

Jay Curriculum: Unit Cover Page

Unit title: Safety and First Aid

Grade Level: 5-8

Content Area(s): Health

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

Unit: Safety and First Aid

Brief Summary of Unit/Topic

Summary:

This unit is designed to help students gain knowledge and develop skills necessary to prevent accidents, cope with emergencies, and administer proper first aid procedures when necessary. It focuses on attitudes towards safety, causes of accidents, home and school safety; traffic safety (pedestrian, bicycle, auto and school bus); fire prevention; survival skills; injury control and prevention; environmental hazards; first aid and emergency health care including cardiopulmonary resuscitation; safety personnel, personal safety precautions; recreational and hunting safety; work site safety and safety rules and laws.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

- First aid priorities
- The procedures to follow when administering emergency medical care to a victim who is bleeding
- The signs of shock.
- Practices that will lessen the incidence of poisoning in the home and at various work sites.
- The symptoms of a fracture, dislocation, sprain, strain and bruise
- The difference between first, second and third degree burns
- The proper sequence of steps for both cardiopulmonary resuscitation and artificial respiration for adults, children and infants.
- The symptoms of injury to the eye, bee stings, animal bites, snakebites, exposure to poisonous plants and household toxins, and nosebleeds.
- The symptoms of choking in adults, children, and infants.
- The items that should be in a family medicine cabinet and in an emergency medical kit.

Students will be able to:

- Discuss the importance of knowing emergency medical care.
- State the priorities in treating an injured person.
- Summon help in an emergency situation and state specific information that is needed in order to receive assistance from trained emergency personnel.
- Administer care to a shock victim.
- Administer care to a victim of heart attack or stroke.
- Administer care for a fracture, dislocation, sprain or strain.
- Administer care for first, second and third degree burns.
- Administer cardiopulmonary resuscitation to adults, children, and infants.
- Administer artificial respiration to adults, children and infants.
- Administer appropriate treatment for choking to adults, children and infants.
- Administer care to a victim of poisoning, animal or snakebite.
- Discuss appropriate steps in the prevention of accidents and injuries associated with cars, bicycles, school busses, hunting, and poisoning.

Enduring Understanding/s:

Prevention of accidents and injuries is best. However, being prepared for the unexpected will enhance the chance of survival and aid in the treatment of self and others.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

REFERENCES: