



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Course Title: Health

Content Area: Health

Grade Level(s): 11

Curriculum Writer(s): Steve Stabile

Date Created: July 2022

Date Approved by Board of Education: September 2022

Course Description: This course content will include a review and expansion of student knowledge regarding all topics addressed in previous health courses. Students will also work toward being certified in the life skills of first aid and CPR, which is compliant with Janet’s Law. The course will remind students of the importance of leading a healthy and active lifestyle. Topics include the methods of transmission in addition to treatment and prevention of infectious and non-infectious diseases, coronary artery disease, diabetes, and HIV/AIDS among those to be studied. Suicide prevention via the Lifelines program is part of the course as well.

Pacing Guide

Unit 1: Body Systems

Unit 2: Infectious and Non-Infectious Diseases

Unit 3: First Aid

Unit 4: CPR

Unit 1: 2 weeks

Unit 2: 2 weeks

Unit 3: 2 weeks

Unit 4: 3 weeks



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Unit 1: Body Systems

Unit Summary: This unit will review body systems that were taught in the previous health courses. Students will expand their knowledge not only on the vital role of the body systems, but how they could affect a human being if compromised. Students will take this knowledge and apply it to their practical learning in first aid and CPR later in the course.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).



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Science: (use of organs, cells, bones, and genetics)

- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

NJSLS Number	NJSLS Content
2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.



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2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
2.2.12.N.5	Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
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).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.2	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The heart is roughly the size of a large fist and is located near the chest's center. Its job is to pump persistently and to ensure the circulatory system is working all the time. ● The arteries are blood vessels, which transport oxygen-rich blood away from the heart and towards tissues in the body. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the structures and the functions of the heart? ● How does blood circulate around your body? ● What are the four main arteries? ● What artery is the most commonly used to read somebody's pulse? ● Is it more important for your heart to beat or your lungs to breathe?
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- Veins are blood vessels with the job of carrying blood towards the lungs to give them oxygen. Most veins take deoxygenated blood from the tissues and back to the heart.
- Blood carries almost everything within the body, transporting hormones, nutrients, oxygen, and antibodies to keep the body healthy.
- When it comes to understanding your heart health, it is important to be familiar with the parts of the cardiovascular system and how the system works.
- All organ systems of the human body are interdependent upon one another and have specific purposes to maintain the body.
- Interactions between cells, tissues, organs, and organ systems are the reason our bodies stay healthy and function normally.
- The muscular and skeletal systems depend on each other and would be useless without each other.
- The abdominal cavity has many organs but no bones to protect them like our organs that are located in our other cavities.

- How do the circulatory and respiratory systems support the human body?
- How do the circulatory and respiratory systems function together?
- Why are blood and oxygen important to us?
- Why is it important to know the functions of the circulatory, respiratory, and musculoskeletal systems when it comes to performing first aid and CPR?

Instructional Outcomes:



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- SWBAT: Explain that the heart is the center of the circulatory system and pumps blood throughout the body.
- SWBAT: Locate the alveoli in the lungs and explain that they are the sites of the transfer of oxygen and carbon dioxide molecules to/from the blood.
- SWBAT: Explain that the diaphragm is a muscle between the lungs and abdomen that facilitates inhalation and exhalation.
- SWBAT: Explain that the trachea and bronchi are tubes that filter air prior to entering the lungs.
- SWBAT: Explain that the blood is the transportation system for many of the nutrients and wastes needed or created by the body's cells.
- SWBAT: Describe how oxygenated blood travels through the arteries and deoxygenated blood travels through the veins.
- SWBAT: Discuss how blood pressure is determined by how well the heart pumps blood, which directly affects how well materials travel through the body. SWBAT: Explain how white cells fight diseases.
- SWBAT: Discuss how platelets clot wounds and why it is important to know this when treating a victim who is bleeding.
- SWBAT: Explain how the health of the circulatory and respiratory systems can be measured by vital signs, such as pulse, blood pressure, exhalation rate, and lung capacity.
- SWBAT: Explain how diseases of the circulatory system affect the respiratory system and vice versa.
- SWBAT: Explain how blood type is determined by markers on the red blood cells and is an essential factor in receiving blood from a donor.

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets



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Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- **Body Cavities:** Students will receive a diagram of the main body cavities via Google Classroom - the cranial, dorsal, vertebral, thoracic, abdominal, and pelvic. Students have to identify and properly locate each cavity and list the organs and/or bones in each of them. Class discussion will follow making sure that all questions students may have are clarified as well as point out why knowing the location and functions of the organs and bones within them are essential to us treating injuries.
- **Respiratory System:** Students will receive a diagram of the respiratory system via Google Classroom. Students must identify and properly label the parts of the respiratory system. Class discussion will follow clarifying any questions the students may have. The main functions of these parts and the importance of the role each plays in keeping us alive and how we compensate by performing CPR on a person who is not breathing and does not have a pulse will be central to the discussion.
- **Circulatory System:** Students will receive a diagram of the circulatory system and label the four main arteries. Class discussion will follow clarifying any questions the students may have. Emphasis will be placed on knowing these arteries will be essential in saving a person's life. For example, putting pressure on them when someone is bleeding will be reviewed. Also to be reviewed with the students is that the carotid artery is usually where we read a person's (or our own) pulse, but that the radial artery in the wrist is another location. A short video explaining how the circulatory system works with the respiratory system will be viewed.
- **Musculoskeletal System:** Students will receive a diagram of the musculoskeletal system and label various muscles and bones. Class discussion will follow clarifying any questions the students may have. The discussion will include knowing these muscles and bones are essential to treating injuries in case of any breaks to the bones or tears to the ligaments, tendons, and muscles. Also to be reviewed is how some of these bones are



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close to the arteries in the circulatory system and how an injury to that area could compromise the artery. Putting pressure on the artery could contribute to stopping bleeding in that area. This will be reinforced.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Glencoe Health and Human Sexuality Textbook
- twinkl.com
- pulsehvvi.com

Notes/Comments:

- This unit is mostly written work and is a review as far as the function of the body systems. Student knowledge of these systems will expand in this unit as they recognize that if a person is compromised it could be detrimental to his or her health and/or life. The students will be able to apply this knowledge and use it for the practical part of the course when they have to perform bandaging and CPR.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 2: Infectious and Non-Infectious Diseases

Unit Summary: In this unit, the students will learn the differences between infectious and non-infectious disease. The students will explore the different ways that these diseases could spread and how they could be treated. As they work toward getting their certification in first aid and CPR, the students will also understand the precautions they should take in order to help stop or at least minimize the risk of transmission.



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Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)

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Science: (use of organs, cells, bones, and genetics)

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Mathematics: (figuring out the statistics of the diseases and drug availability in the scenarios of Who Gets the Drug? and Attack of the Superbug)



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- S-MD.B.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
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NJSLS Number	NJSLS Content
2.3.12.PS.1	Apply a thoughtful decision making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
2.3.12.HCDM.1	Develop a healthcare plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).



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Enduring Understandings:

- A pathogen is an organism that causes disease.
- Wearing personal protective equipment is important in protecting myself from pathogens.
- Having a serious disease could have an impact on a person's lifestyle.
- Infectious diseases are extremely common worldwide.
- Noninfectious diseases are not caused by outside organisms, but by genetics, anatomical differences, getting older, and the environment you live in.

Essential Questions:

- What is a pathogen?
- How could having a serious disease impact a person's lifestyle?
- How could a person change his or her lifestyle to impact his or her risk of disease?
- What is the difference between HIV and AIDS?
- What are the chances of me contracting HIV when treating a victim?
- What is the difference between a viral and bacterial illness?

Instructional Outcomes:

- SWBAT: List the five pathogens (i.e. bacteria, virus, protozoa, parasite, and fungus).
- SWBAT: Explain antibacterial and antiviral treatment.
- SWBAT: Describe the difference between infectious and non-infectious diseases.
- SWBAT: Explain the purpose of a vaccine.
- SWBAT: Identify diseases that may be asymptomatic.
- SWBAT: Provide basic healthcare for an injury and/or a sudden illness until the victim can receive professional medical help.
- SWBAT: Identify ways to prevent illness.

Formative Assessments:

- Do now (terms and definitions, think pair share)



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- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Barriers to Action: Students will receive a Jamboard template via Google Classroom. The Jamboard will have situations and people with various appearances. Students will then have to identify why people may decide not to act in that certain situation or help the various people.
- CDC Research: Students will be given a worksheet consisting of ten communicable disease items to look up on the CDC website. Class discussion will follow clarifying any questions students may have. Students will compare and contrast everything that they researched and discovered.
- Who Gets the Drug?: Students will receive a scenario and work in groups of two or three - There has been an outbreak of a new Type A related virus for which no known human immunity exists. The mortality rate for this infection is 15% of the population. The research section of the Centers for Disease Control and Prevention has reported that the most common antiviral medication Tamiflu has been shown to be effective in treating people who have gotten this mysterious virus. There is enough Tamiflu to give to one tenth of the American population within the next ten days, and within two months there will be enough produced to address the next 40% of the American population. The other 50% of the population will



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have to wait up to six months. The students are members of Health and Human Services and are the decision making staff who will decide which people will get the available drug immediately and those individuals who will get the next level of antiviral drugs available. The student teams are to rank order from 1-5 in importance the people who would get the first available dose and those who would get the second available dose. The remaining people would have to wait past the 30-day production period. Provide a reason for each of the groups you select.

- **Attack of the Superbug:** Students will receive the following scenario - There has been an outbreak of MRSA infection in Jacksontown. It is estimated that 200 people have gone to the health clinic, their doctor, or the hospital for what appeared to be the flu but found after testing they had the presence of this drug resistant bacteria. You are the public health leader for this community. It is the student's task to come up with actions that need to be taken to prevent further spread of this MRSA bacteria. Ten questions will be provided to guide them through the process. Class discussion will follow clarifying any questions the students may have. Students will discuss what each group found and compare and contrast.
- **Class demonstrations of how to prevent infectious and non-infectious disease when assisting a victim of injury.** A demonstration of the proper way to put on gloves as well as the proper way to remove them will take place. The keychain pocket mask that could be used on a victim that requires CPR will be introduced, and there will be a demonstration of how to attach this to a victim on a CPR mannequin. This will include learning how the one way valve on the mask works by breathing air into the victim and no air coming back. This is an essential tool for preventing disease transmission. Students will receive a worksheet where they have to describe the proper way to put on and take gloves off.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
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- Glencoe Health and Human Sexuality Textbook
- dpi.wi.gov



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Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 3: First Aid

Unit Summary: In this unit, the students will take the information that they learned in the previous units and apply this to simulations. The students will perform bandaging, splinting, caring for burns, and proper injection of an epi-pen. The unit concludes with how to treat other medical emergencies such as stroke, hypothermia, bee stings, and asthma.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)

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Science: (use of organs, cells, bones, and genetics)

- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
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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).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.HCDM.6	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● It is important to maintain composure in order to have the ability to act quickly and to get the EMS involved as soon as possible when there is a life threatening situation. ● Wearing personal protective equipment is important in protecting myself from pathogens. ● Checking the scene around an injured or unconscious person is important to not put myself or others in danger. ● It is important to discard personal protective gear properly and to wash hands thoroughly after treating a victim, particularly if the victim is bleeding. ● Knowing how to inject a victim with an epi-pen is important if he or she is unable to do it on his or her own. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the six links of the EMS? ● How do I determine if the scene of an emergency is safe for me and for others? ● How do I help a choking victim? ● How do I treat a victim for different types of wounds and injuries? ● How do I treat a victim who is suffering from an allergic reaction?
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Instructional Outcomes:

- SWBAT: Recognize when an emergency has occurred and understand what actions to take.
- SWBAT: Survey the scene for any safety hazards for self, victim, and bystanders.
- SWBAT: Identify the six links of the EMS.
- SWBAT: Demonstrate how to care for different types of injuries, illness, and wounds.
- SWBAT: Demonstrate the proper way to bandage and splint.
- SWBAT: Demonstrate the proper way to perform the Heimlich maneuver.

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources



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Learning Activities:

- The Six Links of the EMS: A Google Slides presentation will be shared with students via Google Classroom. Each slide will have a picture consisting of one of the six links of the EMS. Students must identify them and put them in the order that they think they would respond to an emergency. Class discussion will follow. In this lesson, the message is that the EMS is not just EMTs and paramedics, but that we are all part of the EMS as citizens given we are the ones who will activate the EMTs and paramedics. The discussion will also cover how the dispatcher, hospital care providers, and rehabilitation personnel are also part of the EMS and play an essential role in the care and recovery of a victim.
- Unusual Sights, Sounds, and Appearances: There will be different types of emergency scenes on a Google Slideshow. Students will have to recognize the type of emergency that exists and list their ideas of how they would respond in the comment section. Class discussion will follow comparing and contrasting to other student responses.
- Epinephrine Pen: Students will view a video clip demonstrating when a victim is in need of assistance with injecting their epi-pen. The clip will demonstrate the proper way to inject the epi-pen. Students will then partner and practice injecting the pen on each other via an empty tester simulation.
- Bandaging: Students will have to put on their gloves the way that they were shown in the last unit. Working in groups, there will be different emergencies around the room. The students will have to identify the type of wound and demonstrate the proper way to bandage them. Students will then have to discard their gloves properly to lower the risk of disease transmission.
- Heimlich Maneuver and Choking: Students will view a video clip on a person choking, which will include how an object could get caught in between the windpipe and the esophagus blocking the airway causing a person to choke. The video will include a demonstration of the proper way to administer the Heimlich Maneuver. A class discussion will follow before the students position their hands properly on themselves and simulate the in and up thrust. The Life-Vac device will also be discussed and how this tool is becoming very popular.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)



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- Glencoe Health and Human Sexuality Textbook
- American Heart Association
- American Red Cross
- American Health and Safety Institute

Notes/Comments:

- This course intertwines the importance of the health of our bodies and how we could help others who have injuries and illnesses.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 4: CPR

Unit Summary: This unit will address how to administer CPR properly. It will also address how to apply the pads of an Automated Electronic Defibrillator (AED) properly on a victim. The unit will include the discussion for cardiac victims as well as the administration of Narcan on an overdose victim.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

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- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Mathematics: (knowing the rate of compressions to breaths)

- S-MD.B.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.



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- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

NJSLS Number	NJSLS Content
2.3.12.PS.1	Apply a thoughtful decision making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
2.3.12.HCDM.1	Develop a healthcare plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM.2	Provide examples of how drugs and medication mimic or block the action of certain cells in the body and how abusing drugs can affect the human body.
2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
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).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.HCDM.6	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).



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Enduring Understandings:

- It is important to maintain composure in order to have the ability to act quickly and to get the EMS involved as soon as possible when there is a life threatening situation.
- Wearing personal protective equipment is important in protecting myself from pathogens.
- When approaching a victim, the most important thing is to realize that an emergency exists.
- When seeing an unconscious victim, it is important to designate bystanders to help by calling 911 and attempting to retrieve an AED.
- When assessing a victim, it is important to look for signs of life (i.e. color, breathing).
- When performing compressions, it is important to get at least two inches of depth on a victim's chest and give five sets of 30 compressions.
- Getting an AED onsite and connecting it properly is important in the effort to restart the victim's heart.

Essential Questions:

- What is an AED? How do I use it on a person who is unconscious and has no heartbeat?
- What does medical jewelry look like?
- How do I perform high quality CPR?
- What do I do if I do not have any bystanders to help me at the scene of an emergency?
- What should I do if I am choking in my house and I am alone?

Instructional Outcomes:

- SWBAT: Demonstrate CPR for an adult and a child with and without an AED.
- SWBAT: Demonstrate the proper way to use an AED.



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Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Proper Compressions: Review and discussion of how to properly assess the scene and the victim will take place with a mannequin. The proper hand position on the victim's chest will be demonstrated as will the proper rate at 100/120 per minute. Students will then take turns in groups practicing on their own mannequin.
- Proper Breathing: The proper way to breathe for a victim will be demonstrated. Each student will have his or her own mask. One student from four groups will demonstrate breathing properly while the other students will review and practice compressions.



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- Using the AED Properly: The students will view a video clip on how to attach the pads of the AED on the victim. Discussion will follow covering situations where the pads may have to be altered due to a pacemaker, nitroglycerin patch, and if the victim's body is wet. Students will then demonstrate attaching the pads of the AED.
- CPR Instruction (Putting It All Together): Verbal instruction and demonstration on a mannequin will occur specific to the proper way of administering CPR. Video clips will be utilized too. Students will perform CPR techniques. Only four students will be able to give breaths to their group's mannequin. Other students in groups will assist with attaching AEDs and performing compressions properly.
- Video Clip on Narcan: This video will demonstrate how to help a victim who overdosed on heroin. The students will be administered a worksheet that coincides with the video clip. Class discussion will follow making sure that all information is correct.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Glencoe Health and Human Sexuality Textbook
- American Heart Association
- American Red Cross
- American Safety and Health Institute

Notes/Comments:

- This unit keeps our school in compliance with Janet's Law; our students must be certified in CPR to graduate. Teaching this unit at this time allows the students to pursue summer jobs where they need to be certified as well as being certified for graduation next school year.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.



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