



School of Health Related  
Professions

Department of Interdisciplinary Studies

IDST 1100

Emergency and Clinical Care

Revised 2016 by Diana Lobo, BSN, RN, CDLI, MA.Ed.L

## **Course Description**

Emergency and Clinical Care is a course that deals with emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The intent of the course is to help the student feel more confident in his/her ability to act appropriately in the event of an emergency.

**This is a joint course through an articulation agreement with Rutgers School of Health Related Professions and the Roselle School District/Abraham Clark High School. This curriculum is a combination of the requirements set by Rutgers School of Health Related Professions and the Roselle School District.**

## **Credits/Modes of Instruction**

This is a 2-credit undergraduate course in lecture format that relies on regular activities, assignments, skill labs, and completion of weekly topics and provides a structured learning component to allow students to see first-hand how to react in an emergency and the role of health care agencies in an emergency. This course will be taught using blended learning to allow students the most use of instructional time during class.

## **High School Credits**

This is a one period class with 5 high school credits.

## **Prerequisites**

Successful completion of the following course: Dynamics of Health Care in Society

## **Instructor**

The instructor will be a current Rutgers-SHRP faculty (or adjunct) member. The Instructor will also hold a Basic Life Support Instructor card from either the American Heart Association or American Red Cross. As required by the New Jersey Department of Education the instructor will possess the following certification: School Nurse/Health Education, Health Occupations/ Coordinator of Vocational Technical Education Programs

## Course Goals and Objectives:

### Goals

The goal of this course is to provide students with the training needed to respond to community emergencies. First aid topics such as bleeding, shock, bandaging, burns, head and spinal injuries, chest, abdominal and pelvic injuries, bone, joint, and muscle injuries, splinting, medical emergencies, environmental emergencies, and traumatic injuries will be addressed. Students must complete the BLS Health Care Provider course through the AHA or similar through the American Red Cross.

### Objectives

After completion of this course, students will be able to:

1. Explain why first aid is important and identify who needs first aid.
2. Define the different types of consent.
3. Explain the legal and ethical issues concerning first aid.
4. Define the characteristics of an emergency.
5. Describe the standard precautions first aiders should take to prevent coming into direct contact with infectious agents.
6. Demonstrate knowledge of the types of PPE and how to apply and remove them.
7. Describe and use common anatomical terms of body positions.
8. Describe and use the common topographical terms of direction and location
9. Describe the main structures and functions of the following body systems: skeletal system, muscular system, circulatory system, respiratory system, digestive system, urinary system, endocrine system, nervous system and integumentary system.
10. Perform the sequence of victim assessment for responsive and unresponsive victims.
11. Describe and demonstrate how to perform CPR for an adult, child, or infant.
12. Describe and demonstrate how to care for a choking adult, child, or infant.
13. Describe how AED's function and be able to use an AED accurately.
14. Describe the difference between perfusion and hypoperfusion.
15. Describe how to generally provide emergency care and treatment for shock.
16. Demonstrate accuracy on how to take vital signs with accuracy of + or – 2 beats.
17. Demonstrate how to apply and remove sterile gloves with accuracy.
18. Describe and demonstrate how to care for external bleeding.
19. Describe basic care procedures for open wounds.
20. Describe and demonstrate how to bandage a wound using various methods.
21. Describe the three different types of burns and how to evaluate the victim's injury and treat them.
22. Identify and care for scalp wounds, skull fractures, and brain injuries.
23. Identify and care for closed and open chest and abdominal injuries.
24. Identify and care for open and closed fractures and other joint injuries.
25. Identify and list the splinting guidelines.
26. Identify and care for someone who is suffering from chronic obstructive pulmonary disease (COPD), hyperventilating, asthma, angina, a heart attack, diabetes, syncope, nausea/vomiting, and seizures.

27. Recognize the signs of ingested poisoning and administer care for victims.
28. Recognize and care for victims of animal, snake, spider, and insect bites.
29. Recognize and care for victims of insect stings and marine animal injuries.
30. Identify and care for the injuries that may result from exposure to cold.
31. Explain the difference between heat exhaustion and heatstroke and be able to treat victims affected by heat illness.
32. Assess rescuing victims from water, ice, electrical emergencies, hazardous material incidents, motor vehicle crashes, fires, and confined spaces.
33. Respond appropriately to technological emergencies and attacks.
34. Demonstrate knowledge and meaning of 200 medical terms and 100 medical abbreviations that are related to diseases and medical conditions.
35. Demonstrate how to create both a college and job resume.
36. Recognize how your learning style can affect your learning and career choice.
37. Demonstrate how to create a business letter to apply for a health care position.
38. Development of a personalized learning plan and personal growth portfolio that can be used for college and the workplace.

## **Course Requirements**

### **Requirements for Completion**

Attendance is required to keep up with the information presented in class. Students will be expected to participate in classroom discussions and group activities. Each course unit will include readings, assignments, skill labs (when necessary) and a test. Practical skills exams will also be done using a rubric for scoring. Students are also required to participate in a minimum of three community service projects.

### **Evaluation/Assessment Methods**

Student evaluation will be based on but not limited to the following factors:

1. Student proficiencies
2. Attendance
3. Class Preparation
4. Class Participation
5. Completion of assignments including classwork, homework, tests and practical skill skills exams.
6. Fulfillment of other responsibilities as stated by individual instructors.  
i.e. Student contract, dated and signed.
7. Mid-term and Final Exam
8. Personal Growth Portfolio
9. Various projects each marking period
10. Standardized online final exam required to receive two college credits from Rutgers School of Health Related

Professions.

## **Instructional Strategies**

Various instructional strategies will be used to make the curriculum rigorous and engaging for the students in this college course. Examples include; use of videos, class discussion, word wall (medical terminology), Collaborative work, Role play, Whole group, small group and individual instruction, Differentiated instruction, Teacher demonstration, Guided practice, Worksheets, Graphic organizers, Checking for understanding, use of Multiple Intelligences, Learning Styles, Group projects, Reading assignments, Writing assignments, Creation of Personal Growth Portfolio, Flipped classroom, Learning centers and Blended learning.

## **Evaluation, Feedback and Grading**

- Attendance/Participation/Group Discussion – Students are expected to attend all classes and participate in classroom discussions and group activities.
- Unit tests Students will be required to take a test at the completion of each unit.
- Content will be based on lectures, readings, and classroom discussions/activities, practical exams, projects and portfolio development.
- Unit Assignments – Each unit will have specific assignments geared to meet unit objectives. These assignments can be completed as homework or in class, as time permits.
- Rubrics are used to demonstrate proficiency on projects and reports and for “hands on” practical skills testing.
- Course Projects – There will be four major projects due throughout the course. Each project will have specific directions for completion and students are expected to work individually on these projects. ( rubrics are used for grading)
- Web quests and use of online resources for providing supplemental instruction and assignments.
- Final Examination – Successful completion of a cumulative final exam at the end of the course is required along with Rutgers School of Health Related Professions online final examination to receive college credit.

## **Feedback on Progress**

Students will receive feedback on their performance on a regular basis. Quantitative and qualitative feedback will be provided for all assignments, quizzes/tests, and projects and attainment of various healthcare skills.

## **Grade Determination**

The minimum level of satisfactory performance in this course is a ‘C’ or better. To receive a ‘C’ or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation. Based on the evaluations methods and criteria previously described, each requirement is then scored on a 0-100 point scale. The final letter grade is based on the weighted average of all requirements. These are all required to meet the standards of Rutgers School of Health Related Professions and the associated 2 college credits.

**Upon successful completion of the course students will be eligible to take the Health Science Careers standardized exam to determine college credit.**

All students must attain a C (74) or better to earn college credits. Minimum passing standardized exam grade for all students must be at least **70** before calculations of college transcript grade can be determined.

**The Rutgers grade listed on the student’s transcript will be comprised of 50% of the Rutgers-SHRP standardized exam grade and 50% of the high school course grade.**

**Rutgers Health Science Careers Program  
Grading System**

<b>Weighted Average of All Requirements</b>	<b>Final Letter Grade</b>
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C

**High School Grading**

Daily Do Now & exit tickets	10%
Homework, Nursing journal assignments	10%
Unit Test, Projects, Portfolio	50%
Class participation	30%
<b>Total</b>	<b>100%</b>

**Faculty/Student Honor Code**

(Refer to your SHRP Student Handbook at [http://shrp.umdnj.edu/current\\_students/handbook.pdf](http://shrp.umdnj.edu/current_students/handbook.pdf))

The faculty of UMDNJ-School of Health Related Professions believe that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. For this reason, all matriculated and non-matriculated students in this course are expected to abide by the School's Faculty/Student Honor Code and accept responsibility to help ensure that these standards are maintained by reporting violations of the Honor Code observed in others. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal.

## **Mission of the Roselle Public School District**

The Roselle Public School District is committed to and will prepare ALL of our students for college, work, and life. We will provide a safe, clean, positive and supportive learning environment in which ALL students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff, and community members are respected and informed in our family friendly schools. We will strive to motivate all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21<sup>st</sup> Century global society.

## **Vision**

To prepare ALL our students for college, work and life in high achieving Roselle Public Schools.

## **Core Beliefs**

- High Academic Achievement is a priority.
- Continuous improvement is essential.
- Learning is a lifelong process.
- Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
- Every school in Roselle can be a high performing school.
- Curriculum and instruction must foster 21<sup>st</sup> Century skills.
- Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
- All children have skills, talents and unique abilities.
- Children are our greatest resource and the key to our global future.
- All children can learn and shall be provided equitable opportunities for a quality, relevant education.
- Preparing our students for college, work and life is a priority.
- Our students deserve and have a right to high quality effective Principals and Teachers.

## **Roselle Public Schools Philosophy on Career and Technical Education: Health Occupations**

The Roselle Board of Education realizes the importance of making the successful transition between school and careers. The Emergency & Clinical Care course is an ideal situation as it offers sequential learning and job shadowing at different health care agencies. The students learn first-hand about the requirements, training, salary and prerequisites for numerous health careers along with learning how to adapt to an emergency in various health care settings. The students also learn extensive medical terminology, medical abbreviations, basic anatomy and physiology and how to adapt to various emergency situations along with learning workplace readiness skills. This course offers the student the unique opportunity to receive dual credits with the Rutgers University School of Health Related Professions, if they meet the following criteria: participate in a minimum of 3 community service projects, participate in a minimum of 20 clinical shadowing hours, pass the required examination with a grade of 75 or higher, ( 50% of the grade is based on the final average in high school and the other 50% is based on the final exam grade from the Rutgers School of Health Related Professions grade. Students must also complete the necessary registration forms with the university. If all criteria are met the student will gain 2 tuition free college credits with Rutgers School of Health Related Professions and receive the related transcript.

The Emergency & Clinical Care” course meets the National Health Care standards and New Jersey Core Content Curriculum standards and the Career Readiness Practices.

# 21st Century Skills

LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Think Creatively</li> <li><input type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgments and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate Clearly</li> <li><input type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access and /evaluate Information</li> <li><input type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Goals and Time</li> <li><input type="checkbox"/> Work Independently</li> <li><input type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Projects</li> <li><input type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input type="checkbox"/> Be Responsible to Others</li> </ul>



**For Students with Disabilities and Students at Risk**

<b>Problem</b>	<b>Adaptation/Strategies</b>
<b>Enlarge Print</b>	
Visual Perception, Visual Skills for Reading Behavior	Retype materials on primary typewriter Utilize individual magnifying glasses Project material on wall using opaque projector Enlarge font within document
<b>Reduce Distraction on Page</b>	
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	Reduce problems or items on page Frame specific items on page Cover area on page to reduce items
<b>Enlarge Space in Which Student Responses</b>	
Visual Perception, Handwriting, Motor, Behavior	Provide separate answer sheet with space for response Provide blackboard/whiteboard for written response
<b>Color code Material</b>	
Visual, Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	Color code topic sentence in reading test and supporting sentences in another color Color code directions, examples, and problems in different colors Color code math symbols for easy recognition
<b>Utilize Arrows for Directionality</b>	
Visualize Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation Behavior	Provide arrows as cues for following obstacle course Utilize arrows to indicate direction of math operations on number line Provide arrows at top of worksheet or tape on desk as a reminder to left to right progression in reading or writing
<b>Modify Vocabulary</b>	
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	Rewrite directions in workbook Provide vocabulary list with synonyms or simplified directions Instructor gives information or directions in simplified terms
<b>Tape Record Material</b>	
Reading Comprehensive, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	Record directions for learning to refer to Record test; verbal or written learner response Record passage; learner follows written text

## General Learning Resources

### Recommended Textbook(s):

Thygerson, S., & Thygerson A., (n.d.). *First Aid, CPR, and AED Essentials, Sixth Edition*, Brigham Young University  
ISBN-13: 9781449626624

Karen, K. (2012). *First aid for colleges and universities (10<sup>th</sup> ed.)*. Boston: Benjamin Cummings. ISBN-13: 9780321732590

American Red Cross Community First Aid and Safety ISBN 1-58480-105-0 2010

Kimbrell Vineyard, *Succeeding in the World of Work*, ISBN 978-0-07-874828-8 2012

Khan academy medicine website will be used to enhance learning and allow for blended learning opportunities.

YouTube Khan YouTube academy medicine videos will also allow for visual aids when showing various systems of the body, and how to respond and treat various types of emergencies

Web MD website will also be used as a resource for students to help with research projects and provide opportunities for blended learning.

### **Topic Outlines**

#### **Marking Period 1**

Unit I Planning for a Health Career

Unit II Background on Emergencies

Unit III Taking Action in an Emergency

Unit IV Anatomy & Physiology of Body Systems

Unit V Finding Out What is Wrong

#### **Marking Period 2**

Unit VI Cardiopulmonary Resuscitation

Unit VII Using the AED

Unit VIII Shock

Unit IX Bleeding

Unit X Wounds

#### **Marking Period 3**

Unit XI Burns

- Unit XII Head and Spinal Injuries
- Unit XIII Chest, Abdominal and Pelvic Injuries
- Unit XIV Injuries to Bones, Joints and Muscles
- Unit XV Injuries to Extremities
- Unit XVI Sudden Illness

**Marking Period 4**

- Unit XVII Poisoning
- Unit XVIII Bites and Stings
- Unit XIX Cold Related Emergencies
- Unit XX Heat Related Emergencies
- Unit XXI Rescue and Moving the Victim

**Course Units/Schedule**

**Note:** this schedule is a plan only, subject to change by the instructor as deemed necessary to achieve the course goals. \*\*\*Whenever possible, you will be notified in advance of any changes, especially those affecting course requirements or grading. (Rutgers School of Health Related Professions) The actual university curriculum sequence was modified to meet the needs of the local high school and requirements for the additional NJCCSS and Career Readiness Practices.

	Marking Period 1( Units I-V)	Instructional Activities/Assignments and Assessments	Standards
Unit 1	Topical Outline	Instructional Activities/Assignments	Standards
	Planning for a Health Career SWBAT <ul style="list-style-type: none"> <li>• Research a health career and compare and contrast salaries in two states.</li> <li>• Research learning style and make an analysis on how learning styles can affect career choice.</li> <li>• Develop a personalized student learning plan.</li> <li>• Create a college resume highlighting emergency skills.</li> <li>• Create a job resume for an entry level position in health care.</li> <li>• Create a business letter to be used for an entry level position in health</li> </ul>	<b>Assignments</b> Learning style survey Research on career and comparison of salary in 2 states PSLP using online resource Creation of resume(college) Creation of resume(job) Business letter for a health related job(rubric) NJ CAN reality check Chapter 1 –Self Assessment-Succeeding in World of Work text page 7-21 & answer review questions pg. 22 & 23 Chapter 2 Getting to Know yourself-Succeeding in the World of Work text pages 29-43 & answer review questions pg. 44 & 45 Chapter 3 Exploring Careers-Succeeding in the World of Work pages 58-73 and answer questions pg.76 Chapter 6 Finding and applying for a job-Succeeding in the World of Work pages 129-168 and answer review questions pg. 148 &172	9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.7 9.2.12.C.9 9.3.HL.1 9.3.HL.3 9.3.HL.5 9.3.HL.6 CRP 1. CRP 2. CRP 3. CRP 4. CRP.6 CRP 7. CRP 10.

	<p>care.</p> <ul style="list-style-type: none"> <li>• Create a personal growth portfolio to show growth in learning that can be used for post-secondary education, for a scholarship or job.</li> </ul>	<p><b>Instructional Activities</b>  Pre-assessment and oral review  Power point- instructor- student uses graphic organizer or flipbook of choice for recording of notes  Research health career and compare and contrast salaries in two states(rubric)  Take learning style inventory and analyze results(rubric)  Survey 10 males and 10 females and analyze results from learning style differences in males and females.(rubric)  Develop a personalized student learning plan(<a href="http://www.achs.kuder.com">www.achs.kuder.com</a>)- rubric  Research the type of resume formats on the interview  Create a college resume(rubric)- peer review  Create a job resume(rubric)-peer review  Create a business letter(rubric)-peer review- using job found on the internet for a health career entry level position  Create a personal growth portfolio(rubric)  <b>Assessments</b>  Survey results/analysis  Rubric- resume college  Rubric- resume job  Rubric- job business letter  Salary comparison/research project-rubric  Chapter outlines and review questions  PSLP- rubric  NJ CAN Reality check and analysis(rubric)  Growth portfolio-rubric( assessment done monthly)</p>	<p>CRP 11.  CCSS-ELA</p> <p>RST.11-12.1  RST.11-12.7  RST.9-12.7  SL.11-12-1,3,4,5  RST.11-12.3,9,10  WHST.11-12.1,2</p>
Unit 2	<p>Background Information on Emergencies</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Explain why first aid is important.</li> <li>▪ Identify who needs first aid.</li> <li>▪ Describe the value of first aid to self and others and in remote areas.</li> <li>▪ Define first aid.</li> <li>▪ Describe the difference between a personal first aid kit and a workplace</li> </ul>	<p><b>Assignments</b>  Read chapter 1 pages 1-11 and outline chapter  Critical thinking questions page 10  Word Wall vocabulary(rubric)  Research on types of injuries( rubric)  Self-Test pages 12 &amp;13  YouTube questions  <b>Instructional Activities</b>  Begin Unit with Pre-test and oral review</p>	<p>9.3.HL.1,  9.3.HL.3,  9.3.HL.5, 9.3.LW-  EFM.1, 9.3.LW-  EFM.2, 9.3.LW-  EFM.4, 9.3.LW-  EFM.5, 9.3.LW-  EFM.7, 9.3.LW-  EFM.9, 9.3.LW-  EFM.10</p>

	<p>first aid kit, as well as the supplies that should be in each.</p> <ul style="list-style-type: none"> <li>▪ Explain the legal and ethical issues concerning first aid.</li> <li>▪ Define the different types of consent.</li> <li>▪ Explain the importance of injury prevention and give concrete examples.</li> </ul>	<p>Power Point- Instructor- students are provided graphic organizer or flipbook for recording information</p> <p>View You tube video Responding to an emergency <a href="https://www.youtube.com/watch?v=OwV39oxGwZU">https://www.youtube.com/watch?v=OwV39oxGwZU</a> and answer related questions for homework</p> <p>Writing assignments: Have students research injuries where first aid was administered (from news articles)and write a brief, one-page recommendation on what could have been done to prevent the injury from occurring.( Internet research)</p> <p>Group Classroom Discussion: Divide the class into groups of three or four, and instruct each group to create a brief scenario depicting a situation where first aid should be administered. Have the group perform the scenario for the others in the class.</p> <p>Ask students to describe the difference between expressed and implied consent and the steps they should take when confronted with a victim in each situation. (using Venn Diagram)</p> <p><b>Assessments:</b> Complete Unit 1 Test Chapter 1 outline Word Wall Vocabulary Answer Critical Thinking Questions Self – Test Daily Do now’s and Exit tickets Answer YouTube questions</p>	<p>CRP 1 CRP 2 CRP 3 CRP 5</p> <p>CCSS-ELA</p> <p>RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>
Unit 3	<p>Action at an Emergency</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Define the characteristics of an emergency.</li> <li>▪ Describe the actions that should be taken by a bystander.</li> <li>▪ Describe the possible behaviors of a bystander and the reasons behind the behaviors.</li> <li>▪ Identify situations that require medical care.</li> <li>▪ List the steps that should be taken and the information that should be given when calling EMS.</li> </ul>	<p><b>Instructional Activities &amp; Assignments</b></p> <p><b>Assignments:</b> Read and outline chapter 1 pages 11 Community First Aid text Read and outline chapter 2 pages 13-22 Community First Aid text View You tube video on applying PPE and Handwashing <a href="https://www.youtube.com/watch?v=m9HoLrvVNvk">https://www.youtube.com/watch?v=m9HoLrvVNvk</a> <a href="https://www.youtube.com/watch?v=QgqTW0FjN08">https://www.youtube.com/watch?v=QgqTW0FjN08</a> View You tube video Applying and removing sterile gloves <a href="https://www.youtube.com/watch?v=eMJw8ySBya8">https://www.youtube.com/watch?v=eMJw8ySBya8</a> Word Wall Vocabulary- rubric Answer critical thinking questions Take self- test pg. 11 &amp; 12 Research in teams of 2 on Communicable disease &amp; creation of Power Point( Rubric)</p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10</p> <p>CRP1 CRP 2 CRP 3 CRP 4</p>

	<ul style="list-style-type: none"> <li>▪ Identify the reactions that might be displayed by rescuers before, during, and after an emergency.</li> <li>▪ Identify hazardous conditions that may be present in an emergency situation.</li> <li>▪ Identify the risks of infectious and communicable diseases.</li> <li>▪ Describe the standard precautions first aiders should take to prevent coming into direct contact with infectious agents.</li> <li>▪ List the types of PPE and how and when to use them.</li> <li>▪ Demonstrate how to apply and remove sterile gloves with accuracy.</li> <li>▪ List the stages of grieving.</li> <li>▪ Describe ways to assist a dying victim and survivors.</li> </ul>	<p><b>Instructional Activities</b>  Begin Unit with pre-test- oral review  Power point on chapter 3- instructor  Students given flipbook or graphic organizer of choice  Writing assignments:  Each student to write a script of a call made to 9-1-1. Have students use their textbooks to make sure they include all pertinent information. Students can invent their own emergency situation to report.  Group activities:  Divide the class into groups of three or four, and instruct each group to create a brief scenario depicting an emergency. Have one student be the victim, while the other students act as the bystanders. Instruct one student to be a bystander who decides to help, and instruct the other student to be a bystander who decides not to help. Have groups perform the scenario for the others in the class. Have group members describe their roles and their motivations.  Venn Diagram for comparison-Ask students to describe the difference between blood borne diseases and airborne diseases and complete Venn Diagram( Pair and Share)  Students research some known diseases in each category in teams of 2. Create a Power Point on your disease(rubric for grading)  Students practice handwashing and applying PPE- Skills( rubric)  Teacher demo on application and removal of sterile gloves  Individual students practice applying and removing sterile gloves  Individual student skills practical exam on gloves(rubric)</p> <p><b>Assessment</b>  Complete Chapter 1 Test  Power Point Presentation on Communicable Disease( rubric)  Daily Do now and exit ticket  Chapter Outlines 1 &amp; 2 and review questions  Word Wall vocabulary(rubric)  Skills testing( applying PPE and Handwashing) ( rubric)  Skills testing on sterile gloves (rubric)</p>	<p>CRP 5  CRP 8  CRP 9</p> <p>CCSS-ELA  RST.11-12.1  RST.11-12.7  RST.9-12.7  SL.11-12-1,3,4,5  RST.11-12.3,9,10  WHST.11-12.1,2</p>
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<p>Unit 4</p>	<p>Anatomy &amp; Physiology of Body Systems SWBAT</p> <ul style="list-style-type: none"> <li>Define and use common anatomical terms of body positions</li> <li>Define and use common topographical terms of direction and location</li> <li>Describe the main structures &amp; functions of the skeletal system</li> <li>Describe the main structures and functions of the muscular system</li> <li>Describe the main structures and functions of the circulatory system</li> <li>Describe the main structures and functions of the respiratory system</li> <li>Describe the main structures and functions of the digestive system</li> <li>Describe the main structures and functions of the urinary system</li> <li>Describe the structures and functions of the endocrine system</li> <li>Describe the main structures and functions of the endocrine system</li> <li>Describe the main structure and functions of the integumentary system</li> <li>Define and use common medical terms and abbreviations related to each body system</li> </ul>	<p><b>Instructional activities and assignments</b> <b>Assignments</b> Read &amp; outline chapter 2 (First Aid for Colleges) pages 13-28 Word wall vocabulary(rubric) Critical thinking questions pg. 29 Self- test page 31 &amp; 32 Power point on one system of the body and oral presentation to class(rubric) <b>Instructional Activities</b> <b>Pre-test and oral review</b> Power Point- instructor- student chose graphic organizer or flipbook for recording of notes Think pair share –write activity on topographical terms and directions and locations Teams of 2 students prepare power point on system of the body research and oral presentation(rubric) Skeleton and Body organs models for teacher demo and to show system Use of Khan Academy medicine You tube video’s and educator.com on each body system</p> <p><a href="https://www.bing.com/videos/search?q=you+tube+video+on+skel+etal+system&amp;view=detail&amp;mid=DA3103AB52DDF4E9ED06DA3103AB52DDF4E9ED06&amp;FORM=VIRE-">https://www.bing.com/videos/search?q=you+tube+video+on+skel+etal+system&amp;view=detail&amp;mid=DA3103AB52DDF4E9ED06DA3103AB52DDF4E9ED06&amp;FORM=VIRE-</a> skeletal system game <a href="https://www.bing.com/videos/search?q=you+tube+video+on+skel+etal+system&amp;&amp;view=detail&amp;mid=1">https://www.bing.com/videos/search?q=you+tube+video+on+skel+etal+system&amp;&amp;view=detail&amp;mid=1</a> (skeletal system) <a href="https://youtu.be/UWD8QKG6OWU">https://youtu.be/UWD8QKG6OWU</a> (muscular system) <a href="https://youtu.be/CWFyxn0qDEU">https://youtu.be/CWFyxn0qDEU</a> (circulatory system) <a href="https://youtu.be/WPjqgaMmOTE">https://youtu.be/WPjqgaMmOTE</a> (respiratory system) <a href="https://youtu.be/P0zIzJVkxZA">https://youtu.be/P0zIzJVkxZA</a> (digestive system) <a href="https://www.bing.com/videos/search?q=Blood+Circulatory+System+Khan+Academy&amp;FORM=VRIBEP">https://www.bing.com/videos/search?q=Blood+Circulatory+System+Khan+Academy&amp;FORM=VRIBEP</a> (digestive system) <a href="https://youtu.be/ctGkLYuUCvU">https://youtu.be/ctGkLYuUCvU</a> ( urinary system) <a href="https://youtu.be/7STDtdryYTI">https://youtu.be/7STDtdryYTI</a> (endocrine system) <a href="https://youtu.be/1StAZjfxPko">https://youtu.be/1StAZjfxPko</a> (integumentary system)</p> <p><b>Assessments</b> Chapter outline and review questions Power point presentation(rubric &amp; oral presentation rubric) You tube video’ questions on each system Unit Test Self-test</p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10 CRP1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 8 CRP 9  CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>
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		Daily do not's and exit tickets Class discussion	
Unit 5	<p>Finding out what's wrong</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ List the sequence of victim assessment for responsive and unresponsive victims.</li> <li>▪ Describe the importance of and the steps in a scene size-up.</li> <li>▪ List the steps involved in a primary check.</li> <li>▪ Describe the AVPU scale and its purpose.</li> <li>▪ Describe the steps in the primary check for an unresponsive victim.</li> <li>▪ Describe the steps in the primary check for a responsive victim.</li> <li>▪ Describe the steps in a secondary check for victims with a significant cause of injury.</li> <li>▪ List the parts of the mnemonic DOTS.</li> <li>▪ Describe the parts of a SAMPLE history.</li> <li>▪ Describe what to do until medical help is available.</li> <li>▪ Define triage.</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b></p> <p>Read and outline chapter 3 First Aid for Colleges pages 33-48 Word Wall Vocabulary(rubric) Answer critical thinking questions pg. 48 Take self-test page 49 &amp; 50 Complete sample history from case study(rubric)</p> <p><b>Instructional Activities</b></p> <p>Pre-test and oral review Power point for instructor- students choose graphic organizer of flipbook for recording of information Vocabulary on flash cards View you tube video on responding to an emergency and answer related questions <a href="https://youtu.be/HUB7-ifaORk">https://youtu.be/HUB7-ifaORk</a> (responding to an er/fire and police) <a href="https://youtu.be/1VEyeGoQacY">https://youtu.be/1VEyeGoQacY</a> (CDC responses) <a href="https://youtu.be/RGAmHqDSL04">https://youtu.be/RGAmHqDSL04</a> ( 911 operations centers) <a href="https://youtu.be/E02g1OK8l68">https://youtu.be/E02g1OK8l68</a> (recovery position)</p> <p>Group activities: Divide the class into groups of three or four, and instruct each group to take turns assessing emergency situations and victims. Allow students to use the outlines they created as a writing assignment to assist them in following the proper steps.</p> <p><b>Assessments</b></p> <p>Chapter Outline Word wall vocabulary(rubric) Critical thinking questions pg. 48 Self -test pg. 49 &amp; 50 Sample history from case study(rubric) Daily do now's and exit tickets Questions from You tube video's Complete Unit 3 Test</p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10</p> <p>CRP1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 8 CRP 9</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>



	Marking Period 2 Units VI-X		
Unit 6	<p>CPR</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Define heart attack and cardiac arrest.</li> <li>▪ Describe the steps in the chain of survival.</li> <li>▪ Describe and demonstrate how to perform CPR for an adult, child, or infant.</li> <li>▪ Describe various methods of rescue breathing.</li> <li>▪ Identify signs of choking.</li> <li>▪ Identify types of airway obstructions.</li> <li>▪ Describe and demonstrate how to care for a choking adult, child, or infant.</li> <li>▪ Demonstrate effective use of PPE</li> <li>▪ Know when to withhold CPR</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b></p> <p>Read chapter 1 CPR and AED Handbook and outline the chapter Pages 1-19</p> <p>Read chapter 4 in First Aid for Colleges text pages 51-64 and outline the chapter</p> <p>Word wall vocabulary</p> <p>Critical thinking questions pg. 65 &amp; 85</p> <p>Read and outline chapter 5 in First Aid for Colleges text pages 69-84</p> <p>Viewing of the following You tube videos on CPR adult, 2 man and infant and respond to questions from each video.</p> <p><a href="https://www.youtube.com/watch?v=9ttt4mO3cYk">https://www.youtube.com/watch?v=9ttt4mO3cYk</a></p> <p><a href="https://www.youtube.com/watch?v=CuUXdQI5LLs">https://www.youtube.com/watch?v=CuUXdQI5LLs</a></p> <p><a href="https://www.youtube.com/watch?v=xyBueL3Sm_g">https://www.youtube.com/watch?v=xyBueL3Sm_g</a></p> <p>View the following you tube videos on choking and answer related questions.</p> <p><a href="https://www.youtube.com/watch?v=O9pgQ5bs2K4">https://www.youtube.com/watch?v=O9pgQ5bs2K4</a></p> <p><a href="https://www.youtube.com/watch?v=SwJIZnu05Cw">https://www.youtube.com/watch?v=SwJIZnu05Cw</a></p> <p><a href="https://www.youtube.com/watch?v=7m1TSEH7Fas">https://www.youtube.com/watch?v=7m1TSEH7Fas</a></p> <p><a href="https://www.youtube.com/watch?v=5kmsKNvKAvU">https://www.youtube.com/watch?v=5kmsKNvKAvU</a></p> <p><a href="https://www.youtube.com/watch?v=lz8M0UTkvSU">https://www.youtube.com/watch?v=lz8M0UTkvSU</a></p> <p>Word Wall vocabulary(rubric)</p> <p>Answer Critical Thinking questions pg. 85</p> <p>Take Self-text page 87</p> <p>Answer and respond to Case Study page 88</p> <p>Research the various foods and objects that cause severe or mild airway obstructions in adults, children, and infants, and write a brief, one-page comparison report summarizing the most common occurrences of airway obstructions in adults, children, and infants. ( rubric)</p> <p><b>Instructional Activities</b></p> <p>Pre-test and oral review</p> <p>Power Point-instructor- students choose flipbook or graphic organizer</p> <p>Group activities:</p> <p>Divide the class into groups of three or four, and instruct each group to</p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW-EFM.1, 9.3.LW-EFM.2, 9.3.LW-EFM.4, 9.3.LW-EFM.5, 9.3.LW-EFM.7, 9.3.LW-EFM.9, 9.3.LW-EFM.10</p> <p>CRP1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 8 CRP 9</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>

		<p>create a brief scenario depicting a cardiac arrest or choking emergency and perform the scenario for the others in the class.( using checklist and rubric for grading) Peer Review</p> <p>Ask students to describe the difference between cardiac arrest and heart attack, and determine whether there are also differences in the immediate care of victims who suffer from either. ( Using Venn Diagram)</p> <p>Teacher demo CPR</p> <p>Students practice CPR- peer review</p> <p>Skills practical exam on individual students</p> <p>Teacher demonstrate Rescue breathing</p> <p>Students practice rescue breathing</p> <p>Skills practical exam on individual students</p> <p><b>Assessment</b></p> <p>Chapter Case Study foods that cause choking(rubric)</p> <p>Chapter outlines in both text's</p> <p>Venn Diagram</p> <p>Word Wall(rubric)</p> <p>Daily do now's and exit tickets</p> <p>Critical thinking questions</p> <p>Choking case study(rubric)</p> <p>Complete Unit 4 Test</p> <p>Practical exam in CPR(rubric)</p> <p>Practical exam in choking(rubric)</p> <p>Answer questions on You tube questions on choking and CPR</p> <p>Take self-tests chapter 4 &amp; 5 pages 67,68,85 &amp; 86</p> <p>Chapter test</p>	
Unit 7	<p>Automated External Defibrillation</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Describe why automated external defibrillators (AEDs) are available in many public facilities.</li> <li>▪ Describe the basic workings of the human heart.</li> <li>▪ Identify the difference between ventricular fibrillation and ventricular tachycardia.</li> <li>▪ Describe basic care procedures for cardiac arrest</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p>Assignments</p> <p>Read &amp; outline Section 5 CPR and AED Handbook</p> <p>Word Wall</p> <p>Research articles online or in the newspaper regarding saving a person using an AED and write an analysis(rubric)</p> <p>Research public access defibrillation (PAD) laws and the Food and Drug Administration's (FDA's) approval of "home use" AEDs, and write a one-page report about why these movements are important to the care of cardiac arrest victims. ( rubric)</p> <p>View You tube video on AED and answer related questions</p> <p><a href="https://www.bing.com/videos/search?q=you+tube+video+on+using+AED&amp;view=detail&amp;mid=E201C8F19CE4E14AE765E201C8F19CE4E14AE765&amp;FORM=VIRE">https://www.bing.com/videos/search?q=you+tube+video+on+using+AED&amp;view=detail&amp;mid=E201C8F19CE4E14AE765E201C8F19CE4E14AE765&amp;FORM=VIRE</a></p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10 CRP1 CRP 2 CRP 3 CRP 4</p>

	<p>victims.</p> <ul style="list-style-type: none"> <li>▪ Describe how AEDs function.</li> <li>▪ List the steps in using an AED.</li> <li>▪ List special considerations for using an AED.</li> <li>▪ Describe basic maintenance procedures for an AED.</li> </ul>	<p><b>Instructional Activities</b></p> <p>Pre-test and oral review</p> <p>Power Point- instructor-individual students choose graphic organizer or use of flipbook to record information</p> <p>Group activities:</p> <p>Divide the class into groups of three or four, and instruct each group to act out a scene in which an AED might be used. Have one student assume the role of the victim, another assume the role of the person using the AED, and the other student(s) should be the bystanders. This activity can be done several times having students assume different roles. ( checklist and Peer Review)</p> <p>Have students research the difference between ventricular fibrillation, <i>V-fib</i>, and ventricular tachycardia, <i>V-tach</i> and how each abnormality is detected. (Venn Diagram and Think Pair and Share)</p> <p>Teacher Demo use of AED</p> <p>Students practice individually and as a team use of AED(checklist) (Rubric for grading)</p> <p><b>Assessments</b></p> <p>Outline and chapter review questions</p> <p>AED video questions</p> <p>Word wall(rubric)</p> <p>Research on use of AED(rubric)</p> <p>Research on laws using AED and at home use(rubric)</p> <p>Venn Diagram</p> <p>Practical exam on AED</p> <p>Complete Unit 5 Test &amp; CPR Certification</p>	<p>CRP 5 CRP 8 CRP 9</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>
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Unit 8	<p>Shock</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Describe the difference between perfusion and hypoperfusion.</li> <li>▪ List and describe the cardiovascular causes of shock.</li> <li>▪ List and describe the noncardiovascular causes of shock.</li> <li>▪ Describe the difference between compensated and decompensated shock.</li> <li>▪ Describe how to generally care for shock.</li> <li>▪ Describe the care for anaphylaxis.</li> <li>▪ Describe the care for psychogenic shock.</li> <li>▪ Demonstrate body positions for types of shock.</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b></p> <p>Read chapter 6 First Aid text pages 89-104          Answer critical thinking questions pg104          Word wall(rubric)          Take self-test 105 &amp; 106          Case Study pg. 107          Watch video's on all types of shock and answer related questions for homework-blended learning  <a href="https://www.youtube.com/watch?v=4-cPuXaZACg">https://www.youtube.com/watch?v=4-cPuXaZACg</a>  <a href="https://www.youtube.com/watch?v=wbfDqHk-ryM">https://www.youtube.com/watch?v=wbfDqHk-ryM</a>  <a href="https://www.youtube.com/watch?v=-0zm323sehQ">https://www.youtube.com/watch?v=-0zm323sehQ</a>  <a href="https://www.youtube.com/watch?v=-Y3CbsxhIQE">https://www.youtube.com/watch?v=-Y3CbsxhIQE</a>  <a href="https://www.youtube.com/watch?v=sX97LcDpgzo">https://www.youtube.com/watch?v=sX97LcDpgzo</a>  <a href="https://youtu.be/V4R9GSah93g">https://youtu.be/V4R9GSah93g</a></p> <p><b>Instructional Activities</b></p> <p><b>Pre-test and oral review</b></p> <p>Power point-instructor and students choose graphic organizer or flipbook for recording information          Writing assignments:          Research the four types of cardiovascular shock: (1) cardiogenic shock, (2) hypovolemic shock or hemorrhagic shock, (3) neurogenic shock, and (4) septic shock, and write a compare-and-contrast essay. Instruct students to include all four types of cardiovascular shock in their paper.(rubric for grading)</p> <p>Group activities:          Divide the class into three groups. Assign each group the task of acting out a scene where they are caring for a general shock victim, an anaphylactic shock victim, or a psychogenic shock victim. Have each group perform their scenario for the other members of the class.          Teacher demo positions for shock</p> <p><b>Assessments</b></p> <p>Chapter outline          Word wall vocabulary          Critical thinking questions          Daily do now's and exit tickets          Questions from youtube video's          Research project on shock          Complete Unit 6 Test</p>	<p>9.3.HL.1,          9.3.HL.3,          9.3.HL.5, 9.3.LW-          EFM.1, 9.3.LW-          EFM.2, 9.3.LW-          EFM.4, 9.3.LW-          EFM.5, 9.3.LW-          EFM.7, 9.3.LW-          EFM.9, 9.3.LW-          EFM.10          CRP1          CRP 2          CRP 3          CRP 4          CRP 5          CRP 8          CRP 9</p> <p>CCSS-ELA          RST.11-12.1          RST.11-12.7          RST.9-12.7          SL.11-12-1,3,4,5          RST.11-12.3,9,10          WHST.11-12.1,2</p>
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<p>Unit 9</p>	<p><b>Bleeding</b></p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ List and describe the three types of external bleeding.</li> <li>▪ Describe how to care for external bleeding.</li> <li>▪ Recognize the signs of internal bleeding.</li> <li>▪ Describe how to care for and monitor victims of severe internal bleeding.</li> <li>▪ Describe the care of minor internal bleeding (bruising).</li> <li>▪ Demonstrate how to apply and remove sterile gloves while providing tx for external bleeding.</li> <li>▪ How to apply a DSD with accuracy using standard precautions.</li> <li>▪ Describe the types of dressings and their uses.</li> </ul>	<p><b>Instructional activities and assignments</b></p> <p><b>Assignments</b></p> <p>Read and outline chapter 10 dressings and bandaging pages First Aid for Colleges 161-174</p> <p>Answer critical thinking questions pg. 173</p> <p>Take self-test pg. 174 &amp; 175</p> <p>Compare and contrast on bleeding</p> <p>Word wall vocabulary and abbreviations</p> <p><b>Instructional activities</b></p> <p><b>Pre-test and oral review</b></p> <p>Power point-instructor- students chose graphic organizer or flipbook for recording notes</p> <p>Students research the different types and causes of bleeding (external capillary, venous, and arterial bleeding; severe internal bleeding) and write a compare-and-contrast essay. Instruct students to describe at least three causes of severe internal bleeding in their paper.</p> <p>Group activities:</p> <p>Divide the class into groups of three or four, and instruct each group to create a brief scenario depicting the emergency treatment of a different type of bleeding victim. Have one student be the victim and one student be the victim's friend who can provide information to the paramedics. The other students should act as the paramedics. Have groups perform the scenario for the others in the class.</p> <p>Teacher demonstration types of dressings</p> <p>Practice applying DSD(rubric)</p> <p>Watch You tube video on controlling bleeding</p> <p><a href="https://youtu.be/iCnAlwL1QB0">https://youtu.be/iCnAlwL1QB0</a> (American Red Cross)</p> <p><a href="https://youtu.be/2Jz8at5ijuo">https://youtu.be/2Jz8at5ijuo</a> (extreme bleeding)</p> <p><a href="https://youtu.be/AL0EE8zhNVM">https://youtu.be/AL0EE8zhNVM</a> (applying sterile gloves)</p> <p><a href="https://youtu.be/OIkCbeqG42o">https://youtu.be/OIkCbeqG42o</a> (types of dressings)</p> <p><b>Assessments</b></p> <p>Sterile gloves application(rubric)</p> <p>DSD for external bleeding(rubric)</p> <p>Case study</p> <p>Comparison on bleeding</p> <p>Daily do now's and exit tickets</p> <p>Word wall vocabulary(rubric)</p> <p>Chapter outline</p> <p>Critical thinking questions</p> <p>YouTube questions</p> <p>Chapter test</p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10</p> <p>CRP1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 8 CRP 9</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>
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Unit 10	<p>Wounds</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Describe the types of open wounds.</li> <li>▪ Describe basic care procedures for open wounds.</li> <li>▪ Identify signs of infection in an open wound.</li> <li>▪ Describe precautions against tetanus.</li> <li>▪ Classify amputations.</li> <li>▪ Describe basic care procedures for amputations.</li> <li>▪ Describe basic care procedures for blisters.</li> <li>▪ Describe basic care for procedures for impaled objects.</li> <li>▪ Describe procedures for the removal of slivers, fishhooks, and cactus spines.</li> <li>▪ Describe the types of and basic care procedures for closed wounds.</li> <li>▪ Identify the types of wounds that require medical attention and sutures.</li> <li>▪ Distinguish the types of injuries caused by gunshots.</li> <li>▪ Describe the basic care procedures and legal considerations for gunshot wounds.</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b></p> <p>Read and outline chapter 7 First Aid for Colleges pages 109-119</p> <p>Word Wall vocabulary</p> <p>Critical thinking questions pg. 120</p> <p>Case study pg. 120</p> <p>Self- test page 121 &amp; 122</p> <p>Read and outline ARC Community First Aid text pages 138-144</p> <p><b>Instructional Activities</b></p> <p>Pre-test and oral review</p> <p>Power point- instructor- student choses graphic organizer or flipbook for recording notes</p> <p>Have students research the different types of gunshot wounds and the types of bullets, firearms, injuries, and treatment options associated with each.( creating an excel chart)- Rubric</p> <p>Group activities:</p> <p>Divide the class into groups of three or four, and instruct each group to act out a scene in which a victim sustains a specific type of wound. Have one student assume the role of the victim, another assume the role of the paramedic, and the other student(s) play the bystanders.</p> <p>Watch YouTube video's and answer related questions</p> <p><a href="https://youtu.be/XmrSzB6jXC0">https://youtu.be/XmrSzB6jXC0</a> (EMT TX to wounds)</p> <p><a href="https://youtu.be/uZkMp3HV2Qk">https://youtu.be/uZkMp3HV2Qk</a> (types of wounds)</p> <p><a href="https://youtu.be/8pBpYQkCdvY">https://youtu.be/8pBpYQkCdvY</a></p> <p><a href="https://youtu.be/vBWWleBSW6A">https://youtu.be/vBWWleBSW6A</a> (injuries by gunshots)</p> <p><a href="https://youtu.be/IsD__JWs3l4">https://youtu.be/IsD__JWs3l4</a> (care for amputation)</p> <p><a href="https://youtu.be/a3Q5N3rs06M">https://youtu.be/a3Q5N3rs06M</a> (care for amputation)</p> <p><a href="https://youtu.be/yT4WirKxmuw">https://youtu.be/yT4WirKxmuw</a> (care for impaled objects)</p> <p>Medical terminology review:</p> <p>Have students make flashcards to review the meanings of bandage, dressing, abrasion, laceration, incision, puncture, avulsion, and amputation.</p> <p><b>Assessments</b></p> <p>Daily do now's and exit tickets</p> <p>Chapter outline</p> <p>Critical thinking questions</p> <p>Self-test</p> <p>Questions from you tube video's</p> <p>Chart on types of wounds and TX</p> <p>Complete Unit 8 Test</p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10</p> <p>CRP1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 8 CRP 9</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>
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	Marking Period 3 Units XI-XVI		
Unit 11	<p>Burns</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Describe the three different types of burns.</li> <li>▪ Describe how burns are evaluated.</li> <li>▪ Evaluate thermal burns.</li> <li>▪ Describe how to care for thermal burns.</li> <li>▪ Evaluate and care for chemical burns.</li> <li>▪ Evaluate and care for electrical burns.</li> <li>▪ Identify thermal burns, arc burns, and true electrical injuries.</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b></p> <p>Read and Outline chapter 24 First Aid for Colleges page381-398</p> <p>Critically thinking questions page398</p> <p>Self-test pages 399 &amp; 400</p> <p>Case study pg. 401</p> <p>Read and outline chapter on burns ARC Community Safety &amp; First Aid text pages 160-169</p> <p>Writing assignments:</p> <p>Have students research how physicians determine the depth of a burn and write a one-page essay describing the process. Have students present their findings to the class. (oral presentation rubric)</p> <p><b>Instructional Activities</b></p> <p>Pre-test and oral review</p> <p>Power point- instructor- students record notes on graphic organizer or flipbook of choice</p> <p>Group activities:</p> <p>Divide the class into four groups. Assign each group the task of acting out how they would care for either a first-degree, second-degree, third-degree, or chemical burn. Instruct each group to do one incorrect thing during their presentation. Have other groups identify what each group does incorrectly during the care of a particular burn.</p> <p>Watch YouTube videos on types of burns and burn treatment and answer required questions</p> <p><a href="https://youtu.be/75wF5JySU-c">https://youtu.be/75wF5JySU-c</a></p> <p><a href="https://youtu.be/WJ14hgHzES8">https://youtu.be/WJ14hgHzES8</a></p> <p><a href="https://youtu.be/WJ14hgHzES8">https://youtu.be/WJ14hgHzES8</a></p> <p><a href="https://youtu.be/CJt7XySKqYI">https://youtu.be/CJt7XySKqYI</a></p> <p><a href="https://youtu.be/jdd-xgeCJ_Y">https://youtu.be/jdd-xgeCJ_Y</a></p> <p><a href="https://youtu.be/dhrtNzPUNr8">https://youtu.be/dhrtNzPUNr8</a> (chemical burns)</p> <p><a href="https://youtu.be/lhbO4worWKA">https://youtu.be/lhbO4worWKA</a></p> <p>Medical terminology review:</p> <p>Have students research the differences among first-, second-, and third-degree burns.( triple Venn diagram)</p> <p>Record medical terms on flash cards</p> <p><b>Assessments</b></p> <p>Complete Unit 9 Test</p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10 CRP1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 8 CRP 9</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>

		<p>Daily do now's and exit tickets  Venn diagram  Chapter outline  Critical thinking questions  YouTube video questions  Oral presentation</p>	
Unit 12	<p>Head and Spinal Injuries</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Identify and care for scalp wounds, skull fractures, and brain injuries.</li> <li>▪ Identify and care for injuries affecting the eye.</li> <li>▪ Identify and care for injuries affecting the ear.</li> <li>▪ Identify and care for injuries affecting the nose.</li> <li>▪ Identify and care for dental injuries.</li> <li>▪ Identify and care for spinal injuries.</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b>  Read and outline chapter 8 First Aid for Colleges- pages 123-140  Answer critical thinking questions page140  Self -test- page140&amp;141  Case study page 140  Research on topic of injury &amp; care in chpt and do report(rubric)  YouTube questions  Word Wall(rubric)</p> <p><b>Instructional Activities</b></p> <p><b>Pre-test and oral review</b>  Power point-instructor  Students make a choice of graphic organizer or flipbook to record notes  Writing assignments:  Many of the injuries presented and discussed in this chapter could occur during a sporting event. Have students write a scenario of an injury occurring at a sporting event. Then, have another student write a response indicating the steps that should be taken in response to the injury. ( pair and share in teams) report out to class  Group activities:  Divide the class into groups of three or four. Have groups practice the steps of managing head and spinal injuries to check for spinal injuries in responsive and unresponsive victims.  Watch you tube video on wound care and answer related questions  <a href="https://youtu.be/1nNile27YSk">https://youtu.be/1nNile27YSk</a> (UMDNJ wound care TX)  <a href="https://youtu.be/feGwKx-NEE">https://youtu.be/feGwKx-NEE</a> (injury to eye)  <a href="https://youtu.be/U4-y3kCgxNI">https://youtu.be/U4-y3kCgxNI</a> (injury to scalp or skull)  <a href="https://youtu.be/S-llqmRoaZc">https://youtu.be/S-llqmRoaZc</a> (injury to nose)  <a href="https://youtu.be/cakw-IVVyhE">https://youtu.be/cakw-IVVyhE</a> (injury to nose- nose bleeds)  <a href="https://youtu.be/0DR0ptlt3MM">https://youtu.be/0DR0ptlt3MM</a> (dental injury)  <a href="https://youtu.be/gSY5ZcMhrEQ">https://youtu.be/gSY5ZcMhrEQ</a> (spinal injuries)  Medical terminology review:  Have students research the difference between a concussion and a contusion. ( Venn diagram)</p>	<p>9.3.HL.1,  9.3.HL.3,  9.3.HL.5, 9.3.LW-  EFM.1, 9.3.LW-  EFM.2, 9.3.LW-  EFM.4, 9.3.LW-  EFM.5, 9.3.LW-  EFM.7, 9.3.LW-  EFM.9, 9.3.LW-  EFM.10  CRP1  CRP 2  CRP 3  CRP 4  CRP 5  CRP 8  CRP 9</p> <p>CCSS-ELA  RST.11-12.1  RST.11-12.7  RST.9-12.7  SL.11-12-1,3,4,5  RST.11-12.3,9,10  WHST.11-12.1,2</p>



		<p>Add new medical terms to flash cards</p> <p><b>Assessment</b></p> <p>Outline of chapter</p> <p>Critical thinking questions</p> <p>Case study</p> <p>Research project</p> <p>Venn diagram</p> <p>YouTube questions</p> <p>Word wall</p> <p>Daily do not's and exit tickets</p> <p>Complete Unit 10 Test</p>	
Unit 13	<p>Chest, Abdominal, and Pelvic Injuries</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Identify and care for closed and open chest injuries.</li> <li>▪ Identify and care for closed and open abdominal injuries.</li> <li>▪ Identify and care for pelvic injuries.</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b></p> <p>Read and outline chapter 9 First Aid for Colleges pages143-158</p> <p>Answer critical thinking questions pg157</p> <p>Case study pg. 160</p> <p>Self-test page158 &amp; 159</p> <p>Word wall vocabulary(rubric)</p> <p>YouTube video's and questions</p> <p><b>Instructional Activities</b></p> <p><b>Pre-test and oral review</b></p> <p>Power point-instructor and students have choice of graphic organizer or flipbook for recording notes</p> <p>Writing assignments:</p> <p>Have students research the various organs in the body to determine whether they are hollow or solid. Students can make a T-chart listing hollow organs on one side and solid organs on the other.</p> <p>Group activities:</p> <p>Have each person work with a partner to go through the assessment for chest injuries and abdominal injuries. One student plays the role of the first aider, while the other student plays the role of the victim. Students can switch roles before beginning the second chart.</p> <p>Medical terminology review:</p> <p>Have students use the information they found in the "Writing assignments" section. Have students group the organs by location. They should note whether they are found in the abdomen, the chest, or another location.</p> <p>Medical term flash cards</p> <p>Watch YouTube video's and answer related questions</p> <p><a href="https://youtu.be/sfk6dqxMvNI">https://youtu.be/sfk6dqxMvNI</a> (chest injuries)</p> <p><a href="https://youtu.be/-b4N0wt4sSM">https://youtu.be/-b4N0wt4sSM</a> (abdominal injury)</p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10 CRP1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 8 CRP 9</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>

		<p><b>Assessments</b>  Chapter outline  Critical thinking questions  Case study  Word wall  Self-test  YouTube video questions  Daily do now's and exit tickets  Complete Unit 11 Test</p>	
Unit 14	<p>Bone, Joint, and Muscle Injuries</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Identify and care for open and closed fractures.</li> <li>▪ Identify and care for joint injuries.</li> <li>▪ Identify and care for muscle injuries.</li> <li>▪ Describe and demonstrate splinting.</li> <li>▪ Compare and contrast difference between a strain and a sprain.</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b>  Read and outline chapter 11 First Aid for Colleges pages 177-193  Answer critical thinking questions pg. 194  Word Wall vocabulary(rubric)  Case study page 196  Self-test page 195 &amp; 196  Read and outline ARC First Aid &amp;Community Safety pages 171-189  Comparison essay –Venn diagram</p> <p><b>Instructional Activities</b></p> <p><b>Pre-test and oral review</b>  Power point-instructor- student picks graphic organizer or flipbook for recording of information  Have students write a brief three-paragraph compare-and-contrast essay. The first paragraph should compare and contrast open and closed fractures. The second paragraph should compare and contrast dislocations and sprains. The third paragraph should compare and contrast strains and cramps.  Group activities:  Have each person work with a partner to go through the CSM steps presented in Skill Drill 14-1 and through the RICE procedures presented in this chapter for a victim who might have fractured a leg.  Teacher demo skills  Individual students practice steps and do peer review(rubric)  Watch YouTube video and answer related questions  <a href="https://youtu.be/AQf3iZJcMJs">https://youtu.be/AQf3iZJcMJs</a> (splinting FX )  Medical terminology review:  Have students make flashcards containing the names of fractures on one side and a written definition and picture on the other.</p> <p><b>Assessments</b>  Chapter outline  Critical thinking questions</p>	<p>9.3.HL.1,  9.3.HL.3,  9.3.HL.5, 9.3.LW-  EFM.1, 9.3.LW-  EFM.2, 9.3.LW-  EFM.4, 9.3.LW-  EFM.5, 9.3.LW-  EFM.7, 9.3.LW-  EFM.9, 9.3.LW-  EFM.10  CRP1  CRP 2  CRP 3  CRP 4  CRP 5  CRP 8  CRP 9</p> <p>CCSS-ELA  RST.11-12.1  RST.11-12.7  RST.9-12.7  SL.11-12-1,3,4,5  RST.11-12.3,9,10  WHST.11-12.1,2</p>

		<p>Word wall  Case study  Self-test  Research on one injury of the chapter(rubric)  Daily do now's and exit tickets  Skills test on RICE(rubric)  Venn diagram  Complete Unit 12 Test</p>	
Unit 15	<p>Extremity Injuries &amp; Common Sports Injuries</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Describe the RICE procedures.</li> <li>▪ Identify and care for shoulder injuries.</li> <li>▪ Identify and care for elbow injuries.</li> <li>▪ Identify and care for hand injuries.</li> <li>▪ Identify and care for finger injuries.</li> <li>▪ Identify and care for hip joint injuries.</li> <li>▪ Identify and care for thigh injuries.</li> <li>▪ Identify and care for knee injuries.</li> <li>▪ Identify and care for lower leg injuries.</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b></p> <p>Read chapter 12 Common Sports Injuries First Aid for Colleges-pages 197-210 and outline chapter</p> <p>Critical thinking questions pg 210</p> <p>Self –test page 211 &amp; 212</p> <p>Case study pg 212</p> <p>Word wall(rubric)</p> <p>Answer questions to youtube video's</p> <p><b>Instructional activites</b></p> <p>Writing assignments:  Have students write a brief paper describing when it is appropriate to use heat, cold, or both with an extremity injury. Students can report their findings to the class in a short oral presentation and also as an individual writing assignment.(rubric)</p> <p>Group activities:  Have each person work with a partner to go through the RICE procedures. Pairs should practice the use of RICE procedures for an injured elbow, hand, leg, and ankle.</p> <p>Watch YouTube video's and answer related questions</p> <p><a href="https://youtu.be/oxpDPS32DR8">https://youtu.be/oxpDPS32DR8</a> (hand injuries)</p> <p><a href="https://youtu.be/SnfEmezg7eY">https://youtu.be/SnfEmezg7eY</a> ( knee injuries)</p> <p><a href="https://youtu.be/rfykltRZ3ug">https://youtu.be/rfykltRZ3ug</a> (hip injuries)</p> <p><a href="https://youtu.be/gJNTtoCllZo">https://youtu.be/gJNTtoCllZo</a> (shoulder injuries)</p> <p><a href="https://youtu.be/8wAtZ9d1uTs">https://youtu.be/8wAtZ9d1uTs</a> (elbow injuries)</p> <p><a href="https://youtu.be/PNApV044k-c">https://youtu.be/PNApV044k-c</a> (injuries to lower leg)</p> <p><a href="https://youtu.be/d0of_snqzz8">https://youtu.be/d0of_snqzz8</a> (common injuries to leg and ankle)</p> <p>Medical terminology review: Have students locate visual images of contusions, strains, sprains, tendinitis, dislocations, and fractures, if available. Then, have students write captions for each image.</p> <p>Flash cards for new medical terms</p> <p>Students practice skills and do peer review</p> <p><b>Assessments</b></p>	<p>9.3.HL.1,  9.3.HL.3,  9.3.HL.5, 9.3.LW-  EFM.1, 9.3.LW-  EFM.2, 9.3.LW-  EFM.4, 9.3.LW-  EFM.5, 9.3.LW-  EFM.7, 9.3.LW-  EFM.9, 9.3.LW-  EFM.10</p> <p>CRP1  CRP 2  CRP 3  CRP 4  CRP 5  CRP 8  CRP 9</p> <p>CCSS-ELA  RST.11-12.1  RST.11-12.7  RST.9-12.7  SL.11-12-1,3,4,5  RST.11-12.3,9,10  WHST.11-12.1,2</p>

		<p>Chapter outline          Critically thinking questions          Case study          Project on injuries (rubric)          Self-test          Daily do now's and exit tickets          Word wall          Skills practical exam          Oral presentation on project          Complete Unit 13 Test</p>	
Unit 16	<p>Sudden Illness</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Use the mnemonic STOP to determine the cause(s) of changes in responsiveness.</li> <li>▪ Recognize the difference between someone suffering from a heart attack and cardiac arrest.</li> <li>▪ Identify and care for a victim having a heart attack.</li> <li>▪ Identify and care for a victim suffering from angina.</li> <li>▪ Identify and care for a victim having a stroke.</li> <li>▪ Identify and care for a victim suffering from asthma.</li> <li>▪ Identify and care for someone who is hyperventilating.</li> <li>▪ Identify and care for someone who has chronic obstructive pulmonary disease (COPD).</li> <li>▪ Identify and care for a victim who has fainted or may faint.</li> <li>▪ Identify and care for a victim who is having a seizure.</li> <li>▪ Identify and care for someone who has a diabetic emergency.</li> </ul>	<p><b>Instructional Activities and Assignments</b>  <b>Assignments</b>  <b>All chapters in First Aid for Colleges text for this unit</b>          Read and outline chapter 16 Cardiovascular &amp; Stroke ER          Pages 267-278          Answer Critical thinking questions pg 278          Self-test page 279 &amp; 280          Case study pg 280          Read and outline chapter 17 pages 281-288 Respiratory ER          Answer critically thinking questions pg 289          Self test pages 291 &amp; 292          Read and outline chapter 18 Diabetis pages 293-299          Answer critically thinking questions pg 300          Self test page 301 &amp;302          Case study page 302          Read and outline chapter 19 Abdominal ER pages 302-310          Answer critical thinking questions pg 311          Case study page 314          Self test pg 313 &amp; 314          Read and outline chapter 20 Seizure and Fainting pages 315-324          Answer Critical thinking questions pg 324          Case study page 326          Self Test page 325 &amp; 326          Writing assignments:          Have students write about a time when they experienced one or more of the illnesses mentioned in this chapter. Students should include the signs and symptoms they experienced as well as ways they treated their illness. If students have never experienced any of the illnesses presented in the chapter, have them write about someone they know who has.</p>	<p>9.3.HL.1,          9.3.HL.3,          9.3.HL.5, 9.3.LW-          EFM.1, 9.3.LW-          EFM.2, 9.3.LW-          EFM.4, 9.3.LW-          EFM.5, 9.3.LW-          EFM.7, 9.3.LW-          EFM.9, 9.3.LW-          EFM.10          CRP1          CRP 2          CRP 3          CRP 4          CRP 5          CRP 8          CRP 9</p> <p>CCSS-ELA          RST.11-12.1          RST.11-12.7          RST.9-12.7          SL.11-12-1,3,4,5          RST.11-12.3,9,10          WHST.11-12.1,2</p>

	<ul style="list-style-type: none"> <li>▪ Identify and care for someone with abdominal pain.</li> <li>▪ Identify and care for someone experiencing nausea and vomiting.</li> <li>▪ Identify and care for someone with diarrhea.</li> <li>▪ Identify and care for someone who is constipated.</li> </ul>	<p><b>Instructional Activities</b></p> <p>Group activities:  Break the class into groups of three or four students. Give each student a card labeled with one of the illnesses presented in the chapter. Be sure students keep their card hidden from other group members. Have each student role play to act out his or her symptoms to the group, while group members try to guess which illness their classmate has. Then, have group members treat the victim based on the identified illness.  Watch youtube videos and answer related questions  Venn diagram-compare and contrast heart attack &amp; cardiac arrest  Venn diagram-compare and contrast CVA and heart attack  <a href="https://youtu.be/V8tMHHXeAU">https://youtu.be/V8tMHHXeAU</a> (heart attack)  <a href="https://youtu.be/485l0ycjoEg">https://youtu.be/485l0ycjoEg</a> (heart attack)  <a href="https://youtu.be/63Wpv2AcaXY">https://youtu.be/63Wpv2AcaXY</a> (stroke)  <a href="https://youtu.be/kuUqOyutqGY">https://youtu.be/kuUqOyutqGY</a> (stroke rapid response)  <a href="https://youtu.be/yYr_bPLdUX8">https://youtu.be/yYr_bPLdUX8</a> (COPD)  <a href="https://youtu.be/sCgah1rO2ik">https://youtu.be/sCgah1rO2ik</a> (asthma)  <a href="https://youtu.be/n23BJTCibhs">https://youtu.be/n23BJTCibhs</a> (fainting)  <a href="https://youtu.be/gw7GpLvZHME">https://youtu.be/gw7GpLvZHME</a> (Diabetic ER)  <a href="https://youtu.be/5lcSaZsoMPE">https://youtu.be/5lcSaZsoMPE</a> (seizure)  <a href="https://youtu.be/8vISHhKCw_Q">https://youtu.be/8vISHhKCw_Q</a> (seizures in school)  <a href="https://youtu.be/ND8OByztWyk">https://youtu.be/ND8OByztWyk</a> (GI distress)</p> <p>Medical terminology review:  Have students research the differences between a heart attack and cardiac arrest.</p> <p><b>Assessments</b></p> <p>Chapter 16 Test  Chapter 17 Test  Chapter 18 Test  Chapter 19 Test  Chapter 20 Test  Research report on each chapter 16,17,18,19,20(rubric)  Daily do now's and exit tickets  Word wall each chapter 16,17,18,19,20  Critical thinking questions chapter 16, 17,18,19,20  Case study each chapter 16,17,18,19,20  YouTube questions chapter 16,17,18,19,20</p>	
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	Marking Period 4 Units XVII-XXI		
Unit 17	<p>Poisoning</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Define a poison and the four ways it can enter the body.</li> <li>▪ Recognize the signs of ingested poisoning and administer care for victims.</li> <li>▪ Recognize the signs of alcohol intoxication and administer care for victims.</li> <li>▪ Classify different types of drugs.</li> <li>▪ Recognize the signs of drug use and administer care for users.</li> <li>▪ Recognize the signs of carbon monoxide poisoning and administer care for victims.</li> <li>▪ Describe and recognize the effects of poison ivy, poison oak, poison sumac, and the stinging nettle, and administer care for victims.</li> </ul>	<p><b>Instructional Activities and Assignments</b></p> <p><b>Assignments</b></p> <p>Read and outline chapter First Aid for Colleges- chpt 14 pages 235-248</p> <p>Answer critical thinking questions pg 248</p> <p>Self test page 249 &amp; 250</p> <p>Case study page 250</p> <p>Read and outline chapter 15 Drug &amp; Alcohol Emergencies First Aid for Colleges- pages 251-263</p> <p>Answer critical thinking questions pg 263</p> <p>Case study page 266</p> <p>Word wall vocabulary(rubric)</p> <p>Research on types of poisons(rubric)</p> <p>Visual paper on types of plant poisons</p> <p>Research on one type of injury in chapter(rubric)</p> <p><b>Instructional Activities</b></p> <p><b>Pre-test and oral review</b></p> <p>Power point-instructor and students can chose graphic organizer or flipbook of choice</p> <p>Poisons come in four forms: solids, liquids, sprays, and gases. Have students divide papers into four quadrants, labeling each square with a form of poison. Have students investigate various poisonous substances and record them in the appropriate quadrant. (rubric)</p> <p>Watch youtube video on poisoning and answer related questions</p> <p><a href="https://youtu.be/cSQrXMKLAUw">https://youtu.be/cSQrXMKLAUw</a> (types of poisoning)</p> <p><a href="https://youtu.be/zSQmGfEhxq0">https://youtu.be/zSQmGfEhxq0</a> (treatment for poisoning)</p> <p><a href="https://youtu.be/tJHu2Dc_c-Q">https://youtu.be/tJHu2Dc_c-Q</a> (poison ivy)</p> <p><a href="https://youtu.be/E_KsD6WD_ZQ">https://youtu.be/E_KsD6WD_ZQ</a> (types of plant poisons)</p> <p><a href="https://youtu.be/ZZTo-meCLJQ">https://youtu.be/ZZTo-meCLJQ</a> (carbon monoxide poisoning and tx)</p> <p><a href="https://youtu.be/xKdBy-EgP_E">https://youtu.be/xKdBy-EgP_E</a></p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10 CRP1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 8 CRP 9</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>

		<p>(ingested poisoning)  <a href="https://youtu.be/hduymDaVe84">https://youtu.be/hduymDaVe84</a> (alcohol poisoning)  <a href="https://youtu.be/3KeX_KTp8_Y">https://youtu.be/3KeX_KTp8_Y</a> (drug overdose and care)</p> <p>Group activities:  Alcohol and drugs affect people in different ways. Break students into groups of three or four, and have each member take turns acting out the effects of different drugs. Remaining group members need to recognize the drug's effects. Each group member should have a turn acting out the effects of a drug.</p> <p>Medical terminology review:  Have students locate visual images of poison ivy, poison oak, poison sumac, and stinging nettle. Students should then label each image and write captions describing the effects of each plant on human skin.</p> <p><b>Assessments</b>  Chapter outline  Critical thinking questions  'You tube video questions  Research on one type of injury in the chapter(rubric)  Daily do now's and exit ticket  Word Wall vocabulary(rubric)  Complete Chapter 14/ 15 Test</p>	
Unit 18	<p>Bites and Stings</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Define rabies and identify a possibly rabid animal.</li> <li>▪ Recognize and care for victims of human and animal bites.</li> <li>▪ Recognize and care for victims of snake bites.</li> <li>▪ Recognize and care for victims of insect stings.</li> <li>▪ Describe the black widow spider, and recognize and care for victims of a black widow spider bite.</li> <li>▪ Describe the brown recluse spider, and recognize and care for victims of a brown</li> </ul>	<p><b>Instruactional Activities and Assignments</b></p> <p><b>Assignments</b>  Read chapter 23 First Aid for Colleges- pages 363-377  Answer critical thinking questions pg 377  Self test pages 378&amp;379  Case study page 380  Research on zika virus or other disease casued by a bite(rubric)  Word wall(rubric)</p> <p><b>Instructional Activities</b>  <b>Pre-test and oral review</b>  Power point instructor- student pick graphic organizer or flipbook of choice for recording notes  Have students research about Africanized bees, also known as killer bees, and write a one page paper describing their origin and migration into the United States. Additionally, students should write about treatment for Africanized bee stings. ( rubric)</p>	<p>9.3.HL.1,  9.3.HL.3,  9.3.HL.5, 9.3.LW-  EFM.1, 9.3.LW-  EFM.2, 9.3.LW-  EFM.4, 9.3.LW-  EFM.5, 9.3.LW-  EFM.7, 9.3.LW-  EFM.9, 9.3.LW-  EFM.10  CRP1  CRP 2  CRP 3  CRP 4  CRP 5  CRP 8  CRP 9  CCSS-ELA</p>

	<p>recluse spider bite.</p> <ul style="list-style-type: none"> <li>▪ Describe the tarantula, and recognize and care for victims of a tarantula bite or victim of embedded hairs.</li> <li>▪ Recognize and care for victims of a common aggressive house spider bite.</li> <li>▪ Describe the scorpion, and recognize and care for victims of a scorpion sting.</li> <li>▪ Recognize and care for victims of a mosquito and tick bite.</li> <li>▪ Recognize and care for victims of a shark bite, barracuda or moray eel sting, other marine stings.</li> </ul>	<p><b>Instructional activities</b></p> <p>Group activities: Break the class into groups of three or four. Prepare index cards with signs and symptoms of either an animal or human bite, insect sting, spider bite, or marine animal bite. Give one index card to each group. Have groups research the signs and symptoms presented on the card to determine the type of bite or sting described and determine a course of care. Groups can then present their symptoms and their decided course of care to the class. Other class members can then agree or disagree with the group's conclusions.</p> <p>Watch youtube videos and answer related questions  <a href="https://youtu.be/J4VKg0aZTgA">https://youtu.be/J4VKg0aZTgA</a> (animal bite)  <a href="https://youtu.be/KKyG3IGOwnk">https://youtu.be/KKyG3IGOwnk</a> (snake bite)  <a href="https://youtu.be/_WDFtb3WSWg">https://youtu.be/_WDFtb3WSWg</a> (spider bites)  <a href="https://youtu.be/AR1qn_dvCQk">https://youtu.be/AR1qn_dvCQk</a> (tick bites)  <a href="https://youtu.be/5fsMC70eLdM">https://youtu.be/5fsMC70eLdM</a> (treating insect bites)  <a href="https://youtu.be/AoqMjqblmG0">https://youtu.be/AoqMjqblmG0</a> ( bee stings)  <a href="https://youtu.be/WTzuW8p7I08">https://youtu.be/WTzuW8p7I08</a> (deadly bug bites)</p> <p>Medical terminology review of new terms on flash cards Have students research and create a list of marine animals that have <i>mematocysts</i>.</p> <p><b>Assessments</b></p> <p>Chapter outline Critical thinking questions Youtube video questions Case study Self-test Daily do now's and exit tickets Research paper Complete Unit 16 Test</p>	<p>RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>
Unit 19	<p>Cold – Related Emergencies</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Describe ways the body responds to cold.</li> <li>▪ List and describe the four ways in which the body loses heat.</li> <li>▪ Describe the factors that make people more or less susceptible to cold.</li> </ul>	<p><b>Instructional activities and Assignments</b></p> <p><b>Assignments</b></p> <p>Read chapter 25 and outline the chapter First Aid for Colleges text pages 403-417 Critical thinking questions page 418 Case study page 420 Self-test page 419 &amp; 420 Word Wall (rubric) Have students research the origins of the terms <i>trench</i> and <i>immersion foot</i>, and write a one-page paper describing each term's origination and how these terms apply to the injuries they describe.</p>	<p>9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW- EFM.1, 9.3.LW- EFM.2, 9.3.LW- EFM.4, 9.3.LW- EFM.5, 9.3.LW- EFM.7, 9.3.LW- EFM.9, 9.3.LW- EFM.10 CRP1</p>



	<ul style="list-style-type: none"> <li>▪ Describe how altitude, water, and wind all affect body temperature.</li> <li>▪ Recognize the signs of nonfreezing injuries and administer care for victims.</li> <li>▪ Recognize the signs of freezing cold injuries and administer care for victims.</li> <li>▪ Recognize the signs of hypothermia and administer care for victims.</li> <li>▪ Recognize the signs of dehydration and administer care for victims.</li> </ul>	<p><b>Instructional Activities</b>  Pre-test and oral review  Power point instructor- students can use graphic organizer of flipbook of choice  Group activities:  Form groups of three or four students. Have students use the research wind chill and determine the windchill factor on a particular day and the amount of time it would take frostbite to set in to exposed skin.  Medical terminology review:  Have students research the differences between frostbite and frostnip as well as any differences in how these injuries should be treated.  Watch youtube video on responding to cold emergencies dehydration and answer related questions  <a href="https://youtu.be/vzwl4Bkt2Sg">https://youtu.be/vzwl4Bkt2Sg</a> (hypothermia)  <a href="https://youtu.be/yP9K88dhwJs">https://youtu.be/yP9K88dhwJs</a> (dehydration)  <b>Assessments</b>  Complete Unit 17 Test  Daily do now's and exit tickets  Group and individual participation  Research paper(rubric)</p>	<p>CRP 2  CRP 3  CRP 4  CRP 5  CRP 8  CRP 9</p> <p>CCSS-ELA  RST.11-12.1  RST.11-12.7  RST.9-12.7  SL.11-12-1,3,4,5  RST.11-12.3,9,10  WHST.11-12.1,2</p>
Unit 20	<p>Heat – Related Emergencies</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>▪ Describe ways the body stays cool.</li> <li>▪ Describe what electrolytes are, how the body uses them, and the best way to replace them.</li> <li>▪ Describe the effects of humidity on the human body.</li> <li>▪ Recognize the signs of heat cramps and administer care for victims.</li> <li>▪ Recognize the signs of heat exhaustion and administer care for victims.</li> <li>▪ Recognize the difference between heatstroke and heat exhaustion.</li> <li>▪ Recognize the signs of</li> </ul>	<p><b>Instructional Activities and Assignments</b>  <b>Assignments</b>  Chapter 25 in text First Aid for Colleges  Research heatstroke(rubric)  Critical thinking questions pg 418  Writing assignments:  Have students research other heat illnesses such as heat syncope, heat edema, and prickly heat, and write a one page paper describing the symptoms of each heat illness and the proper care for each.  <b>Instructional activities</b>  Group activities:  Form groups of three or four students. Have each student present symptoms of either heat cramps, heat exhaustion, or heatstroke. Have other students first determine the heat illness affecting the victim, and then treat as necessary.  Watch youtube video and answer related questions  <a href="https://youtu.be/AACwAleDkN0">https://youtu.be/AACwAleDkN0</a>  Medical terminology review:  Have students research the meaning of <i>thermoregulation</i> and what the body does naturally to regulate its temperature.</p>	<p>9.3.HL.1,  9.3.HL.3,  9.3.HL.5, 9.3.LW-  EFM.1, 9.3.LW-  EFM.2, 9.3.LW-  EFM.4, 9.3.LW-  EFM.5, 9.3.LW-  EFM.7, 9.3.LW-  EFM.9, 9.3.LW-  EFM.10  CRP1  CRP 2  CRP 3  CRP 4  CRP 5  CRP 8  CRP 9</p> <p>CCSS-ELA  RST.11-12.1</p>

	heatstroke and administer care for victims.	<p><b>Assessments</b>  Complete Unit 18 Test  Critical thinking questions  Daily do now's and exit ticket  Word wall  Research on heatstroke(rubric)  YouTube video questions</p>	RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2
Unit 21	Rescuing and Moving Victims  SWBAT <ul style="list-style-type: none"> <li>▪ Describe the steps in reach-throw-row-go in a water rescue.</li> <li>▪ Define a near-drowning, list the different types of drownings, and how to care for near-drowning victims.</li> <li>▪ Describe the hazards of a cold-water immersion and the factors involved in the speed at which a person cools.</li> <li>▪ Describe the heat lessening position for one or more victims.</li> <li>▪ Describe an ice rescue for victims both close to and away from the shore.</li> <li>▪ Describe the factors involved in an electrical emergency rescue.</li> <li>▪ List the warning signs of hazardous materials.</li> <li>▪ Describe how to give aid in a motor vehicle crash.</li> <li>▪ Describe what to do should you encounter a fire.</li> <li>▪ Describe how to handle threatening dogs and farm animals at the scene of an</li> </ul>	<p><b>Instructional Activities and Assignments</b>  <b>Assignments</b>  Read &amp; outline chapter 29 First Aid for Colleges-pages 473-486  Answer critical thinking questions pg 486  Case study pg 483  Self-test pages 487-488  Writing assignments:  Have students write a narrative involving an emergency rescue. In their story, students should include how the emergency occurred, how they rescued or attempted to rescue the victim, and the outcome of the emergency situation.  <b>Instructional activities</b>  Pre-test and oral review  Power point and student choice of graphic organizer or flipbook  Group activities:  Form groups of three or four students. Give groups blankets, poles, and a long board so they can perform all of the emergency and nonemergency moves.  Watch youtube videos and answer related question  <a href="https://youtu.be/h2nvbDc6a2s">https://youtu.be/h2nvbDc6a2s</a>  <a href="https://youtu.be/gjZ6RWq21Gk">https://youtu.be/gjZ6RWq21Gk</a>  <a href="https://youtu.be/94XBLKQtJYw">https://youtu.be/94XBLKQtJYw</a>  Medical terminology review:  Have students research cases of dry drownings, wet drownings, and secondary drownings.  Practice moving victims(skills practice &amp; peer review)  <b>Assessments</b>  Complete Unit 19 Test  Daily do now's and exit ticket  Word Wall  Self-test  Youtube video questions</p>	9.3.HL.1, 9.3.HL.3, 9.3.HL.5, 9.3.LW-EFM.1, 9.3.LW-EFM.2, 9.3.LW-EFM.4, 9.3.LW-EFM.5, 9.3.LW-EFM.7, 9.3.LW-EFM.9, 9.3.LW-EFM.10 CRP1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 8 CRP 9  CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2

	<p>emergency.</p> <ul style="list-style-type: none"> <li>▪ Define triage and the four classifications of injured victims.</li> <li>▪ Describe the guidelines for moving victims.</li> <li>▪ Perform emergency and nonemergency moves on injured victims.</li> </ul>	<p>Research project(rubric)  Skills testing(moving a victim)  Chapter outline  Critical thinking questions  Case study  Self-test</p>	
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## CTE Standards

### 21<sup>st</sup> Century Life and Careers / Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

## **CAREER CLUSTER: HEALTH SCIENCE (HL)**

- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.
- 9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

### **PATHWAY: DIAGNOSTIC SERVICES (HL-DIA)**

- 9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
- 9.3.HL-DIA.5 Select, demonstrate and interpret diagnostic procedures.

### **PATHWAY: HEALTH INFORMATICS (HL-HI)**

- 9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.
- 9.3.HL-HI.2 Describe the content and diverse uses of health information.
- 9.3.HL-HI.3 Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.

### **PATHWAY: THERAPEUTIC SERVICES (HL-THR)**

- 9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
- 9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
- 9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

## **Career Cluster Emergency & Fire Management Services (LW-EMFM)**

- 9.3.LW-EFM.1 Demonstrate effective communication skills while utilizing communication equipment and platforms common to emergency & fire management services.
- 9.3.LW-EFM.2 Manage an incident scene as the first responder using emergency response skills.
- 9.3.LW-EFM.3 Utilize up to date technology equipment and applications to facilitate the management of emergency & fire management situations.
- 9.3.LW-EFM.5 Execute safety procedures and protocols associated with local, state and federal regulations.
- 9.3.LW-EFM. 6 Develop an organizational professional growth plan including the development of team building and leadership skills within the emergency environment.
- 9.3.LW-EFM.7 Describe legal, regulatory and organizational guidelines governing emergency and fire management systems.
- 9.3.LW-EFM. 9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
- 9.3.LW-EFM. 10 Demonstrate the use and applications of the equipment commonly used in emergency & fire management services.

### **Career Awareness, Exploration and Preparation**

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable skills and design alternate career plans.

9.2.12.C.4 Analyze how economic conditions and societal changes influences employment trends and future education.

### **English Language Arts Standards/ Literacy in Science and Technical Subjects/ Grades 11-12.**

CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

#### **Craft and Structure:**

CCSS.ELA-LITERACY.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

#### **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

#### **Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

## English Language Arts Standards / Writing for History/Social Studies, Science and Technology/ Grade 11-12

### **Text Types and Purposes:**

CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.C Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

### **Production and Distribution of Writing:**

CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **Research to Build and Present Knowledge:**

CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.