

Seymour Public Schools Curriculum

Injury Care and Prevention

Course will include the knowledge and skills necessary for students to safely identify and give appropriate care, regardless of the type of injury or emergency. We will stress the basic steps to follow in any emergency. The Emergency Medical System will be explained and its importance in the process. The appropriate care for a variety of injuries and sudden illnesses that responders may encounter in their homes, work, school, and communities will be emphasized.

Through each type injury and illness course work will go in more scientific depth and detail in regards to what tissues and organs are injured. Exploring of injuries and consequences will provide a more in depth focus on their ramifications as well as an understanding of what is involved in the possible rehabilitation of them. At the end of this course student will have the option to acquire and two year certification in CPR/AED and First Aid from the American Red Cross.

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| Grade: 11 & 12 | Subject: Giving Care |
| CSDE Standard | <p>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.</p> <p>CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>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.</p> <p>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.</p> |
| Enduring Understanding | An emergency situation is a hectic and difficult situation but a quick and safe response can help save lives |
| Essential Questions | <p>How would you respond in an emergency situation?</p> <p>What is the Emergency Medical System and how do we activate it?</p> <p>How will you gain confidence and act in an emergency situation?</p> |
| Content Standard: | <p>Standard 2 – Accessing Health information</p> <p>Standard 4 – Analyzing internal and external influences</p> <p>Standard 5 – Demonstrate Communication Skills to enhance health</p> <p>Standard 6 – Demonstrate Decision making skills to enhance health</p> |
| Performance Expectations (Student outcomes) | <p>Describe and recognize an emergency</p> <p>Prioritize care when at a scene</p> <p>Identify Good Samaritan Laws</p> <p>Identify the different types of consent</p> <p>Explain and identify care and reduce the risk of disease transmission when giving care</p> <p>Demonstrate how to check an unconscious person for life threatening injuries</p> |

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| Strategies/Modes (examples) | Materials/Resources (examples) | Assessments (examples) |
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| First Aid Video Lesson Presentation Role Playing and creation of mock scenes | Red Cross Video Student Training Kits Disposable gloves Activity Instruction Cards | Questioning Actual performance in giving care |

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| Grade: 11 & 12 | Subject: Cardiac Emergencies and CPR |
| CSDE Standard | <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>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.</p> |
| Enduring Understanding | There is a Cardiac Chain of Survival that when used quickly and efficiently can increase a persons chance of survival |
| Essential Questions | <p>What are the procedures someone can do in the event of a cardiac emergency?</p> <p>What are the steps in administering CPR</p> <p>How is recognizing signs and symptoms and advantage in helping a situation?</p> <p>How is diet and exercise related to heart health</p> |
| Content Standard: | <p>Standard 2 – Accessing Health information</p> <p>Standard 4 – Analyzing internal and external influences</p> <p>Standard 5 – Demonstrate Communication Skills to enhance health</p> <p>Standard 6 – Demonstrate Decision making skills to enhance health</p> <p>Standard 12 – Achieve and maintain a health enhancing level of physical fitness</p> |
| Performance Expectations (Student outcomes) | <p>Recognize the signals of cardiac emergency</p> <p>Identify the Cardiac Chain of Survival</p> <p>Identify care for a heart attack</p> <p>Explain the role of CPR in cardiac arrest</p> <p>Identify the symptoms of a heart attack</p> <p>Perform CPR Adult and Infant</p> <p>Explain diet and exercises role in keeping a healthy heart.</p> |

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| Strategies/Modes (examples) | Materials/Resources (examples) | Assessments (examples) |
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| <p>Lecture signals of heart attack</p> <p>Video Segment</p> <p>Discuss diet and exercise and the affect on the heart itself</p> <p>Activity in performing CPR Adult/Infant</p> | <p>Video</p> <p>CPR Breathing Barriers</p> <p>Manikins</p> <p>Disposable Gloves</p> <p>Fundamentals of Athletic Training Chp 20</p> | <p>Quizzes</p> <p>Summary outlines</p> <p>Instructional Packets</p> <p>Individual/Group Projects</p> <p>Homework Assignments</p> <p>CPR Performance</p> |

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| Grade: 11 & 12 | Subject: AED | |
| CSDE Standard | <p>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 <i>grades 11–12 texts and topics</i>.</p> <p>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.</p> | |
| Enduring Understanding | What is and AED and how can artificial defibrillation help a person during sudden cardiac arrest | |
| Essential Questions | <p>What is defibrillation? How does defibrillation work? How is the electrical system of the heart set up and why does the AED work.</p> | |
| Content Standard: | <p>Standard 2 – Accessing Health information</p> <p>Standard 4 – Analyzing internal and external influences</p> <p>Standard 5 – Demonstrate Communication Skills to enhance health</p> <p>Standard 6 – Demonstrate Decision making skills to enhance health</p> <p>Standard 8 – Demonstrate the ability to advocate for personal, social, and community health</p> | |
| Performance Expectations (Student outcomes) | <p>Explain what defibrillation is</p> <p>Explain how the electrical system of the heart works</p> <p>Identify the precautions in using an AED</p> <p>Demonstrate how to use an AED</p> | |
| Strategies/Modes (examples) | Materials/Resources (examples) | Assessments (examples) |
| <p>Lecture</p> <p>Fact or Fiction Activity</p> <p>Video Segment AED</p> <p>Practice Perform AED</p> | <p>Heart Structure Slides</p> <p>Internet</p> <p>Video</p> <p>Text – Fundamentals of Athletic Training</p> | <p>Quizzes</p> <p>Summary outlines</p> <p>Instructional Packets</p> <p>AED Skills in Using</p> |

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| Grade: | Subject: Breathing Emergencies | |
| CSDE Standard | <p>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.</p> <p>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.</p> <p>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.</p> | |
| Enduring Understanding | Quick action in a breathing emergency can help save a life at home or in the community | |
| Essential Questions | <p>How do you give care in a breathing emergency</p> <p>How will respond in a choking emergency</p> | |
| Content Standard: | <p>Standard 2 – Accessing Health information</p> <p>Standard 4 – Analyzing internal and external influences</p> <p>Standard 5 – Demonstrate Communication Skills to enhance health</p> <p>Standard 6 – Demonstrate Decision making skills to enhance health</p> | |
| Performance Expectations (Student outcomes) | <p>Recognize the signals of a breathing emergency</p> <p>Demonstrate how to care for a person who is choking.</p> | |
| | <p>Strategies/Modes (examples)</p> <p>Lecture on breathing emergencies</p> <p>Video Segment Choking Adult/Child/Infant</p> <p>Partner practice choking</p> | <p>Materials/Resources (examples)</p> <p>Red Cross Video</p> |
| | | <p>Assessments (examples)</p> <p>Perform Choking Care Scenario</p> |

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| Grade: | Subject: Soft Tissue Injuries |
| CSDE Standard | <p>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 <i>grades 11–12 texts and topics</i>.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| Enduring Understanding | What is the appropriate response to in treating various types burns, cuts, facial and crush injuries |
| Essential Questions | <p>How can quick response to burns, cuts, and crush injuries whether severe or not lessen the chance for further negative health consequences.</p> <p>What are the ways severe bleeding can be controlled?</p> |
| Content Standard: | <p>Standard 2 – Accessing Health information</p> <p>Standard 4 – Analyzing internal and external influences</p> <p>Standard 5 – Demonstrate Communication Skills to enhance health</p> <p>Standard 6 – Demonstrate Decision making skills to enhance health</p> |
| Performance Expectations (Student outcomes) | <p>Identify signals of various soft tissue and musculoskeletal injuries</p> <p>Describe how to care for various soft tissue and musculoskeletal injuries</p> <p>Demonstrate how to control external bleeding</p> |

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| Strategies/Modes (examples) | Materials/Resources (examples) | Assessments (examples) |
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| Video segment "Playground Pandemonium" Guided discussion on for identifying Soft tissue and musculoskeletal injuries Skill session on controlling external bleeding and Nosebleeds Burn Care Fact or fiction activity | Red Cross Video Activities Gauze pads Roller bandages Gloves | Quizzes Summary outlines Questioning Performance on treating bleeding and burns |

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| Grade: 11 & 12 | Subject: Injuries to muscles, bones, joints |
| CSDE Standard | <p>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.</p> <p>CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>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 <i>grades 11–12 texts and topics</i>.</p> <p>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.</p> <p>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.</p> |
| Enduring Understanding | Injuries of the muscles bones and joint require immediate attention. Injuries in some parts of the body like the head need specific care. There is care for these injuries and proper rehabilitation techniques. There are also many ways we can protect the body from these injuries especially in an athletic setting. |
| Essential Questions | <p>How would you respond to an injury to muscle, bones, or joint?</p> <p>How would you offer or prescribe rehabilitation through exercise to someone with an injury?</p> <p>What are the preventive measures and athlete can utilize during competition?</p> |
| Content Standard: | <p>Standard 2 – Accessing Health information</p> <p>Standard 4 – Analyzing internal and external influences</p> <p>Standard 5 – Demonstrate Communication Skills to enhance health</p> <p>Standard 6 – Demonstrate Decision making skills to enhance health</p> <p>Standard 8 – Demonstrate the ability to advocate for personal, family, and community health</p> <p>Standard 10 – Demonstrate understanding of the movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activity</p> <p>Standard 11 – Participate regularly in physical activity</p> |
| Performance Expectations (Student outcomes) | <p>Identify signals of head, neck, and spinal injuries</p> <p>Explain how to care for injuries to muscles, bones, joints</p> <p>Explain how to care for the above injuries</p> <p>Develop and create a rehabilitation program</p> <p>Identify injuring specific taping methods and how to administer them</p> |

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| Strategies/Modes (examples) | Materials/Resources (examples) | Assessments (examples) |
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| Video Segment Injuries Lecture Modeling Student Practice Guest presentation with Athletic Trainer | Video Fundamentals of Athletic Training Text Red Cross kits Athletic Tape | Quizzes Summary outlines Questioning Rehabilitation program development Culminating Project with 4 Hour Job Shadow Taping diagnosis Taping performance |