



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

**Physical Education
&
Health
Grade 9**

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

Physical Education 9

The freshman Physical Education program focuses on the development of healthy attitudes and behaviors as well as a variety of physical activities that enhance fitness for all students. We believe in the development of the concepts of wellness, cooperation, and teamwork in order to provide students with the knowledge and skills needed to promote lifelong health and wellness. The program of instruction is fully co-ed, which helps to develop important social skills.

Suggested Course Sequence:

Unit 1: Physical Fitness 3 weeks

Unit 2: Team Activities and Cooperative Games 12 weeks

Unit 3: Individual and Lifetime Activities 5 weeks

Unit Overview	
Content Area:	Physical Education
Unit Title:	Unit 1: Physical Fitness
Target Course/Grade Level:	Grade 9
Unit Summary 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	
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: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. A. Fitness and Physical Activity	
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.
Unit Essential Questions <ul style="list-style-type: none"> • How do you measure one's physical fitness? • How do you maintain physical fitness? • Why is physical fitness 	Unit Enduring Understandings <ul style="list-style-type: none"> • Positive decision making about fitness contributes to a healthy lifestyle. • Being able to design, implement and assess a personal fitness program is necessary in order to maintain good health throughout life.

<p>important?</p> <ul style="list-style-type: none"> • What are the health benefits of improved physical fitness? • How does one design and implement fitness plan that addresses personal fitness goals? • What are the community resources available to assist in the fostering of a healthy life style? 	<ul style="list-style-type: none"> • Identifying and utilizing community preventive health resources will enhance the effectiveness of personal fitness programs.
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Unit Learning Targets

Students will...

- Students will explain the benefits of exercise to their physical, mental, and social health.
- Students will identify basic principles of exercise.
- Students will discuss the importance of setting realistic fitness goals.
- Students will practice and create realistic fitness program.
- Students will demonstrate and distinguish the difference between anaerobic and aerobic exercises
- Explain and use assessment techniques to identify fitness strengths and weaknesses.
- Describe and apply the FITT principle to improve personal fitness
- 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: Textbooks, websites, workshops, guest speakers

Formative Assessments

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| <ul style="list-style-type: none"> • Teacher Observation • Class Participation (rubric for teamwork, sportsmanship, effort) • Self and Peer Assessments • Written Assessments • Fitness Testing | <ul style="list-style-type: none"> • Preparation • Skill Performance • Open-ended Questions • Specific Skill Assessment Rubrics • Discussions |
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Lesson Plans

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

<http://www.letsmove.gov/>

<http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>

Unit Overview	
Content Area:	Physical Education
Unit Title:	Unit #2 – Team Activities/Cooperative Games
Target Course/Grade :	Grade 9
Unit Summary <p>The development of skills, an understanding of the strategies, and the tactics and techniques employed in various activities, allows a student to become more competent in that sport, or hopefully become an educated spectator. Students will participate in a combination of team sports and cooperative games. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, cooperative games, fitness, 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: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. <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.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.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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why is the development of motor skills essential? • Why are skills and game knowledge important to participate in physical activities/sports? • What are characteristics of good sportsmanship? • What role does cooperation, effort and teamwork play in physical activities/sports? • How can individual differences enhance and contribute to group productivity? • What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? • How does your movement affect performance? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Physical and cognitive skills are necessary to successfully participate in a variety of physical activities • Efficient movement improves performance. • Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. • Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people • 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. • Discovering enjoyable, vigorous activities to participate in outside of school increases the likelihood of lifelong physical activity and fitness.
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Unit Learning Targets

Students will...

- Demonstrate and apply movement patterns from one game, sport, dance, or recreational activity to another
- Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns
- Identify and assess tactical understanding of cooperative strategies including communication, respect of others' ideas, and decision making of oneself/group (good/poor) during cooperative activities.
- Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness
- Assess and apply tactical (offensive, defensive, and cooperative) physical and mental strategies to improve performance
- Explain and apply the movement concepts necessary for proficient skill performance.
- Explain and apply game rules, safety, and scorekeeping during game play
- Determine whether a particular activity would be compatible with your personal fitness

Evidence of Learning

Summative Assessment (4 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
- Fitness Testing
- Preparation
- Skill Performance
- Open-ended Questions
- 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
10	Speedball	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>

<http://www.pegames.org>

PE Games and Activities Kit, Ken Lumsden, 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/Lifetime Activities
Target Course/Grade Level:	Grade 9
Unit Summary <p>In this unit, students are taught basic skills and have the opportunity to enhance their knowledge about sport, exercise, and other forms of physical activity. The emphasis of this unit is to develop immediate and lifelong benefits and enjoyment of regular physical activity. This unit focuses on skill instruction, knowledge of rules and etiquette, and strategy for effective play in lifetime and individual activities. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in a variety of activities.</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: 2.5 Motor Skill Development: All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active, lifestyle. <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.

Unit Essential Questions <ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in physical activities/sports? • What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? • Why should I participate in individual and lifetime activities?? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Research shows that people who participate in regular physical activity, are more likely to do so because they feel comfortable and competent in movement skills • Physical and cognitive skills are necessary to successfully participate in a variety of physical activities • Discovering enjoyable, vigorous activities to participate in outside of school increases the likelihood of lifelong physical activity and fitness. • Students will understand that they will be able to stay active in other ways than team sports
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Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Explain and apply game rules, safety, and scorekeeping during game play. • Discuss/analyze the historical and cultural influences on activity. • Identify and demonstrate all the fundamentals, proper techniques, and skills necessary for each activity • Compare and contrast activities in terms of applied skills, rules, and strategies. • Identify movement skill errors and modify in response to feedback.

- Explain and apply the movement concepts regarding stability, weight transfer, absorption of force and increasing of force in enhancing skill execution.
- Explain and demonstrate effective offensive and defensive game strategies.
- Assess personal and team behaviors for evidence of effective teamwork, effort, and sportsmanship.
- Comprehend and demonstrate safety factors for each activity
- Demonstrate how to officiate and manage activities, and be able to justify their calls

Evidence of Learning

Summative Assessment (5 days)

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

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

Teacher Resources: Textbooks, 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

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 Lumsden, Parker Publishing Co.;2001

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

Unit Overview

Content Area: Health

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

Target Course/Grade Level: Grade 9

Unit Summary

Students will learn how to deal with emergencies. We will explore our roles in the EMS system, purpose of Good Samaritan laws, how to gain consent, and how to reduce your risk of disease transmission while giving care.

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 how to recognize an emergency
- Describe how to prioritize care for injuries and sudden illnesses
- Describe the purpose of the Good Samaritan laws
- Identify the difference between expressed and implied consent
- Explain how to reduce the risk of disease transmission when giving care
- Explain when to move an injured or ill person from a dangerous situation
- Describe how to minimize the effects of shock
- Demonstrate how to check an unconscious person for life-threatening conditions

Evidence of Learning

Summative Assessment (1 day)

Written quiz

Equipment Needed: Textbooks, inter-write board

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
Masters of Disaster Educator's Kit, American Red Cross
A Family Guide to First Aid and Emergency Preparedness, American Red Cross
DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

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

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Your Role in EMS / Recognizing Emergencies	½ day
2	Deciding to Act	1 day
3	Activating EMS	1/2 day
4	Prevention of Disease Transmission	1 day
5	Taking Action	1 day
6	Rescues	1 day
7	Checking a Conscious Person	1 day
8	Shock	1 day
9	Checking an Unconscious Person	1 day
10	Special Situations with CPR	1 day
11	Incident Stress	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 2 – Cardiac Emergencies and CPR
Target Course/Grade Level:	Grade 9

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.

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 skills Test
Written Test

Equipment Needed: Manikins, alcohol, gauze, breathing barriers

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
Masters of Disaster Educator's Kit, American Red Cross
A Family Guide to First Aid and Emergency Preparedness, 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 day
2	Heart Attack	1 day
3	Coronary Heart Disease	1 day
4	Cardiac Arrest	1 day
5	Adult CPR	1 day
6	Child CPR	1 day
7	Infant CPR	1 day
9	Advance Directives	1 day
10	CPR Skill 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 3 - AED

Target Course/Grade Level: Grade 9

Unit Summary

This unit teaches how important early defibrillation is and how the automated external defibrillator works in the case of life-threatening abnormal electrical activity of the heart. Students will also learn about the proper procedures when using an AED.

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

- Why is it important to know and practice AED skills?

Unit Enduring Understandings

- Knowing how and when to use an AED could save a person's life.

Unit Learning Targets

Students will...

- Explain what defibrillation is
- Explain how defibrillation works
- Identify precautions to take when using an AED on a person in sudden cardiac arrest
- Demonstrate how to use an AED

Evidence of Learning

Summative Assessment (X days)

AED Skills test

Written test

Equipment Needed: AED's, manikins, alcohol, gauze, breathing barriers

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross

Masters of Disaster Educator's Kit, American Red Cross

A Family Guide to First Aid and Emergency Preparedness, American Red Cross

DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

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

- Group work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Heart's Electrical System	1/3 day
2	AED & Adults	1/3 day
3	AED – Children and Infants	1/3 day
4	Special AED Situations	1 day
5	AED Skills Practice	1 day
6	AED Skills Test	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 – Breathing Emergencies
Target Course/Grade Level:	Grade 9

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.

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
- What are the limitations of the Heimlich maneuver?

Unit Enduring Understandings

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

Unit Learning Targets

Students will...

- Recognize the signals 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
- Discuss signs and care for allergic reactions

Evidence of Learning

Summative Assessment (1 days)

Written Quiz

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
Masters of Disaster Educator's Kit, American Red Cross
A Family Guide to First Aid and Emergency Preparedness, American Red Cross
DVD: First Aid/CPR/AED Manual, American Red Cross

Formative Assessments

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

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Respiratory Distress and Arrest	1/2 day
2	Asthma, COPD & Emphysema	1/2 day
3	Bronchitis, Croup, Hyperventilation	1 day
4	Allergic Reaction & Epiglottitis	1 day
5	Choking	1 day
6	Special Situations with Choking	1 day
7	Conscious Choking Adult & Child	1 day
8	Conscious Choking Infant	1 day
9	Unconscious Choking Adult & Child	1 day
10	Unconscious Choking Infant	1 day
11	Choking Skills test	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 5 – Sudden Illnesses
Target Course/Grade Level:	Grade 9
Unit Summary This unit focuses on various types of sudden illnesses. Students will learn how to recognize signals of fainting, seizures, stroke, diabetic emergencies, allergic reactions, poisoning and substance abuse. During this unit we will learn how to care for specific illness, even if the exact cause is not known.	
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.
NJSA 18A:35-5.1	State requires instruction regarding Lyme disease
Unit Essential Questions <ul style="list-style-type: none">Why is it important to treat injuries in a timely manner as well as take all injuries seriously?How can knowing the causes of sudden illnesses help avoid them coming in the first place?	Unit Enduring Understandings <ul style="list-style-type: none">Injuries that initially appear minor can often be more serious.Illnesses can happen anytime, one must be knowledgeable and aware of the potential symptoms.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none">Identify the signals of common illnessesDescribe how to care for common sudden illnessesDescribe how to care for someone who is having a seizureAnalyze signs, risk factors and care for a strokeDiscuss warning signs, types and care for a diabetic emergencyDiscovery causes, signs and care for allergic reactionIdentify signals, care for and types of poisoning	

Evidence of Learning

Summative Assessment (1 day)

Written Quiz

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
Masters of Disaster Educator's Kit, American Red Cross
A Family Guide to First Aid and Emergency Preparedness, 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	General Sudden Illness	1/2 day
2	Fainting & Seizures	1/2 day
3	Stroke	1 day
4	Diabetic Emergencies	1 day
5	Allergic Reactions	1 day
6	Poisoning	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 6 – Environmental Emergencies
Target Course/Grade Level:	Grade 9
Unit Summary This unit introduces various environmental emergencies including heat and cold related emergencies, bites and stings, and poisonous plants. Students will also learn how to avoid being struck by lightning.	
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.
NJSA 18A:35-5.1	State requires instruction regarding Lyme disease
Unit Essential Questions <ul style="list-style-type: none"> What are the factors that will determine whether or not a person should be moved when you need to apply first aid procedures? How do you prepare for a weather emergency? 	Unit Enduring Understandings <ul style="list-style-type: none"> Students will understand how to treat heat related emergencies and bites & stings. Students will understand the severity of making the proper decision in moving and transporting an injured person.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Identify the signals of heat-related and cold-related emergencies Describe how to care for heat-related and cold-related emergencies Investigate how to prevent heat related emergencies Discuss the impact of, signals, and care for heat related emergencies Explain how to prevent getting bug bites and demonstrate how to remove a tick Explain how to prevent and care for lightning injuries Discuss care for animal and snake bites Identify the common poisonous plants and explain how to treat it’s effects 	

Evidence of Learning

Summative Assessment (1 day)

Quiz

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
 Masters of Disaster Educator's Kit, American Red Cross
 A Family Guide to First Aid and Emergency Preparedness, 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	Heat Related Illnesses	1 day
2	Cold Related Illnesses	1 day
3	Bites & Stings	1/2 day
4	Lyme Disease	1/2 day
5	West Nile Virus	1/3 day
6	Spider & Snake Bites	1/3 day
7	Animal Bites & Marine Life	1/3 day
8	Poisonous Plants	1 day
9	Lightning	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 – Soft Tissue Injuries
Target Course/Grade Level:	Grade 9
Unit Summary This unit teaches soft tissue injuries, including closed wounds, open wounds and burns. We will explore the differences between major and minor wounds and between different types of burns.	
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.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 <ul style="list-style-type: none"> What are the proper steps for controlling a bleeding emergency? How do you determine if a victim is exhibiting signs of shock? 	Unit Enduring Understandings <ul style="list-style-type: none"> Students will be able to understand that wounds and bleeding are common injuries that must be handled with a sense of urgency. Shock is a life-threatening emergency that can occur with any type of injury or illness.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Identify signals of various soft tissue and musculoskeletal injuries Demonstrate how to care for various soft tissue and musculoskeletal injuries Demonstrate how to control external bleeding 	

- Investigate how to prevent infections
- Categorize types of burns and discuss how to care for various burns
- Explain how to care for severed body parts, embedded objects, nose, mouth and tooth injuries
- Discuss signals and care for chest and abdominal injuries

Evidence of Learning

Summative Assessment (3 days)

Written Quiz

Skill Tests

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
Masters of Disaster Educator's Kit, American Red Cross
A Family Guide to First Aid and Emergency Preparedness, 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	Closed Wounds	1 day
2	Open Wounds	1 day
3	Preventing Infection	1 day
4	Bandaging	1 day
5	Tourniquets	1 day
6	Burns	1 day
7	Chemical & Electrical Burns	1 day
8	Special Wounds	1 day
9	Chest and Abdominal Wounds	1 day
10	Fun in the Sun	1 day

Teacher Notes:

Curriculum Development Resources

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

www.dcmp.org

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Unit Overview	
Content Area:	Health
Unit Title:	Unit 8 – Injuries to Muscle, Bones and Joints
Target Course/Grade Level:	Grade 9
Unit Summary In this unit we will explore the signals of muscle, bone and joint injuries and how to care for these injuries. We will also learn how to recognize and treat head, neck and spinal injuries.	
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.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 <ul style="list-style-type: none"> How do you determine proper treatment for a musculoskeletal injury? What are the basic first aid procedures for people sustaining a head, neck or back injury? How do you determine whether or not to transport the victim? 	Unit Enduring Understandings <ul style="list-style-type: none"> Understanding how to treat musculoskeletal injury could have a major impact on the severity of the injury and the rehabilitation process.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Categorize types of musculoskeletal injuries Identify signals of head , neck and spinal injuries Demonstrate how to care for muscle, bone or joint injuries Demonstrate how to care for head , neck and spinal injuries Demonstrate how to splint a muscle, bone or joint injuries Investigate risk factors, prevention and care of osteoporosis Demonstrate how to splint an injury Assess the state's concussion rules, by analyzing current data Discuss signals and care for chest and pelvic injuries 	
Evidence of Learning	
Summative Assessment (2 days) Written Quiz Skills Test	
Equipment Needed:	
Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, 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	Fractures, Dislocations & Sprains	1 day
2	Osteoporosis	1/2 day
3	RICE	1/2 day
4	Splinting an Injury	1 day
5	Head , Neck & Spinal Injuries	1/2 day
6	Concussions	1 day
7	Chest and Pelvic Injuries	1/2 day

Teacher Notes:**Curriculum Development Resources**

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

www.dcmp.org

<http://www.nj.gov/education/aps/cccs/chpe/concussions/policy.pdf>

Unit Overview			
Content Area:	Health		
Unit Title:	Unit 9 – Special Situations and Circumstances		
Target Course/Grade Level:	Grade 9		
Unit Summary In this unit we students will explore ways to recognize and respond to special situations, such as helping children and people with disabilities, and childhood illnesses. This information will help students better understand the nature of the emergency and how to give appropriate and effective 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.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> How do I know when to seek professional care when a child is sick? How can I prevent my child from getting SIDS How can I better help children and disabled people? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Proper preparation, knowledge and good communication will enable a first aider to effectively treat an injured person. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> How do I know when to seek professional care when a child is sick? How can I prevent my child from getting SIDS How can I better help children and disabled people? 	Unit Enduring Understandings <ul style="list-style-type: none"> Proper preparation, knowledge and good communication will enable a first aider to effectively treat an injured person.
Unit Essential Questions <ul style="list-style-type: none"> How do I know when to seek professional care when a child is sick? How can I prevent my child from getting SIDS How can I better help children and disabled people? 	Unit Enduring Understandings <ul style="list-style-type: none"> Proper preparation, knowledge and good communication will enable a first aider to effectively treat an injured person. 		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Explain how to communicate with children in an emergency effectively Compare and contrast the five age groups of children and their needs Describe the signals and care for common childhood illnesses Discuss types, causes and care for fever Demonstrate how to take a temperature and comprehend when to call 9-1-1 or seek professional medical care Explain causes and care for meningitis Investigate the causes of SIDS Describe how to care for common injuries and illnesses in older adults Discuss how to assist an injured person with a physical or mental impairment 			
Evidence of Learning			
Summative Assessment (1 day) Written quiz			
Equipment Needed:			
Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, 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	Communication with Children and Parents	1/2 day
2	Common childhood illnesses	1 day
3	Fevers	1 day
4	Meningitis & SIDS	1/2 day
5	Helping the Elderly	1/2 day
6	Common Injuries in Older Adults	1 day
7	People & Disabilities	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 10 - Asthma
Target Course/Grade Level:	Grade 9
Unit Summary In this unit students will learn how to identify the signals of an asthma attack, which includes helping the person use an inhaler to administer quick relief medication.	
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.
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine
Unit Essential Questions <ul style="list-style-type: none"> How can I help a person experiencing an asthma attack? 	Unit Enduring Understandings <ul style="list-style-type: none"> Knowing the signs and proper care for an asthma attack will enable a first aider to effectively treat person with asthma.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Identify signals of asthma Describe the care for a person having an asthma attack Demonstrate how to help a person experiencing an asthma attack use an inhaler to administer quick relief medication 	
Evidence of Learning	
Summative Assessment (1 day) Written quiz	
Equipment Needed: Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross	
Formative Assessments <ul style="list-style-type: none"> Class discussions Student demonstrations Teacher Observation Class work 	

- Group work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Triggers for Asthma	1 day
2	Medications to Control Asthma	1 day
3	Assistance with administering quick relief medication	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 11 – Anaphylaxis and Epinephrine Auto-Injectors
Target Course/Grade Level:	Grade 9
Unit Summary In this unit students will discuss how to identify the signals of anaphylaxis. They will also learn what care to give to a person in anaphylactic shock, which may include helping the person use an epinephrine auto-injector.	
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 2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. B. Alcohol, Tobacco, and Other Drugs	
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.
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine
Unit Essential Questions <ul style="list-style-type: none"> How can I help a person who goes into anaphylactic shock? 	
Unit Enduring Understandings <ul style="list-style-type: none"> If anaphylaxis is recognized immediately and cared for quickly, the person has a better chance of survival. 	
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Identify the signals and common allergens of anaphylaxis Describe what care to give to a person in anaphylactic shock Demonstrate how to help a person administer epinephrine auto-injector 	
Evidence of Learning	
Summative Assessment (1 day) Equipment Needed: Practice epinephrine auto-injector Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, 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	Allergic Reaction	1 day
2	Assisting with an epinephrine auto-injector	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 12 - Injury Prevention		
Target Course/Grade Level:	Grade 9		
Unit Summary Being that accidents are the leading cause of injury and deaths, students will investigate how to create a safer environment for themselves and family members.			
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 2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. B. Alcohol, Tobacco, and Other Drugs			
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.		
NJSA 18A:6-2	State requires instruction in accident and fire prevention		
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.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> How do you keep yourself from danger, when participating in recreational activities? Who is more susceptible to accidents? How can learning first aid lead to a happy, healthy and successful lifestyle now and in the future? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Learning first aid will allow an individual to take responsibility for their own choices, which is an essential step for developing and maintaining a healthy lifestyle. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> How do you keep yourself from danger, when participating in recreational activities? Who is more susceptible to accidents? How can learning first aid lead to a happy, healthy and successful lifestyle now and in the future? 	Unit Enduring Understandings <ul style="list-style-type: none"> Learning first aid will allow an individual to take responsibility for their own choices, which is an essential step for developing and maintaining a healthy lifestyle.
Unit Essential Questions <ul style="list-style-type: none"> How do you keep yourself from danger, when participating in recreational activities? Who is more susceptible to accidents? How can learning first aid lead to a happy, healthy and successful lifestyle now and in the future? 	Unit Enduring Understandings <ul style="list-style-type: none"> Learning first aid will allow an individual to take responsibility for their own choices, which is an essential step for developing and maintaining a healthy lifestyle. 		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Investigate home and school accident statistics Assess how students and their families can identify safety hazards in their environments Identify safe behavior in many situations and environments Discuss where warning labels in home or at school might be useful 			

- Understand their responsibilities for staying safe

Evidence of Learning

Summative Assessment (1 day)

Written quiz

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
Masters of Disaster Educator's Kit, American Red Cross
A Family Guide to First Aid and Emergency Preparedness, 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	Research Accident Statistics	2 days
2	Identify hazards in the Home & School	2 days
3	Warning Labels	2 days
4	Responsibilities for Staying Safe	2 days
5	Vacation Safety	2 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 13 - Emergency Preparedness		
Target Course/Grade Level:	Grade 9		
Unit Summary The most important element in protecting yourself is knowing what to do before, during and after a disaster. Students will learn how to prepare for natural disasters such hurricanes, tornadoes, floods, fires and earthquakes.			
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.		
NJSA 18A:6-2	State requires instruction in accident and fire prevention		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> What can I do to prepare for a natural disaster? Can you actually prepare for a power outage? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Families can have a positive impact on the effect of disasters. Knowing how to respond in an emergency is essential to staying safe. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> What can I do to prepare for a natural disaster? Can you actually prepare for a power outage? 	Unit Enduring Understandings <ul style="list-style-type: none"> Families can have a positive impact on the effect of disasters. Knowing how to respond in an emergency is essential to staying safe.
Unit Essential Questions <ul style="list-style-type: none"> What can I do to prepare for a natural disaster? Can you actually prepare for a power outage? 	Unit Enduring Understandings <ul style="list-style-type: none"> Families can have a positive impact on the effect of disasters. Knowing how to respond in an emergency is essential to staying safe. 		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Learn that students and their families know what actions can be taken during a natural disaster to minimize injuries Understand the importance of being prepared in case of an emergency Discuss how to respond to a Watch, Warning, or Emergency Investigate ways people and their communities recover after a disaster, and become stronger & better prepared Discuss MPHS's emergency safety drills Research how to prepare and deal with power outages 			
Evidence of Learning			
Summative Assessment (1 day) Written quiz			
Equipment Needed:			
Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross			

A Family Guide to First Aid and Emergency Preparedness, 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	Hurricanes, tornadoes, earth- quakes and flood safety	1 day
2	Preparing for an Emergency	1 day
3	Emergency/First Aid Kits	2 days
4	Power Outages	2 days
5	Recovery from disasters	1 day
6	Watch, Warning, Emergency	1 day
7	MPHS's emergency safety drills	2 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 14 – Fire Safety
Target Course/Grade Level:	Grade 9
Unit Summary In this unit students will learn that fire safety in the home and school is essential. Students will be taught how to prevent fires and what to do in case of a fire.	
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 2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. B. Alcohol, Tobacco, and Other Drugs	
CPI#	Cumulative Progress Indicator (CPI)
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.
NJSA 18A:6-2	State requires instruction in accident and fire prevention
Unit Essential Questions <ul style="list-style-type: none"> How can I prevent fires? What should I do if a fire occurs? 	Unit Enduring Understandings <ul style="list-style-type: none"> Being educated in fire safety, protecting your property, and developing a fire safety plan will reduce one's chances from being injured by a fire.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Develop a fire safety plan for home Help students evaluate the ways their families use fire and the safety of their homes from fire hazards Discuss fire safety in hotels Investigate product warning labels and fire safety 	
Evidence of Learning	
Summative Assessment (1 day) Home safety plan	
Equipment Needed: Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross	
Formative Assessments <ul style="list-style-type: none"> Class discussions Student demonstrations Teacher Observation Class work 	

- Group work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Checklist	2 days
2	Fire safety plan	3 days
3	Home inspection	1 day
4	Product warning labels	1 day
5	Protecting your property	2 days

Teacher Notes:

Curriculum Development Resources

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

www.dcmp.org

<http://www.njfiresafety.com>

GRADE 9 HEALTH EDUCATION

COURSE DESCRIPTION:

First Aid is a one semester course required for all 9th grade students. The course will provide students with the knowledge and skills necessary to recognize an emergency, call for help, prevent disease transmission, provide care and minimize consequences of injury or illness until Emergency Medical Services arrive. Students will be able to perform skills necessary to act as the first link in the EMS system chain of survival. The content and activities included in this course will prepare participants to recognize emergencies and make appropriate decisions regarding care. The course also provides information on prevention of injury and illness, with a focus on personal safety. Students will be given the opportunity to earn American Red Cross Certification.

SUGGESTED COURSE SEQUENCE:

- Unit 1: Before Giving Care: 2 weeks
- Unit 2: Cardiac Emergencies & CPR: 2 weeks
- Unit 3: AED: 1 week
- Unit 4: Breathing Emergencies: 2 weeks
- Unit 5: Sudden Illnesses: 1 week
- Unit 6: Environmental Emergencies: 1 week
- Unit 7: Soft Tissue Injuries: 2 weeks
- Unit 8: Injuries to Muscle, Bones and Joints: 1 week
- Unit 9: Special Situations and Circumstances: 1 week
- Unit 10: Asthma: 1/2 week
- Unit 11: Anaphylaxis and Epinephrine Auto-Injectors: 1/2 week
- Unit 12: Injury Prevention: 2 weeks
- Unit 13: Emergency Preparedness: 2 weeks
- Unit 14: Fire Safety 2 weeks