritan Laws and obtaining consent. (DOK 2)
- The students will list the emergency action steps to follow in an emergency and the reasons to call first or care first in those situations. (DOK 3)
- The students will identify the differences between life threatening and non-life threatening conditions. (DOK 1)
- The students will demonstrate how to check a conscious and unconscious person for life threatening or non- life threatening conditions. (DOK 1)
- The students will explain the links of the Cardiac Chain of Survival. (DOK 4)
- The students will demonstrate how to effectively perform CPR on a victim and recognize the differences in care depending on the age of the victim. (DOK 2)
- The students will demonstrate how to clear an obstructed airway of a conscious/unconscious victim regardless of age. (DOK 2)
- The students will recognize the importance of CPR and the reasons for its execution. (DOK 2)
- The students will understand the role of CPR in a cardiac arrest. (DOK 2)
- The students will define defibrillation and how it works. (DOK 3)
- The students will demonstrate the general steps for the use of an automated external defibrillator/AED. (DOK 1)
- The students will identify precautions to consider when using an AED. (DOK 2)
- The students will understand the differences between adult and pediatric pads when using an AED and when to use them. (DOK 2)
- The students will demonstrate the proper handling of a person who is suffering a heart related/breathing related illness and who also may exhibit a communicable disease. (DOK 3)

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- The students will demonstrate the use of protective equipment (face mask, gloves) when handling all emergencies. (DOK 2)
- The students will remove themselves from an emergency situation if they have a communicable disease. (DOK 1)
- The students will discuss the benefits of abstinence. (DOK 3)
- The students will discuss the use of a condom in the context of disease prevention. (DOK 2)
- The students will identify and analyze factors that influence the prevention and control of health problems. (Research, medical advances, technology, government policies/regulations) (DOK 4)
- The students will analyze and apply strategies for the management of injuries. (CPR, advanced first aid) (DOK 4)
- The students will evaluate issues relating to the use/non-use of drugs. (psychology of addiction, social impact, impact on the individual and community) (DOK 4)

**Core Activities and Corresponding Instructional Methods:** The following methods can be used with each core activity based on the teacher's style of choice: Guided Discovery, Jigsaw Learning Episode, Think-Pair-Share learning episode, questioning, debate, cooperative learning, class discussions, research, guest speakers, and reflective writing.

- Students will practice required CPR skills with a checklist. Students will practice required AED skills with a checklist.
- The students will be given a scenario cards to assess an emergency situation and then demonstrate the skills to be used in that emergency situation.
- The students will practice glove removal.
- The students will create a list of materials to be used when you don't have access to the proper emergency equipment.
- The students will demonstrate the skills needed for an unconscious/conscious choking victim.
- The students will make a list of precautions to be used in an emergency.
- The students will analyze the rights of the person who aids the victim in an emergency situation.
- The students will be given scenarios (the "patient" will have a communicable disease and a heart/breathing related illness) to treat.
- The students will successfully complete the DARE Online Opioid Lesson and quiz:  
<https://dare.org/d-a-r-e-online-opioid-lesson/>

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- **Students will describe and demonstrate how to care for a patient with a heat/cold-related emergency, soft tissue, muscle, bone, joint, injury, or overdose.**
- **Given a face shield and a pair of gloves, the students will demonstrate the proper handling of an emergency situation involving a patient with a heart/breathing related illness and a communicable disease.**
- **During the class discussion, the students will describe ways to prevent disease in emergency situations and with communicable diseases.**
- **The students will engage in a class discussion about the benefits of abstinence.**

### **Assessments:**

**Diagnostic: Pre-test, Venn diagram comparing and contrasting factors and issues relating to healthful living, Graphic organizer web on factors and issues relating to safety and injury prevention. Pre-test/quiz. Skills test. Group participation/practice**

**Formative: Successful completion of homework and in class assignments, verbally answering questions pertaining to the information from the PowerPoint and lecture. Student notebooks/worksheets. Flow chart development (care for cardiac arrest). Scenario testing for each student individually.**

**Summative: Students will take a written test on CPR/AED. Students will take a skills test for CPR/AED.**

### **Extensions:**

- **Students will practice skills with students who were absent or need additional practice.**
- **Students will research a topic of interest that may not be covered during class (Teacher approval is required).**

### **Correctives:**

- **Students will design and create a bulletin board for the classroom/school.**
- **Modifications will be made according to the student's Individualized Education Plan.**
- **Prescribed activities and project based activities and assessments.**

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### Materials and Resources:

CPR/AED Instructors guide, American Safety & Health Institute, 2013 CPR/AED DVD G2010 Program, CPR/AED DVD Power Point [www.His.com/ashi](http://www.His.com/ashi)

“D.A.R.E. Online Opioid Lesson.” *D.A.R.E. America*, [dare.org/d-a-r-e-online-opioid-lesson/](http://dare.org/d-a-r-e-online-opioid-lesson/).

“Participant Materials for Training & Certification Classes | Red Cross.” *American Red Cross*, [www.redcross.org/take-a-class/participant-materials](http://www.redcross.org/take-a-class/participant-materials).

## APPENDIX:

[www.pdesas.org/standard](http://www.pdesas.org/standard)

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: CPR AND AED Student Handbook

Textbook ISBN #: 978-1-936515-19-6

Textbook Publisher & Year of Publication: Health and Safety Institute 2015

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Curriculum Textbook is utilized in (title of course): Health 12 CPR/AED

Please complete one sheet for each primary textbook.

### **Checklist to Complete and Submit:**

**(Scan and email)**

- \_\_\_\_\_ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.**
- \_\_\_\_\_ The primary textbook form(s).**
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.**

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Each principal and/or department chair has a schedule of "First and Second Reviewers." Each Reviewer must sign & date below.

First Reviewer Printed Name \_\_\_\_\_

First Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reviewer Printed Name \_\_\_\_\_

Second Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_