

*Curriculum Guide for 10<sup>th</sup> Grade Health*

**Unit 1: Introduction**

**1 weeks**

**H10.1**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Become familiar with how the EMS system works and their roles as citizen responders in the EMS system</li><li>• Identify the three Emergency Action Steps that provide a basic plan of action for any emergency</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Group and individual reading</li><li>• Role-play emergency situations</li><li>• Viewing video segment</li><li>• Examining First Aid kit</li></ul>	<ul style="list-style-type: none"><li>• Textbook: First Aid, Responding to Emergencies, 3<sup>rd</sup> Edition, American Red Cross</li><li>• Telephone props</li><li>• First Aid kit</li></ul>	<ul style="list-style-type: none"><li>• Participation in role play</li><li>• Teacher made test</li></ul>

**Unit 2: Assessment**

**3 weeks**

**H10.10, H10.11**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Recognize major structures and primary functions of each body system</li><li>• Gain an understanding of how body systems work together</li><li>• Recognize general signs and symptoms that indicate problems with one or more systems when an injury occurs</li><li>• Become familiar with how to check for life-threatening conditions in an unconscious victim</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Group and individual reading</li><li>• Viewing video segments</li><li>• Skill practice: Checking an unconscious victim</li><li>• Skill practice: checking a conscious victim</li><li>• Game: Win, Lose, or Draw</li></ul>	<ul style="list-style-type: none"><li>• Textbook, p. 37-81</li><li>• Video</li><li>• Disposable latex gloves – one pair for each student</li><li>• TV/DVD</li></ul>	<ul style="list-style-type: none"><li>• Teacher made tests</li><li>• Skills tests</li></ul>

### Unit 3: Life Threatening Emergencies

3 weeks

H10.2, H10.3, H10.4, H10.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"><li>• Become familiar with the signs and symptoms indicating respiratory distress</li><li>• Know how to provide care for a person who is having difficulty breathing</li><li>• Realize how to provide care for an adult, child and infant who is not breathing</li><li>• Become familiar with the signs of an airway obstruction and how to provide care for an adult, child, and infant who is choking</li><li>• Become familiar with the signs and symptoms of a heart attack</li><li>• Show how to care for victims who experience heart attacks</li><li>• Know how to identify and reduce risk factors for cardiovascular disease</li><li>• Know the signs of external bleeding and will demonstrate how to control bleeding</li><li>• Recognize the signs and symptoms of internal bleeding and describe how to control it</li><li>• Become familiar with conditions that can result in shock and will be able to describe the signs and symptoms</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Group and individual reading</li><li>• Viewing video segments</li><li>• Skill practice</li><li>• Rescue breathing</li><li>• Skill practice: Care for a conscious choking victim</li><li>• Skill practice: Care for an unconscious choking victim</li><li>• Skill practice: CPR</li><li>• Skill practice: Controlling bleeding</li></ul>	<ul style="list-style-type: none"><li>• Textbook, p. 85-179</li><li>• Video</li><li>• Gauze pads</li><li>• Roller bandages</li><li>• Disposable latex gloves</li><li>• TV/DVD</li></ul>	<ul style="list-style-type: none"><li>• Teacher made tests</li><li>• Skills tests</li></ul>

## Unit 4: Inuries

3 weeks

H10.6

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• Become familiar with how to care for soft tissue injuries</li><li>• Recognize burn injuries and serious musculoskeletal injuries and how to provide care for both</li><li>• Demonstrate different methods of immobilizing injured body parts</li><li>• Know how to recognize specific injuries to the head, back, chest, abdomen, and pelvis, and how to provide care</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Group and individual reading</li><li>• Viewing video segments</li><li>• Skill practice: Applying an anatomical splint</li><li>• Skill practice: Applying a soft splint</li><li>• Skill practice: Applying a rigid splint</li><li>• Skill practice: Applying a sling and binder</li><li>• Game: Show Me The Bling-Bling</li></ul>	<ul style="list-style-type: none"><li>• Textbook, p. 183-285</li><li>• Video</li><li>• Muslin material</li><li>• Ace bandages</li><li>• Blankets, towels, pillows</li><li>• Slings/Cravats</li><li>• Roll bandages</li><li>• Rigid splint materials (boards, metal strips, magazines or newspapers, ice crease sticks)</li><li>• Fake money</li><li>• TV/ DVD</li></ul>	<ul style="list-style-type: none"><li>• Teacher made tests</li><li>• Skills tests</li></ul>

## Unit 5: Medical Emergencies

5 weeks

H10.7, H10.8, H10.9

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• Become familiar with the signs and symptoms of sudden illness and how to give appropriate care</li><li>• Realize how poisons enter the body and how to care for poisoning</li><li>• Recognize the signs and symptoms of bites and stings, the general steps for providing care, and prevention strategies</li><li>• Know the signs and symptoms of substance abuse and misuse, as well as how to prevent and care for drug-related injuries and illnesses</li><li>• Become familiar with the signs and symptoms of illness and injury caused by heat or cold exposure, as well as how to provide care for and prevent such illness and injury</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Group and individual reading</li><li>• Viewing video segments</li></ul>	<ul style="list-style-type: none"><li>• Textbook, p. 291-375</li><li>• Video</li><li>• Television</li><li>• DVD player</li><li>• Syrup of ipecac</li><li>• Activated charcoal</li></ul>	<ul style="list-style-type: none"><li>• Teacher made tests</li></ul>