



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Physical Education & Health Grade 12

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*Approved by the Midland Park Board of Education on
September 16, 2014*

Physical Education 12

In this unit, students develop personal fitness goals and track progress towards attaining those goals over time to ensure an individual focus on achieving and maintaining a healthy lifestyle that supports physical activity, analytical skills, team-building skills, goal setting, and self-assessment. Students will learn why activity is important, and how it benefits them today and for a lifetime. Emphasizing participation in a wide variety of enjoyable physical activities (traditional sports, non-traditional sports, and fitness activities), promotes individual choice and making connections to real opportunities to remain active for lifelong health and wellness.

Suggested Course Sequence:

Unit 1: Physical Fitness - 6 weeks

Unit 2: Team Activities and Cooperative Games - 12 weeks

Unit 3: Individual, Dual, and Lifetime Activities – 12 weeks

Unit Overview	
Content Area:	Physical Education
Unit Title:	Unit 1: Physical Fitness
Target Course/Grade Level:	Grade 12
Unit Summary <p>This unit is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.</p>	
21st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills
Learning Targets	
Standards: <p>2.5 Motor Skill Development: All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active, lifestyle.</p> <ul style="list-style-type: none"> A. Movement Skills and Concepts 	
CPI #	Cumulative Progress Indicator (CPI)
2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.
2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does physical education enhance total well-being—social, mental, emotional and physical? • How does physical activity benefit the quality of life? • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • What is the relationship between good fitness and life-long health? • How does one design and implement fitness plan that addresses personal fitness goals? • How does one assess the effectiveness of a fitness plan as well as make modifications to improve? • What are the community resources available to assist in the fostering of a healthy life style? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Identifying and utilizing community preventive health resources will enhance the effectiveness of personal fitness programs. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Develop and implement a training program to maximize health benefits and prevent exercise related injuries and illnesses • Apply training principles to establish a progression of activity that will improve each component of fitness • Examine the relationship between good cardiovascular fitness and heart rate (resting heart rate, target heart rate, and recovery heart rate.) • Explain and use assessment techniques to identify fitness strengths and weaknesses. • Explain the modifications one would make to a fitness plan based upon age, genetics, gender, or injury. • Assess effectiveness of personal fitness plans based upon collected data. 	

Evidence of Learning

Summative Assessment (3 days)

Participation Assessment Rubric, skill testing, quizzes/worksheets, Reports/labs

Equipment Needed: Stop watches, exercise mats, weight room, projector, laptop computer, P90X DVD set, other exercise programs

Teacher Resources: Textbook, websites, workshops, guest speakers ,etc.

Formative Assessments

- | | |
|--|-------------------------------------|
| • Teacher Observation | • Preparation |
| • Class Participation (rubric for teamwork, sportsmanship, effort) | • Skill Performance |
| • Self and Peer Assessments | • Open-ended Questions |
| • Written Assessments | • Specific Skill Assessment Rubrics |
| • Fitness Testing | • Discussions |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Fitness Testing	1 week
2	Weight Training	2 weeks
3	Cardiovascular Training	2 weeks
4	Fitness Testing	1 week

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.pecentral.com

<http://www.teachingideas.co.uk>

<http://www.pegames.org>

PE Games and Activities Kit, Ken Lumsdden, Parker Publishing Co.;2001

Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988

Unit Overview	
Content Area: Physical Education	
Unit Title: Unit #2 – Team Activities/Cooperative Games	
Target Course/Grade Level: Grade 12	
Unit Summary <p>This unit is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardio respiratory activities. Students will learn basic fundamentals and advanced techniques of a team activity, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
Standards: <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • B. Strategy • C. Sportsmanship, Rules, and Safety 	
CPI #	Cumulative Progress Indicator (CPI)
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.5.12.A.3	Critique a movement skill/performance and discuss how each part can be made more

	interesting, creative, efficient, and effective.				
2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.				
2.5.12.B.2	Apply a variety of mental strategies to improve performance				
2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.				
2.5.12.C.1	Analyze the roles, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.				
2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.				
<table border="1"> <thead> <tr> <th>Unit Essential Questions</th><th>Unit Enduring Understandings</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Why do I have to understand concepts of movement when I can already perform the movement? • How does effective and appropriate movement affect Wellness? • In what ways do athletic endeavors impact lifelong decisions and activities? • What qualities define a good team player? • How do I assess movement and correct errors to improve performance? • How do good sportsmanship, effort, and teamwork build confidence and support within a group? • What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? </td><td> <ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity • Skill development involves an understanding of movement concepts and the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Cooperation, sportsmanship, and preparation are necessary for successful performance of movement. • Knowing and executing effective game and mental strategies improves overall performance in game situations. </td></tr> </tbody> </table>		Unit Essential Questions	Unit Enduring Understandings	<ul style="list-style-type: none"> • Why do I have to understand concepts of movement when I can already perform the movement? • How does effective and appropriate movement affect Wellness? • In what ways do athletic endeavors impact lifelong decisions and activities? • What qualities define a good team player? • How do I assess movement and correct errors to improve performance? • How do good sportsmanship, effort, and teamwork build confidence and support within a group? • What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? 	<ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity • Skill development involves an understanding of movement concepts and the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Cooperation, sportsmanship, and preparation are necessary for successful performance of movement. • Knowing and executing effective game and mental strategies improves overall performance in game situations.
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Unit Learning Targets

Students will...

- Explain and apply game rules, safety, and scorekeeping during game play.
- Assess and defend the fitness benefits of a particular activity.
- Determine whether a particular activity would be compatible with your personal fitness.
- Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
- Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
- Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
- Assess personal participation based upon the competent use of mental strategies, game strategies, teamwork, sportsmanship and effort.
- Transfer specialized movement skill that use similar patterns from one movement activity to another.

Evidence of Learning

Summative Assessment (5 days)

- Participation Assessment Rubric, Specific Skill Assessment Rubrics, Skill testing
Written Assessments, Quizzes/worksheets

Equipment Needed: Various physical education equipment (balls, bats, bases, cones, weights, etc.)

Teacher Resources: Physical education texts, websites, workshops, guest speakers ,etc.

Formative Assessments

- | | |
|--|-------------------------------------|
| • Teacher Observation | • Preparation |
| • Class Participation (rubric for teamwork, sportsmanship, effort) | • Skill Performance |
| • Self and Peer Assessments | • Open-ended Questions |
| • Written Assessments | • Specific Skill Assessment Rubrics |
| | • Discussions |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Flag Football	2 weeks
2	Softball	2 weeks
3	Soccer	2 weeks
4	Ultimate Frisbee	2 weeks
5	Volleyball	2 weeks
6	Handball	2 weeks
7	Basketball	2 weeks
8	Group Games	2 weeks
9	Floor Hockey	2 weeks

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.pecentral.com

<http://www.teachingideas.co.uk>

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PE Games and Activities Kit, Ken Lumsdden, Parker Publishing Co.;2001

Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988

Unit Overview	
Content Area:	Physical Education
Unit Title:	Unit #3 – Individual/ Dual/ Lifetime Activities
Target Course/Grade Level:	Grade 12
Unit Summary <p>In this unit students will explore a variety of individual, dual and lifetime activities and discover that they need individual sports to keep them healthy. Students will perform individual activities to improve their coordination, skill level, stamina, and self -confidence. While participating in dual activities, they will also learn how to cooperatively work with others. Students can also practice their skills by themselves and work at their own pace.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
Standards: <p>2.5 Motor Skill Development: All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active, lifestyle.</p> <ul style="list-style-type: none"> • A. Movement Skills and Concepts • B. Strategy • C. Sportsmanship, Rules, and Safety 	
CPI #	Cumulative Progress Indicator (CPI)
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball)
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.				
2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.				
2.5.12.C.1	Analyze the roles, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.				
2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.				
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Unit Learning Targets

Students will...

- Explain and apply basic knowledge of rules, equipment scoring, strategy, instruction & biomechanical skill development, and terminology in a variety of individual and dual sports.
- Discuss/analyze the historical and cultural influences on activity
- Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
- Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
- Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity
- Compare and contrast activities in terms of applied skills, rules, and strategies.
- Explain and demonstrate effective offensive and defensive game strategies.
- Assess personal and team behaviors for evidence of effective teamwork, effort, and sportsmanship.

Evidence of Learning

Summative Assessment (3 days)

- Participation Assessment Rubric, Specific Skill Assessment Rubrics, Skill testing
Written Assessments, Quizzes/worksheets

Equipment Needed: Various physical education equipment (balls, bats, bases, cones, weights, etc.)

Teacher Resources: Physical education texts, websites, workshops, guest speakers ,etc.

Formative Assessments

- Teacher Observation
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Self and Peer Assessments
- Written Assessments
- Preparation
- Skill Performance
- Open-ended Questions
- Specific Skill Assessment Rubrics
- Discussions

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Badminton	2 weeks
2	Pickleball	2 weeks
3	Tennis	2 weeks
4	Strength Training	1 weeks
5	Cardiovascular Training	1 week
6.	Golf	2 weeks
7.	Recreational Games	2 weeks

Teacher Notes:

Curriculum Development Resources

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<http://www.pegames.org>

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GRADE 12 HEALTH CURRICULUM

COURSE DESCRIPTION:

Senior health is a one marking period course required for all 12th grade students. The course will provide students with the knowledge and skills necessary to recognize an emergency, call for help, while preventing disease transmission. Students will be able to perform skills necessary to act as the first link in the EMS system chain of survival. This course also provides information and activities regarding current drug trends, effects of drug use on the family and community, and the process of selecting a drug rehabilitation program. Students will be given the opportunity to earn American Red Cross Certification.

SUGGESTED COURSE SEQUENCE:

Unit 1: Before Giving Care and Checking an Injured or Ill Person: 1 week
Unit 2: Responding to an Emergency: 1 week
Unit 3: Before Giving Care: 1 week
Unit 4: The Human Body: 1 week
Unit 5: Checking the Person: 1 week
Unit 6: Cardiac Emergencies: 2 weeks
Unit 7: Breathing Emergencies: 2 weeks
Unit 8: Drugs and Alcohol: 1 week

Unit Overview

Content Area: Health

Unit Title: Unit 1 – Before Giving Care and Checking and Injured or Ill Person

Target Course/Grade Level: Grade 12

Unit Summary

Students will learn how to deal with emergencies. We will explore our roles in the EMS system, how to prioritize care, recognize the signals of incident stress, and how bystanders can help at the scene of an emergency.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

CPI# Cumulative Progress Indicator (CPI)

2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies

2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Unit Essential Questions

- Why is it important to understand basic first aid procedures?
- What are the basic safety precautions to be taken in emergency situations?
- What is Chain of Survival and how is EMS system activated?

Unit Enduring Understandings

- First aid and safety guidelines are extensive, yet important to help maintain personal wellness as well as to keep safe in emergency situations.

Unit Learning Targets

Students will...

- Describe the two types of emergencies
- Explain the types of emergencies requiring first aid
- Discuss the role of the EMS system
- Describe how to prioritize care for injuries and sudden illnesses
- Identify the most important action(s) they can take in a non-life threatening emergency
- Recognize the signals of incident stress and when they may need help to cope
- Discuss the 5 ways bystanders can help at the scene of an emergency

Evidence of Learning

Summative Assessment (1 day)

Written quiz

Equipment Needed: Textbooks, inter-write board

Teacher Resources: Textbook: Responding to Emergencies Manual, American Red Cross
DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> • Class discussions • Student demonstrations • Group work | <ul style="list-style-type: none"> • Teacher Observation • Class work |
|---|---|

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Emergencies	1 day
2	Recognizing Emergencies	1 day
3	Deciding to Act	1 day
4	Overcoming Barriers	1 day
5	Activating the EMS system	½ day
6	Incident Stress	½ day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

Unit Overview

Content Area:	Health
Unit Title:	Unit 2 – Responding to an Emergency
Target Course/Grade Level:	Grade 12

Unit Summary

Students will learn about the three emergency action principles, and how they apply to every emergency. This unit will also explore how to check the scene, when and how to call 9-1-1 or the local emergency number.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle
C. Disease and Health Conditions
D. Safety

CPI#	Cumulative Progress Indicator (CPI)
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Unit Essential Questions

- What are the three emergency action principles?
- What are the implications of not calling 9-1-1?

Unit Enduring Understandings

- Recognizing life-threatening condition is essential to a victim's survival.
- Calling 9-1-1 is the most important step when helping an injured or sick person.

Unit Learning Targets

Students will...

- Identify and describe the three emergency action principles.
- Demonstrate how to check the scene
- Explain when and how to call 9-1-1 or the local emergency number
- Discuss Call First vs. Care First Situations

Evidence of Learning

Summative Assessment (3 days)

Written Test

Equipment Needed: Manikins

Teacher Resources: Textbook: Responding to Emergencies Manual, American Red Cross
DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> • Class discussions • Student demonstrations • Group work | <ul style="list-style-type: none"> • Teacher Observation • Class work |
|---|---|

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Emergency Action Steps	1 day
2	Calling 911	1 day
3	Call First vs. Care First Situations	1 day
4	Call 911 Scenarios	1 day
5	Transporting the Person Yourself	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

Unit Overview

Content Area:	Health
Unit Title:	Unit 3 – Before Giving Care
Target Course/Grade Level:	Grade 12

Unit Summary

When students choose to help an injured or ill person, their top priority is to ensure their own safety. In this unit, students will learn how to protect themselves from disease transmission, as well as to properly move a person. We will also explore some basic legal information needed to know before giving care.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle
C. Disease and Health Conditions
D. Safety

CPI#	Cumulative Progress Indicator (CPI)
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Unit Essential Questions

- What are the basic safety precautions to be taken in emergency situations?
- What can I do to minimize the chance of disease transmission while providing first aid skills?
- Can I be sued if I try to help someone and they get further injured?
- How do I move an injured person?

Unit Enduring Understandings

- First aid and safety guidelines are extensive, yet important to help maintain personal wellness as well as to keep safe in emergency situations.
- Good Samaritan laws will protect first aiders in most cases.

Unit Learning Targets

Students will...

- List four conditions that must be present for disease transmission to occur
- Identify two ways in which a pathogen can enter the body
- Describe how to minimize the risk of disease transmission when giving care in a situations that involves any body fluid
- Describe the difference between implied and expressed consent
- Explain the Good Samaritan laws
- Discuss six situations in which moving a person is necessary
- Demonstrate six ways to move a person
- Demonstrate how to remove disposable gloves

Evidence of Learning

Summative Assessment (1 day)

Written quiz

Equipment Needed:

Teacher Resources: Textbook: Responding to Emergencies Manual, American Red Cross
DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

- Class discussions
- Student demonstrations
- Group work
- Teacher Observation
- Class work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Preventing Disease Transmission	1 day
2	Legal Considerations	1 day
3	Good Samaritan Laws	1 day
4	Reaching and Moving a Person	1 day
5	Emergency Moves	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

Unit Overview

Content Area: Health

Unit Title: Unit 4 – The Human Body

Target Course/Grade Level: Grade 12

Unit Summary

Students will learn in this unit that body systems do not function independently. We will explore how each system depends on other systems to function properly. Knowing the location and function of the major organs and structures within each body system will help the students to more accurately assess a person's condition and give the best care.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

Standards

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

C. Disease and Health Conditions

D. Safety

CPI#	Cumulative Progress Indicator (CPI)
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies

Unit Essential Questions

- Why do I need to understand body systems as a first aider?
- What could happen if one body system fails?

Unit Enduring Understandings

- Knowing the location and function of the major organs and structures within each body system will help the students to more accurately assess a person's condition and give the best care.

Unit Learning Targets

Students will...

- Identify various anatomical terms
- Describe the major body cavities
- Identify the eight body systems and the major structures in each system.
- Describe how body system work together

Evidence of Learning

Summative Assessment (1 days)

Written Quiz

Equipment Needed:

Teacher Resources: Textbook: Responding to Emergencies Manual, American Red Cross
DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

- Class discussions
- Student demonstrations
- Group work

- Teacher Observation
- Class work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Anatomical Terms	1 day
2	Musculoskeletal System	1 day
3	Respiratory System	1/2 day
4	Circulatory System	1/2 day
5	Nervous System	1/2 day
6	Integumentary System	1/2 day
7	Endocrine System	1/2 day
8	Digestive System	1/2 day

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

www.dcmp.org

Unit Overview

Content Area: Health

Unit Title: Unit 5 – Checking the Person

Target Course/Grade Level: Grade 12

Unit Summary

In this unit students will learn how to check an injured or ill person for life-threatening conditions and interview a conscious person and bystanders. Students will also discuss how to check for non-life-threatening conditions and give basic care in any emergency until EMS arrives.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

CPI#	Cumulative Progress Indicator (CPI)
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Unit Essential Questions

- Why is it important to understand basic first aid procedures?
- What are the basic safety precautions to be taken in emergency situations?
- What is Chain of Survival and how is EMS system activated?

Unit Enduring Understandings

- First aid and safety guidelines are extensive, yet important to help maintain personal wellness as well as to keep safe in emergency situations.

Unit Learning Targets

Students will...

- Check for life-threatening conditions for an adult, child an infant
- Identify and explain at least 3 questions you should ask the person or bystanders in an interview
- Identify the difference between expressed and implied consent
- Describe how to check for non-life-threatening conditions for an adult, child an infant
- Demonstrate how to check an unconscious adult, child an infant

Evidence of Learning

Summative Assessment (1 day)

Written quiz

Equipment Needed: Textbooks, inter-write board

Teacher Resources: Textbook: Responding to Emergencies Manual, American Red Cross
DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

- | | |
|--------------------------|-----------------------|
| • Class discussions | • Teacher Observation |
| • Student demonstrations | • Class work |
| • Group work | |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Checking for Life Threatening Conditions	1 day
2	Checking for Consciousness	1 day
3	Checking an Unconscious Person	1/2 day
4	Giving Rescue Breaths	1/2 day
5	Special Considerations	1 day
6	Checking an Conscious Person	1 day

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

Unit Overview

Content Area:	Health
Unit Title:	Unit 6 – Cardiac Emergencies
Target Course/Grade Level:	Grade 12

Unit Summary

Students will learn what signals to look for if one suspects a person is having a heart attack or has gone into cardiac arrest. This unit will also explore how to care for a person having a heart attack and how to perform CPR. Class will discuss risk factors for cardiovascular disease and what one can do to control those risks.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle
C. Disease and Health Conditions
D. Safety

CPI#	Cumulative Progress Indicator (CPI)
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Unit Essential Questions

- What are the basic steps of CPR?
- What are the implications of not knowing how to correctly perform CPR?
- What can you do to prevent heart disease?

Unit Enduring Understandings

- Recognizing life-threatening condition is essential to a victim's survival.
- Even though there is a heredity connection for heart disease, people can actively work to prevent it through an active, healthy lifestyle.

Unit Learning Targets

Students will...

- Recognize the signals of cardiac emergency
- Identify the links in the Chain of Survival
- Describe how to care for a heart attack
- List the causes of cardiac arrest
- Explain the role of CPR in cardiac arrest
- Demonstrate how to perform CPR

Evidence of Learning

Summative Assessment (3 days)

CPR & AED skills Test
Written Test

Equipment Needed: Manikins, alcohol, gauze, breathing barriers

Teacher Resources: Textbook: Responding to Emergencies Manual, American Red Cross
DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

- Class discussions
- Student demonstrations
- Group work
- Teacher Observation
- Class work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Anatomy of the heart	1/2 day
2	Heart Attack	1/2 day
3	Coronary Heart Disease	1/2 day
4	Cardiac Arrest	1/2 day
5	Adult CPR	1 day
6	Child CPR	1 day
7	Infant CPR	1 day
9	Special Considerations	1 day
10	CPR Skill Testing	2 days
11	AED Adult	1/2 day
12	AED Child & Infant	1/2 day
13	AED Testing	1 day

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

www.dcmp.org

Unit Overview

Content Area:	Health
Unit Title:	Unit 7 – Breathing Emergencies
Target Course/Grade Level:	Grade 12

Unit Summary

This unit explains the various types of breathing injuries, such as choking, respiratory distress, and respiratory arrest. In breathing emergencies, seconds count so students must learn to react at once. This unit discusses how to recognize and care for breathing emergencies, and asthma attacks.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle
C. Disease and Health Conditions
D. Safety

CPI#	Cumulative Progress Indicator (CPI)
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Unit Essential Questions

- What are the steps necessary to assist a responsive or unresponsive victim?
- How do I know if someone is choking
- How can I help a person who is having an asthma attack?

Unit Enduring Understandings

- Being able to recognize and properly treat for breathing emergencies could save a life

Unit Learning Targets

Students will...

- Identify the causes of a breathing emergency
- Identify conditions that cause respiratory distress and arrest
- Describe the care for person in respiratory distress and arrest
- Demonstrate how to care for a person who is choking, conscious and unconscious
- Discuss signs and care for asthma
- Demonstrate proper care for a person having an asthma attack

Evidence of Learning

Summative Assessment (1 days)

Written Quiz

Equipment Needed:

Teacher Resources: Textbook: Responding to Emergencies Manual, American Red Cross
DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

- Class discussions
- Student demonstrations
- Group work
- Teacher Observation
- Class work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Respiratory Distress and Arrest	1 day
2	COPD & Emphysema	½ day
3	Bronchitis & Hyperventilation	½ day
4	Allergic Reaction & Epiglottitis	1 day
5	Asthma	1 day
6	Choking	1 day
7	Conscious Choking Adult & Child	½ day
8	Conscious Choking Infant	½ day
9	Unconscious Choking Adult & Child	½ day
10	Unconscious Choking Infant	½ day
11	Choking Skills test	3 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

Unit Overview

Content Area:	Health
Unit Title:	Unit 8 – Drugs and Alcohol
Target Course/Grade Level:	Grade 12

Unit Summary

This drug prevention unit provides students in grade 12 with the drug abuse knowledge and skills necessary to make healthy decisions and resist the pressure to use drugs and say no to drugs. Students will explore adolescent drug use trends in New Jersey, the impact of drug and alcohol abuse on families and communities and treatment programs and agencies in the community to address drug addiction.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle
C. Disease and Health Conditions
D. Safety

CPI#	Cumulative Progress Indicator (CPI)
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances
2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
2.3.12.C.3	Predict the societal impact of substance abuse on the individual, family, and community.

Unit Essential Questions

- Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?
- How can I help someone with a drug addiction?

Unit Enduring Understandings

- The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.

Unit Learning Targets

Students will...

- Investigate adolescent drug use trends in New Jersey
- Research the impact of drug and alcohol abuse on families and communities
- Research drug addiction treatment programs and agencies in the community
- Analyze drugs and explain why certain drugs are abused, misused, and become addictive

Evidence of Learning

Summative Assessment (1 day)

Written Quiz

Drug & Alcohol Project Rubric

Equipment Needed: Proxima, laptop computers

Teacher Resources:

Formative Assessments

- Class discussions
- Student demonstrations
- Group work
- Teacher Observation
- Class work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Drug Research Project	3 days
2	Cost of Drug Abuse	1 day
3	Drug/Alcohol Rehabilitation	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org