

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**LAW ENFORCEMENT AND PUBLIC SAFETY ACADEMY DEPARTMENT**

**LEPS Health Education III**

**COURSE PHILOSOPHY**

The goal of this curriculum is to train individuals with the knowledge and skills necessary to work as a first responder in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical help can arrive.

**COURSE DESCRIPTION**

Grade Level: 11

Department: LEPS Academy

Course Title: LEPS Health Education III

Credits: 1.25

Course Code: 113300

**BOARD OF EDUCATION INITIAL ADOPTION DATE: AUGUST 25, 2008**

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## **Course Philosophy**

The mission of the Freehold Regional High School District is to develop global lifelong learners through a comprehensive educational program of diverse and enriching opportunities within a supportive environment. The district's educational community fosters the development of character, initiative, creativity and excellence while maximizing the unique potential of each individual.

The Law Enforcement and Public Safety Career Academy epitomizes the district's mission by providing accepted students with opportunities to study four major areas; law enforcement, fire science, emergency management services and homeland security. The goal is to equip students with the knowledge, skills, values, and attitudes needed to succeed in the public safety arena.

The Law Enforcement and Public Safety Career Academy employs an interdisciplinary approach which includes English, social studies, Spanish, mathematics, science, physical education and fine arts. These courses will build upon each other in order to assist students in understanding the various skills for dealing with our society's diverse needs and population.

The goal of this curriculum is to train individuals with the knowledge and skills necessary to work as a first responder in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical help can arrive.

This course content and activities will prepare students to make appropriate decisions about the care to provide in an emergency. The course teaches the skills a first responder needs to act as a crucial link in the emergency medical services (EMS) system.

## **Course Description**

LEPS Health Education III is the third of four Health courses designed to engage students in preparing for the physical and mental requirements of law enforcement agencies and fire fighting and other public service programs such as Homeland Security. Students completing this course will undergo American Red Cross training in Emergency Response for one marking period. Each learning experience will require students to be active participants, critical thinkers, effective communicators and disciplined listeners.

Freehold Regional High School District  
Curriculum Map  
LEPS Health Education III

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p><b>2.1.1-4 A. Personal Health</b></p> <p>1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.</p> <p>2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.</p> <p>3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.</p> <p>4. Debate the social and ethical implications of the use of technology and medical advances to support</p>	<p>The safety of the first responder must always come first.</p>	<p>What are the steps to assure the well being of the first responder?</p> <p>What guidelines should be followed to ensure the personal safety of the first responder and the safety of others at an emergency scene?</p>	<p>Observation</p>	<p>Observation</p> <p>Practice Skills</p> <p>Conferences</p> <p>Homework</p> <p>Classwork</p>	<p>Observation</p> <p>Quizzes</p> <p>Final Practical Exam</p> <p>Final Written Exam</p>

<sup>1</sup> Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

wellness.					
<p><b>2.1.1-3 B. Growth and Development</b></p> <p>1. Recommend behaviors to enhance and support the optimal functioning of body systems.</p> <p>2. Predict and discuss significant developmental issues or concerns that impact each life stage.</p> <p>3. Predict the impact of heredity and genetics on human growth and development.</p>	<p>Appreciation and knowledge of how body systems normally function will help first responders understand what happens when body systems fail.</p>	<p>What happens in the body if one or more body systems fail?</p> <p>What are the structure and functions of the respiratory, circulatory, musculoskeletal, nervous, and integumentary systems?</p>	Observation	<p>Observation</p> <p>Practice Skills</p> <p>Conferences</p> <p>Homework</p> <p>Classwork</p>	<p>Observation</p> <p>Quizzes</p> <p>Final Practical Exam</p> <p>Final Written Exam</p>
<p><b>2.1.1-5 D. Diseases and Health Conditions</b></p> <p>1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.</p> <p>2. Discuss the relationship between</p>	<p>Current and emerging diagnostic, prevention, and treatment strategies can help people live healthier and longer than ever before.</p>	<p>To what extent can we keep ourselves disease free?</p> <p>In what ways are diseases transmitted?</p> <p>What are the major risk factors for cardiovascular disease and how do you control them?</p>	Observation	<p>Observation</p> <p>Practice Skills</p> <p>Conferences</p> <p>Homework</p> <p>Classwork</p>	<p>Observation</p> <p>Quizzes</p> <p>Final Practical Exam</p> <p>Final Written Exam</p>

<p>signs and symptoms of disease and the functioning of the body's immune system.</p> <p>3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.</p> <p>4. Investigate and assess local, state, national, and international public health efforts.</p> <p>5. Investigate the impact of mental illness on personal, family, and community wellness.</p>					
<p><b>2.1.1-5 E. Safety</b></p> <p>1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional</p>	<p>Consistent awareness of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p> <p>A first responder must be able to</p>	<p>What is the difference between healthy and unhealthy risks?</p> <p>Why do we sometimes take risks that can cause harm to ourselves or others?</p>	<p>Observation</p>	<p>Observation Practice Skills Conferences Homework Classwork</p>	<p>Observation Quizzes Final Practical Exam Final Written Exam</p>

<p>injuries,</p> <p>2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.</p> <p>3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.</p> <p>4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p> <p>5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.</p>	<p>recognize signs of breathing emergencies and make appropriate decisions about care.</p> <p>A first responder must be able to recognize signs of a possible heart attack and cardiac arrest.</p> <p>A first responder can perform both one-rescuer and two-rescuer CPR.</p> <p>A first responder must accept the fact that despite the best efforts of everyone involved, victims of cardiac arrest do not often survive.</p> <p>A first responder must be able to recognize the signs and symptoms of various injuries including shock, life-threatening bleeding, soft tissue and musculoskeletal injuries and sudden illnesses such as seizures, poisoning, heat and cold emergencies and stroke and provide appropriate care.</p>	<p>What is the proper care for breathing emergencies?</p> <p>What are breathing devices and how does one use them?</p> <p>How does one care for a victim experiencing signs and symptoms of a heart attack?</p> <p>Why is CPR necessary for a victim who is in cardiac arrest?</p> <p>What is the purpose of CPR?</p> <p>What is the proper care for life-threatening bleeding?</p> <p>How can one minimize the effects of shock?</p> <p>How can one demonstrate care for various soft tissue and musculoskeletal injuries?</p> <p>What care is appropriate for specific sudden illnesses?</p> <p>When is an AED appropriate to use?</p>			
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<p><b>2.2.1-5 B. Decision Making</b></p> <p>1. Demonstrate and evaluate the use of decision making skills.</p> <p>2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.</p> <p>3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.</p> <p>4. Analyze the use of ethics and personal values when making decisions.</p> <p>5. Critique significant health decisions and debate the choices made.</p>	<p>Decision-making can be affected by a variety of influences that may not be in a person's best interest.</p> <p>Proper assessment of a victim's condition is crucial to the victim's survival.</p>	<p>How does one overcome negative influences when making decisions about one's health?</p> <p>When should you move a victim in an emergency and what are the appropriate methods for doing so?</p> <p>What are all of the parts of the initial assessment and how is it performed?</p>	<p>Observation</p>	<p>Observation</p> <p>Practice Skills</p> <p>Conferences</p> <p>Homework</p> <p>Classwork</p>	<p>Observation</p> <p>Quizzes</p> <p>Final Practical Exam</p> <p>Final Written Exam</p>
<p><b>2.2.1-2 C. Planning and Goal Setting</b></p> <p>1. Appraise individual and family</p>	<p>The EMS system functions as a series of events linked in a chain of survival to bring rapid medical care to the victim.</p>	<p>In order to reduce or alleviate stress, what should a first responder plan for and what should one just let happen?</p>	<p>Observation</p>	<p>Observation</p> <p>Practice Skills</p> <p>Conferences</p> <p>Homework</p>	<p>Observation</p> <p>Quizzes</p> <p>Final Practical Exam</p>

<p>needs in order to achieve and maintain wellness and design a plan for lifelong wellness.</p> <p>2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.</p>	<p>A first responder must always be prepared for any emergency call.</p>	<p>How does the first responder's role in the EMS system differ from a citizen responder's role?</p>		<p>Classwork</p>	<p>Final Written Exam</p>
<p><b>2.2.1-3 D. Character Development</b></p> <p>1. Demonstrate character based on core ethical values.</p> <p>2. Analyze how role models, and the core ethical values they represent, influence society.</p> <p>3. Analyze the impact of community or public service on individual and community core ethical values.</p>	<p>Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</p> <p>First responders must demonstrate a caring attitude and provide a uniform, high-level standard of care to all victims regardless of their appearance, culture, gender, age, position in society, and income level.</p>	<p>What are the personal characteristics and responsibilities of a first responder?</p> <p>Why is it important to maintain a professional appearance when on duty or responding to calls?</p>	<p>Observation</p>	<p>Observation Practice Skills Conferences Homework Classwork</p>	<p>Observation Quizzes Final Practical Exam Final Written Exam</p>
<p><b>2.2.1-7 E. Leadership, Advocacy, and Service</b></p> <p>1. Assess personal and group contributions and strengths that lead to the achievement of goals and</p>	<p>Leadership and advocacy promotes personal and community wellness and impacts the immediate community and society as a whole.</p> <p>A first responder may fill various</p>	<p>Why is it important for a first responder to take a leadership role when responding to an emergency?</p> <p>What is the role of the first responder in EMS operations?</p>	<p>Observation</p>	<p>Observation Practice Skills Conferences Homework Classwork</p>	<p>Observation Quizzes Final Practical Exam Final Written Exam</p>

<p>tasks.</p> <p>2. Evaluate personal participation as both a leader and follower.</p> <p>3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.</p> <p>4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.</p> <p>5. Develop and articulate the group's goals, shared values, vision, and work plan.</p> <p>6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.</p> <p>7. Assess community awareness and understanding about a local, state, national, or international health issue.</p>	<p>leadership positions based on the magnitude of the incident.</p>				
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<p><b>2.3.1-3 A. Medicines</b></p> <p>1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.</p> <p>2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.</p> <p>3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.</p>	<p>Medicines must be used correctly in order to be safe and have the maximum benefit.</p>	<p>How do I determine whether or not a medication will be effective?</p>	<p>Observation</p>	<p>Observation Practice Skills Conferences Homework Classwork</p>	<p>Observation Quizzes Final Practical Exam Final Written Exam</p>
<p><b>2.3.1-8 B. Alcohol, Tobacco, and Other Drugs</b></p> <p>1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.</p> <p>2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact.</p> <p>3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular</p>	<p>Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</p> <p>A first responder must be able to recognize the signs and symptoms of behavioral emergencies including altered mental status.</p>	<p>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</p> <p>How do I make the “right” decisions in the face of peer, media and other pressures?</p> <p>What is the general and specific care for medical and behavioral emergencies?</p>	<p>Observation</p>	<p>Observation Practice Skills Conferences Homework Classwork</p>	<p>Observation Quizzes Final Practical Exam Final Written Exam</p>

<p>system, the liver, the system, and the immune system.</p> <p>4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.</p> <p>5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.</p> <p>6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.</p> <p>7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.</p> <p>8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, the STDs, and unintended pregnancy.</p>					
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<p><b>2.3.1-5 C. Dependency/Addiction and Treatment</b></p> <p>1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.</p> <p>2. Compare and contrast the physical and psychological stages of dependency.</p> <p>3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.</p> <p>4. Evaluate factors that support an individual to quit using substances.</p> <p>5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.</p>	<p>There are common indicators, stages and influencing factors of chemical dependency.</p>	<p>Why does one person become an addict and another does not?</p> <p>What are some signs that an individual is under the influence of drugs, alcohol or other mind-altering substances?</p>	<p>Observation</p>	<p>Observation Practice Skills Conferences Homework Classwork</p>	<p>Observation Quizzes Final Practical Exam Final Written Exam</p>
<p><b>2.4.1-11 C. Pregnancy and Childbirth</b></p> <p>1. Compare and contrast embryonic and fetal development in single and</p>	<p>Childbirth is a natural process and thousands of children are born every day without complications.</p> <p>A first responder must be able to deliver a baby.</p>	<p>What are the steps in assisting with childbirth?</p> <p>What are the steps in caring for a newborn?</p>	<p>Observation</p>	<p>Observation Practice Skills Conferences Homework Classwork</p>	<p>Observation Quizzes Final Practical Exam Final Written Exam</p>

<p>multiple pregnancies.</p> <p>2. Describe the stages of labor and childbirth and compare childbirth options.</p> <p>3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.</p> <p>4. Compare and contrast pregnancy options.</p> <p>5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.</p> <p>6. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards, and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.</p> <p>7. Analyze the physical, economic,</p>	<p>A first responder has medical and legal responsibilities if one suspects child abuse.</p>	<p>What are some possible complications that may occur during pregnancy and childbirth?</p> <p>What are some common types of medical and trauma emergencies in infants and children and how does one care for them?</p>			
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<p>emotional, social, intellectual, and cultural demands of raising a child.</p> <p>8. Assess and evaluate parenting strategies used at various stages of child development.</p> <p>9. Investigate the legal rights and responsibilities of teen mothers and fathers.</p> <p>10. Discuss factors that influence the decision to have or to adopt a child.</p> <p>11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.</p>					
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**Freehold Regional High School District  
Course Proficiencies and Pacing**

**LEPS Health Education III**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommend Duration</b>
Unit 1: Preparing to be a First Responder	<p>The safety of the first responder must always come first.            Appreciation and knowledge of how body systems normally function will help first responders understand what happens when body systems fail.            Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.            Decision-making can be affected by a variety of influences that may not be in a person's best interest.            Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.            First responders must demonstrate a caring attitude and provide a uniform, high-level standard of care to all victims regardless of their appearance, culture, gender, age, position in society, and income level.</p> <p>1. Students will be able to learn the legal and ethical issues of becoming a first responder, how to prevent disease transmission and the human body systems.</p>	10 days
Unit 2: Victim Assessment	<p>Consistent awareness of the environment and taking safety precautions can reduce the risk of injury to oneself and others.            Proper assessment of a victim's condition is crucial to the victim's survival.            The EMS system functions as a series of events linked in a chain of survival to bring rapid medical care to the victim.            Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>1. Students will be able to learn how to assess a victim in order to provide proper care.</p>	4 days
Unit 3: Respiratory Emergencies	<p>A first responder must be able to recognize signs of breathing emergencies and make appropriate decisions about care.</p> <p>1. Students will be able to learn the proper care for breathing emergencies.</p>	9 days

Unit 4: Cardiac Emergencies	<p>A first responder must be able to recognize signs of a possible heart attack and cardiac arrest.</p> <p>A first responder can perform both one-rescuer and two-rescuer CPR.</p> <p>A first responder must accept the fact that despite the best efforts of everyone involved, victims of cardiac arrest do not often survive.</p> <p>1. Students will be able to learn the proper care for cardiac emergencies.</p>	8 days
Unit 5: Sudden Illness and Injury	<p>Medicines must be used correctly in order to be safe and have the maximum benefit.</p> <p>Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</p> <p>A first responder must be able to recognize the signs and symptoms of behavioral emergencies including altered mental status.</p> <p>There are common indicators, stages and influencing factors of chemical dependency.</p> <p>A first responder must be able to recognize the signs and symptoms of various injuries including shock, life-threatening bleeding, soft tissue and musculoskeletal injuries and sudden illnesses such as seizures, poisoning, heat and cold emergencies and stroke and provide appropriate care.</p> <p>1. Students will be able to learn proper care for bleeding, muscle and bone injuries, sudden illness, poisoning, and medical and behavioral emergencies possibly due to drug use.</p>	17 days
Unit 6: Childbirth and Children	<p>Childbirth is a natural process and thousands of children are born every day without complications.</p> <p>A first responder must be able to deliver a baby.</p> <p>A first responder has medical and legal responsibilities if one suspects child abuse.</p> <p>1. Students will be able to learn about how to assist the delivery of a baby and how to recognize emergencies among children and how to treat them.</p>	6 days
Unit 7: EMS Operations and AED	<p>A first responder must always be prepared for any emergency call.</p> <p>A first responder may fill various leadership positions based on the magnitude of the incident.</p> <p>1. Students will be able to learn about the role of the first responder in the EMS system and use of an AED.</p>	12 days

**Freehold Regional High School District**  
**LEPS Health Education III**  
**Unit #1: Preparing to be a First Responder**

**Enduring Understandings:** The safety of the first responder must always come first.  
 Appreciation and knowledge of how body systems normally function will help first responders understand what happens when body systems fail.  
 Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.  
 Decision-making can be affected by a variety of influences that may not be in a person’s best interest.  
 Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.  
 First responders must demonstrate a caring attitude and provide a uniform, high-level standard of care to all victims regardless of their appearance, culture, gender, age, position in society, and income level.

**Essential Questions:** What are the steps to assure the well being of the first responder?  
 What guidelines should be followed to ensure the personal safety of the first responder and the safety of others at an emergency scene?  
 What happens in the body if one or more body systems fail?  
 What are the structure and functions of the respiratory, circulatory, musculoskeletal, nervous, and integumentary systems?  
 To what extent can we keep ourselves disease free?  
 In what ways are diseases transmitted?  
 What are the major risk factors for cardiovascular disease and how do you control them?  
 How does one overcome negative influences when making decisions about one’s health?  
 When should you move a victim in an emergency and what are the appropriate methods for doing so?  
 What are the personal characteristics and responsibilities of a first responder?  
 Why is it important to maintain a professional appearance when on duty or responding to calls?

**Unit Goal:** Students will be able to learn the legal and ethical issues of becoming a first responder, how to prevent disease transmission and the human body systems.

**Duration of Unit:** 10 days

**NJCCCS:** 2.1.12 A, 2.1.12 B, 2.1.12 D, 2.2.12 B, 2.2.12 D

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the components of the emergency medical services (EMS) system?  Why is Personal Protective equipment (PPE) necessary at all times?  Why is body substance isolation (BSI) important?	Chain of survival  Roles and responsibilities of a first responder  PPE  BSI  Disease Prevention	American Red Cross Emergency Response textbook  American Red Cross Emergency Response workbook  American Red Cross Emergency Response instructor’s manual	Describe each link in the chain of survival and how it relates to the EMS system.  Write an essay explaining why the interests of the victim are foremost in making any and all care decisions.  Research and explain the specific statutes and regulations	Workbook assignments  Chapter quizzes  Skill test - Removing gloves  Check documentation of crime scene for accuracy.  Check questions on the five

<p>How does the immune system work?</p> <p>How are diseases transmitted?</p> <p>What are the OSHA guidelines and how do they help to protect first responders?</p> <p>What is consent and how do you get it?</p> <p>What are DNR orders and advanced directives?</p> <p>What are some of the legal considerations associated with being a first responder?</p> <p>Why is it important to have proper documentation?</p> <p>What are the anatomical positions of the body and the anatomical terms used to refer to the body?</p> <p>What are the various body cavities?</p> <p>What are the five body systems that are most important to first responders and what are the parts and functions?</p>	<p>Proper glove removal</p> <p>Legal considerations</p> <ul style="list-style-type: none"> <li>- abandonment</li> <li>- negligence</li> <li>- battery</li> <li>- duty to act</li> <li>- confidentiality</li> </ul> <p>Emergency moves</p> <p>Non-urgent moves</p>	<p>Emergency Response videos</p> <p>Guest speaker</p> <ul style="list-style-type: none"> <li>- Have someone from the medical field to talk about OSHA regulations.</li> </ul>	<p>governing the EMS system in New Jersey.</p> <p>Explain the need to determine scene safety.</p> <p>List all the PPE that a rescuer can use.</p> <p>List the four specific conditions that must be present for disease transmission.</p> <p>Show a video of a crime scene and immediately following it, have students document what happened.</p> <p>Have students answer the following questions for all five body systems.</p> <ul style="list-style-type: none"> <li>- What are the major structures of this system?</li> <li>- What is this system's primary function?</li> <li>- How can you recognize that the system is working properly?</li> <li>- What are some indications that the system is not working properly?</li> </ul>	<p>body systems.</p> <p>Skill test</p> <ul style="list-style-type: none"> <li>- Emergency move</li> <li>- Nonurgent move</li> </ul> <p>Unit test</p>
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**Suggestions on how to differentiate in this unit:**

The class can be broken down into five groups and each group can work on a different body system. Then the groups can present their findings to the rest of the class. The class can work with partners to find out information on the New Jersey statutes.

**Freehold Regional High School District**  
**LEPS Health Education III**  
**Unit #2: Victim Assessment**

**Enduring Understandings:** Consistent awareness of the environment and taking safety precautions can reduce the risk of injury to oneself and others.  
 Proper assessment of a victim’s condition is crucial to the victim’s survival.  
 The EMS system functions as a series of events linked in a chain of survival to bring rapid medical care to the victim.  
 Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

**Essential Questions:** What is the difference between healthy and unhealthy risks?  
 Why do we sometimes take risks that can cause harm to ourselves or others?  
 What are all of the parts of the initial assessment and how is it performed?  
 In order to reduce or alleviate stress, what should a first responder plan for and what should one just let happen?  
 Why is it important for a first responder to take a leadership role when responding to an emergency?

**Unit Goal:** Students will be able to learn how to assess a victim in order to provide proper care.

**Duration of Unit:** 4 days

**NJCCCS:** 2.1.12 E, 2.2.12 C, 2.2.12 E

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Why should first responders evaluate scene safety before entering?  What is the purpose of the initial assessment?  How do you determine if a victim is breathing?  How do you determine if a victim shows signs of circulation?  Why is it important to properly assess a victim’s vital signs?  Why is it necessary to assess a victim for external bleeding?	Scene size-up  Initial assessment  Airway Breathing Circulation  Physical exam and sample history  Measuring blood pressure	American Red Cross Emergency Response textbook  American Red Cross Emergency Response workbook  American Red Cross Emergency Response instructor’s manual  Emergency Response videos  Guest speaker - Have the school nurse come in to demonstrate how to measure someone’s blood pressure.	Identify the components of scene size-up.  Explain the differences in assessing the level of consciousness of an adult, a child and an infant.  Explain the differences in obtaining a pulse in an adult, a child and an infant.  Describe how to assess pulse rate and quality, breathing rate and quality, and skin appearance.  State the areas of the body that are evaluated during the physical exam.	Workbook assignments  Chapter quizzes  Skill Test - Initial assessment - Physical exam and sample history - Measuring blood pressure  Unit test

<p>What are the components of the physical exam?</p> <p>Why is it important to properly assess a victim's blood pressure?</p> <p>What are the techniques used to measure blood pressure?</p>			<p>Demonstrate how to measure blood pressure by auscultation and palpation.</p>	
<p><b>Suggestions on how to differentiate in this unit:</b>  One can measure blood pressure using many different victims to find the differences in people. It will be good practice and also show variation. In addition, when students size-up the scene, the scenario can be different each time so that the students get good practice and never know what to expect.</p>				

**Freehold Regional High School District**  
**LEPS Health Education III**  
**Unit #3: Respiratory Emergencies**

**Enduring Understanding:** A first responder must be able to recognize signs of breathing emergencies and make appropriate decisions about care.

**Essential Questions:** What is the proper care for breathing emergencies?  
 What are breathing devices and how does one use them?

**Unit Goal:** Students will be able to learn the proper care for breathing emergencies.

**Duration of Unit:** 9 days

**NJCCCS:** 2.1.12 E

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do you care for a victim experiencing respiratory distress?</p> <p>What is the difference between respiratory distress and respiratory arrest?</p> <p>Why do basic airway management and rescue breathing skills take priority over most other basic life support skills?</p> <p>How do you determine if a victim has a complete foreign body airway obstruction?</p> <p>How do you measure and insert an oral airway and a nasal airway?</p> <p>Why is it important to have a suction unit ready for immediate use when providing emergency care?</p>	<p>Breathing emergencies</p> <p>Respiratory distress</p> <p>Respiratory arrest</p> <p>Head-Tilt/Chin-Lift technique</p> <p>Jaw-Thrust maneuver</p> <p>Rescue breathing</p> <ul style="list-style-type: none"> <li>- Adult</li> <li>- Child</li> <li>- Infant</li> </ul> <p>Barrier-shield device</p> <p>Foreign body airway obstruction</p> <p>Oral and nasal airway</p> <p>Suctioning</p> <p>Resuscitation mask</p>	<p>American Red Cross Emergency Response textbook</p> <p>American Red Cross Emergency Response workbook</p> <p>American Red Cross Emergency Response instructor's manual</p> <p>Emergency Response videos</p> <p>Guest speaker</p> <ul style="list-style-type: none"> <li>- Bring in an EMT or first responder to talk about his/her own experiences with breathing emergencies.</li> </ul>	<p>Identify common causes of breathing emergencies.</p> <p>Identify the signs and symptoms of respiratory distress.</p> <p>Distinguish the differences in the steps used to give rescue breathing to an adult, a child and an infant.</p> <p>Describe how to perform mouth-to-mouth, mouth-to-nose, and mouth-to-stoma ventilation.</p> <p>Demonstrate how to clear a foreign body airway obstruction in a conscious and unconscious adult, child and infant.</p> <p>Demonstrate how to measure and insert an oral and nasal airway.</p> <p>Demonstrate the techniques of</p>	<p>Workbook assignments</p> <p>Chapter quizzes</p> <p>Skill test</p> <ul style="list-style-type: none"> <li>- Head-Tilt/Chin-Lift</li> <li>- Jaw-Thrust maneuver</li> <li>- Rescue Breathing (adult, child &amp; infant)</li> <li>- Barrier-shield device</li> <li>- Conscious choking (adult, child &amp; infant)</li> <li>- Unconscious choking (adult, child &amp; infant)</li> <li>- Oral and nasal airway</li> <li>- Suctioning</li> <li>- Resuscitation mask</li> <li>- Bag-Valve Mask</li> </ul> <p>Unit test</p>

How do you use a resuscitation mask or BVM?	Bag-Valve Mask device (BVM)		suctioning.  Demonstrate how to ventilate a victim with a resuscitation mask and a BVM device.	
<p><b>Suggestions on how to differentiate in this unit:</b>  Students can practice skills in small groups. This way they can be paired up with classmates that will help them learn the skills and encourage them to do well.</p>				

**Freehold Regional High School District**  
**LEPS Health Education III**  
**Unit #4: Cardiac Emergencies**

**Enduring Understandings:** A first responder must be able to recognize signs of a possible heart attack and cardiac arrest.  
 A first responder can perform both one-rescuer and two-rescuer CPR.  
 A first responder must accept the fact that despite the best efforts of everyone involved, victims of cardiac arrest do not often survive.

**Essential Questions:** How does one care for a victim experiencing signs and symptoms of a heart attack?  
 Why is CPR necessary for a victim who is in cardiac arrest?  
 What is the purpose of CPR?

**Unit Goal:** Students will be able to learn the proper care for cardiac emergencies.

**Duration of Unit:** 8 days

**NJCCCS:** 2.1.12 E

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the signs and symptoms of a heart attack?</p> <p>How does one care for a victim who may be experiencing a heart attack?</p> <p>What are the components of cardiopulmonary resuscitation (CPR)?</p> <p>What is the proper technique for chest compressions on an adult, a child or an infant?</p> <p>How do two rescuers change positions when performing two-rescuer CPR?</p>	<p>Leading a health lifestyle can reduce the risks of cardiovascular disease.</p> <p>One-rescuer CPR            Adult            Child            Infant</p> <p>Two-rescuer CPR            Adult            Child            Infant</p>	<p>American Red Cross Emergency Response textbook</p> <p>American Red Cross Emergency Response workbook</p> <p>American Red Cross Emergency Response instructor's manual</p> <p>Emergency Response videos</p> <p>Guest speaker            - Bring in an EMT or first responder to talk about his/her own experiences with cardiac emergencies.</p>	<p>Identify cardiovascular disease risk factors that can be controlled.</p> <p>List reasons why the heart may stop beating.</p> <p>Demonstrate proper technique for adult, child and infant chest compressions.</p> <p>Explain when it is appropriate to stop CPR.</p> <p>Demonstrate how to perform one-rescuer adult, child and infant CPR.</p> <p>Demonstrate how to perform two-rescuer adult, child and infant CPR.</p> <p>Demonstrate how two rescuers switch places during CPR.</p>	<p>Workbook assignments</p> <p>Chapter quizzes</p> <p>Skill test            - One-rescuer CPR            Adult            Child            Infant</p> <p>- Two-rescuer CPR            Adult            Child            Infant</p> <p>Unit test</p>

**Suggestions on how to differentiate in this unit:**

Students have the option to work by themselves or with small groups. This allows students to work to their best ability because they choose which is better suited for them.

**Freehold Regional High School District**  
**LEPS Health Education III**  
**Unit #5: Sudden Illness and Injury**

**Enduring Understandings:** Medicines must be used correctly in order to be safe and have the maximum benefit.  
 Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.  
 A first responder must be able to recognize the signs and symptoms of behavioral emergencies including altered mental status.  
 There are common indicators, stages and influencing factors of chemical dependency.  
 A first responder must be able to recognize the signs and symptoms of various injuries including shock, life-threatening bleeding, soft tissue and musculoskeletal injuries and sudden illnesses such as seizures, poisoning, heat and cold emergencies and stroke and provide appropriate care.

**Essential Questions:** How do I determine whether or not a medication will be effective?  
 Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?  
 How do I make the “right” decisions in the face of peer, media and other pressures?  
 What is the general and specific care for medical and behavioral emergencies?  
 Why does one person become an addict and another does not?  
 What are some signs that an individual is under the influence of drugs, alcohol or other mind-altering substances?  
 What is the proper care for life-threatening bleeding?  
 How can one minimize the effects of shock?  
 How can one demonstrate care for various soft tissue and musculoskeletal injuries?  
 What care is appropriate for specific sudden illnesses?

**Unit Goal:** Students will be able to learn proper care for bleeding, muscle and bone injuries, and sudden illness, poisoning, and medical and behavioral emergencies possibly due to drug use.

**Duration of Unit:** 17 days

**NJCCCS:** 2.1.12 E, 2.3.12 A, 2.3.12 B, 2.3.12 C

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the components of blood?	External bleeding	American Red Cross Emergency Response textbook	Explain the functions of blood and blood vessels.	Workbook assignments
How does one use BSI with bleeding?	Internal bleeding	American Red Cross Emergency Response workbook	Differentiate between arterial, venous and capillary bleeding.	Chapter quizzes
How do you care for a victim who exhibits signs and symptoms of internal bleeding?	Shock	American Red Cross Emergency Response instructor’s manual	Describe how to care for external bleeding.	Skill test - External bleeding - Major open wounds - Embedded objects - Amputation - Splinting
What are signs and	Soft tissue injuries	Emergency Response videos	List the signs of internal bleeding.	Rigid Soft

<p>symptoms of shock?</p> <p>What are the types of open soft tissue injuries?</p> <p>What are the functions of dressing and bandaging?</p> <p>What are the four steps of controlling external bleeding?</p> <p>What are common signs and symptoms of musculoskeletal injuries?</p> <p>What are the signs and symptoms of head, neck and back injuries?</p> <p>What are the signs and symptoms of altered consciousness and a seizure?</p> <p>What are the signs and symptoms of a diabetic emergency or a stroke?</p> <p>What are the signs and symptoms of heat-related illness?</p> <p>What are the signs and symptoms of cold-related illness?</p> <p>What are the ways that poisons enter the body?</p> <p>What are the signs and symptoms of poisoning?</p>	<p>Head, neck and back injuries</p> <p>Seizure</p> <p>Diabetic emergency</p> <p>Stroke</p> <p>Heat-related illness</p> <p>Cold-related illness</p> <p>Behavioral emergency</p> <p>Psychological crisis</p> <p>Poisoning</p> <p>Substance abuse or misuse</p> <p>Anaphylaxis</p>	<p>Guest speaker</p> <ul style="list-style-type: none"> <li>- Have an EMT come in and speak about their personal experiences dealing with first aid emergencies.</li> <li>- Have someone from the local police department or DEA come in and talk about the dangers of drugs and ways to deal with the behaviors of those under the influence.</li> </ul>	<p>List conditions that can result in shock.</p> <p>Describe care to minimize shock.</p> <p>Describe the emergency medical care of a victim who has a soft tissue injury, penetrating chest injury, and embedded object, an open wound to the abdomen or an amputation.</p> <p>Describe the care for burns.</p> <p>Demonstrate techniques for controlling severe bleeding.</p> <p>Demonstrate the emergency medical care of a victim who has a painful, swollen, deformed extremity. (splinting)</p> <p>Describe the method of determining if a responsive patient may have a back injury.</p> <p>Describe the care for a victim experiencing a seizure.</p> <p>Describe the care for a victim who is experiencing a diabetic emergency or a stroke.</p> <p>Describe how to care for a victim who has been exposed to heat.</p> <p>Describe how to care for a victim who has been exposed to cold.</p>	<p>Anatomic</p> <p>Sling with binder</p> <ul style="list-style-type: none"> <li>- Immobilizing head, neck or back injury</li> </ul> <p>Unit test</p>
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<p>What are the signs and symptoms of possible substance abuse or misuse?</p> <p>What are the signs and symptoms of anaphylaxis?</p>			<p>Identify behavior that suggests a person may be experiencing a behavioral emergency.</p> <p>Describe how to approach and care for a victim experiencing a behavioral change or psychological crisis.</p> <p>Describe the general principles of care for victims of poisoning.</p> <p>Describe specific care for victims of ingested, inhaled, injected or absorbed poisons.</p> <p>Identify the categories of commonly abused or misused substances.</p> <p>Describe the general care for someone suspected of misusing or abusing a substance.</p> <p>Describe how to provide care for a victim of anaphylaxis.</p>	
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**Suggestions on how to differentiate in this unit:**

Students can all be working on different scenarios and get a more realistic approach to what an emergency scene look like. They will use the information that they have to determine what is wrong and what care needs to be given.

**Freehold Regional High School District**  
**LEPS Health Education III**  
**Unit #6: Childbirth and Children**

**Enduring Understandings:** Childbirth is a natural process and thousands of children are born every day without complications.

A first responder must be able to deliver a baby.

A first responder has medical and legal responsibilities if one suspects child abuse.

**Essential Questions:** What are the steps in assisting with childbirth?

What are the steps in caring for a newborn?

What are some possible complications that may occur during pregnancy and childbirth?

What are some common types of medical and trauma emergencies in infants and children and how does one care for them?

**Unit Goal:** Students will be able to learn about how to assist the delivery of a baby and how to recognize emergencies among children and how to treat them.

**Duration of Unit:** 6 days

**NJCCCS:** 2.4.12 C

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What indications is there that state that delivery is imminent?</p> <p>Why is BSI important during childbirth?</p> <p>Why is it important to have a caring attitude toward the mother during childbirth?</p> <p>What are the four stages of labor?</p> <p>What are some possible complications that may occur during pregnancy and childbirth?</p> <p>What are some of the causes of respiratory emergencies in infants and children?</p> <p>What are common causes of</p>	<p>Pregnancy</p> <p>The labor process</p> <p>Delivery</p> <p>Care for a newborn</p> <p>Respiratory emergencies in infants and children</p> <p>Child abuse</p> <p>Neglect</p>	<p>American Red Cross Emergency Response textbook</p> <p>American Red Cross Emergency Response workbook</p> <p>American Red Cross Emergency Response instructor's manual</p> <p>Emergency Response videos</p> <p>Guest speaker - Have a delivery nurse come in and talk about her experiences.</p>	<p>Identify all the parts of the womb including the birth canal, placenta, umbilical cord and amniotic sac.</p> <p>State the steps in the pre-delivery preparation of the mother.</p> <p>State the steps in assisting with childbirth.</p> <p>Describe the care of the baby as the head appears.</p> <p>Describe the steps in the delivery of the placenta.</p> <p>List the steps in the post-delivery emergency medical of the mother.</p> <p>Describe the steps in caring for newborn.</p>	<p>Workbook assignments</p> <p>Chapter quizzes</p> <p>Skill test</p> <ul style="list-style-type: none"> <li>- Normal head-first delivery</li> <li>- Birthing process</li> <li>- Post-delivery care of mother</li> <li>- Care of newborn</li> </ul> <p>Unit test</p>

<p>seizures in infants and children?</p> <p>What are the signs and symptoms of possible child abuse and neglect?</p> <p>What are the legal responsibilities of the first responder who suspects child abuse?</p>				
<p><b>Suggestions on how to differentiate in this unit:</b>  Each individual is tested using a different scenario and may work alone or with a partner.</p>				

**Freehold Regional High School District**  
**LEPS Health Education III**  
**Unit #7: EMS Operations and AED**

**Enduring Understandings:** A first responder must always be prepared for any emergency call.

A first responder may fill various leadership positions based on the magnitude of the incident.

**Essential Questions:** When is an AED appropriate to use?

How does the first responder's role in the EMS system differ from a citizen responder's role?

What is the role of the first responder in EMS operations?

**Unit Goal:** Students will be able to learn about the role of the first responder in the EMS system and use of an AED.

**Duration of Unit:** 12 days

**NJCCCS** 2.1.12 E, 2.2.12 C, 2.2.12 E

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the medical and non-medical equipment needed to respond to a call?</p> <p>What information is included in the first responder "hand-off" report?</p> <p>What are the components of basic triage?</p> <p>What is the role of the first responder in extrication?</p> <p>What should the first responder do if there is a hazard at the scene?</p> <p>Why is early defibrillation important?</p> <p>When is defibrillation appropriate?</p> <p>How does defibrillation</p>	<p>Triage patients using the START method</p> <p>Multiple-casualty situations</p> <p>Extrication</p> <p>Gaining access to the victim</p> <p>Hazard at the scene</p> <p>Rescuing a near-drowning victim</p> <p>Automated external defibrillation (AED)</p>	<p>American Red Cross Emergency Response textbook</p> <p>American Red Cross Emergency Response workbook</p> <p>American Red Cross Emergency Response instructor's manual</p> <p>Emergency Response videos</p> <p>Guest speaker - Have a first responder come in to tie everything together and answer any final questions.</p>	<p>List the phases of an out-of-hospital call.</p> <p>Describe the role of the first responder in a multiple-casualty situation.</p> <p>List various methods of gaining access to the victim.</p> <p>Distinguish between simple access and complex access.</p> <p>State the role of the first responder at the scene of a hazardous materials incident until appropriately trained personnel arrive.</p> <p>Demonstrate proper methods of rescuing a near-drowning victim.</p> <p>Identify the general steps for the use of an AED.</p>	<p>Workbook assignments</p> <p>Chapter quizzes</p> <p>Skill test - START method - Rescuing a near-drowning victim - AED</p> <p>Unit test</p> <p>FINAL SKILL REVIEW</p> <p>FINAL PRACTICAL EVALUATION</p> <p>FINAL WRITTEN EXAM</p>

work?			Demonstrate how to use an AED.	
<b>Suggestions on how to differentiate in this unit:</b> There is no differentiation in this unit because all students must pass the final practical and written evaluations.				

