

| | |
|--|---------------------------|
| Unit Plans | |
| Unit: 2 First Aid and Safety | Subject: Health Science 2 |
| Anticipated Dates: 09/11/2025-10/08/2025 | Teachers: Dondanville |

| Standards Addressed | Assessments |
|---|---|
| Essential standards taught this unit (highlighted standards are also CTE Department Essential): | Link common formative assessments below |
| <ul style="list-style-type: none"> ● (1.2.3) Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media. ● (8) Apply and demonstrate technical skills and knowledge common to health career specialties* ● (8.1) Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges – including but not limited to: Blood pressure, Height and weight, Oxygen saturation, Pain, Pulse, Respirations, Temperature, Snellen Chart, BLS Healthcare provider CPR training ● (8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning. | <p>Daily Formative</p> <ul style="list-style-type: none"> ● BLS Summary Table ● First Aid WebQuest ● Bleeding Control Lab ● Wound Poster ● Splinting Lab ● Environmental WebQuest ● Environmental Infographic ● First Aid Summary Activity <p>CTE Formative</p> <ul style="list-style-type: none"> ● BLS Skills and Written Tests (Safety; Technical Skills) <p>Unit Formative</p> <ul style="list-style-type: none"> ● Unit Quizzes <ul style="list-style-type: none"> ○ Responding to Emergencies ○ Bleeding and Wounds ○ Splinting and Sudden Illnesses ○ Environmental Hazards |
| | Link common summative assessment below |

| | |
|--|---|
| <ul style="list-style-type: none"> • (1.2.3) I can prepare professional emails, digital messages, or social media posts that reflect appropriate workplace communication. • (8) I can perform CPR according to BLS healthcare provider standards. • (8.1) I can assess a patient’s vital signs and determine whether values fall within a normal range. • (8.2) I can apply transmission-based precautions (contact, droplet, airborne) when appropriate. | <p>CTE Summative</p> <ul style="list-style-type: none"> • Patient Education Handout (Technology Use) <p>Unit Summative</p> <ul style="list-style-type: none"> • BLS Written Test • First Aid Written Test • Unit Test (major grade) |
|--|---|

| | | | Daily Topics |
|--------|----|--|--------------|
| 11-Sep | 1 | CPR | |
| 12-Sep | | BENCHMARK ASSESSMENT (not graded) | |
| 15-Sep | 2 | CPR | |
| 16-Sep | 3 | CPR | |
| 17-Sep | 4 | CPR | |
| 18-Sep | 5 | CPR | |
| 19-Sep | 6 | CPR | |
| 22-Sep | 7 | First Aid | |
| 23-Sep | 8 | First Aid | |
| 24-Sep | 9 | First Aid | |
| 25-Sep | 10 | First Aid | |
| 26-Sep | 11 | First Aid | |
| 29-Sep | 12 | First Aid / Environmental Safety | |
| 30-Sep | 13 | First Aid / Environmental Safety | |
| 1-Oct | 14 | First Aid | |
| 2-Oct | 15 | First Aid | |
| 3-Oct | 16 | Assistive Devices | |
| 6-Oct | 17 | Assistive Devices | |
| 7-Oct | | Review | |
| 8-Oct | | Unit 2 test | |

| Teacher(s): Dondanville | | Course: Health Science 2 | Unit: 2 |
|-------------------------|---|---|---|
| Date and Topic: | Essential Standard(s) | Learning Target | Agenda |
| 11-Sep 1 CPR | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> <p>(8.1) Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges – including but not limited to: Blood pressure, Height and weight, Oxygen saturation, Pain, Pulse, Respirations, Temperature, Snellen Chart, BLS Healthcare provider CPR training</p> <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation</p> | <p>I can use video segments and class lecture/discussion to demonstrate the 3 C's (primary survey), a secondary survey, and how to use a CPR breathing barrier.</p> <p>[All Red Cross tests combined will equal one MAJOR GRADE in this unit; these tests are marked with a *]</p> <p>[All labs are mandatory participation and must be made up during Trojan Time if missed; these labs are marked with a ^ and will equal one MINOR GRADE in this unit]</p> <p>Send home CPR permission slips</p> <ul style="list-style-type: none"> • Watch videos necessary for CPR/AED/FA training • Correctly answer the in-progress review questions • Demonstrate today's skills with a partner and/or on a simulator | <p>Anchor: Think about what happens when an emergency occurs. Write down three reasons you think some people will choose to NOT get involved.</p> <p>Acquisition: Notes:</p> <ul style="list-style-type: none"> - Deciding to act - Review glove application - 3 C's - Secondary survey - Opioid overdose <p>Application: Videos and skills:</p> <ul style="list-style-type: none"> - Before giving care - Applying gloves - Using breathing barrier - Primary exam - Secondary exam <p>Away: Think about what we've learned today. Write down three ways YOU could help when there is an emergency at school or at home.</p> |

| | | | |
|--|--|--|---|
| | <p>precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning.</p> | | |
| <p>12-Sep BENCHMARK ASSESSMENT (not graded)</p> | | <p>I can demonstrate my progress toward mastering the course essential learnings and workforce-ready skills by answering questions on the benchmark assessment.</p> <p>BENCHMARK ASSESSMENT (not graded)</p> <ul style="list-style-type: none"> • Complete the Benchmark test • Complete any outstanding work | <p>Anchor: Reflect on the unit test you took yesterday, what concept was the most difficult to remember or apply?</p> <p>Acquisition:</p> <p>Application: BENCHMARK ASSESSMENT (not graded)</p> <p>ABenchmark exams are an important part of course planning. How do you think teachers use the results?way:</p> |
| <p>15-Sep 2 CPR</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> <p>(8.1) Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges – including but not limited to: Blood pressure, Height and weight, Oxygen saturation, Pain, Pulse,</p> | <p>I can use video segments and class lecture/discussion to demonstrate adult CPR, rescue breathing, and AED use.</p> <ul style="list-style-type: none"> • Watch videos necessary for CPR/AED/FA training • Correctly answer the in-progress review questions • Demonstrate today's skills with a partner and/or on a simulator | <p>Anchor: Write down today vocabulary terms and what you think each means (consider the videos and slides yesterday).</p> <p>Acquisition: Notes:</p> <ul style="list-style-type: none"> - Adult CPR compression rate/depth/sequence - Adult Rescue breathing rate/depth/sequence - Adult AED application - Adult CPR scenarios <p>Application: Videos and skills:</p> |

| | | | |
|-------------------------|--|---|---|
| | <p>Respirations, Temperature, Snellen Chart, BLS Healthcare provider CPR training</p> <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning.</p> | | <p>Adult CPR-video/breaths Lab^</p> <p>Away: Think about the skills we practiced today. Which one was the most difficult? What action did you try to be successful? Make sure all vocab words have definitions for tomorrow's QUIZ!</p> |
| <p>16-Sep 3 CPR</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> <p>(8.1) Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges – including but not limited to: Blood pressure, Height and weight, Oxygen</p> | <p>I can use what I've learned thus far in the unit to demonstrate health and safety practices in action by answering questions about responding to emergencies on the quiz.</p> <p>I can use video segments and class lecture/discussion to demonstrate child and infant CPR, rescue breathing, and AED use.</p> | <p>Anchor: Review the terms for today's vocabulary quiz; which two terms are the most challenging to remember? What study or memory skill are you using to keep them straight? (take quiz)</p> <p>Acquisition: Notes: <ul style="list-style-type: none"> - Child/infant CPR compression rate/depth/sequence - Child/infant Rescue breathing rate/depth/sequence - Child/infant AED application - Child/Infant CPR scenarios </p> |

| | | | |
|-------------------------|---|---|--|
| | <p>saturation, Pain, Pulse, Respirations, Temperature, Snellen Chart, BLS Healthcare provider CPR training</p> <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning.</p> | <p>Vocabulary quiz (Responding Emergencies)</p> <ul style="list-style-type: none"> • Watch videos necessary for CPR/AED/FA training • Correctly answer the in-progress review questions • Demonstrate today's skills with a partner and/or on a simulator | <p>Application: Videos and skills: Child/Infant CPR-video/breaths Lab^</p> <p>Away: Think about your peers and how they performed during the skills scenarios today. Choose one person and write down what you think was their strongest action today.</p> |
| <p>17-Sep 4 CPR</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> <p>(8.1) Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges – including but not limited to: Blood pressure,</p> | <p>I can use video segments and class lecture/discussion to demonstrate care for conscious and unconscious choking individuals.</p> <p>I can use the action cards in GoogleClassroom and the knowledge learned in this unit to complete the CPR Summary table as a review for the Red Cross</p> | <p>Anchor: Take a few minutes to go through the action cards in GoogleClassroom (in the "Unit 2 Notes" folder) for each of the five areas of skills on today's review lab.</p> <p>Acquisition: Continued - Choking - Special considerations</p> <p>Application:</p> |

| | | | |
|-------------------------|---|---|---|
| | <p>Height and weight, Oxygen saturation, Pain, Pulse, Respirations, Temperature, Snellen Chart, BLS Healthcare provider CPR training</p> <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning.</p> | <p>skills and written tests.</p> <ul style="list-style-type: none"> • Watch videos necessary for CPR/AED/FA training • Correctly answer the in-progress review questions • Demonstrate today's skills with a partner and/or on a simulator • Draw conclusions from Code Cards to correctly summarize CPR and AED skills (summary table) | <p>Videos and skills:</p> <ul style="list-style-type: none"> - Choking lab^ <p>Review:</p> <ul style="list-style-type: none"> - CPR summary table <p>Away:</p> <p>Reflect on today's lab and the new skills we've learned so far this week. Which two are you most comfortable using with a stranger? What is one action you could take to make the others more comfortable?</p> |
| <p>18-Sep 5 CPR</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> <p>(8.1) Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges – including but not</p> | <p>I can demonstrate CPR/AED technical skills as both a group leader and group participant by completing Red Cross skills testing scenarios.</p> <p>CPR permission slips due</p> <p>BLS Summary Table due</p> <p>BLS Skills Test</p> | <p>Anchor:</p> <p>Today we're doing CPR testing scenarios where everyone must take a leadership role. What is one personal leadership skill or attribute you have that you can use today when it's your turn to lead?</p> <p>Acquisition:</p> <p>Application:</p> |

| | | | |
|---------------------------------------|---|---|--|
| | <p>limited to: Blood pressure, Height and weight, Oxygen saturation, Pain, Pulse, Respirations, Temperature, Snellen Chart, BLS Healthcare provider CPR training</p> <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning.</p> | <ul style="list-style-type: none"> • Draw conclusions from Code Cards to correctly summarize CPR and AED skills (summary table) • Demonstrate CPR and AED skills by working through emergency scenarios | <p>Review</p> <ul style="list-style-type: none"> - Review/summarize - CPR skills testing (scenarios) <p>Away: Now that you've completed BLS training, what are two actions you feel prepared to take in an emergency that you might not have felt as comfortable taking before this unit began.</p> |
| <p>19-Sep 6 CPR (skills test)</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> <p>(8.1) Demonstrate procedures for measuring and recording vital signs in both normal and abnormal</p> | <p>I can demonstrate CPR/AED technical knowledge by completing Red Cross written testing.</p> <p>BLS Test*</p> <ul style="list-style-type: none"> • Complete the CPR/AED written test | <p>Anchor: Take 15 minutes to review the BLS Table you created yesterday with your CPR partner.</p> <p>Acquisition:</p> <p>Application: CPR written testing</p> |

| | | | |
|-------------------------------|--|---|---|
| | <p>ranges – including but not limited to: Blood pressure, Height and weight, Oxygen saturation, Pain, Pulse, Respirations, Temperature, Snellen Chart, BLS Healthcare provider CPR training</p> <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning.</p> | | <p>Those who need to finish CPR skills testing will do so as well.</p> <p>Away: On a scale of 0-5, how confident do you feel performing CPR?</p> <p>Why give yourself that rating?</p> |
| <p>22-Sep 7 First Aid</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> | <p>I can use class materials and the internet to explore First Aid content and themes in a WebQuest.</p> <p>FA WebQuest</p> <ul style="list-style-type: none"> • Research key facts about first | <p>Anchor: List three common injuries that happen during accidents. What step(s) could be taken to prevent them?</p> <p>Acquisition: [Exploration]</p> |

| | | | |
|----------------------------------|---|--|---|
| | | <p>aid</p> <ul style="list-style-type: none"> • Use these facts to complete an online worksheet | <p>Even when we try to prevent injuries in sports, they still happen. For each of the three injuries you listed earlier, use the internet to find what first aid care would be given in the first 24hours after injury.</p> <p>Share what you found with others at your table.</p> <p>Application: Students will complete a First Aid opening WebQuest. Those who need to finish BLS testing will do so as well.</p> <p>Away: Think about your experiences—when have you had or seen first aid given for an injury? Share with a partner.</p> |
| <p>23-Sep 8</p> <p>First Aid</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring,</p> | <p>I can use video segments and class lecture/discussion to demonstrate how to control bleeding and hypovolemic shock.</p> <p>Bleeding Control Lab</p> <ul style="list-style-type: none"> • Watch videos necessary for CPR/AED/FA training • Correctly answer the in-progress review questions • Demonstrate today's skills with a partner and/or on a simulator | <p>Anchor: Write down today's vocabulary words. What previous knowledge do you have about them? Describe how these words all connect.</p> <p>Acquisition: Notes/Slides: - Bleeding (direct pressure, tourniquet, hemostatic dressing) - Internal bleeding - Shock</p> <p>Application: Videos and skills: FA-bleeding injuries/shock^</p> <p>Away: Reflect on the bleeding control methods learned today. Write down 3 facts about tourniquet application that</p> |

| | | | |
|-----------------------|---|--|--|
| | ambulation, lifting, and positioning. | | you learned in class. |
| 24-Sep 9 First Aid | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning.</p> | <p>I can use video segments and class lecture/discussion to create an informational poster on an open wound.</p> <p>I can also participate in a gallery walk with my classmates to share my topic with them and learn about their topics.</p> <p>Wound Poster due</p> <ul style="list-style-type: none"> • Watch videos necessary for CPR/AED/FA training • Correctly answer the in-progress review questions • Demonstrate today's skills with a partner and/or on a simulator • Complete a card sort activity • Create a visual representation (poster) of an assigned wound type <p>Present my poster in a gallery walk</p> | <p>Anchor: Write down today's vocabulary words. For the four injuries listed with a *, guess if bleeding will be from an artery or capillary.</p> <p>Acquisition: Notes/Slides:</p> <ul style="list-style-type: none"> - Open wounds - Closed wounds - Infection - Burns - Basic musculoskeletal injuries <p>Students will work in pairs or small groups to complete a card sort activity on the sources of bleeding.</p> <p>Application: Videos and skills: FA-open and closed wounds^</p> <p>Students will create an informational poster on an assigned open wound. They will share their findings with classmates through a gallery walk.</p> <p>When complete, students will work in pairs or small groups to complete a second card sort based on the gallery wounds.</p> <p>Away: Make sure you have definitions written down for each vocabulary term—we have a vocabulary quiz tomorrow!</p> |

| | | | |
|-----------------------------------|--|--|--|
| <p>25-Sep 10</p> <p>First Aid</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> | <p>I can use video segments and class lecture/discussion to demonstrate different splinting techniques common to sports medicine.</p> <p>Vocabulary quiz (bleeding & wounds)</p> <p>Splinting Lab</p> <ul style="list-style-type: none"> • Watch videos necessary for CPR/AED/FA training • Correctly answer the in-progress review questions • Demonstrate today's skills with a partner and/or on a simulator | <p><u>Anchor:</u> Review the terms for today's vocabulary quiz and write down the new words. (take quiz)</p> <p><u>Acquisition:</u> Notes/Slides: - Bone and joint injuries - Splinting</p> <p><u>Application:</u> Videos and skills: FA-MSK injuries and splinting^</p> <p><u>Away:</u> Think about the splinting techniques we learned today. What are 3 household items you could use to make a splint, sling, and binder (1 each)?</p> |
| <p>26-Sep 11</p> <p>First Aid</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> | <p>I can use video segments and class lecture/discussion to demonstrate the safe use of an epi-pen and describe care for diabetic emergency.</p> <ul style="list-style-type: none"> • Watch videos necessary for CPR/AED/FA training • Correctly answer the in-progress review questions • Demonstrate today's skills with a partner and/or on a simulator | <p><u>Anchor:</u></p> <p><u>Acquisition:</u> Notes/Slides: - Sudden illness - Anaphylaxis</p> <p><u>Application:</u> Videos and skills: FA-Sudden Illness^</p> <p>Students who need to make up previously missed labs will also have an opportunity to do that today.</p> |

| | | | |
|--|--|---|--|
| | | | <p><u>Away:</u> Tomorrow, we begin looking at first aid for environmental illnesses, which are a type of sudden illness. Use the internet to find two pieces of equipment than can assess something about the environment. Write them down and how much they cost. Do not choose an app for your phone.</p> |
| <p>29-Sep 12</p> <p>First Aid / Environmental Safety</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> | <p>I can use class materials and the internet to complete a WebQuest on environmental illnesses and their first aid.</p> <p>Vocabulary Quiz (MSK & Illness)</p> <ul style="list-style-type: none"> • Research key facts about environmental emergencies • Use these facts to complete an online worksheet <p>Environmental WebQuest due</p> | <p><u>Anchor:</u> Write down today's vocabulary words. Which do you think are illnesses, tools to measure the environment, and actual parts of the environment which can be measured?</p> <p><u>Acquisition:</u> Notes</p> <ul style="list-style-type: none"> - Environmental Safety Considerations - Crowd and Participant Management - Safety Devices and Technologies - Position Statements and Guidelines - Heat - Cold - Lightning - Burns <p><u>Application:</u> Students will complete an online environmental conditions WebQuest.</p> <p><u>Away:</u> Review the terms for today's vocabulary quiz. (take quiz)</p> |
| <p>30-Sep 13</p> | <p>(1.2.3) Demonstrate</p> | <p>I can use the internet and NATA</p> | <p><u>Anchor:</u></p> |

| | | | |
|---|--|--|--|
| <p>First Aid / Environmental Safety</p> | <p>appropriate use of digital communication in a work environment, such as email, text, and social media.</p> <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> | <p>position statements to create an informational poster on an environmental illness and its first aid.</p> <p>I can also participate in a gallery walk with my classmates to share my topic with them and learn about their topics.</p> <p>Environmental Infographic due [MINOR GRADE]</p> <ul style="list-style-type: none"> • Use NATA position statements to research key facts about my assigned topic • Organize the key facts into a visual representation (poster) • Share my key facts with classmates (spoken communication) | <p>Acquisition: Students will organize information on the NATA position statement related to their environmental illness prior to developing an infographic.</p> <p>Application: Students will work individually to create an infographic on an assigned environmental condition and the instruments/tools used to assess for those conditions (condition, how to prevent and measure, treatment).</p> <ul style="list-style-type: none"> - Frostbite - Heat exhaustion - Heat stroke - Hypothermia - Lightning strike - Poor air quality <p>Away: Since we cannot control the weather, who should be responsible for monitoring and communicating environmental conditions to the public? Who should make the final decision regarding safety to play?</p> |
| <p>1-Oct 14 Assistive Devices</p> | <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective</p> | <p>I can use class materials to fit crutches and a cane to my partner and demonstrate different ambulation patterns.</p> <ul style="list-style-type: none"> • Correctly fit my partner for crutches and a cane • Demonstrate swing, three-point, four-point, and stair | <p>Anchor: Today we begin learning about assistive devices used after injury. Make a list of 5 devices you think would qualify (assist the injured person in their activities of daily living).</p> <p>Acquisition: Notes/Slides:</p> <ul style="list-style-type: none"> - Crutch fitting and gait |

| | | | |
|---------------------------------------|--|--|--|
| | <p>equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning.</p> | <p>gaits</p> <ul style="list-style-type: none"> • Extension: Demonstrate walking assist, sit-to-stand transfer, and two-person carry techniques | <ul style="list-style-type: none"> - Cane fitting and gait - Transfers <p>Application: Assistive devices Lab (cane, crutches, ambulation)</p> <p>Away: Reflect on the assistive devices we learned about today. Which of the gait patterns was the most difficult and why? (swing, 3-point, 4-point, upstairs, downstairs)</p> |
| <p>2-Oct 15 Assistive Devices</p> | <p>(1.2.3) Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media.</p> <p>(8.2) Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. Demonstrate the following: Patient identification, Handwashing, Gloving, Personal protective equipment (PPE), Isolation precautions, Transmission-based contact, Body mechanics with transferring, ambulation, lifting, and positioning.</p> | <p>I can create digital educational materials for a patient which instructs them how to fit and safely use crutches to ambulate.</p> <p>Patient Education Handout due</p> <ul style="list-style-type: none"> • Create digital instructions on how to fit crutches and a cane • Create digital instructions how to use crutches and canes at home • Correctly describe both fit and use | <p>Anchor: Brainstorm situations when someone might need to use crutches and/or a cane. In what situation might one be “better” than the other?</p> <p>Acquisition:</p> <p>Application: Work with your assigned partner to create a one-page patient education handout explaining to them how to fit and use their cane and crutches at home. You must use pictures showing how to fit and use the devices.</p> <p>Away:</p> |

| | | | |
|----------------------------------|--|--|---|
| <p>3-Oct 16</p> <p>First Aid</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> | <p>I can use the action cards in GoogleClassroom and the knowledge learned in this unit to complete a first aid matching activity as a review for the Red Cross first aid test.</p> <p>First Aid Matching Activity due</p> <p>Vocab quiz (environment)</p> <ul style="list-style-type: none"> • Draw conclusions from Code Cards to correctly summarize First Aid skills • Complete a matching activity (includes both written and visual pair sets) | <p>Anchor:</p> <p>Acquisition:</p> <p>Application: Prior to taking the quiz on environmental illnesses, students will work in pairs to review first aid concepts by completing a matching activity.</p> <p>Away: Review your notes before taking the quiz (take quiz)</p> |
| <p>6-Oct 17</p> <p>First Aid</p> | <p>(8) Apply and demonstrate technical skills and knowledge common to health career specialties*</p> | <p>I can demonstrate First Aid technical knowledge by completing Red Cross written testing.</p> <p>First Aid test*</p> <ul style="list-style-type: none"> • Complete the First Aid written test | <p>Anchor: Take a few minutes to review for the First Aid test with a partner.</p> <p>Acquisition:</p> <p>Application: First Aid written testing.</p> <p>Those who need to finish first aid skills testing will do so as well.</p> <p>Away:</p> |
| <p>7-Oct</p> | <p>All unit standards</p> | <p>I can review the unit terminology</p> | <p>Anchor:</p> |

| | | | |
|----------------------|--------------------|---|---|
| Review | | <p>and concepts by playing an in-class game with my classmates.</p> <ul style="list-style-type: none"> • Play a review game to prepare for the unit test <p>All Red Cross tests due (must be complete)</p> <p>All labs due (must be complete)</p> | <p>Take a few minutes to brainstorm with a partner about the material on our test...share two facts which were completely new to you when we learned them (two facts you did not know before this unit).</p> <p><u>Acquisition:</u></p> <p><u>Application:</u> Peer-to-peer learning: Students will work in Pods to review for the unit test</p> <p><u>Away:</u> The unit test is tomorrow. What are two actions you will take to be ready for it?</p> |
| 8-Oct Unit 2 test | All unit standards | <p>Students will demonstrate that they can 1) implement cardiac emergency procedures and skills; 2) provide effective first aid care steps in emergency situations; and 3) recognize existing and potential hazards and the safe work practices and procedures that help prevent injury by answering questions on the unit exam.</p> <p>Unit notebook is due before the unit test begins</p> <p>Unit Test (MAJOR GRADE)</p> | <p><u>Anchor:</u> Think about your test preparations leading up to today. What is one strategy you used to be well prepared today?</p> <p><u>Acquisition:</u></p> <p><u>Application:</u> Unit Test</p> <p><u>Away:</u> Think about the test you just finished. What is one thing you might do differently in the next unit to be even better prepared for the next exam?</p> |